



LANGSHOTT PRIMARY SCHOOL

Smallfield Road, Horley

Surrey, RH6 9AU

Telephone: 01293 776341

Facsimile: 01293 821540

Email; info@langshott.surrey.sch.uk

www.langshott-surrey.sch.uk

Headteacher Mrs SL Mackintosh BEd(hons) NPQH

LANGSHOTT PRIMARY SCHOOL
FULL GOVERNING BODY MEETING – WEDNESDAY 15TH JULY 2026 – 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)	Joanna Johnson (JJ)
Harsha Kasetty (HK)	Stacey Lewendon

In Attendance:

Sonia Isard (SI) Deputy Headteacher	Amy Shevel (AS) Assistant Headteacher
Alison Edney (AE) Clerk	Belinda Ellis (<i>covering for Jess Paulsen</i>)

PART 1 – BUSINESS MEETING:

ITEM	ITEM	ACTION
1.	APOLOGIES FOR ABSENCE	
	There were no apologies for absence as all the Governors were present.	
2.	DECLARATION OF INTEREST	
	There were no “declarations of interest”.	
3.	PREVIOUS MINUTES	
	The minutes from the meeting held on the 15 th April 2026 were approved.	
4.	CHAIR’S UPDATE Since the last meeting I have continued to visit school and meet with SM. We typically continue to discuss workload, wellbeing of the headteacher and general school updates that are of use for example what is happening across the school agenda, any staffing updates, areas of concern for example from parents. The school is always calm, full of happy children, vibrant displays and staff are always happy to come and say hello and talk. Wider Governance Landscape – Key Messages for 2026 1. Strengthened Expectations on Governance Visibility There is a continued national push for governing boards to be <i>more visible</i> in school life - not operationally, but through purposeful visits, clearer strategic oversight, and stronger evidence of impact. Ofsted commentary this year has reinforced that governance should be “active, informed and present”.	

	2. Attendance as a National Priority Persistent absence remains one of the biggest national challenges. Governors are expected to maintain close oversight of attendance strategy, early-help approaches, and the impact of interventions. This is now a core governance responsibility. 3. SEND Pressures and Provision The SEND system continues to experience significant strain nationally, rising need, slower external assessments, and increased complexity. Boards are expected to monitor how schools are adapting provision, supporting staff, and ensuring inclusion remains strong despite external pressures. 4. Financial Sustainability The financial landscape remains tight across the country. Governors are expected to scrutinise medium-term financial planning, staffing sustainability, and the impact of rising SEND and energy costs. The emphasis is on <i>strategic foresight</i>, not just annual budgeting. 5. Safeguarding and Online Safety National updates to filtering and monitoring expectations have placed greater responsibility on boards to understand how systems work and how leaders assure themselves of their effectiveness. Safeguarding remains the single most scrutinised area of governance. 6. Governance Recruitment and Diversity Boards nationally continue to face challenges in recruiting governors with the right skills. There is a renewed emphasis on diversity, succession planning, and ensuring boards reflect the communities they serve. End of year wrap up Thanks have been passed to the FGB for all their dedication and support to school life, and for their insights and strategic challenge to the school. Particular thanks was offered to Andy Yule who has been a governor at the school for many years. He is finally leaving us, and the FGB acknowledge the significant contribution he has offered to the school over the years and wish him well for the future. Thanks was also given to SM, the SLT and the wider school team for a successful year and for all their hard work and dedication. The Governing Body is very appreciative of everything that all staff do for the school and wish everyone a relaxing summer break.	
5.	GOVERNOR VISITS AND PLANNING AC thanked everyone who had visited the school this year and submitted their reports. AC undertook a visit to the school during the first heatwave and was very impressed at the measures which were in place to keep both the children and the staff as comfortable as possible. Adaptations had been made so that all the air-conditioned spaces were being used. AC commended SM for her approach and SI advised that they had received lots of complimentary emails concerning the approach which was taken by the school. AC's report was shared with the team prior to the meeting.	

