

**CHERRY TREE SCHOOL SCHOOLGOVERNING COMMITTEE MEETING
Friday 4th July 2025 at 9.30am at the school**

Name	Governor Type	17 Sep 2024	07 Nov 2024	06 Feb 2025	04 Jul 2025
Josie Adams	Staff (Support) governor	Attended	Attended	Apologies	
Adem Baysal	Parent governor	Attended	Attended	Attended	Attended
Sandra Child	Co-opted governor	Attended	Attended	Attended	Attended
Simon Englander	Co-opted governor	Attended	Attended	Resigned	Resigned
Emma Lad (Clerk)	Clerk	Attended	Attended	Attended	Attended
Dawn Lavalette	Co-opted governor	Apologies	Apologies	Apologies	Apologies
Carmel Old	Co-opted governor	Attended	Attended	Attended	Attended
Emma Penfold	Staff (Teaching) Governor	Attended	Attended	Attended	Attended
Captain Mark Scoulding (Chair)	Co-opted governor	Apologies	Attended	Attended	Attended
Emily Sheppard	Parent governor	Attended	Attended	Attended	Attended
Cheska Tyler (HT)	Headteacher	Attended	Attended	Attended	Attended
Marie Vankova (SBM)	SBM	Attended	Attended	Attended	Not required
In attendance					
Jo Crocket	Pastoral Lead	N/A	Attended	Attended	Not required
Emma Hibberd	AHT			Attended	Attended

	Matters arising 4.7.25	Action
4	Minutes of the last meeting for approval and matters arising <i>The minutes were approved and will be signed via Governor Hub by the Chair.</i> All matters arising were completed or agenda items.	Chair
7	<i>Invite Sanjay to attend the Cherry Tree governors meeting on Thu 20 Nov 2025, which will be in person</i> <i>The governors asked whether it could be arranged for them to visit the school. The HT will speak to the Executive team.</i>	HT/ Clerk (agenda) HT
9	<i>SLT to work up a parental behaviour procedure in the autumn term, to report back to governors on the 20th November 2025 governor meeting.</i> G: The changing national picture means that other children must adapt their behaviour in the class. It is a necessary and good skill for the other children, but have we looked at support for those children? <i>The SLT explained that there is discussion around needs with the whole school and class. They felt this was something for a wider discussion within the staff team and will be reviewed. There will be an updated at the next meeting.</i>	HT/ Clerk (Agenda) HT/ Clerk (Agenda)
17	<u>3.45 to 5pm online Thursday 3rd July Religion and beliefs in school training.</u>	All governors

Governor (G) challenge is highlighted in yellow Governor actions are highlighted in italics

Please see Appendix A: Discussion from Governor Hub ahead of the meeting

Meeting started 9.30am

		Action
1.	Welcome, apologies and consent Dawn sent apologies. The meeting was quorate. The HT updated governors on the plan for the day.	
2.	Notification of any other business - None	
3.	Conflict of interest with agenda items to be declared - None	
4.	Minutes of the last meeting for approval and matters arising <i>The minutes were approved and will be signed via Governor Hub by the Chair.</i> All matters arising were completed or agenda items.	Chair
5.	Communication from the Trust <ul style="list-style-type: none"> • Trustees' minutes 	
6.	Review statutory data – taken out of order	
7.	Chairs update <ol style="list-style-type: none"> a) End of year governance review The governors approved Sandra as Chair over the summer holidays as Mark is stepping down. <i>Invite Sanjay to attend the Cherry Tree governors meeting on Thu 20 Nov 2025, which will be in person</i> b) Growth The governors discussed Holywell school joining the Trust and the improvements required to the building. CTS staff have been supporting and feel that once the works are completed and with the right nurturing environment the school will be a success. 	HT/ Clerk (agenda)

