



WITTERSHAM CHURCH OF ENGLAND PRIMARY SCHOOL
MINUTES OF THE FULL GOVERNING BOARD MEETING
Held at School on Monday, 7th November 2022 at 6.30 pm

*On a voyage of discovery: together we learn,
grow and achieve*

Christian Values of
Respect, Self-worth/Perseverance, Love,
Kindness, Forgiveness

PRESENT: John Collins (Chair), Oliver Walker (Vice Chair), George Hawkins (Headteacher), Lucy Avena (AHT/Staff governor), John Posnette, Nick Barnett, Kerry Dean, Rachel Georgiades and Stephen Rogers

CLERK: Jane Phillips

The meeting commenced at 6.32 pm.

ITEM	PROCEDURAL	ACTION
1.	<u>WELCOME, APOLOGIES, QUORUM</u>	
1a	The Chair welcomed governors and the new Headteacher to the meeting which was opened with a prayer. Introductions were made.	
1b	Apologies were received and accepted for Jane Burnett (prior commitments). There were no other apologies for absence.	
1c	The Clerk confirmed the meeting was quorate.	
2.	<u>DECLARATIONS OF BUSINESS INTEREST</u>	
2a	Action: Remaining governors to complete their annual business interest declarations on GovernorHub. Action: The Clerk to prepare an Annual Summary of Governor Business Interests for the school's website.	GH/LA /RG Clerk
2b	There were no declarations of business interest made against any agenda item.	
2c	Governors were reminded to declare any business interests which became relevant during the meeting.	
3.	<u>MINUTES OF THE FULL GOVERNING BOARD MEETING HELD ON 7TH JULY 2022</u>	
3a	The confidential and non-confidential minutes of the previous meeting were agreed as an accurate account and would be signed electronically by the Chair.	
3b	<u>A Review of Governor and Clerk's Actions Arising</u> Item 2. Action: The Clerk to forward previous correspondence on the Emergency Management and Business Continuity Plan to the HT. All remaining actions had been completed or would be discussed during this meeting.	Clerk
GOVERNANCE		
4.	<u>APPOINTMENT OF THE VICE CHAIR</u>	
4a	It was noted the Vice Chair's term of office would be one year as per the Standing Order for the Election of the Chair and Vice Chair.	

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4b	<p>The Chair reported he had received a nomination for Oliver Walker to stand again for reappointment who had indicated his willingness to continue. Further nominations were invited which could be self or other. There were none.</p> <p>Governors unanimously agreed the reappointment of Oliver Walker as Vice Chair. His new term of office would commence on 7th November 2022 and conclude on 6th November 2023.</p>	
5.	<p><u>CODE OF CONDUCT</u></p> <p>Governors agreed the National Governance Association Code of Conduct for 2022/23.</p> <p>Action: Remaining governors to confirm via GovernorHub that they agree to abide by the Code of Conduct 2022/23.</p>	GH/LA /RG
6.	<p><u>INSTRUMENT OF GOVERNMENT (IOG) – A REVIEW OF CONSTITUTION & MEMBERSHIP</u></p> <p>The governing board’s IoG was recirculated as a supporting paper for this agenda item (filed electronically).</p> <p>The Chair reported that Donna Clifton had resigned during the summer for family reasons. The governor was considered to have made a significant and much valued contribution to the work of the governing board. As a consequence, there were currently two Foundation governor vacancies.</p> <p>The Chair explained that as a Voluntary Aided school, Foundation governors should exceed all other governor categories collectively by a majority of two which wasn’t currently the case. Following a more flexible approach by the Diocese as regards the criteria for Foundation governor appointments, the HT would include an item in the school’s newsletter and in ‘Outlook on Oxney’ in respect of the current vacancies. The Chair explained the criteria for appointment.</p> <p>The Clerk asked if the current vacancies had been raised with the Team Vicar. The Chair said he had indicated he was happy with the governing board’s approach in attracting possible candidates.</p> <p>Governors agreed that the size and composition of the governing board continued to meet its needs and that it was unnecessary to reconstitute at this time. The IoG would be reviewed again in one year’s time.</p>	
7.	<p><u>ANNUAL REVIEW OF THE GOVERNING BOARD – ORGANISATION, STRUCTURE, EFFECTIVENESS AND IMPACT</u></p> <p>7a The Chair explained that the governing board previously followed a committee based model of governance to include a Curriculum Committee and a Finance, Premises & Personnel Committee. However, given a degree of repetition in reporting, it had been agreed to move to a hybrid Circle model (whole governing body approach) but to include a Finance Committee.</p> <p>Governors agreed that the governing board should continue to follow the hybrid Circle model. The model of governance would be reviewed again in one year’s time.</p> <p>7b <u>Finance Committee Appointments/Membership</u></p> <p>Oliver Walker was reappointed as Chair and Stephen Rogers as Vice Chair of this committee. There were no changes in membership. The Chair commented that further governors were most welcome to join this committee if they wished.</p> <p>7c <u>Department for Education Identified Monitoring Roles</u></p>	