	AY attended a STEM visit and said it was great fun and noted how well behaved all the children were. The day went smoothly and was very enjoyable. AY's report was shared with the team prior to the meeting. GH visited the school in March and met with Jamie. The children were all very good and well behaved and there were no concerns. GH's report was shared with the team prior to the meeting. JB visited the school to meet with Sonia and Amy for a safeguarding catch up. The report was shared with everyone prior to the meeting and there were no concerns. The Surrey Audit has been completed and the framework will be used as a template going forward. JB advised that he undertook a learning walk and noted the children were happy and when spoken to about safeguarding, provided perfect answers. A coaching visit is pending. HK is still to complete his visit.	HK to undertake visit
6.	HT REPORT The HT report was shared with the team prior to the meeting together with the associated paperwork. SM thanked the team for taking the time to read the report and respond to the Q&A document. The details can be viewed in Appendix 1. No further clarification on any of the points raised was required so some highlights of the report were discussed. There is a lot to celebrate concerning the data. Unfortunately, the Y6 data is not available until the 16th July and this will be shared with the Governors as soon as possible. However, from looking at all the other year groups and seeing what has and is being implemented puts the school into a very good position. Pupil Premium: AS reported, there is good news in reading with more children making better than expected progress. There were more pleasing results in writing and maths with no PP children making less than expected progress. 40% of children are doing better than expected in writing and 12% better than expected in maths. Reading continues to be a focus. SM noted that from the parent, children and staff surveys there was a lot to celebrate. At the last staff meeting for the academic year staff wellbeing was discussed and staff can already see the improvements and changes that are being implemented. SM will include some of the comments from the parent survey in the end of term newsletter so that parents can see some of the concerns raised are already being addressed. AY raised a concern regarding the increase in racist and bullying behaviour. Unfortunately, it seems the children are listening to discussions at home and do not understand the significance of these conversations and are bringing them into the school. Children have been questioning teachers concerning immigrants and it was noted that a number of parents were not giving permission for their child to attend the school trip to the local mosque. SM advised that more work on British values and standards will be undertaken with the children in September.	

	AY questioned the online filtering process and SI advised that the school are working closely with CITL and weekly catch-up spot checks are undertaken and “hot” words are always flagged to SI. Y6 are allowed to use Canva for a period of time as part of their creative writing task. The “chat” function is only used during Intervention however the children are always supervised on a 1:1 basis when this is being used. CITL frequently log into the system as a child to check words and filtering.	
7.	SDP All the questions raised from the report have been replied to. The Y6 data is key for the SDP but due to the delay the results have not been able to be included. Next year’s model has been evaluated and rag-rated in line with the Ofsted framework. At the next inset day, staff will be allocated areas in line with the framework and a report will be provided to the Governors. The SEF will be worked on at the same time. AY recommended using the ASCL format however this is only for secondary schools. SM commented that three local primary schools have recently had an Ofsted inspection and as part of the HLP group they will meet in September to discuss the framework.	
8.	DATA SI advised that everything is coming together and as soon as the Y6 data is ready it will be shared with the Governors. Update – 16th July 2026 – the results have been published and are detailed in Appendix 2.	
9.	OFSTED PREPARATION JTM’s recent visit on Inclusion was discussed and his report was shared with the team in advance of the meeting. JTM advised he spent a very good afternoon with Hiral and Amy. Amy has a very impressive spreadsheet which tracks everything and everyone. Hiral’s spreadsheet is in progress due to the larger number of children she deals with. JTM said the learning walk thought the school was very enjoyable. All the children were engaged and he was unable to tell the vulnerable/disadvantaged children. AS recommended JTM return to look at core sessions in the morning rather than the afternoon as the children tend to be livelier in the mornings. • Leadership and Management: Leadership & Governance Section of Ofsted Toolkit.pdf AC advised that she will be reviewing what Ofsted are looking for during the summer break and shared the following notes with the team: Assessing Governance at Langshott Primary School against the Leadership & Governance Ofsted Framework:	JTM to visit core lessons in the morning

1. Strategic Leadership

What Ofsted looks for

“Leaders establish and sustain the school’s ethos and strategic direction...” “Leaders take a strategic approach to improvement... identify the right priorities...” “Leaders act in the best interests of pupils, especially disadvantaged and SEND.”

How we can assess this at Langshott as Governors

- **Check clarity of vision and priorities** Review the SDP and ensure priorities are sharply defined, evidence-based, and linked to pupil need (SEND, disadvantaged, attendance, behaviour, curriculum depth).
- **Evaluate leaders’ understanding of context** Through headteacher reports, data dashboards, safeguarding updates, and link governor visits, confirm leaders have an accurate picture of strengths and areas for development.
- **Monitor pace and precision of improvement** Ask: Are actions timely? Are milestones clear? Is impact visible? Use your monitoring schedule to triangulate: data → visits → pupil voice → external validation.
- **Assure culture and ethos** Look for evidence that pupils experience a positive, enriching school life — behaviour, inclusion, attendance, enrichment, pastoral support.
- **Check statutory compliance** Ensure leaders meet duties around curriculum, safeguarding, SEND, attendance, and the 32.5-hour week.
- **Evaluate leaders’ conduct and professionalism** Consider how leaders model expectations, respond to challenge, and communicate with staff, governors, and parents.

