



**WITTERSHAM CHURCH OF ENGLAND PRIMARY SCHOOL**  
**MINUTES OF THE FULL GOVERNING BOARD MEETING**  
**Held Virtually on Thursday, 7<sup>th</sup> March 2024 at 6.30 p.m.**  
*On a voyage of discovery, flourishing in God's love.*

Christian Values of

Compassion

Courage

Cooperation

**PRESENT:** John Collins (Chair), Stephen Rogers (Vice Chair), George Hawkins (Headteacher), Rachel Georgiades, Stella Coulson and Jane Burnett

**CLERK:** Jane Phillips

The meeting commenced at 6.30 pm.

ITEM	PROCEDURAL	ACTION
<b>1.</b>	<b><u>WELCOME, APOLOGIES, QUORUM</u></b>	
<b>1a</b>	The Chair welcomed governors to the meeting which was opened with a prayer.	
<b>1b</b>	Apologies were received and accepted for Nick Barnet and Kerry Dean (work commitments). There were no other apologies for absence.	
<b>1c</b>	The Clerk confirmed the meeting was quorate.	
<b>2.</b>	<b><u>DECLARATIONS OF BUSINESS INTEREST</u></b>	
<b>2a</b>	Jane Burnett declared she was Chair of governors of Norton Knatchbull School in Ashford. There were no other declarations of business interest made against any agenda item.	
<b>2b</b>	Governors were reminded to declare any business interests which became relevant during the meeting.	
<b>3.</b>	<b><u>MINUTES OF THE FULL GOVERNING BOARD MEETING HELD ON 25<sup>TH</sup> JANUARY 2024</u></b>	
<b>3a</b>	<b>The minutes of the previous meeting were agreed as an accurate account which would be signed electronically by the Chair.</b>	
<b>3b</b>	<u>A Review of Governor and Clerk's Actions Arising</u> <b>Item 5. Action: KD to arrange a follow up EYFS monitoring visit. (Carried over)</b> All remaining actions had been completed or would be discussed during this meeting.	<b>KD</b>
<b>GOVERNANCE</b>		
<b>4.</b>	<b><u>MEMBERSHIP</u></b> <u>Parent Governor Election</u> The Chair was pleased to report that two candidates had come forward for the current parent governor vacancy and that the ballot process would now take place. <b>Action: The HT to advise the Clerk on the outcome of the parent governor election.</b>	<b>Head</b>

## SCHOOL IMPROVEMENT

**5. SAFEGUARDING**

The HT reported a new family was now working with Early Help. One referral had also been made to the Front Door team for an existing family where there had been previous Early Help involvement.

The HT further reported on the Family Liaison Officer's (FLO) ongoing work on punctuality and attendance which was having a positive impact on those families she had been asked to target. It had also been beneficial in safeguarding those vulnerable pupils.

**6. HEADTEACHER'S REPORT**

The HT presented his term four verbal update to governors. The Insight demographics report for the school was made available for review on GovernorHub.

- Currently, there were one hundred and thirty six pupils on roll comprising 45.6% boys and 54.4% girls.

All	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
136	14	21	20	19	21	21	20

- Since the last meeting, one Year 2 pupil had left where one child would join Year 2 the following week.
- A further child was also due to join Year R the following week.
- There were twenty five first choices for the September 2024 intake into Year R where the year group would be full. Following the ranking process, there would be eleven new families and nine siblings.

SEND Update

The staff governor (SENCo) presented an update to governors.

The school was currently in the process of receiving a two day nurture audit on 5<sup>th</sup> and 12<sup>th</sup> March. The wellbeing governor had attended on Tuesday, 5<sup>th</sup> March. The purpose of the audit was to review the school's provision as part of the nurture project which had now been underway for the past eighteen months. The school would pursue accreditation during May 2024.

The SENCo explained the Zones of Regulation had been rolled out to all staff on Monday, 19<sup>th</sup> February whereby the children would moderate their behaviour based on different colours and different activities. The Zones of Regulation had also been rolled out to parents during the parent forum on 5<sup>th</sup> March.

The nurture room had been in place since September 2023 which had been visited by one hundred and twenty different children since that time. This particular aspect of the nurture provision was considered to be going extremely well.

