



WITTERSHAM CHURCH OF ENGLAND PRIMARY SCHOOL
MINUTES OF THE FULL GOVERNING BOARD MEETING
Held at School on Thursday, 4th July 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), Nick Barnet, Kerry Dean, Harry Lingfield and Stella Coulson (AHT/Staff governor)

Governance

Professional: Jane Phillips

The meeting commenced at 6.36 pm.

ITEM	PROCEDURAL	ACTION
1.	<u>WELCOME, APOLOGIES, QUORUM</u>	
1a	The Chair welcomed governors to the meeting which was opened with a prayer.	
1b	Apologies were received and accepted for Jane Burnett (unwell) and Rachel Georgiades (work commitments). There were no other apologies for absence.	
1c	The governance professional (GP) confirmed the meeting was quorate.	
2.	<u>DECLARATIONS OF BUSINESS INTEREST</u>	
2a	Parent governor, Harry Lingfield declared his spouse was a Teaching Assistant (TA) at the school. There were no other declarations of business interest made against any agenda item.	
2b	Governors were reminded to declare any business interests which became relevant during the meeting.	
3.	<u>MINUTES OF THE FULL GOVERNING BOARD MEETING HELD ON 22ND MAY 2024</u>	
3a	The confidential (part two) and non-confidential minutes of the previous meetings were agreed as an accurate account which would be signed electronically by the Chair.	
3b	<p><u>A Review of Governor and Governance Professional's Actions Arising</u></p> <p>Item 8. The HT would present an overview of SIAMS under item 11 of this meeting.</p> <p>The Chair proposed there should be a standing item within future agendas incorporating a fifteen minute training session. Whilst the Chair would liaise with the Acting Headteacher, governors were encouraged to think about the subject matter they would find most useful for a governing training session.</p> <p>Action: Governors to provide feedback to the Chair on the training they would find most beneficial during governing board meetings.</p> <p>All remaining actions had been completed or would be discussed during this meeting.</p>	Govs
GOVERNANCE		
4.	<u>ELECTION OF THE CHAIR</u>	
	The GP took the meeting for the purpose of electing the Chair.	

<p>4a</p> <p>4b</p> <p>4c</p>	<p>Governors agreed the term of office for the Chair would continue to be one year.</p> <p>The GP reported she had received a nomination for John Collins to stand again as Chair. Further nominations were invited which could be self or other. There were none.</p> <p>The Chair was asked to step out of the meeting whilst governors considered his re-appointment.</p> <p>Governors unanimously agreed the reappointment of John Collins as Chair of governors. His new term of office would commence on 3rd October 2024 and conclude at the time of the first full governing board (FGB) meeting in term one, 2025/26.</p> <p>The Chair rejoined the meeting and was congratulated on his reappointment.</p>	
<p>5.</p>	<p><u>MEMBERSHIP</u></p> <p><u>Model of Governance</u></p> <p>The Chair referenced the 22nd May 2024 meeting when a governor had suggested incorporating the delegated responsibilities of the Finance Committee within future FGB meetings thus adopting a Circle model of governance. This was largely due to repetition as the Finance Committee met on the same evening as the FGB.</p> <p>The GP had investigated model Terms of Reference for the Circle model of governance where there was either a lack of anything suitable or any which weren't without cost. Typically, boards adopted a committee based model or hybrid Circle model with a Finance Committee.</p> <p>The Chair explained finance would require a key focus over the next few years together with the staffing structure moving forward. The Chair had been in contact with the Finance Committee Chair to propose keeping the Finance Committee but to hold it virtually on different dates to that of the FGB. These meetings would also commence at 6.30 pm and would be scheduled sufficiently in advance to enable the Governance Professional to prepare the draft Finance Committee minutes ahead of future FGB meetings.</p> <p>Governors agreed the Chair's proposal to continue to follow a hybrid Circle model of governance.</p> <p>Action: The governance professional to circulate FGB and Finance committee meeting dates for 2024/25.</p>	<p>GP</p>
SCHOOL IMPROVEMENT		
<p>6.</p>	<p><u>SAFEGUARDING</u></p> <p>(Some discussions within this item were considered confidential and were contained in part two of the minutes.)</p> <p>The HT reported on the following:</p> <ul style="list-style-type: none"> • Concerns had been flagged with the Front Door and Safeguarding Team in respect of three different incidents involving three different families. • Advice had also been sought for two other separate incidents. 	
<p>7.</p>	<p><u>HEADTEACHER'S REPORT</u></p> <p>The HT presented his term six verbal report. The Insight demographics report for the school was provided as a supporting paper (filed electronically).</p> <p><u>Pupils on Roll</u></p> <ul style="list-style-type: none"> • Currently, there were one hundred and thirty eight pupils on roll. There had been three enquiries for places earlier that day which would bring the roll to one hundred and forty one. 	

