



Batley Multi Academy Trust
Minutes of Manorfield Infant and Nursery School's Governing Board Meeting
Held on Tuesday 11 November 2025, 5:30pm

Manorfield Infant and Nursery School			
Meeting of:	Full SGB		
Date and time:	Tuesday 11 November 2025, 5:30pm		
Location:	Manorfield Infant and Nursery School		
Present:	Geoff Alvy (Chair of Governors) Angela Barnett (Vice Chair of Governors) Amy Wilby (Governor)		
Apologies:	Ibrar Hussain (Governor) Kamilla Nadat (Governor) Nita Gosal (Governor) Eve Clarke (Governor)		
Others in attendance:	Kate Ellis-Holmes (Headteacher) Ben Tierney (Assistant Headteacher) Sam Vickers (Chief Executive Officer) Alistair Milligan (Governance Professional)		
Quorum:	Any three of the Governors of the SGB, or, where greater, one third of the total Governors of the SGB	Quorum met:	Yes

Item	Minutes	Action
1.	Welcome and Introductions	
	The Chair opened the meeting at 5:38pm and thanked everyone for attending the meeting.	
2.	Apologies for Absence, Consent, Declaration of Interest and AOB	
	Apologies had been received from Ibrar Hussain, Eve Clarke, Kamilla Nadat and Nita Gosal in advance of the meeting, with consent. There	



	were no declarations of interest, no items raised under AOB and the meeting was quorate.	
3.	Representation	
	<p>The Governance Professional confirmed there were no new appointments to report and no terms of office expiring in the next six months.</p> <p>There were x3 Parent Governor vacancies and x1 Co-opted Governor vacancy confirmed. It was agreed that the Governance Professional and trust Headteacher would liaise on the plan to recruit the Parent Governor vacancies, with the intention of getting these live imminently.</p> <p>Action: add Parent Governor vacancy letters to the school website.</p> <p>Action: discuss and confirm recruitment plan.</p>	<p>Gov Pro</p> <p>Gov Pro/HT</p>
4.	Finance Update	
	<p>The CEO provided governors with the update on the school's finances, with a key update on how the school's accounts will be presented moving forward.</p> <p>Much work had been carried out by the finance team relating to a financial audit, and as such, September's management accounts would be due imminently in the DfE approved format. A summary of the new CFO's experience was provided to governors, who were also reminded that the CFO would be available upon request.</p> <p>Governors were informed of a new focused meeting involving Trust and school senior executive leaders, which aimed to continue improving the communication and collaboration across the Trust family of schools.</p> <p>Q: How often will those meetings occur?</p> <p>A: Twice this academic year. The next meeting will be held mid-year. This will be reviewed at the end of the academic year as part of our plan, do, review, evaluate strategy.</p> <p>Q: Is there performance management for the schools against the set budgets?</p> <p>A: There are financial KPIs across the Trust family of schools, including the Trust itself.</p>	



	<p>The Trust Headteacher felt positive about the financial situation, and a thank you was extended to the Trust, and Governors for their ongoing support. The Chair also acknowledged the support offered by the Trust, and commented on a proactive and collaborative approach around all areas, not just around finance.</p> <p>There were no further questions or comments put forward by governors.</p>	
5.	Minutes of the Last Meeting	
	The minutes of the last meeting held on 16 September 2025 were agreed as a true and accurate record.	
6.	Review of Actions	
	Five actions had been completed and five actions remained outstanding. All outstanding actions were in progress and would be completed in due course. The actions tracker was updated to reflect the completion and progress of all actions.	
7.	Headteacher’s Report	
	<p>The Headteacher’s report had been shared with governors in advance of the meeting. Highlights were selected and discussed by the Headteacher before governors were invited to put forward any questions or comments:</p> <ul style="list-style-type: none"> • Half term 2 had seen an improved focus on strengthening teamwork, collaboration and consistency. Impacts were positive, with calmer and more productive teaching and learning environments aligned with the expected classroom structure. • Senior leaders had completed informal teaching and learning visits to support colleagues. • The positive development of schemes was reported, with much work and support being offered to the school to ensure appropriate readjustments had been made. • Challenges had been identified in English and language development - solution-focused strategies were highlighted to governors, such as structured interventions and how a holistic approach via a broader and even more ambitious curriculum offer can positively impact all key areas of a learner’s development. 	