A lot of SEND based CPD (continuous professional development) was taking place across the school, particularly from a nurture perspective. Teaching Assistants (TAs) were also becoming far more involved in leading their own CPD. Dyslexia training would take place in two weeks' time together with Makaton training where there was an initiative for individuals to raise their own skills sets through CPD. This also included the SEN and inclusion provision.

Following the second day of the nurture audit, the school would receive a report which would then be shared with governors. It was also understood the wellbeing governor would provide a verbal report to governors during the next meeting.

**Action: The Clerk to include feedback from the nurture audit as an agenda item for the May FGB meeting.**

**Clerk**

The SENCo reported the SEN governor would carry out a follow up monitoring visit on 20<sup>th</sup> March when some case studies for specific children would be reviewed. This would include the progress and development each child had made to include academically and personally, socially and emotionally since the beginning of this academic year. The SENCo would also provide information on the provisions which had been put in place together with the tracking of the SEN pupils.

The SENCo said ADHD (Attention Deficit Hyperactivity Disorder) staff training would take place on 14<sup>th</sup> March which governors were also very welcome to attend.

**A governor asked how staff shared what they'd learnt from their training.**

The SENCo explained that following any CPD course, staff were asked to complete an online evaluation to include whether the training had been relevant. Information was then shared during the next TA staff meeting. The TAs met on a Wednesday afternoon at 3.30pm.

**A governor commented he had recently seen the display outside Rother and Oxney class. A combination of the information and the work the children had produced really showed the emphasis the school had placed on nurture.**

The HT said there had been a real focus on staff CPD since January which would lead up to Easter. The new skills would then be embedded during terms five and six in readiness for a September rollout. One of the AHTs (LS) had completed some CPD around whole school curriculum monitoring and subject leadership. The AHT had really grown in her role, to include closely monitoring the curriculum and taking ownership of it. This had then filtered down where there was a greater impact on subjects.

The HT reported pupil progress meetings (PPMs) had taken place this term when the raw, numerical data had been analysed. This included the staff short term data which might include a spelling age, a reading age, a phonics assessment or a gap analysis where it was then possible to see the progress the children were making. The HT commented that Year 1 were a particularly vulnerable group which staff were looking to support given the children's very low starting points. However, the progress the children had made was considered huge. At the beginning of the year, the class teacher predicted that 40% of Year 1 pupils would pass the phonics check. This had since increased to 80-90%. This was attributed to the Year 1 teacher's quality teaching over time where the children had really progressed.

**A governor understood the HT would provide a log of staff CPD within his next written report. Was it possible to use one word against each which would show how staff felt about the training and whether it had been useful?** The HT said he would provide a rating for the CPD.

Staff Wellbeing Survey

The findings of the staff survey were made available in advance of the meeting (filed electronically).

The Chair said there had been some slight modifications since the first staff wellbeing survey. Whilst there was one dissenter which had also been the case the previous year, there were more staff members on this occasion who 'strongly agreed' to the survey statements. This reflected the impact of what had been taking place in the school this year as regards staff wellbeing.

Any Other Items

**A governor asked if pupils had secured their places at their chosen secondary school for next year.** The HT said not all pupils had got their chosen places. Nine pupils had taken the Kent test where seven had passed. Of the seven, five had elected to go for grammar stream education where only three had secured their place. Two girls had applied to go to Highworth Grammar School which was oversubscribed this year which was considered unusual. However, two girls who had

