



**WITTERSHAM CHURCH OF ENGLAND PRIMARY SCHOOL  
MINUTES OF THE FULL GOVERNING BOARD BUSINESS MEETING**

**Held at School on Thursday, 17<sup>th</sup> October 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), Stella Coulson (Acting Headteacher), Jane Burnett, Nick Barnet, Kerry Dean, Harry Lingfield, Rachel Georgiades and Carly Catt

**Attending:** Kelly Burlton – Executive Headteacher, Flourish Together Federation

**Governance**

**Professional:** 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>	There were no apologies for absence.	
<b>1c</b>	The governance professional (GP) confirmed the meeting was quorate.	
<b>2.</b>	<b><u>DECLARATIONS OF BUSINESS INTEREST</u></b>	
<b>2a</b>	One remaining governor was required to complete their annual declaration of business interests on the GovernorHub.	
<b>2b</b>	Foundation governor, Jane Burnett declared she was Chair of governors of Norton Knatchbull School in Ashford.  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.	
<b>2c</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 4<sup>TH</sup> JULY 2024</u></b>	
<b>3a</b>	<b>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.</b>	
<b>3b</b>	<u>A Review of Governor and Governance Professional's Actions Arising</u>  <b>Item 1.</b> Action: The GP to include a fifteen minute presentation on the curriculum within the 30 <sup>th</sup> January 2025 meeting agenda.  <b>Item 3.</b> Action: KD to send the AHT a copy of her EYFS monitoring report from the previous academic year.  All remaining actions had been completed or would be discussed during this meeting.	<b>GP</b>  <b>KD</b>
<b>GOVERNANCE</b>		
<b>4.</b>	<b><u>MEMBERSHIP</u></b>	

<p><b>4a</b></p> <p><b>4b</b></p>	<p>Governors were pleased to note Carly Catt had been elected unopposed on the conclusion of the recent staff governor election.</p> <p>There were three governing board vacancies; an ex officio foundation governor and two foundation governors.</p> <p><u>Instrument of Government (IoG)</u></p> <p>The IoG was made available in advance of the meeting (filed electronically).</p> <p><b>Governors agreed the size of the governing board continued to meet its needs and that there was no need to reconstitute at this time.</b> The IoG would be reviewed again in one year's time.</p>							
<p><b>5.</b></p>	<p><b><u>CODE OF CONDUCT</u></b></p> <p>The National Governance Association's (NGA) Code of Conduct for 2024/25 was circulated in advance of the meeting (filed electronically).</p> <p><b>Governors agreed to adopt the NGA Code of Conduct for 2024-25.</b></p> <p>Action: Remaining governors to complete their Code of Conduct confirmations on GovernorHub.</p>	<p><b>KD/HL</b></p>						
<p><b>6.</b></p>	<p><b><u>APPROVE STANDING ORDERS</u></b></p> <p>The Education People's September 2024 model Standing Order for virtual governance was provided in advance of the meeting (filed electronically). The GP explained that she had also prepared a Standing Order for the Digital Recording of Meetings given there wasn't a model template available.</p> <p><u>Standing Order for Virtual Governance</u></p> <p><b>Governors agreed the Standing Order to reflect the following:</b></p> <ul style="list-style-type: none"> <li>The use of virtual governance would be used for the following meetings/interactions: Full governing board, committee and monitoring.</li> </ul> <p><u>The Digital Recording of Meetings</u></p> <p><b>Governors further agreed the Standing Order without amendment.</b></p> <p>Both Standing Orders would be reviewed again in one year's time.</p>							
<p><b>7.</b></p> <p><b>7a</b></p> <p><b>7b</b></p> <p><b>7c</b></p>	<p><b><u>ANNUAL REVIEW OF THE GOVERNING BOARD – ORGANISATION, STRUCTURE, EFFECTIVENESS AND IMPACT</u></b></p> <p><u>Governance Structure – 2024/25</u></p> <p><b>Governors agreed to continue to adopt the hybrid Circle model of governance to include a Finance Committee.</b></p> <p><u>Finance Committee</u></p> <p><b>Governors agreed Stephen Rogers as Chair of this committee.</b> As the role of Vice Chair was considered optional, another governor would step up to chair the meeting in the Chair's absence.</p> <p>Membership of this committee would comprise Stephen Rogers, John Collins, Jane Burnett, Stella Coulson and Rachel Georgiades.</p> <p><u>Department for Education (DfE) Identified Monitoring Roles</u></p> <p><b>Governors agreed the reappointment of governors to the following DfE identified roles:</b></p> <table border="1" data-bbox="256 1890 1385 1993"> <thead> <tr> <th>Role</th> <th>Governor</th> </tr> </thead> <tbody> <tr> <td>Safeguarding/Online Safety/Cyber Security</td> <td>John Collins</td> </tr> <tr> <td>SEND</td> <td>Jane Burnett</td> </tr> </tbody> </table>	Role	Governor	Safeguarding/Online Safety/Cyber Security	John Collins	SEND	Jane Burnett	
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	Health & Safety	Stephen Rogers	
	Finance	Stephen Rogers	
<b>7d</b>	<u>Further Identified Monitoring Roles</u> <b>Governors agreed the following:</b>		
	<b>Role</b>	<b>Governor</b>	
	Curriculum (to include EYFS)	John Collins	
	Pupil Premium/ Sports Premium/specialist funding	Jane Burnett	
	Training & Development	John Collins	
	Wellbeing	Kerry Dean	
<b>7e</b>	<u>Overall Terms of Reference for the Governing Board – 2024/25</u> <b>Action: The GP to prepare the overall terms of reference for ratification during the 12<sup>th</sup> December FGB meeting.</b>		<b>GP</b>
<b>8.</b>	<b><u>GOVERNOR SAFEGUARDING</u></b> With the exception of one, all governors had confirmed their reading of the DfE's 'Keeping Children Safe in Education' (KCSIE) (Sept. 2024) via GovernorHub. <b>Action: KD to complete her KCSIE confirmation on GovernorHub.</b> <b>Action: Remaining governors to refresh their safeguarding training by completing the NGA Learning Link module 'Essential Safeguarding for Governors and Trustees'. To send certificates to the GP.</b> <b>Action: The Chair to send governors a short YouTube video which briefly summarised the changes to KCSIE (Sept. 24).</b>		<b>KD</b> <b>See Action Table</b> <b>Chair</b>
<b>SCHOOL IMPROVEMENT</b>			
<b>9.</b>	<b><u>SAFEGUARDING/ONLINE SAFETY TO INCLUDE FILTERING &amp; MONITORING</u></b>		
<b>9a</b>	<u>Annual Safeguarding Report to Governors</u> The annual report was made available in advance of the meeting (filed electronically). As the document had only recently become available, the Chair asked governors to review the report after the meeting and to send any questions directly to the AHT.		
<b>9b</b>	<u>Safeguarding Updates</u> The AHT reported the families of two children were currently engaging with Early Help. There were no children on a Child Protection Plan and no incidents, issues or concerns to report since the start of term one.		
<b>9c</b>	<u>Online Safety, Filtering &amp; Monitoring</u> There were no items to report.		
<b>9d/ 9e</b>	<u>Staff KCSIE Confirmations (Sept. 24)/Annual Safeguarding Updates</u> In the capacity of safeguarding governor, the Chair reported he had completed a safeguarding compliance visit on 10 <sup>th</sup> October 2024 (report filed electronically). The Chair confirmed that all staff had received annual safeguarding update training in line with KCSIE (Sept. 24) during the INSET day of 1 <sup>st</sup> September 2024. All staff had signed to confirm their reading of KCSIE (Part one) which was evidenced during the visit. All staff had also been provided with a copy of the school's Safeguarding policy (Sept. 2024). It was noted the school did not have any volunteers at this time.		
<b>10.</b>	<b><u>ACTING HEADTEACHER'S REPORT</u></b> The AHT presented her term one written report to governors (filed electronically). Governor questions were invited.		

