



**WITTERSHAM CHURCH OF ENGLAND PRIMARY SCHOOL**

**MINUTES OF THE FULL GOVERNING BOARD MEETING**

**Held Virtually on Thursday, 30<sup>th</sup> January 2025  
at 6 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, Rachel Georgiades, Harry Lingfield, Carly Catt and Nick Barnett

**Attending:** Lynsey Scott – AHT/Curriculum Lead (Items 1 to 3 only)

**Governance**

**Professional:** Jane Phillips

The meeting commenced at 6.33 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 Kerry Dean (work commitments). Nick Barnett would join the meeting in due course. There were no other 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>	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>2b</b>	Governors were reminded to declare any business interests which became relevant during the meeting.	
<b>3.</b>	<b><u>A PRESENTATION TO GOVERNORS ON THE WITTERSHAM CURRICULUM</u></b>  The Curriculum Lead (CL) presented her report to governors on Wittersham CEP’s curriculum journey. A copy of the presentation was made available in advance of the meeting (filed electronically).  <ul style="list-style-type: none"> <li>• An overview of the national curriculum and the statutory expectations was provided.</li> <li>• The national curriculum contained a statutory programme of study for Key Stages one and two. However, it was up to schools as to what would be taught which was known as the ‘intent’ and how this was taught or the ‘implementation’. The assessment of pupils determined the ‘impact’.</li> <li>• There were many elements to consider when writing the curriculum. Most importantly, it needed to fit with the school’s context.</li> <li>• The curriculum had been developed over the past two years leading to the curriculum currently in place. In consultation with staff and Subject Leaders, the former HT had created an overall structure for the curriculum which mapped out</li> </ul>	

what would be taught in each subject across the year in each class. To have an overall picture enabled the curriculum to then be broken down further on how it would then be implemented. The former HT and CL subsequently worked on refining the curriculum to ensure the sequencing was appropriate, that there were high expectations and that there was coverage across the curriculum.

- Mixed age classes were often problematical for small schools. The school had adopted an 'A/B' curriculum. In Vikings and Oxney, there was also a year 'C' as the children spend Year 3, Year 4 and Year 5 in those classes. This was to make sure that once the children left these classes and had entered Rother (Year 6), they had all covered the same content whilst in a slightly different order. This provided a number of challenges with sequencing where there was a need to be careful as regards next steps when the children hadn't been taught the foundations.
- The CL had continued to review and refine the curriculum this year to include a number of changes in subject leadership. The CL had met with each during subject release time to finalise what the units would be for their particular subject area. This would then feed into their Subject Leader plans.
- All Subject Leaders had written their plans with support as necessary from the CL. All were clear on where to go next in their subject areas.
- It was particularly important that all schools were developing their own curriculum and that it wasn't an 'off the peg' curriculum. It should fit with the identity of the school so that it met the needs of all learners and widened their experience and knowledge. Whilst there were local links within the curriculum, it was also important to widen that experience for those children who hadn't been out of the area very much or hadn't had those early experiences.
- The school's vision was that it had a rich curriculum and experiences which promoted courage and a strong moral purpose underpinned by Christian values. Through the school's identity, it was preparing the children to be compassionate citizens both in the rural community and in the wider world. The school's curriculum tag line was 'On a voyage of discovery, learning and growing together in the light of God' where the school's Christian distinctiveness underpinned this. Much of the curriculum linked back to the 'Wittersham Way' where the children were already familiar with and talked about the three C's (Compassion, Courage and Cooperation). There was the also metacognition element where the children talked about how they were learning and what it was like being a learner. This was all built into the curriculum which had been prepared.
- The overall aim of the curriculum was that it was really engaging. It was an enquiry based curriculum where all of the units were based around questions. Every session had a learning question where the children should then be able to answer that question at the end of the session.
- The wider curriculum had a big question which was then unpicked by a series of smaller questions as the children moved through the unit.
- A bespoke curriculum had been created for history and geography where the focus had been on marrying the two subjects together through careful sequencing. The geographical knowledge would then help to build on the historical knowledge and provide context to it.
- In music, French, PSHE (personal, social, health and economic), art and DT, the Kapow scheme had been bought in to form the basis which had then been tailored to the school to ensure it met the needs of all learners.
- The school had started with a Kapow unit for science. However, the Kent science scheme had since been adopted as it was thought there were higher expectations. It was also a better fit to the school's enquiry based curriculum. It was considered a more practical curriculum which was more engaging for the children.