	<p>got through on appeal and had then been offered places at the school. Places were allocated based on distance and context.</p> <p><b>A governor understood Highworth had changed their entrance policy for Year 7 following an issue the previous year.</b></p> <p><b>A governor asked which school had been allocated for the two girls who had been unsuccessful in securing places at Highworth.</b> The HT said they had been allocated places at Homewood School. However, the school was supporting a parental appeal.</p>	
7.	<p><b><u>ATTENDANCE</u></b></p> <p>The HT reported that the current school attendance was 94.4% based on a target of 96%. Attendance had dipped down over the past two weeks as quite a few children had been absent due to Covid type symptoms or a sickness bug. There had been one day the previous week when twenty children had been off sick.</p> <p>SEND attendance was currently 94.1% and Pupil Premium (PP) attendance was 92.4%.</p> <p>The HT commented that PP children’s attendance had gone up since the Family Liaison Officer had been working with specific families.</p>	
8.	<p><b><u>SEF/SCHOOL IMPROVEMENT PLAN (SIP) 2023-24</u></b></p> <p>The updated SIP for 2023/24 was made available in advance of the meeting (filed electronically).</p> <p>The term four SIP had been RAG (red, amber, green) rated to show progress against the school plan priorities where a number of actions had been rated as green or amber.</p> <p>The HT said all actions looked set to be achieved. Some elements of the School Plan had been started but would take further time to embed than others. An example of redeveloping the Oast outside space for Year 1 and EYFS was provided as an example. Whilst a plan might be in place, it might not be actioned and actually fitted out until September.</p> <p><b>A governor asked the SENCo if she would provide further information on the Zones of Regulation.</b> The SENCo said there had been some whole school staff training on 19<sup>th</sup> February following which, it had then been rolled out in classes. It was about zoning a child’s emotions into four zones.</p> <p>Red – very angry  Blue – quite tired and sleepy, finding it difficult to engage  Yellow – feeling quite excitable, quite wobbly and possibly beginning to lose control.  Green – calm, ready to learn and engage</p> <p>The SENCo explained it was about making the children emotionally literate where they were able to identify the zones which they were in. There were then the strategies which they could use to move in and out of a zone. It was ok for a child to feel angry or excited. However, it was about having the tools and the strategies which enabled the children to re-regulate their emotional management back into the green zone when they were ready to learn. The Zones of Regulation would take eighteen months to fully embed. It was a massive concept with a lot of elements and skills. Some children found the transition between lunch and class really challenging. However, four of six classes were already doing after lunch mindfulness, rainbow breathing and bubble counting. Some classes were also doing yoga. The school was beginning to equip the children with tools which would help them with their lives.</p> <p>The SENCo continued to explain that during the parent forum held on Tuesday, 5<sup>th</sup> March, the parent body had also said they were interested where resources had since been shared. In term five, there would be two sessions at 2pm and 7pm when</p>	

parents would be invited to come in and learn more about the Zones of Regulation. Where parents were utilising the same approach in the home, a joined up understanding of emotional regulation would then be more successful. It was hoped by September 2025, the Zones of Regulation would be a habitual and embedded principle across all classes which extended to parents and the school community.

The SENCo said there would be another INSET day on 28<sup>th</sup> March where the focus would be on restorative conversations. The children would understand the choices they'd made and that there were consequences. They would also understand how to regulate their own emotions which would feed into the Zones of Regulation. Leading up to the INSET day, the SENCo had asked staff to try mindfulness where the children would spend three or four minutes at the start of the afternoon lesson regulating themselves to bring each back into the green zone. It was thought the afternoons would then be far smoother, there would be less incidents where there was a lack of engagement or behavioural issues. It was hoped staff would see the benefits of this leading up to the INSET day.

**A governor asked the HT to provide an update on his teaching and learning observations.** The HT said it had been the strongest term of teaching and learning since he had joined the school. Teachers were becoming increasingly precise in their teaching to include elements of retrieval practice which had been embedded and had now become general class practice. Teachers now had more ownership of their timetable where they were able to be more creative on how and what they spent it on. Spending the time on recounting key information had enabled the children to retain that information. Modelling had been a big focus since Christmas where the next focus would be on the scaffolding phase. This would help all learners to achieve the same outcome. This was particularly challenging for mixed year groups where the scaffolding might be slightly different for Year 3 when compared to Year 4 or Year 4 to a Year 5. Once scaffolding was in place, staff would then look at the assessment of foundation subjects. However, the embedded retrieval practice was already a large part of that.

**A governor referenced the teachers' ownership of their timetable. However, were there some subjects which had a common timetable where subject leaders were able to monitor their subjects?** The HT explained that if a subject leader wished to monitor their subject area, they would ask the teacher to teach that subject at the appropriate time. There was an expectation that maths and English would be taught on a certain number of occasions during the week.