	<p>The governors discussed the works which need to be completed and how the Trust accesses CIF bids. The Trust must grow, and this will support the improvements.</p> <p><i>The governors asked whether it could be arranged for them to visit the school. The HT will speak to the Executive team.</i></p> <p>The HT was thanked for her work for the HTs network and working to support local schools improvements.</p> <p>The local councils amalgamating was discussed and the impact this may have the school community. The HT explained that the local collaboration will continue including at the local consortiums which have influence overspending. The HT is meeting with the Directors for Education to try and improve the systems within HCC.</p> <p>c) Governors discussed the review which has taken place of governance with the Trustees. There will be a smaller minimal number of governors required moving forward.</p> <p>d) Review of governor visits for the year.</p> <p>e) Dawn will not be continuing with the board. Mark's leaving event is planned for next week.</p>	HT
	<p>Review statutory data – taken out of order</p>	
8.	<p><u>School plan review</u></p> <p>G: Have you changed the start and evaluation point? HT: Yes, it is now in line with the Trust plan</p> <p>Questions sent via Governor Hub ahead of the meeting.</p> <p>SchoolsBi was shown to the governors which is linked to the Arbor data and shows clear reports on a variety of areas.</p> <p>G: Do you think the data will change practice? HT: It can support the teaching on Monday and Friday for example because those are the days the children are off most.</p> <p>G: This is a radical approach to combat poor attendance on certain days, but there is a school near me that have set up something they're calling 'flexing schooling'. If you're thinking about altering the curriculum to help mitigate the impact, you may want to have a look and see if it's something you'd be interested in. It was set up as an attendance strategy but now it is a real draw for a certain demographic of parent. https://www.stroudgreenprimary.com/Flexi-Schooling/ Governors discussed the impact of the children being off Monday and Friday and why that happens. The reasons attendance has improved were discussed. Safeguarding concerns for children not being in school were discussed and the impact time out of school can have.</p>	
9.	<p><u>Headteacher report</u></p> <p>a) Safeguarding i. Termly report completed by the HT and safeguarding governor. ii. Any Safeguarding issues to discuss - none</p> <p>b) Finance report</p> <p>c) HIP visit feedback and progress against actions</p> <p>The governors congratulated the school on the report</p> <p>G: Should we be concerned about the behaviour issues in year three?</p>	

	<p>Staff G: There is very tight recording because there are children who joined in year who need further support. There is a greater provision in place for year four.</p> <p>G: They were also low on data for that year group, so we need to ensure there is clear support.</p> <p>The HT explained the staffing for next year and the extra support which is being offered for year four. Children in receipt of pupil premium is significant in that year group and across the school so there will be a focus on closing the gap for the group.</p> <p>Governors discussed the reorganisation of the classes and the impact on the children. The HT explained that it was a stressful experience this year because of previous experience.</p> <p>Governors asked that it be included in the parent handbook and on the school website that the classes are changed at certain points.</p> <p>Governors discussed parent behaviour and the impact on school staff. There is now a recording of parent behaviour and governors questioned whether it should be included in CPOMs records. The governors were clear that they would support a behaviour procedure for parents to make it clear bad behaviour in front of other parents, staff, and most importantly children will not be tolerated.</p> <p><i>SLT to work up a parental behaviour procedure in the autumn term, to report back to governors on the 20th November 2025 governor meeting.</i></p> <p>d) SEND report</p> <p>Vicky was thanked for her work for the school which is amazing and supporting the funding for children’s provision.</p> <p>There are now 6% of children with EHCP’s in the school in comparison to 3% nationally. There has been an increase from 18 to 28 EHCPs this year. Nursery to year two have the highest number of children with EHCP’s. There are three children at specialist plus which is the highest level of funding.</p> <p>Governors discussed the national increase in children with EHCP’s. There is a rise in children with communication and autism issues.</p> <p>Vicky explained that it is one to one from year three and above because of the formal education style. There are 18 SEND TAs in the school and the team works very effectively. There is training and progression within the school which means that staff want to stay. The school has utilised PINS training for whole school training and individual training.</p> <p>The school received Herts Shining Star communication award.</p> <p>There are some children with very high needs, and the school is very grateful for the dedication of the team. The challenge level hasn’t reduced but the school is better prepared and better able to say when they cannot support.</p> <p>The governors discussed the consultations which are sent to the school by the ECHO’s. The ECHOs are receiving training to look at nearest and suitable schools rather than just parental preference. The school is now able to communicate when they are reaching tipping point.</p> <p>G: <i>The changing national picture means that other children must adapt their behaviour in the class. It is a necessary and good skill for the other children, but have we looked at support for those children?</i></p> <p><i>The SLT explained that there is discussion around needs with the whole school and class. They felt this was something for a wider discussion within the staff team and will be reviewed. There will be an updated at the next meeting.</i></p>	<p>HT/ Clerk (Agenda)</p> <p>HT/ Clerk (Agenda)</p>
<p>10.</p>	<p>Stakeholder engagement – discussed previously</p>	