- A slide showing the Year 6 mapping out of the curriculum was shared which showed a number of titles. It also showed which lessons needed to happen and in what order. It was then possible to make links across each unit of work. An example of a geography unit of work on South America was then followed by a history unit of work on the Maya civilisation which provided continuity.
- A further slide was presented for Key Stage 2 (Years 3, 4 and 5) for Year A. There would also be a Year B and Year C.
- A slide for Key Stage one (Year 2) Year A was additionally provided. Whilst there wasn't a requirement to teach French in Key Stage one, in Year A each year, the children were taught French greetings at the end of the year in readiness for Year 3.
- A similar slide was presented for Key Stage one (Year 1) Year A.
- Whilst the units were planned across the year, the CL wished to ensure there was suitable progression in the children's journey through school. What was the children's experience of geography from when they started in EYFS to when they started in secondary schools? This had been clearly mapped out which had been shared with pupils and parents. Again, this was all question based. With Year 3, 4 and 5, all would be covered but in a slightly different order depending on when they entered each year group. By the end of Year 6, all of the content would have been covered. The same approach had also been taken for history and science as they too were considered the most secure units.
- In EYFS, there were some very simple concepts about seasons. In Key Stage one, the children would look at how the seasons impacted and affected people's lives whilst in Key Stage two, the children would be asked to think about why the seasons happened from a scientific perspective. These geographical links were then sequenced within the science curriculum.
- A further slide was shared which showed history curriculum progression from EYFS to Year 6 which enabled the children to build on their foundational learning. An example of the great fire of London was provided where the previous geography unit had been about the City of London. This had helped to further build on the children's learning where there was already a contextual understanding of the City of London and the impact the fire would have had.
- The national curriculum in science was considered very brief. All of the objectives needed pulling further apart which would then be made into units which the children could really engage with and investigate.
- A slide showing geography skills progression was presented. This was referred to as 'disciplinary knowledge' or the knowledge on how to find something out. It was necessary to ensure that this was happening, both to cover the curriculum content and to ensure the teaching was modelled enabling the children to use the skills in order to learn this knowledge. Also most importantly, to then be able to apply this knowledge. There were skills progression documents for all subjects.
- The skills progression documentation all included 'Compare, Discover, Reflect' which were referred to as the 'golden threads' which were used in planning. The curriculum wasn't just about gaining knowledge, referred to as 'substantive knowledge', but what the children did with that knowledge and how they would investigate and reflect on that knowledge. This required much higher level skills.
- The CL presented the unit plans which were in place for the majority of subjects (to include geography, history, science, DT and RE). The same format had been used across the curriculum to align the curriculum and that it was approached in the same way which were referred to as 'journeys'. The CL provided an example of Year 3,4,5 Pathway A: Journey 2 where the overarching question was on 'How do Norway and the United Kingdom compare? There were then four learning questions which were both focussed and ambitious which needed to be investigated and unpicked by the children. 'Sticky knowledge' was what the