**A governor queried the external monitoring of phonics and asked who undertook this.** The HT said there had been an external moderation from the strong Phonics Lead at High Halden and Woodchurch CEPs in September 2023. The School Improvement Advisor had also focussed on phonics during one of her visits. A member of staff from Rolvenden Primary School was due to visit who would also moderate phonics as they were undertaking a similar phonics project to Wittersham.

**A governor understood the school was receiving support from a local authority Attendance Officer. What had been the impact of this?** The HT explained the Attendance Officer visited the school on three or four occasions during the year when she would meet the HT and Office Manager. Both were asked to complete a document which analysed how much time was spent talking about attendance and which families had been written to. The Attendance Officer would also act as a sounding board, would validate the Attendance policy and the school's approach. Where there had been attendance meetings with families, targets were set for improved attendance during a six week period. If these targets weren't met, the school would look to arrange a meeting with parents and the Attendance Officer. So far, almost all families had managed to meet that attendance expectation. However, a meeting would take place with a parent and the Attendance Officer on Monday, 11<sup>th</sup> March where the importance of attendance would be greatly emphasised.

	<p><b>Action:</b> The Clerk to include an attendance case study within the agenda of the May meeting.</p> <p><b>Referencing 'Personal Development', a governor asked how frequently the SENCo met with the School Council.</b> The SENCo said she met with the School Council every Tuesday. The pupils had now become really quite established and settled in their roles. They were quite authoritative, took charge and led a class council meeting each week based on an agenda suggested by the SENCo. More recently, the School Council had been polling classes on new menu choices when they had received feedback on the children's preferred choices. The HT had also met with the School Council when he had given them an area for development within the School Plan. They had been given a certain amount of money to develop the outdoor space and to choose five different equipment items which the HT would then feedback on.</p> <p>The SENCo said there was also a suggestion box in every classroom where some were particularly valid which showed a thorough knowledge of the school. The School Council's next focus would be on facilitating further resources in the classroom.</p> <p>The HT commented the School Council were able to see physical changes straight away.</p> <p><b>A governor referenced a section on the SIP under 'Personal Development' on additional Forest School, fishing trips, play therapists and therapy dog visits as part of the nurture offer. Was this for all children or a particular group of children.</b> The HT said the Forest School provision was for all children. There was then a targeted provision on a Tuesday which supported quite a large number of learners across the school where a level of need had been identified. The school had also been elected to be part of the 'Fishing for Schools' programme which had been running nationally for the past twenty years or so. Wittersham was the first primary school which the organisers had ever worked with which would involve a six week programme. The children would be accompanied by a Mental Health First Aider and Counsellor who would teach the children to fish and talk about what was going on in their lives at the moment and how they were feeling. It would also offer an opportunity for mindfulness, patience and to grasp different skills. The school would reach out to local fisheries where this might then become part of the PE curriculum which would be incorporated for a particular year group during the summer term.</p> <p><b>A governor understood 'Fishing for Schools' was being piloted for those children who needed additional nurture and support. A governor asked how many children were involved.</b> The HT said there were eight children who were doing three weeks each. A group of four alternated each week on a Tuesday morning when they visited a fishery in High Halden between 9.30 and 11.30 am. The children were also accompanied by the PE Leader.</p> <p><b>The Chair summarised it was very apparent that quite significant progress had been made against the School Plan priorities at this stage in the year.</b></p>	Clerk
<p><b>9.</b></p> <p><b>9a</b></p>	<p><b><u>GOVERNOR MONITORING</u></b></p> <p><u>Monitoring Activities Since the Last Meeting</u></p> <p>Governor monitoring reports were recirculated where available (filed electronically).</p> <ul style="list-style-type: none"> <li>• School Vision and Values/Key Stage 2 School Council – 01/02/24 (JC)</li> <li>• Health &amp; Safety – 06/02/24 (SR)</li> <li>• Safeguarding – 08/02/24 (JC)</li> <li>• Term three monitoring morning – 26/02/24 (RG) <ul style="list-style-type: none"> <li>○ Collective Worship</li> <li>○ Learning walk</li> </ul> </li> </ul>	