11.	<p>Policy tracker review and policies due</p> <p>a) Trust policies approved – refer to Every</p> <p>b) School policies – refer to Every</p> <table border="1" data-bbox="300 315 1102 495"> <tr> <td>Home School agreement</td> <td>Jun 2025</td> </tr> <tr> <td>Marking, Feedback and Presentation Policy</td> <td>Jun 2025</td> </tr> <tr> <td>Behaviour</td> <td>Jul 2025</td> </tr> </table> <p>G: OPAL, it says that breaktime is not a privilege and so we will need to update the policy to reflect that.</p> <p>HT: We will update once OPAL is in place.</p>	Home School agreement	Jun 2025	Marking, Feedback and Presentation Policy	Jun 2025	Behaviour	Jul 2025	
Home School agreement	Jun 2025							
Marking, Feedback and Presentation Policy	Jun 2025							
Behaviour	Jul 2025							
12.	<p>Risk register</p> <p>Risks were considered.</p>							
13.	<p>Training</p> <ul style="list-style-type: none"> • Governor training booked /to be booked/ completed with National College • New governor training • Ideas/requests for future sessions 							
14.	<p>Governor monitoring reports – available via Governor Hub</p>							
15.	<p>Clerks update</p> <ul style="list-style-type: none"> • Newsletters • Recycling requirements 							
16.	<p>Any other business – none requested</p>							
17.	<p>Future Dates (See below)</p> <p><i>3.45 to 5pm online Thursday 3rd July Religion and beliefs in school training.</i></p> <p>The chairs leaving event is planned on Tuesday 8th July. It will begin with an assembly from 11am-11:15 and then a lunch with some other members of the Trust and wider community at 12pm. All governors were invited to attend.</p> <p>The governors thanked Mark for all his work for the board which has been invaluable.</p>	<p>All governors</p>						
18.	<p>Items to be sent to CEO, Chair of Trustees and Trust Governance professional by the clerk - None</p>							



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4. Matters arising from 06.02.25		
4	The minutes were approved by governors and will be signed via Governor Hub by the chair. All matters arising were completed or agenda items.	Chair - completed
7	Governors were asked to review their skills audit responses and update if they feel their skills levels have changed. Dawn Lavette – annual declarations and confirmations to be completed. Future dates for your diary (all at 3.45 to 5pm online): Thursday 27th March Psychological safety/ Thursday 15th May Challenging derogatory and non-inclusive language/ Thursday 3rd July Religion and beliefs in school	All governors – completed Dawn Lavette – item 7 All governors – item 17
8	Governors requested that incidents with parents be recorded, and a warning letter be sent to the parent that the behaviour will not be allowed on site. Governors decided a statement from them would be issued as it is a risk to children and staff/ reputation alongside resending the school code of conduct. The school will review the policy and discuss with the other HTs in the trust. The Chair and HT will meet to review further. The clerk will also ask for it to be added to the Trust risk register.	Chair/ HT – on-going Clerk – completed
9	Governors were asked to review both documents and send comments via Governor Hub. The Parent survey results will be reviewed and sent to the governors via Governor Hub. Governors asked that there be reminders sent to parents via text when the documents are released.	All governors - completed HT - completed HT - completed
10	The HT will send the Equality statement via Governor Hub by the end of the week after half term for governors to review and approve. The document will be taken as approved, subject to comments, on the 7 th March 2025.	HT/ All governors - completed
13	Governors were asked to complete their visit reports and send to the clerk to upload to GovernorHub.	All governors – on-going