	<p>children needed to know. The vocabulary included what the children again needed to know to include clear definitions if not already learnt. 'Climate' was provided as an example which the children would have already learnt whilst in Year 2.</p> <ul style="list-style-type: none"> <li>• The curriculum was forever being refined to ensure it was the best possible and most engaging curriculum for the children.</li> <li>• For each of the units, an assessment activity had been designed (or impact). This was an opportunity for the children to be able to demonstrate what they'd learnt in that unit. An overview of the Year 3, 4, 5 success criteria was provided where the focus was on the disciplinary knowledge where the children were able to show the skills which they had used as part of this assessment piece. Whilst the content covered by Years 3, 4 and 5 would be the same, the way in which the children demonstrated this would be different according to which year group they belonged. It was also necessary to ensure that the expectations for each year group were high enough which differed for a Year 3 child when compared to a Year 5 child.</li> <li>• The CL shared a further slide on the Key Stage one, Year 1 and 2 success criteria where the questions were simpler. There was a need to be mindful of those Key Stage one children who struggled with their reading and writing skills and that they weren't held back whilst fully engaging in a unit of work where verbal explanations had been provided. The CL wished to ensure the school's curriculum was all inclusive and that it was accessible to all pupils. Careful thought was given to planning, on scaffolding the children's learning, to the resources provided, to pre-teaching, to adult support and that the content was accessible to all.</li> </ul> <p>(6.52 pm – Foundation governor, Nick Barnett joined the meeting.)</p> <ul style="list-style-type: none"> <li>• Whilst Year 1 and Year 2 were currently being taught separately, the school was mindful when the curriculum was created that it wouldn't be possible for this to continue longer term due to financial constraints. Whilst the children were learning the same topic, they were learning separately as the disciplinary knowledge and expectations differed to include the use of comparison.</li> </ul> <p><b>On behalf of governors, the Chair said the Curriculum Leader had presented an extremely comprehensive overview. Governors were provided with a very clear understanding on how the curriculum had been structured.</b></p> <p><b>A governor commented it was fully apparent that the curriculum had been designed with the context of the school and pupils in mind. Whilst schemes had been bought into which provided the backbone, the curriculum had then be made more meaningful as regards the 'Wittersham Way'. The amount of detail and work which had gone into that was considered amazing.</b></p> <p>(6.58 pm – The Curriculum Lead was thanked for her presentation who then departed the meeting.)</p> <p>Action: Governors to consider the subject matter for the term four FGB development session and to make the Chair aware.</p> <p>Action: The GP to include a SEN presentation within the agenda of the term five meeting when further information on the communities structure would then be known.</p>	<p><b>Govs</b></p> <p><b>GP</b></p>
<p><b>4.</b></p> <p><b>4a</b></p>	<p><b><u>MINUTES OF THE FULL GOVERNING BOARD MEETING HELD ON 12<sup>TH</sup> DECEMBER 2024</u></b></p> <p><b>The non-confidential and confidential (Part Two) minutes were agreed as an accurate account of the previous meeting which would be signed electronically by the Chair.</b></p>	