<p><b>9b</b></p>	<p>o A meeting with the Computing Subject Leader – Quality of Education.</p> <p><u>Term Four/Five Governor Monitoring</u></p> <p>Action: JB to carry out a SEND/School Council visit. (T4)</p> <p>Action: KD to carry out a follow up EYFS visit. (T5)</p> <p>Action: NB to complete a monitoring morning with the Chair on Collective Worship, a learning walk with the HT and to meet with the French Subject Leader. (T5 – 17<sup>th</sup> May 2024 )</p> <p>Action: The Chair to carry out a SIAMS/Safeguarding visit. (T5)</p>	<p><b>JB</b></p> <p><b>KD</b></p> <p><b>NB</b></p> <p><b>Chair</b></p>																								
<p><b>10.</b></p>	<p><b><u>SIAMS/CHRISTIAN DISTINCTIVENESS</u></b></p> <p>The HT reported specific worships had focused on elements of ‘the Wittersham Way’ following feedback from the Chair’s school vision and values discussion with pupils. The focus that week was on ‘co-operation’ and what that looked like at Wittersham.</p> <p>The HT reported he had also been offered some dates for the Chair and HT to visit Elham Primary School in term five which had recently received an SIAMS inspection. There was also the possibility of visiting another school in term six in another setting which had also been inspected recently.</p>																									
<p><b>11.</b></p> <p><b>11a</b></p>	<p><b><u>FINANCE/HEALTH &amp; SAFETY/PREMISES/GENERAL DATA PROTECTION REGULATIONS</u></b></p> <p><u>Ten Month Budget Monitoring Report</u></p> <p>The ten month (January 2024) budget monitoring report was made available in advance of the meeting (filed electronically).</p> <ul style="list-style-type: none"> <li><u>Year End Revenue Budget Projection</u></li> </ul> <table border="1" data-bbox="256 1016 1182 1223"> <thead> <tr> <th></th> <th style="text-align: right;">(£)</th> </tr> </thead> <tbody> <tr> <td>Revenue Income</td> <td style="text-align: right;">908,796</td> </tr> <tr> <td>Revenue Expenditure</td> <td style="text-align: right;">949,154</td> </tr> <tr> <td>Revenue Balance</td> <td style="text-align: right;">-40,358</td> </tr> <tr> <td>Revenue Balance B/F 2022/23</td> <td style="text-align: right;">121,438</td> </tr> <tr> <td>Revenue Balance C/F to 2024/25</td> <td style="text-align: right;"><b>81,080</b></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li><u>Year End Capital Budget Projection</u></li> </ul> <table border="1" data-bbox="256 1285 1182 1520"> <thead> <tr> <th></th> <th style="text-align: right;">(£)</th> </tr> </thead> <tbody> <tr> <td>Total Capital Income</td> <td style="text-align: right;">37,881</td> </tr> <tr> <td>Less Capital Expenditure</td> <td style="text-align: right;">37,881</td> </tr> <tr> <td>Capital Balance</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Capital Balance B/F 2022/23</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Capital Balance Carried Forward to 2024/25</td> <td style="text-align: right;"><b>0</b></td> </tr> </tbody> </table> <p>The Finance Committee Chair presented a brief overview of the budget monitoring report.</p> <ul style="list-style-type: none"> <li>Whilst there had been additional Revenue income of £51,363, there had been a Revenue expenditure overspend of £86,101 when compared to the original budget plan. However, much of this was attributed to the school’s ten percent contribution towards the works which were carried out by the Diocese.</li> <li>Whilst the Revenue budget predicted an in-year deficit of £40,358, this was mitigated by the carry forward from 2022/23 of £121,438. The current prediction was that the school would carry forward £81,080 to 2024/25. This represented a negative variance of £34,738 when compared to the original budget for 2023/24.</li> </ul>		(£)	Revenue Income	908,796	Revenue Expenditure	949,154	Revenue Balance	-40,358	Revenue Balance B/F 2022/23	121,438	Revenue Balance C/F to 2024/25	<b>81,080</b>		(£)	Total Capital Income	37,881	Less Capital Expenditure	37,881	Capital Balance	0	Capital Balance B/F 2022/23	0	Capital Balance Carried Forward to 2024/25	<b>0</b>	
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	<p>The HT said there were no undue concerns in respect of the rollover to 2024/25. Governors were asked to be mindful of the following:</p> <ul style="list-style-type: none"> <li>• The vast majority of appliances in the kitchen had been put in place 20-25 years before which were now approaching their end of life. It had recently been necessary to replace the fridge and potato peeler. There were other ongoing repairs to the oven and dishwasher. It was thought possible that some of these other items would need to be replaced in the near future.</li> <li>• The school had been successful in securing a further £120,000 of funding from the Canterbury Diocese for further building work. This would include the 2000s boiler and heating system which would cost approximately £45,000. Also included was the replacement of all windows in Windmills, Oxney and Rother classes at a cost of approximately £75,000. The school's contribution would be approximately £12,000.</li> <li>• During the HT's attendance of a webinar the previous day, the local authority had proposed a flat 9.3% increase for any staff on Kent Range three (KR3). This encompassed the majority of the school's TAs. The current annual cost was approximately £180,000 where an increase of 9.3% would be funded from the school's existing budget. There was also further talk of Unions considering further strike action for teachers this year.