**A governor asked if there were any updates on the outcome of the seven High Needs Funding (HNF) applications.** The AHT said the school was yet to hear back on the applications due to the ongoing backlog in applications. This was despite submitting the applications in July. However, the school had been approached two weeks before regarding some new provision maps which was considered encouraging. It was thought probable the school would receive a decision on the outcome of the applications by the end of term two.

**A governor asked if the HNF would then be backdated.** The AHT confirmed that if successful, the funding would be backdated to September 2024.

**A governor sought further information on the wraparound care issue which resulted in a term one leaver.** The AHT said the issue stemmed from a pre-application tour during the previous October when the family had been assured wraparound care would be available to them. As it wasn't possible to establish wraparound care in time, the family felt they could not continue at Wittersham without this support in place. The child had moved to a school in Tenterden very early in term one which was able to provide this provision.

**A governor asked the AHT to explain what wraparound care involved.** The AHT said it included the provision of a Breakfast Club and After School Club where a child was then potentially able to be at school from 7.45 am to 6pm or on either side of the school day.

The AHT took this opportunity to report a Breakfast Club would start from the beginning of term two between 8am and 8.30 am. The club would be funded by parents to include a light breakfast such as toast and cereal. The after school provision was more difficult as very little need had been identified. The provision was also considered quite expensive to provide coupled to complications linked to the school's Lone Working policy.

The AHT explained the government's directive was that every school should offer wraparound care and that funding was in place for that purpose. However, the funding was only available if the provision continued until 6pm where the school wasn't currently in a position to staff that. The school was already working at a very minimal staffing level where a number of staff members also had their own families. As sourcing the provision externally had proven unsuccessful, the school would try to staff the provision from within. However, an after school provision until 6pm wasn't thought achievable at this time.