2. Governance

What Ofsted looks for

“Governors are knowledgeable about their statutory duties...” “Support and challenge leaders effectively...” “Ensure monitoring systems are fair, valid and constructive...” “Hold leaders to account for disadvantaged pupils, SEND, and those known to social care.”

How we can assess this at Langshott

- **Review how well the board fulfils its core functions**
 - Strategic direction
 - Holding leaders to account
 - Financial oversight
 - Safeguarding assurance
- **Evaluate quality of challenge and support** Minutes should show purposeful questioning, evidence-based challenge, and constructive support.
- **Check monitoring quality** Ensure link governor visits are:
 - Focused on SDP priorities
 - Triangulated with data and pupil voice
 - Written up clearly
 - Shared with leaders for validation
 - Used to inform board decisions
- **Assure provision for vulnerable groups** Governors should regularly review:
 - PP strategy and impact

- SEND provision and adaptations
- Attendance patterns
- Pastoral and safeguarding trends
- Outcomes for pupils known to social care
- **Evaluate governance self-awareness** Use skills audits, training logs, and annual self-evaluation to demonstrate reflective practice.

3. Staff Well-being and Workload

What Ofsted looks for

“Leaders take account of staff well-being...” “Workload is manageable...” “Systems protect staff from bullying, discrimination, harassment.”

How we can assess this at Langshott

- **Review how leaders monitor staff well-being** Staff surveys, exit interviews, workload reviews, and feedback loops.
- **Check that leaders act on feedback** Look for adjustments to marking, planning, meetings, behaviour systems, or communication.
- **Ensure governors consider leaders’ workload** This is now a statutory expectation. You should record discussions about:
 - Headteacher well-being
 - SLT capacity
 - Delegation of responsibilities
 - External pressures (SEND demand, attendance, safeguarding)
- **Monitor culture and climate** Through visits and staff voice, check whether staff feel valued, supported, and professionally respected.

4. Professional Learning and Expertise

What Ofsted looks for

“High-quality, evidence-informed professional learning...” “Purposeful collaboration...” “ECTs and trainees supported...” “Professional learning aligned to school priorities.”

How we can assess this at Langshott

- **Review the CPD programme** Check that it is:
 - Sustained, not one-off
 - Evidence-informed
 - Aligned to SIP priorities
 - Includes subject-specific development
 - Provides time for collaboration
- **Evaluate impact** Ask leaders to show:
 - Improvements in teaching practice
 - Strengthened subject leadership
 - Better outcomes for pupils
 - Increased staff confidence and expertise
- **Check support for ECTs and trainees** Ensure mentoring, release time, and structured development are in place.
- **Monitor succession planning** Look for leadership development pathways and capacity building.