11. Policy tracker 2024/25	
Document	
Behaviour	Jul 2025
Business Continuity Plan	Nov 2025
Collective Act of Worship	Nov 2025
Equality Statement including accessibility plan	Mar 2026



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Health and Safety (Local) Policy	Nov 2025
Home Learning Policy	Nov 2025
Home School agreement	Jun 2025
Marking, Feedback and Presentation Policy	Jun 2025

17. Governor dates 2025/26				
Date	Start	End	Meeting	Location
Thu 18 Sep 2025	18:00	20:00	Cherry Tree School Governing Committee	online
Tue 18 Nov 2025	18:00	20:00	Cherry Tree School Governing Committee	School
Thu 5 Feb 2026	18:00	20:00	Cherry Tree School Governing Committee	online
Fri 3 Jul 2026	09:00	15:30	Cherry Tree School Governing Committee	school

Appendix A: Discussion ahead of the meeting via Governor Hub:

Emma Hibberd 4 days ago
Dear All,

We will be hosting a small goodbye for Mark and Grace at Cherry Tree on Tuesday 8th July. It will begin with an assembly from 11am-11:15 and then a lunch with some other members of the Trust and wider community at 12pm. It would be lovely if you could also join us to wish Mark, Grace and the family good luck in their new endeavours.

Hope to see you there.

Everyone



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•
Sandra Child

I'm really sorry Emma, I won't be able to make to this goodbye.

4 days ago

Emily Sheppard

I am on a shift at the hospital, so I won't be able to make it, but I wish the whole family the best of luck!

4 days ago

Cheska Tyler 5 days ago

Have a look at this:

[IMAT H&S Report to Govs June 25.docx](#)

Please comment with any questions or give a thumbs up to confirm you have read this. Thank you.

Everyone

•
Sandra Child

I assume this years report will also be done by Cousins? It will be interesting to see how the introduction of OPAL in the playground affects the accident statistics.

4 days ago

Cheska Tyler

Yes, Cousins again. Hopefully we will see a reduction! But we will see.

4 days ago

Emma Lad 6 days ago

Reminder of training this week

Our final DEIB session takes place next week:

When - Thursday 3rd July 2025 - 3.45 - 5.00pm

Who - Hannah Wilson

Focus - Establishing the place of religion and belief in schools



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Link - <https://www.diverseeducators.co.uk/our-establishing-the-place-of-religion-and-belief-in-schools-training/>

The session includes:

- Understanding and responding to the equalities issues regarding religion
- Being clear on the implications of the Equality Act and the Public Sector Equality Duty
- Exploring what inspectors will be looking for when they visit
- Becoming aware of the impact on policy and practice in school

Please do not contact Hannah Wilson or Diverse Educators directly to ask to register for the session or for a link.

Hope to catch up soon,

James Roach
Chief Executive Officer
Inclusive Multi Academy Trust

Everyone

Emma Lad 6 days ago
Hello all,

I have uploaded the documentation, linked here: [25.07.04 Governor day](#)
for the meeting on **Friday 4th July at 9.30am at the school.**

Please let us know if you are unable to attend

Thank you
Emma

Everyone



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Emma Hibberd 6 days ago

Have a look at this.

[Behaviour Policy 2025-26](#)

Please comment with any questions or give a thumbs up to confirm you have read this. Thank you.

Everyone

•
Mark Scoulding

Thanks Emma. Would you say that staff use Arbor to record incidents appropriately and consistently? Are they regularly reminded of this in CPD?

6 days ago

Emma Hibberd

Staff are consistent and use the STAR acronym to record incidents. Regular reminders about logging incidents and the purpose for this are given in the weekly behaviour bulletin. All new staff are trained by me in how to log incidents and I also talk through the behaviour policy during this induction.

6 days ago

Mark Scoulding

Thanks Emma - that's great.

I ask because, at my own daughter's school, I have become aware of staff failing to log incidents appropriately and consistently. It has become quite an issue. Have you ever considered reviewing a random sample annually to make sure that actual practice matches expectations? Probably too operational for a governor to suggest, it just that I've witnessed the problems that can come about when records aren't properly maintained.