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<p>7d</p>	<p>Governors were previously provided with NGA link governor role descriptors as supporting papers for this agenda item (filed electronically).</p> <p>Governors agreed appointments to the following monitoring roles:</p> <ul style="list-style-type: none"> • Safeguarding – John Collins • SEND – Jane Burnett • Health & Safety – Stephen Rogers • Finance – Oliver Walker <p><u>Additional Monitoring Roles</u></p> <ul style="list-style-type: none"> • Early Years Foundation Stage – Kerry Dean • Pupil Premium/Sports Premium – Stephen Rogers • Governor Training & Development – John Collins <p>The Chair explained that where governors were new to the role, he was more than willing to initially support governors in their monitoring activities.</p> <p>Action: The Clerk to update monitoring roles and responsibilities on GovernorHub/prepare the Annual Declaration of Business Interests for 2022-23.</p>	<p>Clerk</p>
<p>8.</p>	<p><u>TERMS OF REFERENCE (ToR) AND STANDING ORDERS</u></p> <p>The model ToR for the full governing board, ToR for the Finance Committee (previously reviewed by the committee) and Standing Order for Virtual governance were circulate in advance of the meeting (filed electronically).</p> <p>Governors agreed the ToR for the FGB and Finance Committee without amendment.</p> <p>Governors further agreed the Standing Order for Virtual Governance. The option to meet in this way would be called upon for FGB and committee meetings and monitoring activities where a need was identified. The chat facility would remain on enabling links to be shared.</p> <p>Action: The Clerk to upload to GovernorHub the ToR for the FGB and Finance Committee and Standing Order for Virtual Meetings following changes made.</p>	<p>Clerk</p>
<p>9.</p>	<p><u>GOVERNOR SAFEGUARDING</u></p> <p>The Clerk explained that as a minimum, all governors should read parts one and two of the DfE’s ‘Keeping Children Safe in Education’ (KCSIE) (Sept. 2022) and that the Chair and Safeguarding governors should read the document in its entirety.</p> <p>Action: Remaining governors to complete their KCSIE declarations on GovernorHub.</p> <p>The Chair said a further requirement of KCSIE Sept. 2022 was that all governors should undertake Safeguarding training on induction. Existing governors should complete Safeguarding training regularly and that annually was considered best practice.</p> <p>Action: The Chair to send governors the link to the new NGA Learning Link module ‘Safeguarding: How to fulfil the governance role’ together with a link to the recent NGA Safeguarding webinar.</p> <p>Action: Governors to complete the new Learning Link Safeguarding module and view the NGA Safeguarding webinar prior to the next meeting. Governors to confirm completion to the Chair and to send certificates to the Clerk.</p>	<p>Govs</p> <p>Chair</p> <p>Govs</p>