	<ul style="list-style-type: none"> • Attendance was lower than anticipated, owing to a sickness bug which had impacted all of the schools in the Trust family two weeks prior to the half term break. There were strategies in place to improve attendance throughout the academic year. • As part of leadership CPD, the creation of a "How To: Subject Lead" guide was being created to support colleagues. <p>Governors were satisfied with the school's approach to reviewing the schemes of learning, and felt that the school had challenged and developed areas in the right manner to suit the school's individual context. The Trust Headteacher provided an additional summary of the learning schedule and what schemes were being taught when for governors.</p> <p>A discussion followed on some of the additional challenges with the schemes, and governors put forward their comments and suggestions. Measuring the effectiveness of the schemes was highlighted as a key action for the school to take away. The Trust Headteacher added that the school had identified areas for improvement in school policies, owing to the implementation of schemes. Governors were satisfied with this proactive approach and that school leaders understood the importance of supporting colleagues with clear, relevant processes and procedures in place. Action: review the relevant policies.</p> <p>Governors raised questions on attendance, in particular around Year 1 and nursery. The Trust Headteacher explained the reasons why attendance was lower than expected. Governors recognised the challenges the school had faced, acknowledged difficulties on non-statutory nursery attendance, and were reassured that the school had implemented new strategies to improve attendance. Governors noted the trends and the positive attitude of the school towards attendance. Governors were keen to see attendance figures as the academic year progressed. Action: continue to provide detailed attendance data at each SGB meeting.</p> <p>Q: When will the formal teaching and learning visits recommence?</p> <p>A: This half term now the relevant changes are embedded and things have settled.</p> <p>Q: How much input has the school had from the experts' suggestions?</p>	<p>HT/Gov Pro</p> <p>HT</p>
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	<p>A: Whilst we valued the input and suggestions of the experts, we have identified areas in the schemes that require an adaptation for our school’s context. We are really focused on refining the curriculum to close the gaps on our learner’s comprehension ability.</p> <p>Q: How are we supporting learners and colleagues with schemes’ resource management?</p> <p>A: We continue to consult the experts on this, ensuring we receive the correct guidance on which learners are placed in which groups with an understanding of the reasons why. This provides us with confidence that the work is appropriate.</p> <p>Q: When and how will you know this scheme is working?</p> <p>A: Every half term there is an assessment. We have seen a visible improvement of learners already so we are anticipating strong and improved results in the first round of assessments.</p> <p>The CEO summarised and congratulated the leadership team, in particular one colleague, who had agreed to reduce their senior duties to support as a subject lead. The challenges that the school had faced at the start of the academic year was acknowledged by governors, who also agreed with the CEO’s comments towards leaders and all school colleagues.</p>	
<p>8.</p>	<p>SEND Report</p>	
	<p>The SEND report was shared with governors in advance of the meeting. A summary was provided to governors by the Trust Headteacher, before governors were invited to put forward any questions and comments. Highlights included:</p> <ul style="list-style-type: none"> • An improved SEND CPD offer - all school colleagues have gained confidence from thorough training and support by the SENDCo. • Robust processes for initial identification. The school’s identified number of SEND learners is now more accurate. Therefore, the school has further improved its SEND provisions and offer. • The SENDCo has identified areas for improvement around SEMH, and strategies to strengthen this area. • A fundraising initiative to improve the school’s sensory support offer had been launched. The link can be found here - GoFundMe page. 	



