



**WITTERSHAM CHURCH OF ENGLAND PRIMARY SCHOOL**

**MINUTES OF THE FULL GOVERNING BOARD MEETING**

**Held Virtually on Thursday, 20<sup>th</sup> March 2025  
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 (Headteacher), Jane Burnett, Harry Lingfield, Carly Catt, Kerry Dean and Nick Barnett

**Observers:** Helen Farmer and Alan Lloyd Smith – Foundation governor nominations

**Governance**

**Professional:** Jane Phillips

The meeting commenced at 6.31 pm.

ITEM	PROCEDURAL	ACTION
<p><b>1.</b></p> <p><b>1a</b></p>	<p><b><u>WELCOME, APOLOGIES, QUORUM</u></b></p> <p>The Chair welcomed governors and the newly appointed Headteacher (HT) to the meeting. Alan Lloyd Smith and Helen Farmer, foundation governor nominations were also welcomed. The meeting was opened with a prayer.</p> <p>The Chair invited the two foundation governor nominations to briefly tell governors a little about themselves.</p> <p><u>Helen Farmer (HF)</u></p> <p>HF explained she and her husband had moved to Wittersham a year or so ago following a move from southeast London. HF’s career had been spent working within the NHS as a physiotherapist in a community setting. This had involved working with children with disabilities and special educational needs. Within this role, HF had spent a lot of time working with schools directly together with families and children. HF went on to run Children’s Services for Bromley.</p> <p>During the last eight years of her career, HF moved over to commissioning which was a more strategic role within the NHS where she worked as the Lead Partner for Children’s Services within the local authority’s Social Services.</p> <p>HF had recently retired where she hoped to bring her skills and experience to Wittersham C.E Primary School. HF commented she had found the school very warm and welcoming when she had recently visited.</p> <p>The Chair explained HF would be appointed as a Diocesan Board of Education (DBEd) foundation governor.</p> <p><u>Alan Lloyd Smith (ALS)</u></p> <p>ALS had lived in Wittersham for very many years where he was a GP in Tenterden for over forty years. ALS had previously been a school governor on two occasions, both at Wittersham CEP and the federation of Beckley and Peasmarsch C.E Primary Schools. ALS was also the Church Warden for St John the Baptist Church in Wittersham where he hoped to further increase the liaison between the Church and school. He looked forward to contributing in some small way.</p> <p>The Chair said ALS would be appointed as a Wittersham foundation governor as he was the Church Warden of St John the Baptist Church.</p>	

<p><b>1b</b></p> <p><b>1c</b></p>	<p>The Chair hoped that both foundation governor appointments would shortly be formalised by the Diocese.</p> <p>There were no apologies for absence.</p> <p>The governance professional (GP) confirmed the meeting was quorate.</p>	
<p><b>2.</b></p> <p><b>2a</b></p> <p><b>2b</b></p>	<p><b><u>DECLARATIONS OF BUSINESS INTEREST</u></b></p> <p>Foundation governor, Jane Burnett declared she was Chair of governors at Norton Knatchbull School in Ashford.</p> <p>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.</p> <p>Governors were reminded to declare any business interests which became relevant during the meeting.</p>	
<p><b>3.</b></p>	<p><b><u>A PRESENTATION TO GOVERNORS ON THE EARLY YEARS FOUNDATION STAGE</u></b></p> <p>The Early Years Foundation Stage (EYFS) class teacher (staff governor) presented her report to governors. A copy of the presentation was made available in advance of the meeting (filed electronically).</p> <ul style="list-style-type: none"> <li>• A selection of PowerPoint slides were screen shared which provided governors with an overview of Early Years.</li> <li>• EYFS was considered the stage of education for children from birth to the end of the Reception year. It was very much based on a model which recognised that children learnt best through play where they needed to be actively learning all of the time.</li> <li>• There were seven key areas of learning which would be covered in greater depth during the presentation.</li> <li>• Once a child had been allocated a place at the school, the school offered four sessions. <ul style="list-style-type: none"> <li>○ For the first session, parents were invited in to meet with the HT and EYFS teacher enabling them to begin to understand what a school day looked like at Wittersham.</li> <li>○ For the second session, the parent and child would come in for the afternoon to become familiar with the staff and environment. The EYFS teacher would also include some activities which would help the children feel more comfortable. It also provided an opportunity for parents to talk to the teacher if they wished which would help to build the parent and school relationship.</li> <li>○ For the third session, the children would come into school on their own whilst their parents waited outside. This would provide the children with some independent time.</li> <li>○ For the fourth session, parents and children were invited to attend a picnic on the field. Again, this was a further opportunity to build relationships with parents and staff as early as possible.</li> </ul> </li> <li>• Within the first six weeks of joining EYFS in September, the class teacher would carry out a 1:1 assessment with each child where all of the materials were provided by the government. The focus was very much on language to include what the children understood. For example, the children would be asked to look at a picture of a park where there were various things such as people and dogs. The children were asked very specific questions from the materials provided such as 'Can you show me the child with the stripy t-shirt?' or 'Can you show me the child next to the lake?' This would provide an indication of their understanding and language skills. The children then completed a number assessment where</li> </ul>	