**A governor enquired as to the cost of Breakfast Club.** The AHT said it would be five pounds per child.

**A governor noted the AHT mentioned contextual safeguarding within her report and that the school was working to raise awareness and understanding of British values within the context of the school's demographic. Was the AHT able to provide some examples of how this was being achieved?** The AHT said the school's demographic was predominantly white British. The school needed to be mindful of this to ensure the children understood different cultures, opportunities and experiences. British values were embedded across the curriculum, particularly in PSHE (personal, social, health education), RE and during worships where there was a focus on democracy, respect and individual liberty. The School Council also promoted democracy through pupil elections and decision making. There were cultural events such as Remembrance Day and Black History Month which emphasised diversity and respect. The values continued to be strengthened through community engagement and local partnerships.

**A governor commented on the great set of FSP Trends and Key Stage two outcomes for the previous academic year.**

**A governor asked what had been put in place to strengthen the oversight of those pupils vulnerable to under achievement.** The AHT said regular data tracking and pupil progress meetings (PPMs) were taking place every term. Those

children who were vulnerable to under achievement would be closely monitored to ensure they were making relevant progress. The SEND Register and Pupil Premium Register also identified those children which might not be making the expected level of progress. There was an additional focus on those cusp children which were again highlighted during the termly PPMs. Discussions on attendance, wellbeing and any barriers to learning were included within these meetings. The AHT commented attendance certificates would be presented during the parent evening the following week in order to raise the profile of this.

**A governor referenced independent leadership of the pastoral team in her report. Was the AHT able to explain this further?** The AHT explained the pastoral team consisted of herself as SENCO, the Family Liaison Officer (FLO), the Nurture Lead and the ELSA (Emotional Literacy Support Assistant). The pastoral team's role had changed where there were now more parent-facing meetings. The AHT wished to raise the pastoral team's confidence in leading and facilitating these without the AHT's involvement. Relevant training and time out to undertake their role had enabled this to happen.

**Regarding pupil attendance, a governor asked if there were any families where it was likely that the school might have to initiate the new attendance fines at some stage.** The AHT said there was one family involving two children who weren't currently attending school due to transport issues where the children had missed twelve school days. Whilst the transport issues now appeared to have been resolved, an attendance letter had been issued together with an intent to fine the family. Whilst the school was appreciative that there had been transport issues, it was considered a parental responsibility and choice not to bring the children to school. The school had also worked closely with KCC to seek greater support for this particular situation.

**A governor asked what strategies were being put in place to support those new to or with changed subject leader responsibilities.** The AHT said there was a real push on middle leadership as this was an area which the school wasn't particularly strong in developing. New subject responsibilities had been allocated where training had been undertaken on subject leadership development within the Tenterden Rural Alliance. The Assistant HT was also looking at subject leader expectations, what this would look like and how each would be held to account. By way of example, this would include book looks, observing lessons, looking at planning and talking to children.

The AHT said she was keen for staff to develop themselves. As part of their CPD cycle, staff were asked to come to the Senior Leadership Team with ideas on how to develop their skills set to include courses which they wished to attend. This would then ensure a more collaborative process to CPD.

**A governor asked if the AHT had looked at the NPQML (National Professional Qualification for Middle Leaders) which was known to be extremely effective.** The AHT explained that whilst this wasn't something which was currently being looked at, the AHT was keen to move forward with this during the 2025/26 academic year as part of leadership development. Governors were told subject leadership was new to three members of staff this year.

**A governor noted the school's Improvement Advisor (I.A) had identified some concerns in the teaching of English in two classes. Was the AHT able to briefly outline the actions put in place to address these concerns.** The AHT said English had been identified as an area for development as there were some inconsistencies in practice. The following actions had been put in place during staff meeting time.

- There had been a shared moderation and book look and discussion around presentation.

- The clear expectations of what would need to be seen from an English lesson were explained to include what the planning would look like and what the time dedicated to the subject would look like.
- The planning format had been changed which focussed on key learning in line with reading and writing progression documents. The Assistant HT had also been providing planning support to new members of staff.
- Expectations for writing produced and extended writing for assessment had been shared. For example, what would explicitly be expected after a three week unit of work?

The AHT commented that good progress had already been made in a relatively short period of time. The books showed a much improved stamina of work, there was greater coverage, presentation had improved as had the marking which were all key aspects.

**A governor asked how many I.A visits there would be this year.** The AHT said there would be two visits across the year where the I.A would next return on 6<sup>th</sup> February 2025.

**A governor asked for further information on the Mastering Number programme which was being introduced into Reception class.** The AHT explained this was an intervention across EYFS and Key Stage one. It was essentially a programme of short daily activities to promote development of early number skills. It could be used for whole class work, in small group work or for 1:1 interventions. The AHT commented consideration was currently being given to the delivery of interventions due to staffing levels.