- Three Year 6 Pupil Premium (PP) children would leave at the end of the academic year. However, four siblings of existing PP pupils were due to join the school.

Staffing Update

- The Year 2 teacher job share and Year 4/5 teacher positions had now been filled. Both were considered strong practitioners where transition sessions had taken place for both earlier that week.

A governor asked if subject leadership was being looked at given one of the Year 2 teachers would leave and the Year 6 teacher was due to go on maternity leave. The HT said there would be discussions in respect of subject leadership. The AHT commented both she and the HT already had some ideas where the next step would be to talk with staff. There was also an opportunity for the ECT (Early Career Teacher) plus one to shadow some of the core curriculum areas moving forward.

Cultural Capital Roadmap

The HT explained staff had worked together on the 'Wittersham Wonders' which was essentially the pathway to building the children's cultural capital to include their holistic growth as individuals. The five different areas to be promoted were social, moral, spiritual, cultural and careers. This was mapped out across the child's journey through school to ensure there was variety, relevance, progression and not to overcrowd the curriculum.

- 'Social' might be a musical performance or discussions with different people or an oracy element.
- 'Moral' or a child's moral compass. This might include litter picking, working with the Church or fundraising activities.
- 'Spiritual' to include those awe and wonder moments where the children would recognise there was something bigger than the individual. This might include a woodland walk listening to what the children could hear.
- 'Cultural' where the children would experience different places of worship, different cities and talking to people from different backgrounds.
- 'Careers' would include inviting people from different professions to visit the school to tell the children about their jobs. The children would also look at careers locally. This might include visiting farmers, visiting the shipyard or visiting Rye harbour. This would provide the children with a holistic understanding of the world around them and opportunities which went beyond Wittersham.

A governor asked if the 'Wittersham Wonders' would be built into the school calendar. The HT explained they would be mapped out across the seven years the child was at the school. In a particular year, the children might visit the British museum which would have included visited London and travelling by tube. The trip wouldn't be repeated every year but by the end of Year 6, the children would have experienced these things. The trips also needed to be purposeful which were linked to the subjects they were working on at the time.

A governor enquired as to the cost of these trips. The HT said there had been conversations on how the cake sale money was used where previously, it had been used for classroom resources. Parents wanted more memorable experiences for children from the money which had been raised. The trips might be partially funded or the school would additionally look at what could be done locally.

Nurture Accreditation

The AHT reported the accreditation interview through the National Nurturing Schools Programme would take place on Friday 12th July 2024. This was the culmination of almost two years on this journey and a very significant amount of work.

	<p>The AHT explained the morning would consist of a virtual interview. The school had also sent in a video as part of the accreditation process on the kind of experiences the children might have on their nurture journey from Reception up to Year 6. Comprehensive information had been submitted as evidence to include a PowerPoint presentation and a journal on the school's journey over the past two years. The meeting on 12th July would also involve speaking to parents, children, teaching staff and TAs together with the HT and AHT. Feedback and a report would be provided on the day to include whether the school had successfully been awarded nurture accreditation.</p> <p>The AHT further explained there had been a real push by the local authority for schools to take part in the nurture project but without the expectation that schools would then go through the accreditation process. There were also very few schools in Kent which had secured nurture accreditation. The AHT commented this would be a lovely way to end the academic year which would be shared with the school community.</p>	
<p>8.</p>	<p><u>ATTENDANCE</u></p> <p>The HT reported term six attendance was currently 95.4% based on a target of 96%. School attendance was above the national average.</p> <p>It was noted the percentage of pupils who were persistently absent had slightly increased where attendance was below ninety percent. This was predominantly due to term time holidays. The HT commented vulnerable group attendance would require careful monitoring moving forward.</p> <p>The AHT reported stricter penalty notices would be imposed from September 2024.</p> <p><u>Flexi-Schooling Request</u></p> <p>The school had received a flexi-schooling request for the 2024/25 academic year for a child who would join EYFS in September. The child's fifth birthday wasn't until July 2025 and so wasn't legally obliged to join the school until Easter 2025, the term before the child turned five. The request was to have the child at home for one day each week on a Friday. The parent had said that <i>"learning was also done outside the classroom. The flexibility of home schooling provided opportunities for a child to learn when they were most productive, had quiet time when they most needed it and experienced all life had to offer, whether it was through travel or natural life experiences thus making everything a learning opportunity."</i> The parent believed the child would benefit from having a Friday at home with her to explore learning opportunities outside the classroom.</p> <p>The HT said he had met with the parent when it had been proposed there would be a three week rolling agreement. If there was a decline in the child's academic attainment and the parent wished to carry on with the arrangement, consideration would be given as to whether the school would continue to agree to it.</p> <p>A governor asked if the parent had provided an indication of what the child would be doing. The HT said the school had provided a clear outline of expectations. The parent had also been told it would be difficult to agree after the child turned five, once the child was in Year 1 or if the child was falling behind academically which was detrimental to their development.</p> <p>The AHT said the child concerned had found the transition sessions quite difficult. A wellbeing concern was that if the child started to settle, this would then be unsettling again. This would be a consideration as part of the three week review.</p> <p>A governor asked if there would be some form of contract between the parent and the school. The HT said there would need to be some form of agreement in terms of when the flexi-schooling request would be reviewed, the expectations placed on the parent and what they were able to offer.</p> <p>A governor wished to ensure that if the arrangement was successful, it would only be whilst the child was in Reception.</p>	