they would be asked to count out five of the bears or to put them in order of size which was then all recorded online. Whilst this was a statutory assessment for the government, it also provided the school with an opportunity to gain further information about an individual child.

- The EYFS teacher screen shared the Early Learning Goals (ELGs). (Document available on GovernorHub) The children would be assessed against the ELGs through their Reception journey which also represented the aim at the end of the year. There were seven areas:
  - Physical Development
  - Literacy
  - Communication and Language
  - Expressive Arts & Design
  - Personal, Social & Emotional
  - Understanding the World
  - Mathematics

There were additional statements which sat within each of the areas where there were a total of seventeen statements. By June each year, the EYFS teacher was required to input all of the data to track where the children were in their learning and whether they had met their ELGs at that point.

The EYS teacher explained that in order for a child to gain their ELGs, they would need to have met all of their maths and literacy statements. It was possible to have some gaps in 'Understanding the World' or in 'Physical Development' where the child would still achieve their ELGs and good level of development (GLD). The teacher commented she had a print out of the ELGs for each child which was used as a working document. When there were specific pieces of work or the teacher had seen evidence relating to one of the statements, this was then highlighted.

- The EYFS curriculum was something which the HT, Curriculum Lead and EYFS teacher had worked particularly hard on where a substantial EYFS curriculum progression document had been prepared. The EYFS teacher explained that Reception and Early Years was a somewhat grey area. The children all had their ELGs as the end point but how the children reached that point was completely up to the school. It was very dependent on the cohort, on the teacher's practice and what that might look like. Some schools might adopted child initiated activity more than teacher led activity where there was an argument for both models.

A snapshot of the EYFS curriculum was provided which was representative of a more substantial document. The EYFS teacher commented the texts which had been chosen for this year's cohort slightly differed to those from the previous year. As this year's cohort were much younger (more Summer born), the previous year's texts wouldn't have been appropriate. It was possible to change the 'vehicle' as long as the end goal of outcomes was met.

- The first term was about building relationships with the children and to make sure they felt happy and safe. It was also important that the adults in class also had a good relationship with the children.
- By October time, the Little Wandle phonics programme would start which was considered quite a quick paced programme. Therefore, it was necessary to begin the teacher led learning quite quickly. Whilst this year's cohort were younger, the EYFS teacher said the children had kept up with the pace of Little Wandle extremely well. Teacher led learning would also include guided reading, maths activities and work around the chosen texts for English. The skills were then enhanced through discovery learning during child initiated learning.

The EYFS teacher explained that discovery learning tended to take place during the afternoons as the children could move around as they wished. The class teacher would put out some challenges for the children based on the learning that day, that week or even the previous week in respect of their retrieval skills.

Sometimes the adults in class would guide children to a particular challenge which enabled the adults to assess whether the children had understood the teacher led activity.

- A selection of discovery learning challenges were screen shared to include stem sentences which those adults supporting the EYFS teacher could ask. A further slide showed the children completing different challenges which were a fun way of learning. The children also had time for child initiated play to include dressing up, play with musical instruments or had the mud kitchen. These were also skills which were considered extremely important.
- The EYFS teacher screen shared the timetable for a typical day in EYFS. This would include early morning work to include fine motor skills, a phonics skill or a making skill. Following register, there was phonics which would move into guided reading (started in term four). There was then an opportunity for a snack and playtime which was followed by an English or maths activity. Following lunch, the children then had time to embed that knowledge and to have some child initiated time.