</li> <li>• The school would also look into including costings for a new payment system. This would be more compliant with Schools Financial Services (SFS) than the existing model. It would hopefully make it easier for parents to pay for clubs, trips and meals moving forward. The approximate cost would be £399 annually. The WSA had suggested they would make a contribution to this so that it could also be used for their events.</li> <li>• The Revenue carry forward to 2024/25 would provide a buffer for these additional costs. The carry forward was also within the school's balance control mechanism (BCM) or the amount which the school was permitted to carry forward without the risk of claw back by the local authority. <i>(Clerk's note: Based on the nine month budget monitoring submitted to the local authority, the BCM figure was £103,539 at that time.)</i></li> </ul> <p><b>11b</b> <u>Schools Financial Values Standard (SFVS)/Related Party Transactions (RPT)</u></p> <p>The Finance Committee Chair was thanked for his preparation of the SFVS checklist for this year.</p> <p><b>Governors approved the SFVS and RPT submission for March 2024 without amendment.</b></p> <p><b>Action:</b> The Chair to electronically sign the SFVS and appending RPT prior to its submission before 31<sup>st</sup> March 2024.</p> <p><b>11c</b> <u>Health &amp; Safety, Premises, GDPR</u></p> <p>As reported earlier in the meeting, the HT had secured some additional Devolved Formula Capital (DFC) funding from the Diocese which had been used to replace all tables and chairs in both Windmills and Oxney classes. The chairs in Oxney would be placed in Rother for the time being until there were funds available to also replace their tables and chairs. Two laptop and iPad trollies had also been purchased from the funding which were more efficient, safer and easier to transport between classes. There were also new chairs for the class teachers and furniture for the foyer and corridor which would be delivered on 19<sup>th</sup> March. The school's contribution was £700 or 10% of the overall cost.</p> <p>The hall and foyer had also been redecorated over the February half term which were now looking much improved. This was part of ongoing redecoration throughout the rest of the school through the coming year.</p> <p>There were no items to report in respect of health &amp; safety or GDPR.</p>	<p><b>Chair</b></p>
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<b>11d</b>	<p><u>Any Other Items</u></p> <p>There were no matters arising.</p>											
<b>12.</b>	<p><b><u>POLICIES</u></b></p> <p>Policies due for review were made available in advance of the meeting.</p> <p><u>Governor Allowances Policy</u></p> <p>The Chair explained it had previously been agreed that the school would not meet out of pocket governor expenses from the school's delegated budget.</p> <p><b>Governors agreed such an approach should continue.</b></p> <p><b>Governors approved those policies presented.</b></p> <table border="1" data-bbox="256 533 1270 703"> <thead> <tr> <th>Policy</th> <th>Next Review</th> </tr> </thead> <tbody> <tr> <td>Governor Allowances policy</td> <td>March 2025</td> </tr> <tr> <td>Admissions policy</td> <td>"</td> </tr> <tr> <td>Managing Absence and Ill Health policy</td> <td>March 2026</td> </tr> <tr> <td>Behaviour Principles Written Statement</td> <td>March 2025</td> </tr> </tbody> </table> <p>Action: The Clerk to carry over the Recruitment policy to the May FGB meeting.</p>	Policy	Next Review	Governor Allowances policy	March 2025	Admissions policy	"	Managing Absence and Ill Health policy	March 2026	Behaviour Principles Written Statement	March 2025	Clerk
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<b>13.</b>	<p><b><u>WEBSITE/TEP GOVERNANCE MONTHLY BULLETINS/DFE UPDATES</u></b></p> <p>The Education People's monthly bulletins for January and February 2024 were recirculated as a supporting paper for this agenda item (filed electronically).</p> <p>The Clerk had provided website links on the following:</p> <ul style="list-style-type: none"> <li>Ofsted Handbook and Framework updated – January 2024</li> <li>EYFS Statutory Framework updated – January 2024</li> <li>Primary assessment – future dates/Key Stage 2 test administration (filed electronically).</li> </ul> <p>There were no questions arising from the bulletin contents.</p> <p>The Chair reported the Department for Education had published new online governance guides on 7<sup>th</sup> March 2024 where there were now two distinct guides: one for maintained schools and another for academies. These would replace the Governance Handbook, Governance and Clerking Competency Frameworks and role descriptions which had since been archived.</p> <p>The Chair explained the NGA had produced a short summary which showed what the changes related to.</p> <p>Action: The Clerk to circulate the NGA summary on the new DfE governance guide.</p>	Clerk										
<b>14.</b>	<p><b><u>GOVERNOR TRAINING</u></b></p> <p>The Clerk reported she had attended the Countywide Governor Briefing on 8<sup>th</sup> February and that the briefing slides had since been uploaded to the GovernorHub training folder. There slides included a section on cyber security.</p> <p>The Clerk would attend the NGA's two day conference for governance professionals on 13<sup>th</sup> and 14<sup>th</sup> March.</p> <p>The Chair reported he would attend an NGA webinar on 21<sup>st</sup> March on 'The effective governance of safeguarding, culture, context and compliance'.</p>											
<b>15.</b>	<p><b><u>CHAIR'S ACTIONS/CORRESPONDENCE</u></b></p> <p>There were no Chair's actions to report and no correspondence had been sent or received.</p>											