A governor commented that if a parent was invested in and was educated in home schooling and other ways of teaching, there was a genuiness to that.

Governors agreed the flexi-schooling request as presented.

8. SEF/SCHOOL IMPROVEMENT PLAN (SIP) 2023-24

The updated term six SIP was made available in advance of the meeting (filed electronically).

Governors noted the vast majority of SIP actions had been RAG (red, amber, green) rated green which was considered fantastic. There were a very limited number of amber actions which would carry over to 2024/25.

On behalf of governors, the Chair congratulated the HT and his staff on achieving what was considered quite an ambitious SIP.

Term Six Data

(Clerk’s note: For the purpose of the minutes, the actual Year 6 SATS results are shown below. The predictions provided during the meeting are shown in red.)

	22/23	23/24	23/24 National
Maths EXS	80%	75% (80%)	72%
Maths GDS	15%	25% (15%)	23%
Reading EXS	80%	95% (85%)	74%
Reading GDS	20%	40% (20%)	28%
Grammar, Punctuation and Spelling EXS	70%	85%	72%
Grammar, Punctuation and Spelling GDS	30%	35%	31%
Writing EXS	80%	80%	72%
Writing GDS	15%	25%	12%

- Year 4 Multiplication Test

The HT explained the children were required to answer twenty five times tables questions where pupils were given six seconds to input each answer via a platform.

Last year the average score was 20.1 where six children scored 25/25. This year the average score was 20.6 where eleven children had scored 25/25.

Much credit was given to the Year 3/4 teacher who was a times table ambassador having set up and promoted times table battles and contests across the school.

- Phonics

80% of Year 1 pupils had passed their phonics screening which was an improvement on the previous year (60%). This was considered a massive achievement. At a pupil progress meeting at the start of the year, it had been predicted that 50% would pass. The progress the children had made since their starting points was considered huge.

A governor commented that the splitting of Years 1 and 2 each morning had really had an impact. The HT said there had also been an impact on the children’s writing.