**Whilst it was considered early on, a governor asked if the AHT was already identifying positive outcomes from the decision to split the mixed classes in Key Stage one into three distinct teaching groups.** The AHT said it had been much easier to target learning at the children's current stage. It was noted Reception children had come in at quite a low starting point which was also a national issue. It was therefore imperative to have a morning session when there would be a focus on each child's developmental needs. The mornings were considered to be working extremely well where the afternoons were then spent on a carousel of learning where one teacher would deliver a lesson to two cohorts.

**A governor enquired as to the EYFS baseline data.** The AHT said the baseline data had now been completed where the children were lower on entry when compared to the cohort of the previous year. Also, none of the children had birthdays prior to January.

**A governor asked if the phonics parent workshop had been well attended.** The AHT said seven parents had attended who predominantly came from EYFS. All materials had also since been shared on Class Dojo. The AHT commented parent workshops weren't hugely well attended as there were always opportunities for parents to speak to the class teams. However, the workshops would continue to be offered.

**A governor reported on his attendance of the Harvest Festival when the children had been absolutely fantastic. As it had been well supported by parents and the local community, had there been any subsequent feedback from them.** The AHT said there had been some very positive feedback to include several emails from parents who considered the Harvest Festival 'a triumph'. The school choir had been there together with the clergy choir. The school would continue to seek opportunities to further connect with the community and to work in partnership. The Harvest Festival was the first evidence of that. There would also be a Christingle at Christmas time which would again be a community event.

**On behalf of governors, the Chair thanked the AHT for her extremely comprehensive report.**

	<p><u>National Nurturing Schools Programme</u></p> <p>The assessment report was made available for review in advance of the meeting (filed electronically).</p> <p><b>Governors conveyed very many congratulations on the Whole School Nurture accreditation which had resulted from an incredible amount of hard work by all involved. It was considered a major achievement for the school to receive this accreditation. The AHT was thanked for providing the report which made for wonderful reading.</b></p> <p><b>Following on from the school’s nurture accreditation, the AHT was asked how she planned to further build on this and enhance the nurturing practices as stated in the report.</b> The AHT said staff would build on, enhance and embed its nurturing practices. The implementation of a structured approach would continue which included CPD for staff which focused on emotional wellbeing and attachment theory. The school would continue with their existing initiatives, such as the Nurture Club, Lunch Club, and the implementation of Colour Monster and Zones of Regulation, which provided pupils with tools to manage their emotions.</p> <p>The AHT continued to explain the pastoral team would remain pivotal in supporting pupils, alongside the FLO who had taken on greater responsibility this term to include being present during parents evening and on the gate. A play therapist would continue to work alongside specific children. The Nurture Club would remain open every lunchtime. A nurturing educational intervention space had also been created or the children could visit the Orchard and work with an adult on a 1:1 basis.</p> <p>Staff would continue to better understand individual pupil needs through Boxall profiling and regular feedback from pupils and families would be sought to inform the school’s practices and to identify areas for improvement.</p> <p>The AHT summarised that whilst the accreditation was considered wonderful, this was part of what the school was about and that it wasn’t an add-on.</p> <p><b>A governor briefly reported on his visit to Orchard the previous week where it was fully apparent a Year 1 pupil was very engaged in his learning. It was clearly a very positive intervention.</b></p> <p><u>Annual Year 6 Leavers Survey</u></p> <p>The findings of the July 2024 survey were made available in advance of the meeting (filed electronically).</p> <p>The Chair explained within this year’s survey there were some additional questions included on the ‘Wittersham Way’ and the school’s vision and values to ensure the children understood them and that they were being practiced. The Chair had attended a School Council meeting last year which was specifically about the children’s understanding of the vision and values.</p> <p>The Chair said overall the survey findings were extremely positive. However, there was one weakness which became apparent from the responses which was the children’s understanding of the ‘Wittersham Way’. This was now in the process of being addressed which would make it more meaningful to the children and part of their everyday experiences.</p> <p>The AHT agreed there had been some confusion regarding the children’s understanding of the vision and values. This was further identified by the Diocesan Deputy Director of Education’s mock SIAMS visit. This then led onto the presentation which would be shared with governors later in the meeting.</p>	
11.	<p><b><u>SEF/SCHOOL IMPROVEMENT PLAN (SIP) 2024-25</u></b></p> <p>The 2024/25 SIP was shared with governors in advance of the meeting (filed electronically).</p>	

The AHT explained there weren't any additional costs beyond those which had already been allocated within the school's CPD budget.

**A governor thought the document somewhat long.** The AHT explained that as she'd not written a document of this nature before, the document also encompassed her thoughts and ideas. It was also comprehensive to ensure the school continued to follow that journey.

**A governor suggested an executive summary might be prepared for governors.**

**A further governor commented the SIP was an organic document which would develop over time.**

The School Plan priorities this academic year were presented.