4b	<p><u>A Review of Governor and Governance Professional's Actions Arising</u></p> <p>All actions had been completed or would be discussed during this meeting.</p>	
<b>GOVERNANCE</b>		
5.	<p><b><u>MEMBERSHIP</u></b></p> <p>The Chair was very pleased to report that two new foundation governors were currently in the process of being appointed by the Diocese. One would be a Parochial Church Council foundation governor whilst the other would be a Diocesan Board of Education foundation governor.</p> <p>The Chair explained one of the candidates had previously been a governor of the school during the pandemic. He was also the Wittersham Church Warden. As all meetings were virtual at that time, the governor had experienced difficulties in attending meetings due to broadband issues where he lived and had decided to step down. However, it was understood these issues had since been resolved and he was keen to rejoin the governing board.</p> <p>The Chair further explained the other candidate had a background in physiotherapy within the NHS. The candidate had also previously been a governor some years before.</p> <p>Both candidates would visit the school on 14<sup>th</sup> February to meet with the Chair and AHT and to receive a tour of the school. It was hoped both would be able to attend the March FGB meeting.</p> <p>The Chair reported local authority governor, Rachel Georgiades' term of office would conclude on 10<sup>th</sup> March 2025. Given the demands on her time as a sole business owner, the governor had decided not to continue. On behalf of governors, the Chair thanked Rachel Georgiades for her service to the school and governing board and was wished well for the future.</p> <p>The Chair said a potential local authority candidate had been identified who would be invited to attend the March 2025 FGB meeting.</p>	
<b>SCHOOL IMPROVEMENT</b>		
6.	<p><b><u>SAFEGUARDING/ONLINE SAFETY TO INCLUDE FILTERING &amp; MONITORING</u></b></p> <p>The safeguarding governor had completed a monitoring visit on 25<sup>th</sup> January 2025. A copy of his visit report was made available in advance of the meeting (filed electronically).</p> <p>The Acting Headteacher (AHT) reported that following a safeguarding concern, one family was now under Early Help. There were no other incidents, issues or concerns to report.</p> <p>There were no issues to report in respect of online safety or filtering and monitoring.</p>	
7.	<p><b><u>ACTING HEADTEACHER'S REPORT</u></b></p> <p>The AHT provided a written report on the school's contextual information in advance of the meeting (filed electronically).</p> <p><u>Pupil Numbers</u></p> <ul style="list-style-type: none"> <li>• Currently, there were one hundred and thirty six pupils on roll.</li> <li>• There had been two leavers; one had transitioned to secondary school where the child was a Year 6 age-adjusted pupil. The other had moved to a primary school in Tenterden.</li> <li>• There had been a new joiner in Year 4 following a move into the area.</li> </ul>	

	<p><u>Staffing Update</u></p> <p>(Some discussions within this item were considered confidential and were recorded in the part two minutes.)</p> <p>It was noted that a staff member who had recently undergone surgery had returned on Monday, 27<sup>th</sup> January.</p> <p><u>Attendance, Punctuality &amp; Behaviour</u></p> <ul style="list-style-type: none"> <li>• Whole school attendance currently stood at 94.7%. Whilst considered a positive, it would continue to be carefully monitored.</li> <li>• It was noted that lateness had significantly improved where all late arrivals were now required to sign in. It was noted this had acted as a strong deterrent which had supported better punctuality across the school.</li> <li>• There had been one suspension since the start of term 3 which was due to an incident involving physical behaviour towards another child. Governors noted this was addressed swiftly and that appropriate support measures had been put in place for the pupil involved.</li> </ul> <p>There were not questions arising from the remainder of the AHT's contextual report.</p>	
<p><b>8.</b></p>	<p><b><u>SEF/SCHOOL IMPROVEMENT PLAN (SIP) 2024-25</u></b></p> <p>The January 2025 update to the RAG (red, amber, green) rated SIP, to include an executive summary, was made available in advance of the meeting (filed electronically).</p> <p><b>A governor queried that quite a large number of the actions which sat below each of the SIP priorities remained RAG rated red whilst the school was almost half way through the academic year.</b> The AHT explained she was in the process of reviewing the SIP where there were now fewer actions which were RAG rated red. The Curriculum Lead and EYFS teacher were also reviewing their relevant sections.</p> <p>The AHT said she was very happy with the progress made against the SIP priorities. The restorative conversations element played a large part in the SIP which hadn't as yet been actioned as it was due to be covered during the April INSET day. Remaining actions were generally amber moving into green. The next steps would be highlighted in blue.</p> <p><b>A governor appreciated a number of SIP actions were considered ongoing. However, some of the term 1 and 2 actions remained RAG rated red. This was similarly the case for the SIP priority on British values.</b> The AHT explained she was awaiting validation from her colleagues that some of the actions were now underway or had been completed. British values was also a term three target. Whilst it had been put into the timeframe for terms one and two, it was thought this had been ambitious given what needed to be managed.</p> <p><b>A governor asked if the AHT had been overly stringent in her RAG rating.</b> The AHT explained she always took a cautious approach and had not fully appreciated what needed to be done in terms one and two.</p> <p>The updated SIP would be a supporting paper for the 20<sup>th</sup> March 2025 FGB meeting.</p> <p><u>Term Two Progress and Attainment Data</u></p> <p>The Autumn term Insight attainment data overview for all pupils by year group was provided. The data was shown in terms of the percentage of pupils working below age expected, working towards, at age expectation and working above age expected in reading, writing and maths. A further overview showed the number of children in each year group to which each assessment applied. The Leuven scale for involvement and wellbeing by year group had additionally been provided. (All filed electronically.)</p>	