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SCHOOL IMPROVEMENT

<p>10.</p> <p>10a</p> <p>10b</p> <p>10c</p> <p>10d</p>	<p><u>SAFEGUARDING</u></p> <p>There were no incidents, issues or concerns to report.</p> <p>The HT explained that all staff, regardless of whether they worked with children or not had been asked to read parts one and two of KCSIE.</p> <p>The HT confirmed that he had led Safeguarding training for all staff and volunteers to include new joiners in September. All staff had now received training on using CPOMS (Child Protection Online Management System) and now had access to it. The HT provided a brief overview of CPOMS to include its capabilities.</p> <p>A governor asked if it was only the Designated Safeguarding Leads (DSLs) who had access to CPOMS. The HT explained the DSLs had elevated access where they had an overarching picture whilst staff had a different level of access where they could add an incident. Access was also limited to those children in their care. The HT commented it was a very powerful tool which was already having an impact at school.</p> <p>The HT confirmed that all staff had signed to confirm that they had read KCSIE (Sept. 22). All had also re-read the school's Child Protection policy together with the school's new Low Level Concerns policy.</p>	
<p>11.</p>	<p><u>HEADTEACHER'S REPORT</u></p> <p>(Some discussions within this agenda item were considered confidential and were contained in part two of the minutes.)</p> <p>The HT provided governors with a brief summary of his background. He had initially started as a 1:1 Teaching Assistant at Egerton C.E Primary School. On the HT's recommendation at that time, he then embarked on a four year degree one day each week at Canterbury University to become a qualified teacher. During the HT's NQT (newly qualified teacher) year, he was asked to become a Key Stage Leader which he'd thoroughly enjoyed. In 2018, the HT became Assistant Headteacher at High Halden CEP where there were also classroom responsibilities in a Year 4/5 class. The HT's role subsequently expanded when High Halden CEP's Headteacher became Executive Head across two schools.</p> <p>The HT presented those aspects of education which were particularly important to him.</p> <ul style="list-style-type: none"> • Inclusion. • There should be aspirations for all regardless of their backgrounds. • Inquiry based learning. Research had proven that children gained more knowledge between the ages of three and five from child based learning when they were discovering new and different things. • Creating lifelong learners. • Creating experiences and memorable moments. • Avenues/pathways for success. In primary schools, children would be provided with the foundations to succeed later in life. This would provide avenues for each to flourish in many different ways. <p>The HT presented three values which he considered were non-negotiables as a leader.</p> <p style="text-align: center;">Openness • Joy • Legacy</p> <p>Openness – To be welcoming, warm and compassionate where people felt he was approachable. The openness of working with others.</p>	

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Joy – Children attended because they loved coming to the school not because it was their local school. Staff should also enjoy working at the school. It should be a joyous place which was inspired by family and memorable moments.

Legacy – On a small scale, what was the legacy from a particular lesson? On a larger scale, what would the children take forward from their time at Wittersham? It would also provide the time to take time to reflect on what the impact of decisions would be. What legacy would be left from that decision or conversation?

Contextual Report

Pupil Numbers

- Currently there were one hundred and forty one pupils on roll.
- There were two spaces in Year 6. An enquiry had been received for one of these spaces earlier that day.
- Year 1 had a very high percentage of summer born children (9/20), there were three children with EHCPs (Education and Health and Care Plans) and a higher level of persistent absence.
- In Year 3, again there was a higher percentage of summer born, Pupil Premium and SEN Support pupils.

A governor asked for clarification Ever 6 FSM (Free School Meals). The HT explained that if a child had ever qualified for FSM, they would remain as Ever 6 FSM.

A governor asked about the relevance of summer born children. The HT said the children would be considered vulnerable as they would start school slightly later. With the exception of EYFS and Year 6, there was generally quite a high percentage of summer born children in remaining year groups.

A governor asked if the definition of summer born would continue into secondary education. The HT commented that whilst it would be monitored, it was more obvious during primary education.

A governor asked in what month were children considered summer born. The HT said it was June.

A governor queried that there were the same number of children under SEN Support in Years 3 and 4. The HT explained there were a number of other factors in Year 3 to include the number of summer born and the number of PP children.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
95.6%	92.8%	96.1%	97.8%	93.7%	94.3%	94.1%

A governor noted that Year 3 had a very low rate of absence (2.2%) when compared to other year groups. The HT reported there had been some minor Covid outbreaks, particularly in EYFS, Year 1 and Year 6. There had also been some unauthorised holidays taken during term time in Years 4 and 5. This was partly attributed to a knock on effect from Covid and that a number of holidays had been rebooked. The HT commented that the school had processed sixteen penalty notices since the beginning of September 2022.