**A governor noted there was quite a high proportion of Summer born children in EYFS this year. What would be the impact of that where there was such a large number within the group?** The EYFS teacher said the impact was more about the children's behaviour, maturity skills and about embedding the daily routine and expectations in school. The children had actually made really good progress in their learning.

**A governor asked how parents understood what the school was doing.** The EYFS teacher explained when parents first came in during June or July each year, they were provided with an understanding of what a typical day in EYFS at Wittersham would look like. The children would have teacher led time, phonics and recap sheets which were sent home. During the parent evening in October, the ELGs were also shared to include the children's end point. The ELGs and working document had been shared during the most recent parent evening. This had included the EYFS teacher's current assessment of the child and a projection on whether or not the child would achieve their ELGs. As much information as possible was shared with parents so nothing would come as a surprise. There was also a class dojo post every week.

**A governor asked if there was a link between the statutory testing at the beginning of EYFS and the end of year data relating to the ELGs.** The EYFS teacher explained there was no connection. The statutory testing had been brought in fairly recently where the data required uploading to the government portal. There had been a discussion some time ago in using the EYFS baseline from which to project the end of Year 6 pupil outcomes. However, the EYFS teacher said the children were continually assessed where nothing further tended to be done with the baseline data.

**A governor asked if the 'Come and learn' session had taken place in EYFS.** The class teacher said it had taken place earlier that day where sixteen parents had attended. A sunflower seed had been planted and a sunflower had been made out of tissue paper.

**A governor asked to be provided with further information on the class dojo.** The EYFS teacher explained it was an online platform which was used to communicate with parents where they would receive lots of posts about activities taking place in school. Each class also had its own page. The class teacher also had the facility to send reminders or to post weekly updates. There was an additional facility for parents to ask questions.

**The parent governors concurred that the dojo was extremely useful.**

**An observer said there had been quite a lot of discussion about the children's readiness to come into school, particularly since the pandemic. Was this something which had been noticed, particularly in respect of self-**

	<p><b>care skills for the younger children.</b> The EYFS teacher said this was certainly noticeable. By way of example, this included where the children were able or unable to put on or do up their coat. Because these were Covid children, the parents seemed to do much for them to include carrying their bags. However, the school tried to instil the children's independence very quickly. There had also been a number of attachment issues which again linked back to Covid.</p> <p>The EYFS teacher reported the full curriculum document was also contained on GovernorHub (filed electronically).</p> <p>On behalf of governors, the Chair thanked the EYFS teacher for her comprehensive report.</p>	
<b>4.</b>	<p><b><u>MINUTES OF THE FULL GOVERNING BOARD MEETING HELD ON 30<sup>TH</sup> JANUARY 2025/MINUTES OF THE EXTRAORDINARY FULL GOVERNING BOARD MEETING ON 26<sup>TH</sup> FEBRUARY 2025</u></b></p>	
<b>4a</b>	<p><b>All minutes to include the non-confidential and confidential (part two) minutes of the previous meetings were agreed as an accurate account which would be signed electronically by the Chair.</b></p>	
<b>4b</b>	<p><u>A Review of Governor and Governance Professional's Actions Arising</u></p> <p><b>Item 2. Action: The GP to include a SEN presentation within the agenda of the May FGB meeting when further information on the communities model would hopefully then be known.</b></p> <p><b>Item 3. Action: The GP to include the findings of the wellbeing survey within the May FGB meeting agenda.</b></p> <p>All remaining actions had been completed or would be discussed during this meeting.</p>	<p><b>GP</b></p> <p><b>GP</b></p>
<b>GOVERNANCE</b>		
<b>5.</b>	<p><b><u>LOCAL AUTHORITY GOVERNOR NOMINATION</u></b></p> <p>The Chair explained governors would have also welcomed Fran Rusbridge, School Improvement Advisor to the meeting as their local authority governor nomination. FR had supported the Headteacher Selection Panel during the recent appointment of a new substantive HT. FR also had a longstanding relationship with Wittersham. As FR was unwell that evening, governors would be asked to agree her local authority governor nomination during the 22<sup>nd</sup> May FGB meeting.</p>	
<b>6.</b>	<p><b><u>MEMBERSHIP</u></b></p> <p>The Chair reported there was one remaining foundation governor vacancy.</p> <p><b>Action: Remaining governors (and those due to be appointed) to prepare a brief pen portrait about themselves. To send a copy to the HT for inclusion on the school website governor page.</b></p>	<p><b>ALS/ HF/NB HL</b></p>
<b>SCHOOL IMPROVEMENT</b>		
<b>7.</b>	<p><b><u>SAFEGUARDING/ONLINE SAFETY TO INCLUDE FILTERING &amp; MONITORING</u></b></p> <p>The HT reported one family had been reopened to Early Help which was based on a safeguarding/Social Services referral for a sibling who attended another school.</p> <p>The HT had spoken to Social Services who had advised that Early Help was most appropriate for the family.</p> <p>There were no items to report in respect of online safety or filtering and monitoring.</p>	
<b>8.</b>	<p><b><u>HEADTEACHER'S REPORT</u></b></p> <p>The HT provided a written report in advance of the meeting (filed electronically).</p>	