	<p>In Year 2, 50% of pupils (3 of 6) had passed their phonics retake. There was an understanding as to why three pupils hadn't passed.</p> <ul style="list-style-type: none"> • <u>Early Years Foundation Stage</u> <p>Fifteen of eighteen children (83%) had achieved their good level of development (GLD). Two of the children joined mid-year and one related to a child who had been held back due to considerable learning difficulties. All children who had been at the school since September 2023 had achieved their GLD.</p> <p>The AHT commented it showed how far the children had come on their EYFS journey. The HT said the practice in the EYFS environment was really strong.</p> <p><u>SIP Priorities – 2024/25</u></p> <ul style="list-style-type: none"> • There would be a focus on embedding what the school already had which would ensure there was a shared and consistent practice across the school. • Quality of Education – There were a number of learners who were moving from a Key Stage one environment to a Key Stage two environment. It was thought the new environment wasn't as conducive to learning as it was more formulaic. Both AHTs had been looking at other areas around the school where a bespoke personalised provision could be offered to these children which would be set up in a way which supported their learning. <p>'To review the current provision for vulnerable learners and supporting them to make accelerated progress from their starting points.'</p> <ul style="list-style-type: none"> • Personal Development – a focus on SIAMS and the 'Wittersham way' to include the shared vision and values. • Leadership & Management – Establishing and supporting the new Senior Leadership Team in their roles and to further empower subject leaders to take the curriculum onto the next step. 	
<p>10.</p> <p>10a</p> <p>10b</p>	<p><u>GOVERNOR MONITORING</u></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"> • Safeguarding – 19th June 2024 (Chair) • Pupil Premium – 19th June 2024 (JB) • H&S monitoring call – 27th June 2024 (SR) <p>Action: Governors to submit any remaining monitoring reports to the HT prior to the end of term six.</p> <p>Action: The Chair to complete a Year 6 leavers survey on Monday, 15th July 2024.</p> <p><u>Governor Monitoring – 2024/25</u></p> <p>The Chair explained the actions contained in the SIP would be the focus of governor monitoring activities next year. The monitoring of Collective Worship would continue as would learning walks. However, the latter would focus on school improvement actions. The link governor roles would also continue.</p> <p>The Chair further explained there wasn't a requirement to have an EYFS link governor as all governors would incorporate EYFS into their learning walks. It was suggested and agreed the current EYFS link governor would instead focus on staff and pupil wellbeing during the course of the year. The AHT would continue to lead on this.</p>	<p>Rem. Gobs Chair</p>
<p>11.</p>	<p><u>SIAMS/CHRISTIAN DISTINCTIVENESS</u></p> <p>The HT provided a brief overview of SIAMS (Statutory Inspection of Anglican and Methodist Schools).</p> <ul style="list-style-type: none"> • SIAMS inspections were for Christian, Church of England schools. 	

- Inspections took place every four or five years. The school was last inspected during 2017 and was on the list to receive an inspection during the next academic year.
- A week's notice would be provided before the inspection.
- The ways in which a SIAMS inspection differed from an Ofsted inspection were explained. It was very much driven by wellbeing and to enable schools to prepare as much as they could for an inspection.
- The HT and AHT had attended SIAMS training in preparation for the inspection. The Canterbury Diocese's Deputy Director for Education had also undertaken a pre-SIAMS inspection visit.
- A SIAMS inspection was now 'radically the same but radically different'. The main changes were now more of a focus on staff and school culture and providing opportunities to support the wellbeing of the people involved.
- There were two judgements; judgement one or judgement two. There was no grading where the school was considered a 'good' school or it wasn't. The write up and actions given to the school would justify the report. It was designed to be a supportive visit whilst holding the school to account.
- During the visit, the school would be asked six questions. There would be a seventh question for the school as it was Voluntary Aided. The SIAMS SEF would essentially answer these questions and provide evidence to demonstrate the school was doing a good job. SIAMS would also quality assure the provision and delivery of RE within the school.
- The main purpose of the visit was to look at three separate questions: Who you were in terms of context, what were you doing here in terms of provision and offer and how the school did that (how was this lived out/what was the impact of what the school did).
- The inspector would look for the school's embedded culture being lived out. They would talk to staff, children, parents and governors. Collective Worship would be observed, they might go outside during breaktime and lunchtime to gain a better understanding of the school's culture. What was the provision like at Wittersham and how was the school supporting the children on their journey?
- The next areas to work on included spirituality, the shared understanding that everyone was on that 'Road to Emmaus' and how that mirrored what the school was trying to do to support the community on that journey.
- The Deputy Director for Education had referred to spirituality as 'windows, mirrors, doors'. The children looked through the window, what did they see? The door opened so they could have a look to discover something new. The children were then be given a mirror to reflect on that experience and how they might change based on that experience.

The Chair said a PowerPoint presentation was available on GovernorHub regarding the 'SIAMS Inspection Framework and the Role of Governors'.

A governor asked if all governors were required to attend the inspection.

The Chair said the Deputy Director had explained the inspector might meet with one or two governors, it very much depended on availability at the time.

The Chair reported he and a foundation governor (JB) met with the Deputy Director during the morning of the pre-SIAMS inspection visit. A number of questions were asked. The feedback was that governors were doing all that they should. Whilst 'the vision and values in action' had been added to monitoring reports, governors tended to focus more on the values rather than the vision. There would be more of a focus on the vision moving forward which governors needed to refamiliarise themselves with.