The HT said the attendance target was 96% by term 5 which would take attendance 2% above national attendance for the previous year.

Staffing Structure

- A 1:1 TA had been employed in Year 3/4 to provide maternity cover.

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- A Medical Welfare TA had been appointed to support the medical needs of a child in Year 1 and any other medical needs across the school. The TA would also support teaching and learning in Early Years.
- The Year 1/2 teacher's hours had been increased whereby she now worked an additional morning each week. The additional hours would again increase capacity within the school and would enable subject leadership time on a more regular basis.

The Chair asked the HT to provide an explanation of PPA time for the benefit of those more recently appointed governors. The HT explained this was teacher planning, preparation and assessment time where the HT was obliged to provide ten percent of teaching time on PPA time each week. Where teachers were employed on a fulltime basis, they took one day of PPA time every other week. There was also an option to complete this from home.

- Discussions were currently taking place on whether the Finance Manager's hours could be increased from twenty one to thirty hours each week.
- A member of support staff had experienced long Covid but had now returned to work on a part-time basis prior to returning to fulltime.

A governor asked if any of the TAs were pupil specific. The HT said there was 1:1 TA support in Year 1 and Year 3.

Behaviour

The HT presented a CPOMS pie chart which showed the percentage of issues logged on the system by category. It was noted that 20.7% of time had been spent on communication with parents which was then logged. 17.7% related to the behaviour log. This related to negative behaviour which could then be tracked to identify whether there was a pattern to when it was happening. An example of a particular child was provided.

Internal Exclusions	Fixed Term Exclusions	Racial Incidents	Homophobic Incidents	Bullying Log
6	0	0	0	0

The HT reported there had been six internal exclusions so far this year, four of which related to one child with additional needs. The HT commented that copy behaviour wasn't considered acceptable which was dealt with in a different way.

Curriculum Development

The HT explained that the school's strap line of 'On a voyage of discovery: flourishing in God's love' was something which the whole school community could relate to. Every lesson was a journey as was a children's time at the school. The HT presented the 'Children's Chest'.

- There was a broad curriculum which was based on the national curriculum.
- There was a stimulating and supportive environment with challenging and engaging learning.
- There were avenues to flourish with a sense of belonging.
- Parents were partners.
- There needed to be a Christian message which was given to children which modelled what it meant to be a Christian to include moral values and their importance.
- The 'journey' was about where the school wanted the children to go.
 - Would it provide enrichment opportunities?
 - Would it provide a sense of community and relationships?
 - Was it considered ambitious for the children?

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- Was the learning considered enquiry based where the children were challenged on their learning?
- School based valour provided pupils with the opportunity to be courageous in their learning, to take risks and that it was ok to make mistakes as they were being brave.
- The children would then arrive on the 'island' possessing the following.
 - A strong moral purpose underpinned by the school's Christian values.
 - Academically literate enabling any avenue to be explored in the future.
 - The children would be well rounded individuals.
 - The children would be confident and resilient and lifelong learners.

The HT reported that he, the AHT and Subject Leaders had reviewed every subject to ensure that each was progressive, was purposeful, was consistently implemented across the school and fitted with the 'voyage' model. Was it promoting what was wanted for the children at Wittersham?

The HT explained the school was moving to an ABC curriculum for the Year 3/4 children. The AHT commented that it would be based on a three year rolling programme whilst previously it had been based on two.

A governor asked to be provided with further information on the new rolling programme and what it would mean to the children's learning.

The HT explained that Year 4 children were split across two year groups. Currently, all Year 4 children were learning about ancient civilisation in history. However, some children were learning about the Egyptians as part of ancient civilisation whilst others were learning about the Indus Valley civilisation. When the children moved up to Year 5, they would come back together and learn about something different. When the children moved into Year 6, they would have a different set of knowledge based on the year group they were in. This would then make it difficult for the Year 6 teacher to build on this knowledge. By moving to an ABC curriculum, all of Years 3, 4 and 5 would all learn the same thing at the same time where the pathway for the children would be the same all the way through. To make it progressive, there would be a different expectation of skills from the children. The ABC curriculum would be implemented from September 2023 in Years 3, 4 and 5.