### Parent Survey – March 2025

The findings from the survey were contained in the HT's written report. The Chair had since written to parents regarding the results to include what follow ups there would be. Whilst a lot of positives came out of the survey, there were a number of areas to be developed which the HT would address.

### Term Dates Discussion

The HT said she was keen to propose a change to the existing term dates for 2025/26 and that she had spoken to the local authority (Area Schools Organisation Officer) who had explained that given the school was voluntary aided, it was unnecessary to enter into a formal consultation. It would require governing board approval when parents would then be informed accordingly.

The HT thought the change would support staff wellbeing where term one was considered a long and challenging term for staff. It was an eight week term which had a significant impact on both staff wellbeing and staff absence. The current term dates also didn't align with another local secondary school and a number of the local primary schools to include the schools within the Tenterden Schools Trust which had a two week October half term holiday. This presented issues for families with siblings as regards childcare.

The HT said there had also been an unprecedented number of term time holidays so far this year despite new attendance rules coming into force from the DfE. Whilst the HT respected a family's wish to save money, term time holidays would not be authorised unless under extreme circumstances. Examples of such circumstances were provided.

The HT reported she had spoken to teachers and TAs about the changes to term dates. INSET days had also been placed either side of some of the term dates enabling families to go away a little earlier.

- To begin the academic year three days earlier on 27<sup>th</sup> August 2025. (INSET day) The school would honour any holidays which had already been booked by staff or parents which coincided with the earlier return date.
- Pupils would return to school on 28<sup>th</sup> August 2025. There wouldn't be a staggered start for EYFS pupils who would join from the first day of term one. This would provide an initial start of a Thursday and Friday followed by five days the following week.
- Term one would end on Friday, 17<sup>th</sup> October 2025. Half term would then take place between 18<sup>th</sup> October and 2<sup>nd</sup> November 2025. The HT commented it would be interesting to note if term time holidays then reduced and staff wellbeing increased. It was a small school where staff were wearing a number of hats. The HT and wellbeing governor were looking at realistic ways in which to improve staff wellbeing.
- Term three would commence on Monday, 3<sup>rd</sup> November 2025.
- Term six would conclude on Wednesday, 22<sup>nd</sup> July 2026 which was two days later than published by the local authority.
- There would be one hundred and ninety school days with five INSET days (Wednesday 27/8/25, Friday 17/10/25, Monday 05/01/26, Friday 22/5/26 and Monday 01/06/26).

**A governor commented there were a considerable number of secondary schools who had a two week October half term for the very reasons the HT had raised.**

**A governor asked which nearby schools had adopt two weeks holiday in October.** The HT said Tenterden Infant and Junior Schools (Tenterden Primary Federation), Tenterden St Michael's CEP, Homewood School and Rolvenden Primary School (all Tenterden Schools Trust/Tenterden Rural Alliance schools) had adopted

this. It was also understood a number of the Ashford and Maidstone primary schools were also moving towards this particular model. The HT commented that for teaching and support staff, there was no other option than to take holidays out of term time which was significantly more costly. Providing a two week option had been well received by staff where it was hoped this would similarly be the case for parents.

**The staff governor commented that the same model was being adopted in East Sussex. Term one was considered a very long term where some children were becoming sick or were very tired. This was certainly something worth exploring as to whether it would make a difference.**

**A governor commented she was also a governor of a secondary school in Ashford which had adopted the same approach a couple of years before. However, a consultation process had taken place.**

The HT explained that subject to governor approval, parents would be informed where their feedback would be welcomed.

**A governor thought careful consideration needed to be given on how best the change in term dates would be communicated.**

**Governors unanimously supported the proposed two week half term holiday in October.**

#### Headteacher's Report

Governors were invited to submit their questions in advance of the meeting.