	5. Parental, Professional and Community Engagement What Ofsted looks for “Constructive relationships with parents...” “Partnership with other schools and organisations...” “Working with public services to meet statutory duties.” How we can assess this at Langshott • Review parental engagement Consider: ○ Communication quality ○ Parent surveys ○ Attendance at events ○ Inclusion of harder-to-reach families ○ Complaints handling • Evaluate community partnerships Check engagement with: ○ Local schools ○ LA services ○ Health and social care ○ Community groups ○ Safeguarding networks • Monitor multi-agency working Ensure leaders collaborate effectively to support SEND, attendance, safeguarding, and vulnerable pupils. 6. Grading Leadership and Governance (Expected / Strong / Exceptional) How we can judge Langshott against the descriptors Use the evidence above to determine whether Langshott meets: • Expected standard Clear priorities, effective action, strong ethos, appropriate challenge, manageable workload, high-quality CPD. • Strong standard Precise analysis, rapid improvement, deep collaboration, robust challenge, highly effective professional learning culture. • Exceptional Sustained excellence, transformational impact on vulnerable pupils, no significant unaddressed areas for improvement. AC commented that the Governors needed to assess this and felt that this was a good prompt list for everyone. It was recommended to create a checklist and assign areas to review to the Governors from September. Pages 72-80 of the Leadership and Governance document were shared with the Governors and a discussion followed regarding the contents. JTM raised the question of what do the staff get out of the CPD sessions – is development continuous and how is the training applied. SM advised that it is linked to staff appraisals and staff monitoring and that CPD forms a large part of leadership and governance. JTM recommended the software STEPLAB and SM commented that she will look into this further. AY feels that the “leaders” wording in the document needs to be clarified as staff are unsure if this just relates to SLT or SLT and Governors. SM advised that she will obtain clarification from the three schools which have been inspected recently.	Checklist to be created for September SM to review STEPLAB SM to obtain clarification
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	AC advised that the Governors need to be well prepared and up to date with all their training. The training log will be reviewed in September.	on the term "leaders" Training log to be updated in September
10.	FINANCE The most recent FMR's were shared in advance of the meeting. JJ advised that the budget had been submitted and accepted and there were no concerns. Everything was as expected.	
11.	SAFEGUARDING/SEND SI advised that she had nothing further to add than that which is detailed in the report.	
12.	GOVERNOR TRAINING All Governors were asked to undertake more training and the link to the Judicium GOVN Training Programme Autumn Term (2026) was shared within the agenda. Judicium GOVN Training Programme Autumn Term 2026 (FINAL).docx	Governors to undertake more training
13.	POLICIES SM thanked the Governors for taking the time to read through all the policies. Some amendments have been received and duly noted. HK is still to review the policies assigned to him. SM is aware that a separate Allergy policy is required and VR will be working on this during the summer holidays. Anaphylaxis training will be offered to staff during the first Inset day of September and it was noted that EpiPens will cost the school approximately £600 per year. JTM recommended that staff be allocated "emergency roles" so were a child to have an attack, the staff would know what their role was when dealing with it.	HK to review policies Emergency roles to be allocated
14.	FUTURE AGENDA ITEMS - Ofsted framework - Academisation	
15.	SUMMARY OF ACTIONS ARISING FROM THE MEETING - JTM to visit a morning core session - SM to review STEPLAB - SM to speak to the three schools recently inspected to gain a better understanding of what the term "leaders" means. - Allergy policy required - Governors to undertake further training and training log to be updated	

17.	ANY OTHER BUSINESS There were no further items to discuss.																																								
18.	FUTURE DATES: DATES FOR GB MEETINGS 2026 – 27 2026 <table border="1"> <thead> <tr> <th>Meeting</th><th>Day</th><th>Date</th></tr> </thead> <tbody> <tr> <td>FGB Business Meeting - Set up for the year and SDP Draft 1</td><td>Wednesday</td><td>30th September 2026</td></tr> <tr> <td>Finance Committee</td><td>Monday</td><td>5th October 2026</td></tr> <tr> <td>Finance Committee</td><td>Monday</td><td>16th November 2026</td></tr> <tr> <td>Headteacher Appraisal</td><td>Wednesday</td><td>25th November 2026</td></tr> <tr> <td>FGB Term 1 Digest including Head's Report and SDP</td><td>Wednesday</td><td>16th December 2026</td></tr> </tbody> </table> 2027 <table border="1"> <thead> <tr> <th>Meeting</th><th>Day</th><th>Date</th></tr> </thead> <tbody> <tr> <td>Finance Committee</td><td>Monday</td><td>25th January 2027</td></tr> <tr> <td>Interim Head's Report to FGB instead of a meeting</td><td>Wednesday</td><td>10th February 2027</td></tr> <tr> <td>Finance Committee</td><td>Monday</td><td>19th April 2027</td></tr> <tr> <td>FGB Term 2 Digest including Head's Report and SDP</td><td>Wednesday</td><td>28th April 2027</td></tr> <tr> <td>Interim Head's Report to FGB instead of a meeting</td><td>Wednesday</td><td>19th May 2027</td></tr> <tr> <td>FGB Term 3 Digest including Head's Report and SDP</td><td>Wednesday</td><td>14th July 2027</td></tr> </tbody> </table>	Meeting	Day	Date	FGB Business Meeting - Set up for the year and SDP Draft 1	Wednesday	30 th September 2026	Finance Committee	Monday	5 th October 2026	Finance Committee	Monday	16 th November 2026	Headteacher Appraisal	Wednesday	25 th November 2026	FGB Term 1 Digest including Head's Report and SDP	Wednesday	16 th December 2026	Meeting	Day	Date	Finance Committee	Monday	25 th January 2027	Interim Head's Report to FGB instead of a meeting	Wednesday	10 th February 2027	Finance Committee	Monday	19 th April 2027	FGB Term 2 Digest including Head's Report and SDP	Wednesday	28 th April 2027	Interim Head's Report to FGB instead of a meeting	Wednesday	19 th May 2027	FGB Term 3 Digest including Head's Report and SDP	Wednesday	14 th July 2027	
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	AY is stepping down from his role as LA Governor and AC thanked Andy for his dedication and commitment to the school and for all his hard work. His knowledge, help and advice has been invaluable and we wish him well for the future. AC thanked SM and the team for all their hard work especially in dealing with the heatwave and wished everyone a happy summer break. Cakes and treats were provided to the staff by way of a thank you from the Governors for all their hard work.																																								