The HT said he, the AHT and Subject Leaders would sequence specific knowledge and the skills which the children would acquire in each subject and stage in school. There would also be retrieval activities. There would be a learning walk template on what the expectations were for high quality learning and what that looked like. The HT's formal learning walks would begin later that term.

Appraisals for all staff had been completed where actions were linked to the class and school action plans. Every teacher had a class related action or target which related to data. A further action was a school wide target on the curriculum. For Subject Leaders, it was to ensure that their subject was coherently sequenced and planned. Each teacher also had a research project to complete which they would then look to roll out in their classroom which would also have an impact across the whole school.

The HT said he'd also spoken to TAs about coaching opportunities which they were very receptive to. The TAs would have two targets, one of which would be class related and the other would be in respect of continuous professional development. The HT was keen to recognise those members of staff who had gone above and beyond during the year.

What's New?

- Lunchtimes were now split into two halves rather than the children eating at the same time.
- There was a new style newsletter which had been well received.

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- The HT had held his first VIP party for those children who had shone in a variety of different ways across the curriculum.
- The Behaviour policy had been adapted to include behaviour expectations which were consistent across every class.



The AHT explained children started each day 'ready to learn'.

- Forest School had been implemented where there would be 'Forest School Fridays' where at least three year groups would have Forest School.
- There had been black history week as part of black history month. A company called Roots to Food had visited and had cooked a jambalaya with all of the children.
- Rocksteady had also started where the children would sign up to a six week period on either drums, keyboard, guitar or vocals. The children were put into bands with six weeks of practice for half an hour each week with the intention that they would then build up to a rock festival which parents would attend.
- There had been some musical theatre workshops for Years 2, 3 and 4.
- There was also a new school website.

12. SEF/SCHOOL DEVELOPMENT PLAN – 2022-23

The HT presented the School Development Plan (SDP) priorities for 2022/23.

Quality of Education:

- Ensure our Wittersham curriculum is coherently planned, sequenced and refined to support progress across the school.
- Develop strategies and school-wide approaches to ensure children know more, remember more, understand more and do more.
- Raise KS1 outcomes in reading, writing, maths and phones.
- Support teaching staff in new roles to deliver high quality teaching and learning.

Behaviour and Attitudes:

- Promote high levels of engagement within all lessons.
- Continue to improve attendance and punctuality of children.
- Develop the opportunities for nurture and specific support for children with SEND and emotional needs.

Personal Development:

- Promote the growth of all within our community through empowerment and CPD.
- Establish clear enrichment and extracurricular opportunities to develop the whole child.
- Further support children's physical and mental health.

Leadership & Management:

- Re-establish and embed effective leadership at all levels.
- Seek further opportunities to collaborate with local schools and networks.
- Further develop the skills and knowledge of the governing body in holding the school to account.

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Early Years Foundation Stage:

- Embed and support the new teaching team.
- Raise outcomes for those achieving GLD (good level of development).
- Develop the implementation of the EYFS curriculum with the Wittersham curriculum.

The HT explained that during the first INSET day in September, a post-it note board exercise had been prepared where staff could upload those aspects which they particularly loved about the school, those which they would change and those which they would get rid of. The HT had also spent time in class and had spoken to parents and children which were all reflected in the SDP priorities.

The HT explained that under the 'Quality of Education', it was important to ensure that the school's curriculum was planned and sequenced which was very specifically linked to the school's USP which made Wittersham's curriculum different from any other schools.

The HT further explained that this then fed into 'Behaviour & Attitudes' where children would know more, remember more, understand more and therefore do more.

A further focus within the Quality of Education was to raise pupil outcomes in KS1 (reading, writing, maths and phonics). There were also new members of staff in Reception and in Years 3 and 6 where it was important to support them in their new roles to ensure the quality of education remained high and of a good standard.