**A governor enquired as to the latest attendance figures. How did they compare to previous terms and what were the key factors affecting attendance?** The HT reported as follows:

- Attendance figures had dipped below 95% just before Christmas and remained consistently lower. Attendance for the last three weeks was 94.4%.
- Whilst winter illnesses had contributed to a decrease in attendance, the most significant impact had come from attendance in Year 3/4 and Year 6. This is where there had been the most unauthorised holiday absence to include three weeks for one child who visited Australia.
- The school's attendance had historically been strong, but persistent absence in key year groups, combined with illness, had contributed to this decrease. Given Wittersham was such a small school, absences had a significant impact on the overall attendance percentage.
- Term time holidays were an ongoing challenge where it was hoped the proposed term structure for 2025/26 would help to reduce this.
- Currently, there were twenty four pupils with an attendance of 90% or below who were considered persistently absent. The school's Improvement Advisor had shared his approach to persistent absentees which had since been implemented where the school was now targeting families individually. A letter had been sent to parents where attendance had slipped below 90% where each had been invited to attend a meeting. Individual circumstances had also been reviewed and taken into consideration. One child's attendance had slipped below 90% which was due to a number of medical procedures. As this was justifiable, the parent would not be invited to attend a meeting.
- Whilst tracking attendance, there was one child who was absent on quite a number of Wednesdays where the family had been invited in to school to have a discussion about this. A further child had a lot of Mondays and Fridays off where the family didn't contact the school to report their child would be absent which raised a safeguarding concern.
- The HT, Office Manager and FLO met with specific families where well rounded support was offered or was in place.

	Action: The HT to share the DfE 'view your data' attendance dashboard during the May FGB meeting.	Head
9.	<p><b><u>SEF/SCHOOL IMPROVEMENT PLAN (SIP) 2024-25</u></b></p> <p>The March 2025 update to the RAG (red, amber, green) rated SIP was made available in advance of the meeting (filed electronically).</p> <p><b>The Chair commented that whilst there had previously been some concern that a number of the SIP actions were RAG rated red when last reviewed, it was fully apparent that good progress had since been made in a number of areas.</b></p> <p><b>Governors discussed the format of the SIP next year where it was suggested it should be more succinct.</b> The HT said she had spoken at length with the Chair earlier that day on the format of the SIP moving forward. The HT commented it was very different writing the SIP as an Assistant HT when compared to a Head. Whilst there had previously been much to do, the AHT thought next year's SIP would be more streamlined.</p> <p><b>A governor asked if the HT could highlight any significant developments in English since the last review.</b> The HT said planning and progression was much better. Planning was clearer and aligned well with the progression document. Teachers followed the specified format which helped to focus learning and clarify expectations for both teachers and TAs.</p> <p>The HT said the learning questions and sequencing was also better. The opportunities for extended writing was much more evident in the books and from lesson observations which were all English based in term three. There had also been an improved stamina for writing.</p> <p>There was evidence of progression where the books showed clear learning progression since September with rising expectations across all year groups. Marking and correction together with presentation standards had also improved.</p> <p><b>A governor asked what training and support was being provided to TAs working with daily readers.</b> The HT explained the focus was on targeted CPD (continuous professional development) for TAs to ensure they were equipped to support fluency, decoding strategies and comprehension effectively. Benchmarking training would be developed during the weekly TA meetings. This was a system of assessment for less confident learners before they became free readers. This would ensure the books were appropriate for their skill level and comprehension understanding. Coaching sessions were also taking place where some TAs felt less confident which would ensure consistency and impact.</p> <p>The HT said consideration was being given to a new assessment tool for less confident readers to monitor progress and adapt support as needed. There were fourteen SEN pupils who were working below the expected level in reading across the school. Whilst the children hadn't made progress in line with their peers, they had when compared to their baseline. The new assessment tool would further break down the progress and provide a more accurate picture.</p> <p><b>The foundation subject reviews showed strong progress overall but PSHE (personal, social, health and economic) had been identified as an area needing development. A governor asked what the key concerns were and how were they being addressed.</b> The staff governor explained she had taken on the subject leadership of PSHE at the beginning of the year. For a number of reasons, the Subject Leader (SL) hadn't had as much time as she would have liked to develop the subject. Cover had been provided the previous day which enabled the SL to have time out of class to get to grips with the PSHE curriculum. The school currently used Kapow which was considered a very good resource and scheme. Moving forward, the Curriculum Lead and PSHE Lead would take the information from Kapow and bring this into the school's documentation so that it aligned with the</p>	

others. The subject leadership plan was in place where final documentation would be completed by term five.