6 days ago

Emma Hibberd

Jo and I monitor the behaviour logs on a weekly basis, we look to patterns in children's behaviour as well as compliance and consistency. If we notice logs are not completed correctly we work with individual staff members on this and offer further CPD if required.

6 days ago

Mark Scoulding



6 days ago

Cheska Tyler 8 days ago



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Have a look at this:

[CTS School Plan.docx](#)

Please comment with any questions or give a thumbs up to confirm you have read this. Thank you.

Everyone

Cheska Tyler 8 days ago

Have a look at this:

[HT Report July 25.pptx](#)

Let's try again! Head's report, up to date now with SEND gone (separate report) and attendance included.

Please comment with any questions or give a thumbs up to confirm you have read this. Thank you.

Everyone

•
Mark Scoulding

Thanks Cheska for another great report. A few comments from me:

*Attendance by day of the week: Wouldn't that pattern be typical of most schools and most workplaces? I know James likes to say it is a sign of being a 'Party School'!

*Behaviour of year 3: what do you think are the contributing factors leading to worse behaviour in this year group?

*It's great to see the proposed improvements to the playground. I'm jealous that I never had this kind of equipment at my school when I was little.

*Slide 16 - It's great to see this targeted response.

6 days ago

Cheska Tyler

Q*Attendance by day of the week: Wouldn't that pattern be typical of most schools and most workplaces? I know James likes to say it is a sign of being a 'Party School'!

A*No, the other two schools show slightly different patterns, that said, regardless it's important for us to think about our planning for those days to ensure children are not missing vital learning.

Q:Behaviour of year 3: what do you think are the contributing factors leading to worse behaviour in this year group?

A: Many of these incidents are caused by a small number of individuals with additional needs but no or new ECHPs. Lack of staffing that we can't afford. Very diligent staff in Year 3 ensuring everything is recorded.



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5 days ago

Adem Baysal

Great report Cheska, thank you and to everyone who contributed.

Secondary school allocations - Not familiar with what the 9 currently unallocated means. Do these families need support to ensure placements are obtained?

Attendance - Is the low attendance for Mondays and Fridays more prevalent around end of term?

Behaviour - Gentle reminder for consistency with using the correct terminology for suspensions (temp time away from school) and exclusion (permanent removal from school roll). Page 9 is using both terms for the same figures (16). Have we had any true exclusions?

I can see we have breakdown of behaviour types for whole school and SEND, could we have another for non-SEND please?

Great initiative to hold booster sessions to support the PP pupils in current YR3 cohort! I note that YR3 PP group has 2nd lowest attendance figures, do we have a plan to ensure the PP pupils are in school for the booster sessions?

5 days ago

Emma Hibberd

Q* - Behaviour - Gentle reminder for consistency with using the correct terminology for suspensions (temp time away from school) and exclusion (permanent removal from school roll). Page 9 is using both terms for the same figures (16). Have we had any true exclusions?

A* - The term suspension is used for both internal (short periods of time spent in another classroom usually with phase leader) and external (temporary time away from school) suspensions. The data on page 9 is for our external suspensions, page 10 details internal suspensions. We have had no exclusions this year. Hope this clarifies the use of terminology.

Q* - I can see we have breakdown of behaviour types for whole school and SEND, could we have another for non-SEND please?

A* - Jo and I monitor this on a weekly basis in our Behaviour meetings. As of yet we do not have access to Schools Bi, which is where this data has been taken from. As soon as we do have access to this platform we can start to make further comparisons and drill down in to the data more than what we can on Arbor.

Q*-Great initiative to hold booster sessions to support the PP pupils in current YR3 cohort! I note that YR3 PP group has 2nd lowest attendance figures, do we have a plan to ensure the PP pupils are in school for the booster sessions?

A* - Yes the attendance team monitors attendance on a fortnightly basis and Jo works closely with these families. We will also be contacting these families individually before the of term to reiterate the importance of being ins school straight away in September in order to make a positive start to the year.

Q* - Attendance - Is the low attendance for Mondays and Fridays more prevalent around end of term?



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A*- This is a pattern that we see across the year but can be slightly increased at the beginning and end of terms dependent on when this falls as beginning and end of terms do not always fall on a Monday or Friday.