The following areas of improvement are the key priorities for the School Improvement Plan 2024/2025:



<p><b>Quality of Education:</b></p> <ul style="list-style-type: none"> <li>- Further embed the consistent delivery of the Wittersham curriculum</li> <li>- Review and develop the current provision for vulnerable learners, which supports them in making accelerated progress from their starting points</li> <li>- Develop further opportunities for pupil autonomy within the classroom - Maths, RE and Science</li> </ul>
<p><b>Behaviour and Attitudes:</b></p> <ul style="list-style-type: none"> <li>- Reduce the rate of persistent absence across the school</li> <li>- Embed a shared and lived understanding of the Wittersham Way</li> <li>- Empower learners to manage conflict more effectively</li> </ul>
<p><b>Personal Development:</b></p> <ul style="list-style-type: none"> <li>- Further the impact and recognition of pupil voice across the school</li> <li>- Develop opportunities for all children, which enable them to flourish and grow holistically</li> <li>- Further the impact and independent leadership of the pastoral team</li> </ul>
<p><b>Leadership and Management:</b></p> <ul style="list-style-type: none"> <li>- Develop the role and impact of subject leaders across the school</li> <li>- Establish and support SLT in their new roles and structure</li> <li>- Engage with local clusters and networks to support outcomes for pupils</li> </ul>
<p><b>Early Years Foundation Stage:</b></p> <ul style="list-style-type: none"> <li>- Embed and monitor the impact of the EYFS curriculum</li> <li>- Broaden the range of purposeful wider curriculum engagement opportunities for children</li> <li>- Further the purposeful assessment in EYFS to ensure children are Year 1 ready</li> </ul>

Compassion      Courage      Cooperation

**Governors ratified the School Improvement Plan priorities for 2024/25.**

**12. GOVERNOR MONITORING**

**12a** There were no monitoring reports to highlight from the previous academic year.

**12b** Governor Visits Policy

The Education People's model Governor Visits policy (Sept. 24) had been personalised to the school (filed electronically). However, it was noted the governing board would adopt their own monitoring report templates for link governor visits and Collective Worship which were available within the GovernorHub monitoring folder.

The Chair explained governors wouldn't purely look at the values of 'compassion, courage and cooperation' when carrying out a visit but the vision which related to the story of the 'Road to Emmaus'. This had been incorporated in the updated visit report templates.

**Governors approved the Governor Visits policy which would be reviewed again in one year's time.**

**12c** Governor Monitoring Schedule 2024/25

The Chair reported the monitoring schedule for the year ahead was also available within the GovernorHub monitoring folder. Governors were asked to review the schedule where governors were assigned to specific visits during the course of the year to include the monitoring of Collective Worship and a learning walk. Governor monitoring for DfE designated monitoring areas had also been timetabled for the year ahead.