**A governor asked what measures were in place to ensure Subject Leaders could conduct lesson observations regularly.** The HT explained that every other week, one of the Year 6 teachers was providing class cover during the morning where teachers then had dedicated subject leadership time. As there was a lot to cover in that three hours, the lesson observations would take place during terms five and six. Themed days were also being considered again for terms five and six which would provide more capacity for teachers to come out of class for lesson observations.

**A governor asked if the HT would provide an update on the key areas of focus in the SIP.** The HT said this included the following:

- **Pupil autonomy** – A staff meeting had taken place on 11<sup>th</sup> February which had focussed on strategies to increase independence and self-regulation in learning. It was considered a massive three to four year programme where the journey had now started in its early stages. A further staff meeting would take place on 6<sup>th</sup> May 2025 when there would be a further discussion on its development and how it would be further embedded.
- **Empowering learners to manage conflict** – Staff would receive restorative conversation training during the 4<sup>th</sup> April 2025 INSET. Conflict resolution resources were already being used in the Orchard classroom nurture provision as the children had less levels of communication to be able to manage these incidents. The HT thought this was something which would be well received by learners and staff.

The HT explained the challenge after the training was on how to share this with parents and how to integrate it into the school's Behaviour policy as it would dramatically change the manner in which behaviour incidents were handled across the school. It would be much more about children having conversations and reaching their own conclusions together with restorative consequences. There would be a soft launch leading up to September where it would then be brought in line with the school's new Behaviour policy. Parent meetings would also take place in September.

- **British Values** – There had been a strong focus on this across the school with the intention of raising and discussing it with the learners. There had been the reinforcement of British values through whole school worship and dedicated class lessons. There was also a whole school display outside the Year 2 classroom. It would continue in PSHE and the wider curriculum subjects.

**A governor had previously asked if governors could receive an overview of the CPD undertaken by staff this year.** The HT explained that on every occasion a member of staff went on a course, whether it was internal or external, they would be asked to complete an online form which detailed what they done, why and an evaluation of the benefits which would inform whether the training was worthwhile. A detailed list to include benefits was contained in the HT's supplementary report (filed electronically).

**The Chair thought it would be useful to include conflict resolution as one of the governor training sessions at the start of a future meeting, particularly as this would be reflected in changes to the Behaviour policy.** The HT agreed where it would be timetabled at the appropriate time.

**The Chair suggested the HT might delay uploading her responses to governor questions until after the relevant meeting had taken place which would prompt further questions.** The HT said she was happy to do this but would send the GP a copy ahead of the meeting to assist with minute preparation.