Q*-Secondary school allocations - Not familiar with what the 9 currently unallocated means. Do these families need support to ensure placements are obtained?

A*- Often the reason for no school being allocated is that parents have turned down the place they have been offered in the hope that they will be offered another school. Parents will place children on the continuing interest list for a more 'preferable' school. In most cases pupils will be allocated a school before the end of the summer holidays. In some rare cases we have had pupils with no allocated school in September, in this situation Karleen will contact parents regularly for updates on whether a school place has been allocated.

4 days ago

Adem Baysal

Thank you Emma for the response. I presumed internal and external were for in and out of school suspensions when I read. I now see I got the page wrong. I meant, at bottom of page 10 for internal suspensions it states there were 16 internal suspensions however on the 3rd column of same page they are referred to as number of exclusions.

4 days ago

Sandra Child

A good clear report Cheska, many thanks. I like the new Schools Bi software, it's great to have all the information summarised in this way.

Re attendance, is the increased PA for this year mainly due to the 2 children not attending school?

I see that you have issued 19 Fixed Penalty notices for holiday absence, is this deterring parents from taking holidays during term time or not?

4 days ago

Carmel Old

Great report, thanks Cheska.

It is a pretty radical approach to combat poor attendance on certain days, but there is a school near me that have set up something they're calling 'flexing schooling'. If you're thinking about altering the curriculum to help mitigate the impact, you may want to have a look and see if it's something you'd be interested in. It was definitely set up as an attendance strategy but now it is a real draw for a certain demographic of parent.

<https://www.stroudgreenprimary.com/Flexi-Schooling/>

3 days ago

Cheska Tyler 8 days ago

Have a look at this:

[Annual SEND Report to Governors CT June 2025.docx](#)

Please find the annual SEND report, replacing the slides on the HT's report. Vicky will also be joining us on the day.



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Please comment with any questions or give a thumbs up to confirm you have read this. Thank you.

Everyone

•
Emma Penfold

Really nice to see the high numbers of children with SEND making expected or more than expected progress.

8 days ago

Emma Lad 9 days ago

The following message was posted by Emma Lad on the GovernorHub

Updates on Governance guides, Martyn's law and The Academies Trust Handbook

Need-to-know: Governance guides updated

The DfE has updated the governance guides for maintained schools and academy trusts. Here are the main changes you need to be aware of, which came into effect on 25 June 2025.

New

on 26 June 2025

•Ref: 45411

The governance guides for maintained schools and academy trusts updated on 25 June 2025.

We'll be updating our summary of changes articles for [maintained schools](#) and [academy trusts](#) in due course – select 'save for later' at the top of these articles to be updated when this happens.

We've outlined the key changes below, to help get you up to speed.

Chairs must sign off the PE and sport premium digital report

This is the form that must be returned to the DfE each year, detailing how your school has used its PE and sport premium funding. This year's report is due by **31 July**.

For the version published on your school website, if your school chooses to publish its own report (not a downloaded copy of its completed digital form) this should also be signed off by the chair of governors/trustees before publication.

This is outlined in section 7.3.1 of the governance guide for [maintained schools](#) and section 7.5.1 for [academies](#) (go to 'PE and sport premium').

Mental health and wellbeing responsibilities are outlined more clearly for boards

While the statutory responsibilities for supporting pupils with mental health and wellbeing haven't changed, as part of meeting these responsibilities, the governance guides now say that schools should have clear systems and processes in place for:

- Early intervention



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- Identification of possible mental health problems
- Referral to experienced skilled professionals
- Clear accountability

This section also includes a new paragraph on nutrition, which says that governing/trust boards:

- **Must** make sure that the school food standards are being met
- **Should** encourage their schools to have a whole-school approach to healthy eating

You can find this in section 7.8.2 for maintained schools and 7.10.2 for academies.

Guidance on policy expectations for supporting pupils in school with medical conditions

This section now includes more information on the governing/trust board's responsibilities (section 7.8.3 for maintained schools and 7.10.3 for academies).