	<p>The Chair emphasised that monitoring reports should be completed within seven days of a visit and sent to the AHT for factual checking. This would evidence that governors were fulfilling their monitoring duties and were fact checking what was happening in school.</p> <p>The Chair explained the Wellbeing governor would carry out formal governor visits in terms two and three (T2: Wellbeing – School Council, T3: Wellbeing – Staff survey). Informal visits would take place in terms four, five and six. The informal visit would include conversations with staff and pupils with a brief report on the governor’s observations from these conversations.</p>																									
<b>FINANCE &amp; RESOURCES</b>																										
<p><b>13.</b></p> <p><b>13a</b></p> <p><b>13b</b></p>	<p><b><u>FINANCE/HEALTH &amp; SAFETY/PREMISES/GENERAL DATA PROTECTION REGULATIONS (GDPR)</u></b></p> <p>Finance Committee Meeting – 9<sup>th</sup> October 2024</p> <p>The draft minutes of the committee meeting were made available in advance of the meeting (filed electronically).</p> <p>There were no questions arising from the draft minutes.</p> <p>The Chair of the Finance Committee was extremely pleased to report the school would receive £14,000 from the WSA following their fundraising activities.</p> <p><b>Governors were immensely grateful to the WSA for the incredible funds they had raised on the school’s behalf. This was in addition to the fantastic amount which had been raised the previous year.</b></p> <p><b>A governor asked the AHT how the funds would be spent.</b> The AHT said she would speak to the WSA Chair. It was understood some of the funds had been raised specifically for the school’s swimming pool. Following discussions from pupil voice, the WSA were also keen to develop the environment given the children had indicated they wanted to increase the amount of interactive resources which the school had. An example of interactive screens and further iPads was provided.</p>																									
<p><b>14.</b></p> <p><b>14a</b></p> <p><b>14b</b></p>	<p><b><u>POLICIES</u></b></p> <p>Those policies due for review were made available in advance of the meeting (filed electronically).</p> <p><b>Governors approved those policies presented. This included extending the current guidance on ‘Managing Allegations of Abuse Against Staff’ pending publication of the updated guidance.</b></p> <p>(*The DfE recommended statutory policies should be reviewed annually.)</p> <table border="1" data-bbox="256 1458 1406 1895"> <thead> <tr> <th>Policy</th> <th>Next Review</th> </tr> </thead> <tbody> <tr> <td>*Child Protection policy</td> <td>September 2025</td> </tr> <tr> <td>*Charging &amp; Remissions policy</td> <td>October 2025</td> </tr> <tr> <td>Children with Health Needs Who Cannot Attend school</td> <td>“</td> </tr> <tr> <td>*Grievance policy (HR Connect model)</td> <td>“</td> </tr> <tr> <td>Whistleblowing policy (As above)</td> <td>“</td> </tr> <tr> <td>Managing Allegations of Abuse Against Staff</td> <td>Awaiting updated guidance</td> </tr> <tr> <td>*Supporting Pupils with Medical Needs</td> <td>October 2025</td> </tr> <tr> <td>*Health &amp; Safety policy</td> <td>“</td> </tr> <tr> <td>EYFS policy (including Early Years Assessments)</td> <td>“</td> </tr> <tr> <td>*School Uniform policy</td> <td>“</td> </tr> <tr> <td>*Attendance policy</td> <td>“</td> </tr> </tbody> </table> <p>Policies Falling Within the School’s Remit to Update</p>	Policy	Next Review	*Child Protection policy	September 2025	*Charging & Remissions policy	October 2025	Children with Health Needs Who Cannot Attend school	“	*Grievance policy (HR Connect model)	“	Whistleblowing policy (As above)	“	Managing Allegations of Abuse Against Staff	Awaiting updated guidance	*Supporting Pupils with Medical Needs	October 2025	*Health & Safety policy	“	EYFS policy (including Early Years Assessments)	“	*School Uniform policy	“	*Attendance policy	“	
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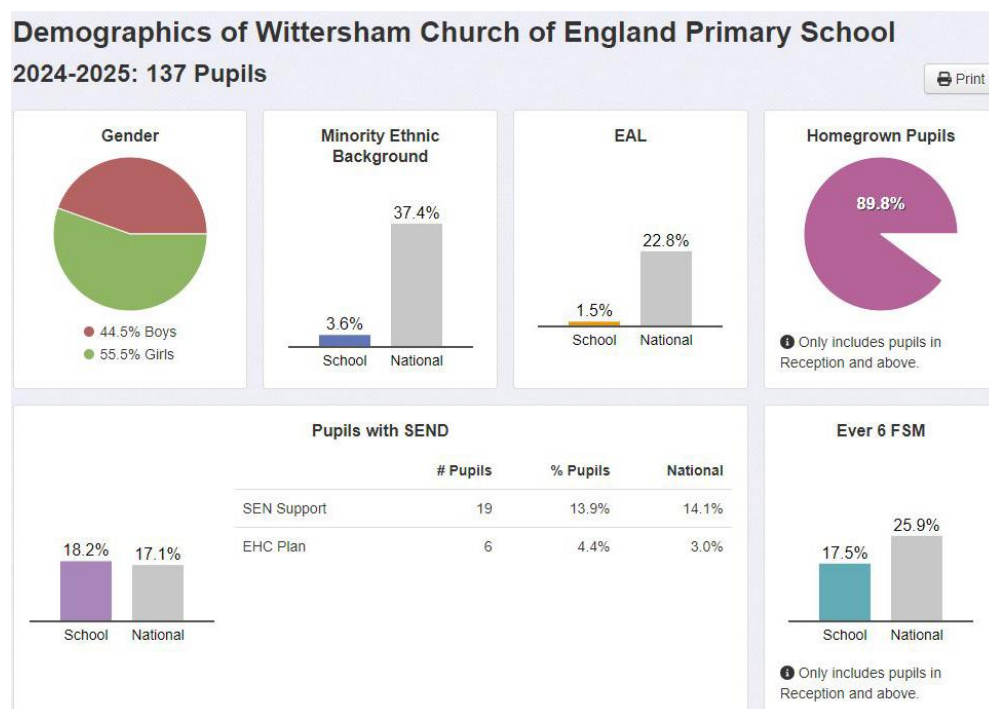
	<p>A number of policies which fell within the school's remit to review and approve had been updated since the last meeting. Updated policies were available for review on GovernorHub.</p> <ul style="list-style-type: none"> <li>• School Meal Debt policy</li> <li>• Low Level Concerns policy</li> </ul>	
<b>OTHER</b>		
<p><b>15.</b></p>	<p><b><u>GOVERNOR TRAINING</u></b></p> <p>The Chair reported the school had now entered the window for an Ofsted inspection this year. The Chair had also received an email from an Area Governance Officer offering commissioned bespoke governor training on 'Be Prepared for Ofsted'. The Chair thought the training would be extremely worthwhile and proposed that the 12<sup>th</sup> December FGB meeting should commence at the slightly earlier time of 5.30 pm with the Ofsted governor training then taking place immediately thereafter between 6pm and 8pm.</p> <p><b>Governors agreed their preference was to hold the FGB meeting and training in person on 12<sup>th</sup> December as it would provide increased opportunities for interaction.</b></p> <p><b>Action: The Chair to liaise with Governor Services to arrange the Ofsted governor training on 12<sup>th</sup> December 2024.</b></p> <p><u>Vision and the School's Context – Governor Training</u></p> <p>The AHT provided an overview of a slide presentation given to staff during the September INSET day (filed electronically). There had previously been some ambiguity and confusion over the school's vision, 'The Road to Emmaus' and 'the Wittersham Way' as identified during the SIAMS inspection. Discussions centered around 'how are we?' and 'who do we want to be?'</p> <p><u>Who Are We?</u></p> <p>→ A smaller than average Church of England primary school with 137 pupils on roll. Wittersham is a rural village in Kent but only a few miles from the East Sussex border.</p> <p>→ We mainly serve the local communities of Wittersham, Appledore, and Stone although we increasingly attract applications from East Sussex and further afield in Kent.</p> <p>→ The school's Christian ethos encourages values of compassion, courage, and cooperation.</p> <p>→ The school underwent an Ofsted inspection in January 2020. The overall judgement continued to be Good.</p> <p>→ In 2017 the school achieved Outstanding in its SIAMS inspection. We are awaiting a SIAMs inspection during the current academic year.</p> <p>→ New Acting Headteacher began in 2024 (previously Assistant Head and Inclusion Lead). SLT includes Acting Headteacher and Assistant Headteacher (Year 2 class teacher).</p>	<p><b>Chair</b></p>