**Referencing the Leuven data which was based on an assessment of observations, a governor asked how staff were trained to assess in this way and how were these observations moderated.** The AHT explained that when assessments were made, there were very clear descriptors as to how a child would present in that way. This ranged from a child who had very low engagement or very low involvement where they were on the periphery of an activity. At the other end of the scale, the child would be fully engaged, fully involved, enthusiastic, keen to answer questions and keen to be challenged. The AHT would then moderate the assessment to include feedback from interventions such as Forest School, play therapy, the Family Liaison Officer (FLO) work and ELSA (Emotional Literacy Support Assistant) work.

The AHT provided an example of those children who were receiving SEMH (social, emotional and mental health) interventions which were those children who had scored a three or below on the Leuven scale.

**A governor asked if the children were assessed over a period of time or was it completed in a day.** The AHT explained the Leuven data was gathered during the assessment week in terms two, four and six and that it was very much a teacher based judgement.

**A governor noted a child was assessed in a very specific way using the Leuven scale. Did any surprises come out of that and did it tend to match with the AHT's learning walks?** The AHT said there weren't generally any surprises and that the judgements were considered realistic. The teachers also knew the children extremely well. Staff worked very closely together when any concerns would be raised in either a teacher or TA meeting. Equally, a teacher might voice their concerns about a particular child where the child's engagement and involvement was usually high but had dipped. The FLO would meet with families and had been available during parent evenings.

**A governor commented this very much fitted with the school's approach to nurture and wellbeing.**

**Referencing the Insight data, a governor asked the AHT to comment on the data for Vikings class (Year 3/4).** The AHT said this was quite a tricky cohort academically as they were the Key Stage one to two transition class. There were some less confident learners in Year 4 and quite a high level of need. There were two children with EHCPs (Education and Healthcare plans) who also accessed the Orchard provision. The AHT had no undue concerns as there was quite a significant disparity between the Key Stage one and two assessments where there was a massive jump. It was also considered quite an emotionally and developmentally immature cohort where there was a particular focus on SEMH and personal development. A pupil progress meeting (PPM) would take place the following day when the class teacher would be challenged on what interventions were in place to support these learners.

**A governor asked if the Smugglers class pupils (Year 2) who were working below or working towards age expected would spend time in Oast class (Year 1).** The AHT explained this wouldn't necessarily be the case as Smugglers class had their core lessons completely separately during the mornings. However, the Smugglers class TA was used effectively to run small group interventions such as phonics rapid catch-up sessions. As part of the PPMs, the AHT, Curriculum Lead, EYFS and Smugglers class teachers had devised a new intervention timetable which specifically targeted children during the afternoons. There was a lag in some areas but not in all. The AHT commented that given the smaller class sizes, this could impact the data quite significantly and because of this, the AHT had included both the percentages and numbers of children. The new intervention timetable would take time to embed. The school had also been working closely with the SALT (Speech and Language Therapist) due to the level of speech and language needs in EYFS and Key Stage one where personalised programmes were taking place during the afternoon.