Again, statutory requirements haven't changed, but the guides set out that boards **must** make sure their school(s) has a policy that's reviewed regularly and easily accessible to parents and staff.

Governing and trust boards **must** make sure that:

- The arrangements put in place meet statutory requirements
- Policies and procedures are implemented effectively

Governing and trust boards **should** make sure that:

- Enough staff have received suitable training and are competent, before taking on medical responsibilities
- Staff members who are providing medical support can access other teaching support materials, as needed

The school's arrangements should:

- Show that the school understands how medical conditions impact a pupil's ability to learn
- Increase confidence and promote self-care
- Take into account that medical conditions can affect quality of life and may be life-threatening

Clarification on what Ofsted will do when it receives a complaint about a school

There's a small amendment here, which explains that if Ofsted receives a "qualifying complaint", its only power is to determine if an inspection is needed – it cannot investigate individual issues. (See section 7.13.3 for [maintained schools](#) and 7.3.3 for [academies](#).)

This section adds that "qualifying complaints" are shared with the lead inspector, as part of the evidence base for inspections.

Academies: school food standards added to 'statutory guidance and additional resources for trusts'

This section used to be a list of statutory policies, but has been renamed for academies to include 'additional resources'.

'School food' is the only addition to the list, with a link to the school food standards. The standards strongly encourage schools to develop a food policy, but it's **not statutory**.

You can direct your headteacher towards our guidance on what to include in a [school food policy](#), for support with developing one.

Martyn's Law

Be prepared to meet the requirements of the Terrorism (Protection of Premises) Act 2025, also known as Martyn's Law.



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What is it?

[The Terrorism \(Protection of Premises\) Act 2025](#), also known as Martyn's Law, is new legislation that requires your school to:

Prepare for a potential terrorist attack; and

Be ready to help keep people safe if there is an attack

It only applies to your school if it's reasonable to expect **200 or more people** to be present at once, even if this only happens from time to time.

When does it come into force?

You have **at least 24 months** (starting from April 2025) before you're legally required to comply with Martyn's Law.

What are the requirements?

Your school will only need to meet the 'standard duty' requirements for its premises. This is because schools are **exempt from 'enhanced duty' requirements**, regardless of how many people are present on site (see schedule 1, paragraph 14(3)(b) of [the legislation](#)). To do this, your school will need to:

Notify the [Security Industry Authority](#) (SIA) which is responsible for the school premises (see next section below)

Put in place appropriate public protection procedures for:

- o **Evacuating** individuals from the school
- o **Invacuating** individuals to a place in the school where they are safer
- o **Lockdown** to prevent individuals entering or leaving the school
- o **Communicating** with individuals during an incident, to alert them to danger and give instructions about what to do

Who is the 'person responsible for' our school?

If you're in a trust, your trust board is legally responsible for meeting the requirements.

Otherwise, your school's governing board is responsible (unless your school is a PRU, in which case it's your LA).

It's likely your board will ask you to draw up and implement the plans, but it will still be its responsibility to make sure your school is meeting the requirements.

Need-to-know: Academy Trust Handbook 2025 published

The changes, in effect from 1 September 2025, are minimal, mainly offering clarity around requirements, including new guidance published on financial support and oversight. Other changes include a ban on paying cyber ransom demands and stronger expectations for meeting technology targets.

New

on 25 June 2025

•Ref: 45395

This is not an exhaustive list of the changes to the [Academy Trust Handbook \(ATH\)](#) – we're currently working on a more detailed summary (see 'Next steps' at the end of this article). Your trust must comply with the 2024 ATH until 31 August.

There are no big policy changes

Your trust doesn't need to change anything right now.

Changes to the ATH are minimal, mainly giving more detail, or signposting to other resources available to trusts.

Additions include more clarity and detail around:



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- The role of your accounting officer in ensuring economy, effectiveness and efficiency of financial transactions (see [paragraph 1.32](#))
- Setting executive pay, including that your trust's approach must be set out in an **agreed pay policy** (see [paragraphs 2.27 and 2.28](#))
- Confirmation that the DfE may recover funds if there's evidence of irregularity or fraud (see [paragraph 6.21](#))

New guidance on financial support and oversight

It sets out:

- How the DfE will work with trusts where there are financial concerns
- What support is available to trusts and how the Department for Education (DfE) will intervene via its [Regions Group](#)

We're working on a summary of this new [financial support and oversight for academy trusts guidance](#). Select 'save for later' at the top of this article to be informed when it's ready.