<b>16.</b>	<b><u>ANY OTHER BUSINESS</u></b> There were no matters arising.	
<b>17.</b> <b>17a</b> <b>17b</b>	<b><u>CONFIDENTIALITY</u></b> There were no discussions or papers which were considered confidential.	
<b>18.</b>	<b><u>DATE OF NEXT MEETING</u></b> The next full governing board meeting would take place <b>at school on <u>Wednesday, 22<sup>nd</sup> May 2024 at the slightly later time of 7pm.</u></b>	

The meeting closed at 7.33 pm.

Signed:   
(Chair)

Date: 22<sup>nd</sup> May 2024

### **ACTION SUMMARY**

<b>ITEM</b>	<b>AGENDA ITEM</b>	<b>TO BE ACTIONED BY</b>	<b>ACTION</b>
1.	3b, 9b	KD	To arrange a follow up EYFS monitoring visit in term five. (Carried over)
2.	4	Head	To advise the Chair and Clerk on the outcome of the parent governor election.
3.	6	Clerk	To include feedback from the nurture audit as an agenda item for the May FGB meeting.
4.	8	Clerk	To include an attendance case study within the agenda of the May meeting.
5.	9b	JB	To carry out a SEND/School Council visit. (T4)
6.	9b	NB	To complete a monitoring morning with the Chair on Collective Worship, a learning walk with the HT and to meet with the French Subject Leader. (17 <sup>th</sup> May 2024)
7.	9b	Chair	To carry out a SIAMS/Safeguarding visit. (T5)
8.	11b	Chair	To electronically sign the SFVS and appending RPT prior to its submission before 31 <sup>st</sup> March 2024.
9.	12	Clerk	To carry over the Recruitment policy to the May FGB meeting.
10.	13	Clerk	To circulate the NGA summary on the new DfE governance guide.