APPENDIX 1 – Q&A Head's Report – July 2026

Question in Black School's Response in Blue	Related to	Question asked by
Summer Data Questions From Data Paper: EYFS p.5 GLD rose from 58.3% last year to 76.7%. Which specific interventions or curriculum changes had the greatest impact, and how will these be embedded next year? The support and advice we received from Jamie Hallams was extremely helpful, and all action points were implemented successfully. This included ordering sheds to store equipment, ensuring that outdoor learning is purposeful and well resourced. We also introduced Foundation Assessment documents to identify and track the foundational skills that children are lacking and may require intervention to develop. In addition, the cohort is very different from last year's, which has influenced both provision and outcomes. Next year, we will continue to build on the strategies and systems introduced this year, while also providing more opportunities for writing across the curriculum to further develop pupils' independence and confidence as writers. However, whilst these changes have had an impact, the low GLD in 2025, can also be attributed to a challenging cohort related, not just teacher practice.	Data	AC
Summer Data Questions From Data Paper: Whole School Combined Reading, Writing, Maths. p.9 Combined Reading, Writing Maths rose from 56.2% (autumn) to 67.9%, what changes in teaching or intervention contributed most to the improvement across the year? Progress meetings have had a positive impact in ensuring that teachers are aware of which pupils need to make accelerated progress. Following these meetings, targeted interventions have been organised for children who are not on track to meet expectations. Learning Mentors (LMs) have delivered reading and maths interventions, while teachers have run reading, writing and/or maths booster sessions based on the specific needs of each year group. In addition, teachers have delivered Greater Depth Standard (GDS) writing and maths lessons during VSA PE sessions. This has also supported less able pupils by reducing class sizes for one lesson each week, allowing for more focused teaching and support.	Data	AC
Summer Data Questions From Data Paper: Progress Across the School – there are some good improvements. p.8 Expected progress increased from 59.2% to 79.1%. What were the key drivers of this improvement? See above p.8 Reading: pupils below expected progress dropped from 60 pupils (autumn) to 22. What is the profile of the remaining 22 pupils, and what is the plan for the 10 SEND pupils within that group? We will continue to provide targeted reading interventions. Hiral has trained all Learning Mentors (LMs) in the use of assessment tools, including WellComm assessments, YARC and dyslexia screeners, to accurately identify barriers to learning. These assessments will enable us to pinpoint the factors preventing children from making expected progress and ensure that interventions are appropriately targeted to address identified gaps. p.9 Writing: pupils below expected progress dropped from 34 pupils to 10. What has changed in writing teaching or assessment that has led to the improvement? See above. In addition, teachers have been allocated cover/release time to carry out writing consultations with pupils, providing targeted one-to-one support where needed. We have also focused on the consistent use of success criteria in writing to promote pupil independence and support children in including all the required elements within their writing.	Data	AC