Year Groups										
	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate	
Reception	19	9	10	0	11	1	0	0	0.8%	
Year 1	18	9	9	0	7	3	2	1	2.2%	
Year 2	20	7	13	0	5	5	1	0	1.3%	
Year 3	19	6	13	0	9	2	3	3	7.8%	
Year 4	19	9	10	1	8	2	3	0	6.6%	
Year 5	21	9	12	1	7	7	6	1	4.4%	
Year 6	21	12	9	0	11	4	4	1	6.6%	

The AHT highlighted the number of Summer born children.

The school comprised six classes where Years 1 and 2 were split during the mornings. Year 6 remained the only single year group for that academic year given the importance of the year.

The current demographic was presented.



It was noted the school was slightly above national for its percentage of pupils with SEND. However, the percentage of Free School Meal pupils was somewhat lower than national which was reflected in the amount of Pupil Premium (PP) funding which the school received.

**A governor queried that some families might not have applied to be PP.** The AHT explained that whilst letters were sent to parents regarding this, PP was considered somewhat taboo within the community. However, the funding would benefit the school and its pupils.

94.9% of the school's population were white British. There were thirty eight children with SEND specific needs. However, their level of need and ability to access their learning would determine whether they would be placed on the SEND Register.

The statutory assessments report from 2023-24 was presented where it was noted the Key Stage 2 data was extremely positive. The number of children achieving full marks for the multiplication times table check was the highest it had ever been which

was similarly the case for the percentage of EYFS pupils who had achieved a good level of development. The only area for significant development was in respect of the phonics screening check.

The AHT explained that as a Church school, it was necessary to have a bible story which reflected who the school was. When the Chair had met with pupils during the previous Summer term, the children had not been able to fully articulate 'The Road to Emmaus' and how it was relevant to their school life. The story was about a journey where Jesus joined that journey, provided guidance, broke bread and then departed. The concept of the story was that everyone was on a journey and that God was there at various points in that journey. The school had a ship as an emblem, there was an island and the school was on that journey, a voyage of discovery.

The AHT said there had been a real focus on 'The Road to Emmaus' in term one to include during whole school and class worship when the children were asked to think about the story, what it meant to them and why it was important.

The AHT said the school was a Christian school which it was very proud of and was part of God's community. The Church was on the school grounds and was very much part of the school building. The children were encouraged to visit the Church to experience that deep spiritual connection and to bring this into their everyday life.

## Wittersham Way

**COURAGE:**  
WE TRY OUR BEST AND NEVER GIVE UP

**COURAGE:**  
WE ARE RESPONSIBLE CITIZENS

**COMPASSION:**  
WE SHOW LOVE FOR OUR SCHOOL AND ALL THOSE IN IT

**COMPASSION:**  
WE RESPECT OURSELVES AND OTHERS

**COOPERATION:**  
WE TAKE TIME TO LISTEN TO OTHERS

**COOPERATION:**  
WE SUPPORT EACH OTHER ON OUR JOURNEY

### **'Wittersham Way'**

At Wittersham Church Of England Primary School, we take our commitment to our core values of compassion, courage, and cooperation seriously. To ensure that these values are not just words but are embedded in our everyday lives, we've developed the 'Wittersham Way.'