	<p>A governor asked how the vision and values differed. The HT explained a vision was that agreed understanding of where the values came from. What did the school want for its community, to be compassionate, cooperative and courageous and to be nurtured, empowered and valued. The values were the way in which the children could articulate the school's vision in a more lived-out way.</p> <p>The AHT provided further feedback from the Deputy Director of Education's visit. The AHT said she had been keen for the Deputy Director to see what everyone saw every day. A lot of the things the school did were taken for granted such as nurture and Forest School. To a number of other schools, this was fairly unique.</p> <ul style="list-style-type: none"> • There had been a walk around the school where there were a number of identified elements needed to be embedded further. Whilst some children could articulate the values, some children couldn't articulate them with as much clarity as had been hoped. Whilst the roots were there, they needed to be used more in the shared vocabulary and language across the school. • To work together on spirituality to include what this meant to the collective of adults and children. • To enhance pupil voice so there was an understanding of the children's experience of spirituality and what that spirituality looked like. This would include facilitating so that the children would be more able to lead their own learning. • The teaching of RE in some classes wasn't perhaps as strong as it needed to be. • There had been a glorious EYFS experience of RE teaching to include discussions, questioning and challenging. There was less interactivity moving up through the school than would have been preferred. EYFS needed modelling across the school and to give teachers the courage to do something different. • To look at the RE resources the school was using and whether they were purposeful. They would be looked at with a fresh perspective. • Both had spoken about the 'Wittersham Way' and connecting that more to stories and events within the bible to provide more of a context which was more purposeful for the children. <p>The AHT summarised that it had been a really positive and productive morning when the Deputy Director had been extremely supportive.</p>	
<p>12.</p>	<p><u>FINANCE/HEALTH & SAFETY/PREMISES/GENERAL DATA PROTECTION REGULATIONS (GDPR)</u></p> <p>(Some discussions within this item were considered confidential and were contained in part two of the minutes.)</p> <p><u>Finance Policy</u></p> <p>Governors agreed a revision to the Finance policy which would take effect from 1st September 2024 when the new Acting Headteacher took up post.</p> <ul style="list-style-type: none"> • That the Acting Headteacher, Mrs Stella Coulson would be the new budget holder with effect from 1st September 2024 and that all purchases must be approved by her. • Mrs Stella Coulson would be the approved user on the NatWest Onecard with a monthly limit of £1,000. • That the current Headteacher, Mr George Hawkins would be removed from the bank mandate of both budget and voluntary school fund bank accounts as of 31st August 2024 and replaced by Mrs Stella Coulson on 1st September 2024. <p>Governors understood that the extract minutes from this meeting and completed bank mandate forms would be sent to NatWest Bank prior to 1st September 2024 by the Finance Manager.</p>	

	<p>The HT reported the school had changed to SCOPAY enabling parents to pay for meals, clubs, trips etc electronically. Parents could also monitor if any monies were owed to the school and it would stop the need to bring cash into the school. Based on £100 of dinner money, based on an amount payable to SCOPAY, the school would receive £98.67. The change was also reflected in the School Meals Debt policy.</p> <p><u>GDPR</u></p> <p>Following the conclusion of the contract with the previous provider, the school was now using Satswana as its GDPR/Data Protection Officer provider. A significant saving had been made as a result. The AHT would meet with a representative from Satswana when they visited the school during September 2024. The school had also updated its GDPR & Data Protection policy and privacy notices accordingly.</p> <p><u>Premises</u></p> <p>The HT reported the Diocese had agreed to meet the cost of replacing the boiler in its entirety. However, they were reluctant to replace the boiler with another boiler in favour of something greener and more energy efficient. They were currently preparing costings for external units for different parts of the building; outside Smugglers classroom and Vikings classroom and the toilets which serviced both of these classes.</p> <p>The HT explained there were three different options to include ducts in the gaps above the ceiling tiles and to replace a couple of the ceiling tiles with vents. The external air conditioning units would draw in air, heat it up which would then be circulated within the building. The external units would create a forty decibel hum outside which was similar to that of a fridge. The options were to have one big (6ft x 3ft) unit and one small exterior unit or three smaller units.</p> <p>A governor queried the effectiveness of the units. The HT said the Diocese’s sub-contractor had said there was some reluctance to install air conditioning units as they would be required to run all year round. It was also thought the running costs would be expensive.</p> <p>The HT suggested that once the work was costed up, governors could then decide whether they wished to proceed with the proposed work or not. However, the existing boiler would eventually cease to function. The HT commented that the swimming pool boiler was replaced by a heat source pump. So far, it seemed the cost to heat the pool was less this year when compared to the previous year.</p> <p>A governor commented that with an air source heat pump, it was possible to attach it to the existing pipework bar a few manifolds and bits and bobs.</p> <p>A governor sought clarification that the Diocese would be willing to meet the entire cost without the ten percent contribution from the school but only if governors agreed their recommendation. The HT said this wasn’t necessarily the case but was the plan at the moment.</p> <p>A governor suggested seeking a second opinion as to professional advice. The HT said a second opinion would be obtained to inform governors of their decision whether or not to agree to the proposal. If in agreement, the Diocese would then contract their preferred contractor to undertake the work.</p> <p>Action: The GP to include an update on the boiler replacement within the agenda of the term one meeting.</p>	GP
<p>13.</p>	<p><u>POLICIES</u></p> <p>The policy due for review was made available in advance of the meeting (filed electronically).</p> <p>Referencing the Complaints policy, the GP recommended there should be a complaints co-ordinator who would be the initial contact for any complaints received by the school. This was typically the Office Manager. The complaint would then be forwarded to the GP who wasn’t school based.</p>	