p.9 Maths: pupils below expected progress dropped from 58 to 20. What are the characteristics of the 20 pupils still below expected progress, and how will they be supported? Of the 20 children, 9 are in Year 6, so it is possible that they performed better in the tests than indicated by their Year 6 teacher assessments. Of these 9 pupils, 7 achieved Greater Depth Standard (GDS) at the end of Year 2; however, current teacher assessments place them as securely at the expected standard. Of the remaining 11 pupils in Years 2–5, 5 are on the SEND register. Six of these children achieved GDS at the end of Year 2 but did not maintain GDS in Year 3. Following discussions with teachers, it is felt that the transition to Key Stage 2 contributed to the slower rate of progress. However, teachers believe that these pupils are capable of achieving GDS and that increased opportunities for test practice will support them in reaching this standard by the end of Year 6. We will continue the model of providing targeted GDS maths support during VSA lessons next year to help ensure that higher-attaining pupils are appropriately challenged and able to achieve their full potential.		
Summer Data Questions From Data Paper: • Pupil Premium PP pupils show strong progress, especially in writing and maths. Which PP strategies have had the greatest impact, and how will they be scaled or refined next year? Pupil premium children have been given an increased focus this year. Teachers and learning mentors are now much more aware of individual PP children’s needs and these children have been targeted as such. This includes children attending focussed intervention groups and before/after school boosters sessions depending on need. Compounding this strong progress, has been a whole school focus on practical resources in Maths which has worked particularly (but not solely) well for our lower ability PP learners as well as a continued push in writing. All PP children have been discussed as part of termly pupil progress meetings to ensure they are given a maintained focus. Some PP children, have also been part of ‘case studies’ which has allowed us to delve further into stalled progress and remedy this where possible, as well as celebrate and learn from cases of accelerated progress. There has also been increased interaction with PP parents to offer financial support where needed, to support with improving low attendance and to encourage better engagement with home learning. Amy has developed an evidence spreadsheet whereby individual PP progress is tracked along side the extra support given, which aids monitoring and swift action to be taken where needed. Next year, through the review and updating of the PP strategy, we intend to continue to target reading as an area which supports children with every subject and life stage, as well as continue with the aforementioned strategies above. We will also need to be mindful of the change/increase in how PP children are now assessed – some who are deemed ‘true’ PP children and those who will just receive FSM. Last year, we had 30 PP children (although this fluctuated slightly through the year). Next year, overall we currently have 40 (but only 21 true PP, 2 PLAC and 17 FSM). We will continue to monitor all children in these groups, however be mindful of where financial assistance for families will be most crucial.	Data	AC
Summer Data Questions From Data Paper: Year 6 reading and maths are teacher assessments until SATs arrive. How will SLT use SATs outcomes to refine next year’s improvement priorities? Following an analysis of the SATs results and Testbase assessments for pupils in Years 2–5, we will identify the areas in reading and maths that children found most challenging. We will then review our curriculum provision to ensure that sufficient time is allocated to these areas and investigate any underlying reasons for underperformance.	Data	AC

We will continue to focus on developing pupils' independence in writing and maintain our drive to increase the proportion of children achieving Greater Depth Standard (GDS). In addition, we will use our RAG ratings to inform priorities within next year's School Development Plan (SDP), ensuring that our actions are targeted to areas of greatest need.		
PE/Sports Funding What is the impact of the on Langshott for 26/27 of the changes? On 9 July 2026, the DfE released a communication confirming additional support for schools during the transition from the current Primary PE and Sport Premium funding model to the new PE and School Sport Partnerships Network, which will be introduced from 2027. The key point for Langshott is that we are expected to receive a one-off transition payment of approximately £8,000 in the Autumn Term 2026, to be spent during the 2026/27 academic year. In addition, we have already received £9,800 in April 2026 to cover PE and Sport Premium expenditure for the second half of the current academic year. Therefore, with the additional funding expected in the autumn, we do not anticipate a significant financial impact for Langshott during the 2026/27 financial year. The longer-term position is less certain, as the details of the new PE and School Sport Partnerships model will not be fully confirmed until Spring 2027. As expenditure committed during the 2026/27 academic year spans two financial years, there is potential for the 2027/28 financial year to be impacted depending on the level of future funding and support available through the new arrangements. However, the DfE has confirmed that further information will be released during Spring 2027, which will give us sufficient time to review the new funding model and make informed decisions regarding the school's PE and sport commitments for the 2027/28 academic year.	Head's Report	AY
Head Teacher Conference No question, but glad to hear how useful it appears to have been	Head's Report	AY
Attendance Data Why does the DfE seem to think we have 424 pupils? They take the number of pupils ever on roll in the academic year, so if a pupil leaves, they stay on the list. I don't know why this is as it does skew the figures. Are their "Areas to focus on" useful? It is always interesting to see how we differ from other schools, but these areas will not be a priority for action. We will continue with all the good practice that we have been praise for by the LA Inclusion lead to improve things for all pupils. Does the SLT think that improving attendance (from its current level) is a priority for Langshott? Attendance is important, but we are already at a high level. Our LA Inclusion Officer praised all the things we do as a school to keep our attendance high and we will continue to do this.	Head's Report	AY
Online Filtering "... LGfL recommends blocking the AI Chat & Image Generators, Social Media and Web Chat categories for students (and potentially staff)...“ - Does Langshott follow this recommendation? We have emailed CITL for an answer to this. I think we already block things like this but I am not certain. It maybe that we can't block it as one SEN Pupil has to have chat feature enabled for his Code Breakers intervention. We also use AI generators through Teachmate AI	Head's Report	AY
Bullying/Racist Behaviour What does the SLT think is behind the increase in the number of these incidents (last year appeared to be 10 and 2, respectively, incidents of these types)? What action is being taken and/or planned to address the trend? The current social climate and, in some cases, a lack of understanding and empathy towards people from different backgrounds appear to be having an impact on some pupils' attitudes and interactions. Parents occasionally share frustrations or views at home that are then repeated by children in school, which can contribute to reduced tolerance and understanding of differences among some pupils. In response, we have recently revised our assembly programme to place a greater focus on British Values, including individual liberty, mutual respect and tolerance, as well as raising awareness of	Head's Report	AY