#### **What is the 'Wittersham Way'?**

The 'Wittersham Way' is a set of standards and expectations that reflect our core values. It serves as our guiding light, providing a clear path for all members of our school community, including students, staff, parents, and caregivers.

#### **Living by Our Values**

Through the 'Wittersham Way,' we strive to create a community where these values are not only upheld but are actively lived out. Compassion, courage, and cooperation are not just ideals for us; they are the principles that define our actions, decisions, and interactions.

The Wittersham Way embodies the core values of compassion, courage, and cooperation, and serves as a beacon for our students to navigate their journey through our school community.

#### The School's Vision

***On a voyage of discovery; learning and growing together in the light of God.***



**Compassion    Courage    Cooperation**

***We strive to cooperate and work alongside all members of our community to feel valued, nurtured, and empowered as they embark upon their journey to become the very best that God intended. Throughout their voyage of discovery with us, we ensure all children are provided with a rich curriculum, and experiences that promote courage and a strong moral purpose underpinned by our Christian values; preparing them to become compassionate citizens within our rural community and the wider world.***

The AHT said the work of the last seven weeks had been remarkable where the school's vision, 'The Road to Emmaus' and the 'Wittersham Way' had all been drawn together. The school knew who it was, where it was going and that everyone was on that journey together.

Governors were encouraged to ask the children about the school's vision and values when undertaking future visits.

The AHT was thanked for her excellent presentation.

### **16. WEBSITE/TEP GOVERNANCE MONTHLY BULLETINS/DFE UPDATES**

The Education People's September 2024 governance monthly bulletin was recirculated as a supporting paper for this agenda item. The GP had also included supporting papers on 'Growing Good Governance', the NGA's analysis of external reviews of governance reports and wider sector analysis for information (filed electronically).

There were no questions arising from the bulletin contents.

17.	<p><b><u>CHAIR'S ACTIONS/CORRESPONDENCE</u></b></p> <p>The Chair explained he had agreed an adjustment to the end the school day for all pupils to 3:15 pm each day as a Chair's action for reasons of expediency. The school had previously been slightly below the recommended 32.5 hours for the school week.</p> <p>There were no other Chair's actions to report and no correspondence had been sent or received.</p>	
18.	<p><b><u>ANY OTHER BUSINESS</u></b></p> <p>The Chair reported Ruth Swales, Senior Improvement Advisor would support the Headteacher Performance Management Panel during the afternoon of 11<sup>th</sup> November 2024. The panel meeting would take place virtually.</p> <p><b>Governors agreed the panel would comprise Jane Burnett (Panel Chair, Foundation governor), John Collins (FGB Chair, Foundation governor) and Rachel Georgiades, (LA governor).</b></p> <p><b>A governor asked if staff performance management was also taking place.</b> The AHT said this was currently in hand. Target setting for 2024/25 would include three targets; A whole school target which was English based, a class based target and a CPD target.</p> <p>The AHT reported the two more experienced Year 6 teachers had also stepped in to carry out some TA appraisals as part of their own professional development.</p> <p>The AHT further reported the new teachers in Year 3/4 and Year 5/6 had both settled in well. Both had approached the AHT with ideas on how they wished to develop their classrooms and subjects.</p> <p>The Chair asked governors to think about succession planning in the event it became necessary for him to step down from the governing board for whatever reason.</p>	
19. 19a 19b	<p><b><u>CONFIDENTIALITY</u></b></p> <p>There were no discussions or supporting papers which were considered confidential.</p>	
20.	<p><b><u>DATE OF NEXT MEETING</u></b></p> <p>The next FGB meeting would take place at school at the earlier time of <b>5.30pm on Thursday, 12<sup>th</sup> December 2024.</b></p> <p>A governor (RG) provided her apologies for the December meeting due to work commitments.</p>	

The meeting closed at 7.50 pm.

Signed: \_\_\_\_\_  
(Chair)

Date: \_\_\_\_\_

**ACTION SUMMARY**

ITEM	AGENDA ITEM	TO BE ACTIONED BY	ACTION
1.	3b	Governance Professional	To include a fifteen minute presentation on the curriculum within the 30 <sup>th</sup> January 2025 meeting agenda.
2.	3b	KD	To send the AHT a copy of her EYFS monitoring report from the previous academic year.

3.	5	KD/HL	To complete their Code of Conduct confirmations on GovernorHub.
4.	7e	Governance Professional	To prepare the overall terms of reference for ratification during the 12 <sup>th</sup> December FGB meeting.
5.	8	KD	KD to complete her KCSIE confirmation on GovernorHub.
6.	8	SC, CC, RG	To refresh their safeguarding training by completing the NGA Learning Link module 'Essential Safeguarding for Governors and Trustees'. To send certificates to the GP.
7.	8	Chair	To send governors a short YouTube video which briefly summarised the changes to KCSIE (Sept. 24).
8.	15	Chair	To liaise with Governor Services to arrange the Ofsted governor training on 12 <sup>th</sup> December 2024.