<p><b>10.</b></p> <p><b>10a</b></p> <p><b>10b</b></p>	<p><b><u>GOVERNOR MONITORING</u></b></p> <p>A number of monitoring reports were made available in advance of the meeting (filed electronically). Remaining monitoring visits were in the process of being prepared.</p> <ul style="list-style-type: none"> <li>SEND (JB) – 13/12/24</li> <li>Collective Worship/Learning Walk (JC/HL) – 14/2/25</li> <li>Health &amp; Safety (SR) – 11/3/25</li> <li>Curriculum (JC) (formal meeting) – 30/01/25</li> <li>Wellbeing Survey – (KD) The findings to be reviewed during the next meeting.</li> <li>Collective Worship/Learning walk; Quality of Education/Behaviour for Learning (JB) – 18/3/25</li> </ul> <p><b><u>Term Five Governor Monitoring Priorities</u></b></p> <p>Governors noted those visits which were due to take place.</p> <ul style="list-style-type: none"> <li>Safeguarding (JC)</li> <li>Curriculum (JC) (informal meeting)</li> <li>Wellbeing survey continuation – KD</li> <li>Collective Worship/Learning walk; Quality of Education/Behaviour for Learning (NB)</li> <li>School Council (JB)</li> </ul> <p>Action: Governors to liaise directly with the HT regarding the dates of their monitoring visits.</p> <p>Action: The Chair to send governors the up to date templates for learning walks and Subject Leader meetings.</p>	<p><b>Govs</b></p> <p><b>Chair</b></p>										
<p><b>11.</b></p> <p><b>11a</b></p> <p><b>11b</b></p> <p><b>11c</b></p>	<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 Chair had approved the Attendance policy during January 2025 for reasons of expediency.</p> <p><b>Governors agreed that out of pocket expenses incurred by members of the Governing Board would continue not be funded out of the school’s annual budget allocation.</b></p> <p><b>Governors ratified the following policies without amendment.</b></p> <table border="1" data-bbox="256 1323 1350 1496"> <thead> <tr> <th>Policy</th> <th>Next Review</th> </tr> </thead> <tbody> <tr> <td>Attendance policy</td> <td>January 2026</td> </tr> <tr> <td>Admissions policy (for 2026/27)</td> <td>March 2026</td> </tr> <tr> <td>School Recruitment policy (HR Connect model policy)</td> <td>“</td> </tr> <tr> <td>Governor Allowances policy</td> <td>“</td> </tr> </tbody> </table> <p><b><u>Updated Policies Not Requiring Governing Board Approval</u></b></p> <p>The Social Media policy and Mobile &amp; Smart Technology policy had been updated since the last meeting. Copies were available within the GovernorHub policy sub-folder.</p> <p>Action: The HT to amend the designated lead on the Mobile &amp; Smart Technology policy, sending a copy to the GP for uploading.</p> <p><b><u>Update to the Pay Policy</u></b></p> <p>Action: JB/HT to work on the updating of the Pay policy in light of the local authority’s changes to support staff.</p>	Policy	Next Review	Attendance policy	January 2026	Admissions policy (for 2026/27)	March 2026	School Recruitment policy (HR Connect model policy)	“	Governor Allowances policy	“	<p><b>Head</b></p> <p><b>JB/Head</b></p>
Policy	Next Review											
Attendance policy	January 2026											
Admissions policy (for 2026/27)	March 2026											
School Recruitment policy (HR Connect model policy)	“											
Governor Allowances policy	“											

## FINANCE & RESOURCES

### 12. **FINANCE/HEALTH & SAFETY/PREMISES/GENERAL DATA PROTECTION REGULATIONS (GDPR)**

#### 12a A Review of the Eleven Month Budget Monitoring Report

The February 2025 budget monitoring report was made available in advance of the meeting (filed electronically).

- Year End Revenue Budget Projection

	(£)
Revenue Income	938,056
Revenue Expenditure	976,682
Revenue Balance	-38,623
Revenue Balance B/F 2023/24	75,793
Revenue Balance C/F to 2025/26	<b>37,170</b>

#### Year End Capital Budget Projection

	(£)
Total Capital Income	1,829
Less Capital Expenditure	1,830
Capital Balance	-1
Capital Balance B/F 2023/24	0
Capital Balance Carried Forward to 2025/26	<b>-1</b>

- There was a positive variance of £54,414 on Revenue income when compared to the original budget plan. However, there was a negative variance of £51,434 on Revenue expenditure.
- The in-year Revenue deficit had decreased from the predicted £46,602 at the time of setting the budget to the current prediction of a deficit of £38,623.
- Based on the carry forward from 2023/24, the predicted Revenue budget carry forward to 2025/26 was £37,170. This had previously been predicted as £29,191 at the time of setting the budget (currently a positive variance of £7,980).
- It was noted the predicted Capital income was £1,829 which compared to an expected spend of £1,830.

**A governor was very pleased to note the predicted carry forward to 2025/26 had increased from £23,183 at the nine month position to the current prediction of £38,623. How had this been achieved?** The HT said there had been a stringent approach to spending where the school had pulled back on spending anything. The HT was also keen to have some sort of buffer as there were a number of unknowns as to funding for the next financial year.

#### 12b Schools Financial Values Standard (SFVS) Submission – March 2025

The draft SFVS submission was provided in advance of the meeting (filed electronically). The Chair of the Finance Committee was thanked for his work in preparing this.