racism and discrimination. This term, we have delivered assemblies covering all of the British Values and will continue to reinforce and revisit these themes throughout next year to further promote an inclusive and respectful school culture.		
Survey Results Overall, the results of the surveys seem very positive (and very much in-line with my perceptions of the school), but 54 pupils saying they feel safe at school (only) “Sometimes” (let alone the 16 who say they don’t know) feels a bit worrying. Has there been any attempt to understand why they feel that way? If appropriate, teachers have spoken with children who answered “ I don’t know ” or “ sometimes ” to this question. Examples of reasons children gave for answering “ sometimes ” included: • I miss my mummy. • My friend tells on me when I haven’t done anything wrong. • When the gates open and my mum does not come into school with me. • The fire alarm goes off. • I have an ear infection and it is loud. Some responses related to friendship difficulties or concerns about bullying. We will follow up with each child individually to gain a better understanding of their experiences and identify any support that may be needed to ensure that all children feel safe and secure at school.	Head’s Report	AY
EYFS How much of the (significant) improvements in GLD is cohort-related? Outcomes are largely cohort-related. This year, we have benefited from a particularly strong Reception cohort. Next year’s cohort is anticipated to be more challenging, with characteristics more similar to last year’s cohort. Nevertheless, the improvements and systems introduced this year, with support from Jamie, are expected to continue to have a positive impact. Furthermore, Jess is due to return partway through the year, which will provide additional expertise and capacity within the team.	Data Report	AY
CoPilot Analysis Interesting! I broadly agree with this analysis and I certainly agree with the headline statement “This report presents a strong picture of school improvement... ”. However, given that we don’t have any KS2 SATs results yet (very annoyingly!), how confident can we be over the accuracy of the data? How is consistency in assessment achieved across all the year groups? Progress meetings following the summer data drop included a review of assessments where children had made significant progress, in order to validate the accuracy of teacher judgements. Teachers were able to talk through the rationale behind their assessments and provide evidence to support their judgements. However, one area that emerged from these discussions was the consistency of marking assessment papers. For example, it was noted that some teachers were more flexible than others when applying the mark scheme. In some cases, if a child was asked to circle two words but circled three, some teachers still awarded the mark, while others did not. As a result, next year we plan to use staff meetings to moderate the marking of assessment papers and ensure greater consistency across the school. This will help ensure that all teachers apply the marking criteria in the same way and that assessments are marked in line with the standards expected for Year 6 statutory tests. [As an aside, I think it’s useful to have comparative data for pupils who didn’t start at Langshott, but I don’t think the current data indicates a statistically significant difference]	Data Report	AY
General Comment The detail in which the SDP appears to have been reviewed by the SLT and the proportion that is coloured green is impressive. Well done! [If you want to answer my earlier question about EYFS data by simply saying “read Objective 4 of the SDP”, feel free to do so!]	SDP	AY
Surveys	SDP	AY