	<p><b>A governor asked if there was always a massive jump when the children moved from Key Stage one to Key Stage two, or was it cohort specific?</b> The AHT said it was a combination of the massive jump between Key Stages and the level of need within this particular cohort where there were three EHCPs and four pupils in receipt of HNF. The children also had a challenging year in EYFS where there was still some catching up as the basic skills weren't fully embedded as had been hoped. The AHT was confident in lessening that gap as the children moved through this academic year.</p> <p><b>A governor understood there had been an improvement in the behaviour for learning in Oxney class (Year 4/5). How had that been achieved?</b> The AHT said she had been working closely with the class teacher providing maternity cover. She had met with him each week for coaching sessions to develop those professional qualities and attributes. The teacher was considered to have worked incredibly hard with what was considered a tricky class. Some adults had also been moved around to provide the class teacher with additional support.</p> <p><b>A governor sought further information on the maths sessions which had been organised for year groups.</b> The AHT explained the biggest thing which had come out of initial staff meetings was that since Covid, the spread of need had greatly accelerated which was unmanageable. It was difficult to bridge the gap between a very low achieving Year 4 child when compared to a very high achieving, confident Year 5 child in Oxney class. The school followed the White Rose Maths Scheme which was considered very comprehensive. However, it was also very year group specific where there wasn't mixed year group progression. The FLO would take a small group of pupils from a particular year group enabling the class teacher to then rotate around teaching maths to specific year groups rather than mixed year groups. Both the teaching and behaviour for learning had improved together with the focus on the progression of knowledge and skills. The Spring term data would provide a real insight on whether this had been impactful and that the gaps had closed. A decision would then be made as to whether to continue with this approach during the next academic year and to also roll it out in Key Stage one.</p>	
<p><b>9.</b></p> <p><b>9a</b></p> <p><b>9b</b></p>	<p><b><u>GOVERNOR MONITORING</u></b></p> <p>The following monitoring reports were made available in advance of the meeting (filed electronically).</p> <ul style="list-style-type: none"> <li>• Wellbeing Council Report (KD) 13/12/24</li> <li>• SEND (JB) 13/12/24</li> <li>• Learning Walk (RG) 13/1/25</li> <li>• Safeguarding (JC) 23/1/25</li> <li>• Collective Worship/Learning Walk (JC/HL) – 14/2/25</li> </ul> <p>The Chair reported he had met with the Curriculum Lead earlier that day and that a monitoring report would follow.</p> <p>The Chair further reported the parent survey would be sent out on Monday, 3<sup>rd</sup> February. The wellbeing survey would also be sent out prior to the end of term three. The findings from both would be reviewed during the term four meeting.</p> <p><b>Action: The GP to include the findings of the recent parent and wellbeing surveys within the agenda of the 20<sup>th</sup> March 2025 FGB meeting.</b></p> <p><b><u>Term Four Governor Monitoring Priorities</u></b></p> <ul style="list-style-type: none"> <li>• SEND (JB)</li> <li>• Health &amp; Safety (SR)</li> <li>• Curriculum (JC) (informal meeting)</li> <li>• Wellbeing (informal) – KD</li> <li>• Collective Worship/Learning walk; Quality of Education/Behaviour for Learning (JB)</li> </ul>	<p><b>GP</b></p>