	<p>The school and relevant governor confirmed that a SEND school visit had been scheduled, and would be completed before the end of term.</p> <p>Governors were satisfied with the SEND update and noted they were looking forward to the feedback from the SEND link's scheduled visit.</p>	
<p>9.</p>	<p>Safeguarding Report</p>	
	<p>The safeguarding report was shared with governors in advance of the meeting. A summary was provided to governors by the Trust Headteacher, before governors were invited to put forward any questions and comments. Highlights included:</p> <ul style="list-style-type: none"> • Leave of absence requests were higher than anticipated, however none were approved - this demonstrated a consistent and fair approach across the school. • There were no incidents occurring within the school grounds e.g. child on child abuse (including bullying). • There were no serious sanctions issued e.g. inclusion days, suspensions, or permanent exclusions. <p>Q: Are home visits completed where applicable?</p> <p>A: Yes.</p> <p>Q: What is the nature of any home visits?</p> <p>A: That is subject to the reason for the visit. The approach is always supportive.</p> <p>Q: Can you explain the transitional support that is organised within school between the key stages?</p> <p>A: We have a robust transition plan from reception into Year 1. This begins in the summer term, where the reception cohort will visit a Year 1 environment on a weekly basis. We involve parents/carers to support the learner and families. This is a consistent approach which settles understandable nerves and concerns.</p> <p>Governors were satisfied with the positive update and were reassured that the school was a safe place based on the raw data. There were no further questions or comments put forward by governors.</p>	



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10.	Trust Update	
	<p>The Governance Professional had shared a number of documents with Governors in advance of the meeting.</p> <p>Trust on a Page This was a termly document where governors were informed of work that was being undertaken collaboratively between the Trust and the school and also other schools within the Trust.</p> <p>Skills Audit Analysis Governors were informed that this would be discussed in more detail at the next SGB meeting. In the meantime, the summary document had been provided and this was an overview of the responses received.</p> <p>Trust Annual Governance Planning Calendar 2025/26 The above document had been launched at the recent Annual Governor Conference and the Governance Professional shared with governors that the document offered full transparency in terms of remit and responsibilities at Member, Trustee and Governor level.</p> <p>There was a clear structure in place for quality assurance and monitoring at both Trustee and Governor level. Role descriptors for all link areas were included at the back of the document and these were the "mini job descriptions" linked to all areas and included a set of questions that Governors may want to ask as part of their school visits.</p> <p>The Finance Link Governor role descriptor was discussed as an example.</p> <p>Governor Manual 2025/26 Governors were reminded that key information was available in this document including meeting dates and other key dates throughout the school year.</p> <p>The Trust's network meetings were highlighted by the Trust Headteacher as great opportunities for CPD. These networking opportunities also strengthen the focus and alignment of all of the schools within the Trust family. The Trust Headteacher reassured governors that the Trust Central Team was a fantastic tool to receive guidance and support from.</p>	
11.	Training and Development	
	Governors were asked to complete relevant training no later than	



	<p>Friday 28 November 2025:</p> <ul style="list-style-type: none"> ● Cybersecurity - link to confirm completion here. ● Safer Recruitment - minimum Chairs and Vice Chairs. ● SCR Training - Webinar 2 - link to confirm completion here. <ul style="list-style-type: none"> ○ SG link only <p>Governors were asked to submit any training certificates into the Governance Professional at the earliest opportunity. Action: governors to submit any training certificates to Gov Pro.</p>	Governors
12.	Upcoming Events (School and Trust-wide)	
	<p>Governors were reminded of the following upcoming events:</p> <ul style="list-style-type: none"> ● Batley Brilliance - The Fields (at Manorfield) - Thursday 20 November 2025, 1pm - 2:30pm. ● Batley Brilliance - Field Lane - Thursday 11 December 2025, 1pm - 2:30pm. ● Batley Brilliance - Healey - Thursday 8 January 2026, 1pm - 2:30pm. 	
13.	AOB	
	Nothing was added.	
14.	Agenda, minutes and related papers	
	<p>It was determined that no part of the minutes be excluded from the copy that is available at the school.</p> <p>Nothing further was discussed and the meeting closed at 7:20pm.</p>	
15.	Next Meeting: Tuesday 27 January 2026, 5:30pm	