Educational performance no longer grounds for a Notice to Improve (Nti)

Failure to comply with safeguarding duties and to manage the school estate effectively are still governance grounds for a Notice to Improve (see [paragraph 6.17](#)), however educational performance is no longer included.

Clarification around the DfE's remit to meet the digital and technology standards by 2030

Your trust should have an understanding of the extent to which it's currently meeting the DfE's [6 core digital and technology standards](#), and be in the process of working towards them (see [paragraph 1.16](#)).

We'll update our guide to [meeting the DfE's digital and technology standards](#) to reflect this change.

Trusts must not pay cyber ransom demands

Previously, trusts were instructed not to pay any demands before seeking approval (see [paragraph 6.15](#)).

DfE approval needed for novel, contentious or repercussive transactions

Approval must be granted before the transaction is agreed and before the transaction occurs.

The definition of 'repercussive' now includes transactions where a trust's proposal could cause additional costs for other government departments (see [paragraph 5.5](#)).

Due diligence must be in place around procurement

This is set out in [paragraph 2.24](#), alongside an extended list of resources to support trusts with procurement.

Everyone

Cheska Tyler 10 days ago

Have a look at this:

[Home School Agreement.pdf](#)

We have made no changes to this policy since we last agreed it.



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Please comment with any questions or give a thumbs up to confirm you have read this. Thank you.

Everyone

•
Sandra Child



9 days ago

Emily Sheppard

Have we seen an improvement in parents behaviour and attitude towards staff at the school? Sorry I sound like a broken record, always mentioning it but I am personally still witnessing inappropriate interactions and behaviours between parents and staff. As a parent at the school, I don't want the teacher leading the learning for my child to be doing that teaching after a horrible interaction in the morning because parents are inappropriately berating staff on a regular basis with no consequences for this.

4 days ago

Cheska Tyler 10 days ago

Have a look at this:

[Feedback and Marking Policy .pdf](#)

We have made no changes to this policy since we last agreed it.

Please comment with any questions or give a thumbs up to confirm you have read this. Thank you.

Everyone

•
Sandra Child



9 days ago

Cheska Tyler 10 days ago



Learning together; learning for life

Have a look at this:

[250612-JDiB-720-Summer Visit Report.pdf](#)

Summer visit from HIP.

Please comment with any questions or give a thumbs up to confirm you have read this. Thank you.

Everyone

•
Sandra Child

A great report Cheska, very positive.

9 days ago

Cheska Tyler 10 days ago

Have a look at this:

[Safeguarding Termly Report June 25 CTS \(1\).doc](#)

Please comment with any questions or give a thumbs up to confirm you have read this. Thank you.

Everyone

•
Sandra Child



9 days ago

Mark Scoulding

Please can you share more details of the nature of the bullying complaint to Ofsted?

6 days ago

Cheska Tyler

Yes, I can talk the process through in the meeting.

5 days ago



Learning together; learning for life

Cheska Tyler 10 days ago

Have a look at this:

[CTS Financial Report - June 25.docx](#)

Please comment with any questions or give a thumbs up to confirm you have read this. Thank you.

Everyone

•
Cheska Tyler

There are two appendices in the documents folder if you would like further information.

10 days ago

Cheska Tyler 11 days ago

I look forward to seeing you all next Friday for our Governor Day AND Cherry Tree's birthday party.

As usual, we will run our normal meeting in the morning, we will have a SEND presentation and then a party lunch with the children this time, followed by our festivities! There will be performances from the children, speeches, cake and all sorts. Everything will be wrapped up by 3pm. There may be a little down time between lunch and the party starting but I am sure we will be able to cope with that!

Please could you confirm if you would like a ham or a cheese baguette in your party lunch by commenting below?

Please also send your apologies if you are unable to make the day but hopefully, we will have a full complement!

Thank you.