A number of the success criteria were based on the results of staff and/or pupil surveys and most of these are coloured red. Is this because the expected %ages were not reached or was it simply that the right questions weren't asked in the surveys? [e.g. I couldn't see that the staff survey asked about "increased confidence in delivering adaptive and inclusive teaching strategies"]. With Ofsted due in May 2027, we felt it would be more beneficial to base all of our surveys (staff, parent and pupil) on the Ofsted questionnaires. As a result, all survey questions mirrored those that Ofsted is likely to ask. However, this meant that the responses did not directly address the questions set out in the School Development Plan (SDP). Through appraisal discussions, the Senior Leadership Team (SLT) spoke with staff about their continuing professional development (CPD). Many staff members commented on how valuable they had found the CPD programme this year and reported that their ability to adapt lessons to meet pupils' needs had improved. However, it is difficult to quantify the impact of these conversations. Next year, we will reintroduce a more formal lesson observation cycle, which will enable us to gather more robust evidence and better evaluate the quality of teaching and learning across the school.		
HT Report Ofsted – New Framework – Schools often receive mixed grades under the new framework. Which evaluation areas would currently be Langshott's strongest and areas needing focus, based on internal review to date? We can answer this once we have finished all of the RAG rating.	Ofsted	AC
Teacher Pay Rise & Financial Planning – Teacher pay will rise by 6.5% over 2 years. How will this impact the budget and future planning? (Note this can be picked up at Finance Committee too next term) The Government has accepted the STRB recommendation, resulting in a 3.5% teacher pay increase from September 2026, followed by a further 3% increase from September 2027. For Langshott, the impact on the 2026/27 budget is expected to be limited. Following Local Authority guidance, we budgeted for a 3% inflationary pay increase when setting the budget, meaning the additional cost to the school is currently anticipated to be around 0.5% above the original assumption. In addition, the DfE has confirmed that schools will receive funding through a new pay grant. Based on the DfE calculators released to date, Langshott is projected to receive approximately £21,366 through the Schools Budget Support Grant, which should help offset the additional pay costs. There are still some uncertainties around future funding arrangements, including the final details of the new pay grant and the expected reduction in Teachers' Pension employer contribution rates from April 2027, which may reduce staffing costs but could also be accompanied by changes to school funding.	Finance	AC
KS2 SATs Delay - How has this impacted transition planning / secondary school communication for the current Year 6 cohort? Thorough transition meetings with Oakwood and other secondary schools took place in May and June, as they do every year, before the SATs results were due. Therefore, the delay in the release of the results has had no impact on transition arrangements or planning. However, the delay has affected the completion and distribution of Year 6 pupil reports to parents and data evaluation for forward planning.	SATs	AC
Professional Development – Ofsted emphasise sustained, evidence informed CPD. How is CPD linked to SDP priorities and pupil outcomes? Next year's CPD programme will be linked to our RAG rating of the Ofsted areas. We have already booked training with REMA to deliver professional development on EAL (English as an Additional Language), partly in response to the gradual increase in the number of EAL pupils joining Langshott, which currently stands at 14%. We are seeing more children entering the school with little or no English. In addition, while staff have received extensive training on SEND, adaptive teaching and neurodiverse needs, we have had limited training focused specifically on EAL provision. Next year's CPD programme will also focus on the theme of 'Do less, do it well.' Staff meetings will be used to moderate the marking of assessment papers, teacher assessments and planning, helping to ensure consistency and improve practice across the school.		

Further CPD priorities and plans will be identified once the School Development Plan (SDP) has been finalised.		
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APPENDIX 2: Y6 DATA

Results for KS2 SATs as they stand at the moment:

Reading- 74.6% met the expected standard. 37.3% Greater Depth

Writing- 76.2% EXS. 18.6% GDS

EGPS- 76.3% EXS 28.8% GDS

Maths- 86.4% 28.8% GDS

Science- 81.4% met

Combined RWM- 66.1% EXS 10.2% GDS

These percentages include a child who will be disapplied due to being educated outside of the UK until he joined us in Year 5. This will add approximately 1.7% onto the above figures. However, he will not disapplied until the checking exercise in the Autumn half term.

Last year's national average for combined reading, writing and maths was 62% so we continue to be above the national average (hopefully).

5/5 of the new children who joined in Year 5 (considerably below the expected level) did not meet in reading- this has had a big impact on why our reading results have dropped by nearly 10%.

We are planning to look at the papers of children who were close to reaching a scaled score of 100:
2 children in reading and 2 children in EGPS.

As well as children who were close to achieving 110 scaled score to reach GDS:
3 children in maths, 3 children in reading and 4 children in EGPS.

If we believe any child should have been given extra marks, we will then request a marking review.

		2023 LPS	2023 National	2024 LPS	2024 National	2025 LPS	2025 National	2026 LPS	2026 National
	EYFS GLD	72.4%	67.2%	73.2%	67.7%	58.3%	68.3%	76.7%	
	Y1 PSC	82%	79%	76%	80%	93%	80%	75%	
	Y2 PSC	75%		90%		73%		60%	
	End of KS1 PSC	95%	87%	96%	89%	93%	89%	97%	
	Y4 MTC	21.6	20.2	23.3	20.6	21.5	21	22.2	21.7
KS2	Reading	70%	73%	80%	74%	84%	75%	74.6%	
	R GDS	21%	29%	22%	29%	36%	33%	37.3%	
	Writing	74%	71%	73%	72%	79%	72%	76.2%	
	W GDS	18%	13%	14%	13%	9%	13%	18.6%	
	Maths	74%	73%	78%	73%	86%	74%	86.4%	
	M GDS	19%	24%	24%	24%	24%	26%	28.8%	
	EGPS	74%	72%	73%	72%	79%	73%	76.3%	
	E GDS	28%	30%	27%	32%	29%	30%	28.8%	
	Combined	58%	60%	68%	61%	74%	62%	66.1%	
	C GDS	7%	8%	7%	8%	3%	8%	10.2%	

National averages for 2025/26 have not yet been released.