	Action: Governors to liaise directly with the AHT as regards the dates of their monitoring visits.	<b>Govs</b>																		
<b>10.</b>	<p><b><u>POLICIES</u></b></p> <p>Those policies due for review were circulated in advance of the meeting (filed electronically).</p> <p>It was noted the Finance Committee had previously reviewed the Finance policy during their meeting held on 15<sup>th</sup> January 2025.</p> <p><b>Governors ratified the following policies without amendment.</b></p> <table border="1"> <thead> <tr> <th>Policy</th> <th>Next Review</th> </tr> </thead> <tbody> <tr> <td>Finance policy</td> <td>January 2026</td> </tr> <tr> <td>Accessibility Plan</td> <td>"</td> </tr> <tr> <td>Emergency Management &amp; Business Continuity Plan</td> <td>"</td> </tr> <tr> <td>SEND policy</td> <td>"</td> </tr> <tr> <td>GDPR and Data Protection policy</td> <td>"</td> </tr> <tr> <td>Staff Capability policy</td> <td>January 2027</td> </tr> </tbody> </table> <p><u>Updated Policies Not Requiring Governing Board Approval</u></p> <p>Governors noted the Feedback and Marking and Acceptable Use of Technology policies had been updated since the last meeting. Updated copies were available for review in the GovernorHub policy sub-folder.</p>	Policy	Next Review	Finance policy	January 2026	Accessibility Plan	"	Emergency Management & Business Continuity Plan	"	SEND policy	"	GDPR and Data Protection policy	"	Staff Capability policy	January 2027					
Policy	Next Review																			
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<b>FINANCE &amp; RESOURCES</b>																				
<b>11.</b>	<p><b><u>FINANCE/HEALTH &amp; SAFETY/PREMISES/GENERAL DATA PROTECTION REGULATIONS (GDPR)</u></b></p> <p><b>11a</b> <u>Finance Committee Meeting – 15<sup>th</sup> January 2025</u></p> <p>The draft minutes were made available in advance of the meeting (filed electronically).</p> <ul style="list-style-type: none"> <li>The current staffing structure had been reviewed.</li> <li>Governors thoroughly reviewed the eight month (November 2024) budget monitoring report.</li> <li>A financial benchmarking exercise had been completed. It was concluded that whilst some of the benchmarking figures were marginally different, there was very little difference in the overall figures. Whilst the KELSI tool had chosen similar Kent schools, each would have their own contextual value.</li> <li>The Gifts &amp; Hospitality policy had been agreed.</li> </ul> <p><b>11b</b> <u>A Review of the Nine Month Budget Monitoring Report</u></p> <p>The December 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"> <thead> <tr> <th></th> <th>(£)</th> </tr> </thead> <tbody> <tr> <td>Revenue Income</td> <td>933,446</td> </tr> <tr> <td>Revenue Expenditure</td> <td>986,056</td> </tr> <tr> <td>Revenue Balance</td> <td>-52,610</td> </tr> <tr> <td>Revenue Balance B/F 2023/24</td> <td>75,793</td> </tr> <tr> <td>Revenue Balance C/F to 2025/26</td> <td><b>23,183</b></td> </tr> </tbody> </table> <p><u>Year End Capital Budget Projection</u></p> <table border="1"> <thead> <tr> <th></th> <th>(£)</th> </tr> </thead> <tbody> <tr> <td>Total Capital Income</td> <td>1,691</td> </tr> <tr> <td>Less Capital Expenditure</td> <td>1,692</td> </tr> </tbody> </table>		(£)	Revenue Income	933,446	Revenue Expenditure	986,056	Revenue Balance	-52,610	Revenue Balance B/F 2023/24	75,793	Revenue Balance C/F to 2025/26	<b>23,183</b>		(£)	Total Capital Income	1,691	Less Capital Expenditure	1,692	
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	Capital Balance B/F 2023/24	0	
	Capital Balance Carried Forward to 2025/26	-1	
	<ul style="list-style-type: none"> <li>• There was a positive variance of £54,801 on Revenue income when compared to the original budget plan. However, there was a negative variance of £60,808 on Revenue expenditure.</li> <li>• The in-year Revenue deficit had increased from the predicted £46,602 at the time of setting the budget to the current prediction of a deficit of £52,610.</li> <li>• Based on the carry forward from 2023/24, the predicted Revenue budget carry forward to 2025/26 was £23,183. This had previously been predicted as £29,191 at the time of setting the budget (currently a negative variance of £6,007).</li> <li>• It was noted the predicted Capital income was £1,691 which compared to an expected spend of £1,692.</li> </ul>		
<b>11c</b>	<u>Any Other Items: Finance, Premises, Health &amp; Safety or GDPR</u>		
	There were no matters arising.		
<b>OTHER</b>			
<b>12.</b>	<b><u>WEBSITE/TEP GOVERNANCE MONTHLY BULLETINS/DFE UPDATES</u></b>		
	<p>The December 2024 to January 2025 TEP governance monthly bulletins were recirculated in advance of the meeting, the contents of which were noted.</p> <p>It was noted that all non-confidential FGB minutes had been uploaded to the school's website.</p> <p><b>Action: The Chair to contact remaining governors who hadn't as yet provided their website bios.</b></p>		<b>Chair</b>
<b>13.</b>	<b><u>GOVERNOR TRAINING/BRIEFINGS</u></b>		
	<p><u>Commissioned 'Be Prepared for Ofsted' Governor Training – 12<sup>th</sup> December 2024</u></p> <p>Governors agreed the commissioned training had been extremely worthwhile. It was considered very comprehensive, engaging and well presented and provided some useful hints for governors to consider. The slides from the training were available in the GovernorHub training folder.</p>		
<b>14.</b>	<b><u>CHAIR'S ACTIONS/CORRESPONDENCE</u></b>		
	<p>(Some discussions within this item were considered confidential and were contained in the part two minutes.)</p> <p>The Chair reported the deadline for substantive HT applications was mid-day, Monday, 3<sup>rd</sup> February 2025. At the time of the meeting, no tours had been requested. The shortlisting meeting would take place on Friday, 7<sup>th</sup> February 2025 with interviews during the first week of term four.</p> <p>The Chair further reported the two Year 6 teachers would take early retirement at the end of the Summer term, 2024/25. Both were the school's longest serving teachers.</p> <p><b>A governor asked when this would be announced.</b> The AHT said it would be announced as soon as the remaining Year 6 teacher's formal resignation had been received.</p> <p>The AHT said she had met with the Year 2 teacher earlier that day who had indicated she wished to reduce her days from three to two. This teacher was also on a temporary contract. Other teachers had indicated they were interested in increasing their hours.</p>		