**Governors ratified the SFVS submission and appended Related Party Transactions (RPT nil return) for 2025. The submission would be signed electronically by the Chair.**

**Action: The GP to send a copy of the electronically signed SFVS and RPT to the HT and Finance Officer, copying the Chair of governors and Chair of the Finance Committee.**

**GP**

<b>12c</b>	<p><u>Any Other Items: Finance, Premises, Health &amp; Safety or GDPR</u></p> <p>The HT reported that towards the end of Collective Worship earlier that day during which there was a celebration of St Patrick’s day, the fire alarm had been activated which wasn’t a planned drill. The school was swiftly evacuated to include those visitors on site. There had been one hundred and twenty six pupils in the hall which had raised questions as to the fire drill in such circumstances.</p> <p>The HT explained there was a laser system in the hall which was triggered by smoke. However, the sunlight which had entered through the top window of the hall had mixed with dust and had broken the fire alarm beam.</p> <p>A fire risk assessment had taken place on Monday, 17<sup>th</sup> March 2025 where the air quality had been flagged. Whilst it would normally be 100%, the sensor indicated it had dipped to 3%. Whilst it was thought unlikely that there had been such a significant drop, this would be monitored in the event such an event were to happen again. It had raised questions on how to take all of the children offsite given staff should have left via their designated exit points and wouldn’t have returned to help the HT with the children. A site meeting would take place the following week on what would be done in such a situation.</p> <p><b>A governor commented the incident had proven useful as it highlighted what needed to be done in such circumstances.</b></p> <p>There were no other matters arising.</p>	
<b>OTHER</b>		
<b>13.</b>	<p><b><u>WEBSITE/TEP GOVERNANCE MONTHLY BULLETINS/DFE UPDATES</u></b></p> <p>The February 2025 governance bulletin was provided as a supporting paper for this item (filed electronically).</p> <p>The GP highlighted several items within the February bulletin.</p> <ul style="list-style-type: none"> <li>• SEN localities model – the timeline for activity was now available.</li> <li>• There was a new KELSI Inclusion page: <a href="#">Inclusion - KELSI</a></li> <li>• New DfE guidance was available <a href="#">Special educational needs (SEN) and disabilities: guidance for school governing boards - GOV.UK</a></li> <li>• School food standards – allergy guidance updated. <a href="https://www.legislation.gov.uk/ukxi/2014/1855/contents">https://www.legislation.gov.uk/ukxi/2014/1855/contents</a></li> </ul> <p>There were no questions arising from the bulletin contents.</p>	
<b>14.</b>	<p><b><u>GOVERNOR TRAINING/BRIEFINGS</u></b></p> <p>There were no training or briefings to report on since the last meeting.</p>	
<b>15.</b>	<p><b><u>CHAIR’S ACTIONS/CORRESPONDENCE</u></b></p> <p>As reported under item 11 (Policies), the Chair had approved the Attendance policy during January 2025 for reasons of expediency.</p> <p>There were no other Chair’s actions to report and no other correspondence had been sent or received.</p>	
<b>16.</b>	<p><b><u>ANY OTHER BUSINESS</u></b></p> <p>There were no other matters arising.</p>	
<b>17.</b> <b>17a</b> <b>17b</b>	<p><b><u>CONFIDENTIALITY</u></b></p> <p>There were no discussions or papers which were considered confidential.</p>	

<b>18.</b>	<b><u>DATE OF NEXT MEETING</u></b>	
	The next FGB meeting would take place <b>at school at 6.30pm on Thursday, 22<sup>nd</sup> May 2025</b>	

The meeting closed at 7.46 pm.

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

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

### **ACTION SUMMARY**

ITEM	AGENDA ITEM	TO BE ACTIONED BY	ACTION
1.	4b	Governance Professional	To include a SEN presentation within the agenda of the May FGB meeting when further information on the communities model would hopefully then be known.
2.	4b	Governance Professional	To include the findings of the wellbeing survey within the May FGB meeting agenda.
3.	6	NB/HL/HF /ALS	To prepare a brief pen portrait about themselves. To send a copy to the HT for inclusion on the school website governor page.
4.	8	Head	To share the DfE 'view your data' attendance dashboard during the May FGB meeting.
5.	10b	Governors	To liaise with the HT regarding the dates of their monitoring visits.
6.	10b	Chair	To send governors the up to date templates for learning walks and Subject Leader meetings.
7.	11b	Head	To amend the designated lead on the Mobile & Smart Technology policy, sending a copy to the GP for uploading.
8.	11c	JB/Head	To work on the updating of the Pay policy in light of the local authority's changes to support staff.
9.	12b	Governance Professional	To send a copy of the electronically signed SFVS and RPT to the HT and Finance Officer, copying the Chair of governors and Chair of the Finance Committee.