	<p>Action: The HT to send the GP the updated Complaints policy and procedure for uploading to GovernorHub.</p> <p>Governors approved the policy presented subject to a minor update.</p> <table border="1" data-bbox="256 241 1273 309"> <thead> <tr> <th data-bbox="256 241 911 275">Policy</th> <th data-bbox="911 241 1273 275">Next Review</th> </tr> </thead> <tbody> <tr> <td data-bbox="256 275 911 309">Complaints policy and Procedure (DfE model)</td> <td data-bbox="911 275 1273 309">July 2025</td> </tr> </tbody> </table> <p>A number of policies which fell within the school's remit to review and approve had been updated since the last meeting. Updated policies were available for review on GovernorHub.</p> <ul style="list-style-type: none"> • EYFS Intimate Care policy • Flexi-Schooling policy • Social Media policy • Acceptable Use of Technology • Appraisal policy 	Policy	Next Review	Complaints policy and Procedure (DfE model)	July 2025	Head
Policy	Next Review					
Complaints policy and Procedure (DfE model)	July 2025					
OTHER						
14.	<p><u>WEBSITE/TEP GOVERNANCE MONTHLY BULLETINS/DFE UPDATES</u></p> <p>The Education People's June monthly bulletin was recirculated as a supporting paper for this agenda item (filed electronically). The GP had incorporated links to items of interest within the meeting agenda.</p> <p>The contents were noted with no questions arising.</p>					
15.	<p><u>GOVERNOR TRAINING</u></p> <p>The GP reported she had attended the annual GovernorHub Conference on 19th June 2024. Governors were made aware a new version of the GovernorHub platform would shortly be launched.</p>					
16.	<p><u>CHAIR'S ACTIONS/CORRESPONDENCE</u></p> <p>The Chair said there were no Chair's actions to report and no correspondence had been sent or received.</p>					
17.	<p><u>ANY OTHER BUSINESS</u></p> <p>There were no matters arising.</p>					
18.	<p><u>CONFIDENTIALITY</u></p> <p>18a Some discussions contained within agenda item 6 (Safeguarding) and item 12 (Finance, Health & Safety, GDPR) were considered confidential and were contained in part two of the minutes.</p> <p>18b There were no supporting papers which were considered confidential.</p>					
19.	<p><u>DATE OF NEXT MEETING</u></p> <p>The next full governing board meeting would take place at school on Thursday, 17th October 2024 at 6.30 pm.</p> <p>On behalf of governors, the Chair wished the HT the very best in his new post as an Improvement Advisor and also to his family. The HT was considered to have been 'magnificent' during the two years in which he had served as Headteacher. The AHT had a tremendous legacy which was being left behind where there was no doubt that this would be built upon.</p> <p>Governors were wished a good Summer where the Chair looked forward to seeing governors again in the new academic year.</p>					

The meeting closed at 7.50 pm.

Signed: _____
(Chair)

Date: _____

ACTION SUMMARY

ITEM	AGENDA ITEM	TO BE ACTIONED BY	ACTION
1.	3b	Governors	To provide feedback to the Chair on the training they would find most beneficial during governing board meetings.
2.	5	Governance Professional	To circulate FGB and Finance committee meeting dates for 2024/25.
3.	10a	Governors	To submit any remaining monitoring reports to the HT prior to the end of term six.
4.	10a	Chair	To complete a Year 6 leavers survey on Monday, 15 th July 2024.
5.	12	Governance Professional	To include an update on the boiler replacement within the agenda of the term one meeting.
6.	13	Head	To send the GP the updated Complaints policy and procedure for uploading to GovernorHub.