	<p><b>The Chair said it had been a more challenging year in terms of staffing changes but there would be a very clear way forward from the start of the next academic year.</b> The AHT said there had also been discussions with the AHT/Curriculum Lead as to where she would like to be placed next year. Whilst she had taught in Key Stage one since being at the school, she had prior experience of teaching Year 6. Consideration would be given to where teachers were best suited and to provide individuals with different opportunities.</p> <p>There were no other Chair's actions to report and no other correspondence had been sent or received.</p>	
<b>15.</b>	<p><b><u>ANY OTHER BUSINESS</u></b></p> <p><b>A governor sought assurance that Disclosure and Barring Service (DBS) checks had been completed for the two members of the Clergy choir who closely interacted with the children.</b> The AHT confirmed both gentlemen had been DBS checked.</p> <p>There were no other matters arising.</p>	
<b>16.</b>	<p><b><u>CONFIDENTIALITY</u></b></p> <p><b>16a</b> Some discussions within agenda item 7 (Acting Headteacher's Report) and item 14 (Chair's Actions/Correspondence) were considered confidential which were contained in the part two minutes. There were no other discussions which were considered confidential.</p> <p><b>16b</b> The Emergency Management and Business Continuity Plan was considered a confidential document.</p>	
<b>17.</b>	<p><b><u>DATE OF NEXT MEETING</u></b></p> <p>The next FGB meeting would take place virtually at <b>6.30pm on Thursday, 20<sup>th</sup> March 2025.</b></p>	

The meeting closed at 7.50 pm.

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

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

### **ACTION SUMMARY**

<b>ITEM</b>	<b>AGENDA ITEM</b>	<b>TO BE ACTIONED BY</b>	<b>ACTION</b>
1.	3	Governors	To consider the subject matter for the term four FGB development session and to make the Chair aware.
2.	3	Governance Professional	To include a SEN presentation within the agenda of the term five meeting when further information on the communities structure would then be known.
3.	9a	Governance Professional	To include the findings of the recent parent and wellbeing surveys within the agenda of the 20 <sup>th</sup> March 2025 FGB meeting.
4.	9b	Governors	To liaise directly with the AHT as regards the dates of their monitoring visits.
5.	12	Chair	To contact remaining governors who hadn't as yet provided their website bios.