Within 'Behaviour & Attitudes', a focus was to ensure high levels of pupil engagement in all lessons to include the children's behaviour for learning which needed to be more consistent across the school.

The HT said attendance and punctuality would remain an important focus.

The HT explained the SENCo was also keen to lead on developing the nurture programme to include reflecting on the current nurture provision for pupils and what could be offered over and above this. A nurture provision had been introduced on a Monday, Tuesday and Wednesday lunchtime which would eventually extend to the entire week. It was also hoped to develop the Garden Room to include additional sensory and nurturing opportunities to include further use of the outside space. If the children's wellbeing was addressed, they would then do better academically.

Referencing 'Personal Development' and CPD (continuous professional development), the HT said there would be a focus on his own induction and professional development. There were also Middle Leaders who were looking to explore senior leadership roles. There were also TAs who were looking to expand their capacity and to lead interventions in the classroom. Further enrichment activities would be a further focus to include outdoor activities such as Forest School. The HT commented that staff were keen to get back to the pre-Covid time when there were lots of enrichment opportunities which hadn't as yet regained momentum. Extra-curricular clubs would also look to be expanded.

The HT explained that through Sports Premium funding, the AHT and PE Leader were also looking to increase the amount of time when children were physically active.

As regards 'Leadership & Management', the focus was on re-establishing and embedding effective leadership to include the HT, Middle Leaders and what made effective subject leadership across the school. Further opportunities to collaborate with other local rural schools would be a focus. There had already been shared practice and training across three different schools. There was also a shared enthusiasm amongst local Heads to re-energise the Tenterden Rural

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	<p>Alliance (TRA) which as a group had been hugely supportive of small rural schools.</p> <p>A further Leadership & Management focus was on further developing the skills and knowledge of the governing body in holding the school to account.</p> <p>In respect of EYFS, the HT said the focus would be on embedding the new teaching team to ensure a consistent approach. To raise pupil outcomes in respect of their GLD (good level of development) and to develop the implementation of the Wittersham EYFS curriculum which was very different to the curriculum for remaining year groups.</p> <p>The Chair explained that governors would have an opportunity to thoroughly review the SDP in greater detail prior to the December meeting.</p> <p>Action: Governors to submit questions to the HT on the overall SDP in advance of the December FGB meeting. The HT to respond to governor questions during the meeting.</p> <p>Governors ratified the SDP priorities for 2022-23.</p>	Govs
13.	<u>GOVERNOR MONITORING</u>	
13a	<p>The Governor Visits policy and the Governor Monitoring Plan both for 2022/23 were circulated in advance of the meeting (filed electronically).</p> <p>Governors ratified the Governor Visits policy. The policy would be reviewed again in one year's time.</p>	
13b	<p><u>Governor Monitoring Schedule 2022/23</u></p> <p>The Chair explained there would be three monitoring visits across the year on Safeguarding, SEND, Pupil Premium and Health & Safety.</p> <p>The Chair further explained there would also be one monitoring morning each term where a governor would carry out a visit to include a learning walk with a particular SDP focus. The Chair would carry out the first visit in term 2 to trial the new approach. The focus of the term 2 visit would be on the Quality of Education. During the same morning, there would be a sample of books from across the whole school on one particular curriculum area which would tie in with a meeting with the Subject Leader. In term 2, the focus would be on history. A governor would also observe an act of Collective Worship each term as part of monitoring the school's Christian distinctiveness. A template for recording this had been provided.</p> <p>The Chair said he was very happy to accompany a governor who was new to the role and that governors would initially be provided with a very specific set of questions.</p> <p>The Chair further explained that governors would receive progress and attainment data on three occasions during the year ahead of full governing board meetings.</p> <p>The Chair said there would also be a School Council Conference and staff well-being survey in term 3. A parent survey would take place in term 5 and a Rother (Year 6) exit survey in term 6.</p> <p>Action: Link governors (Safeguarding, SEND, PP, H&S) to arrange their term 2 monitoring visits with the HT.</p> <p>Action: Foundation governor NB and the Chair to complete a monitoring morning in term 3.</p>	Chair/ JB/SR Chair/ NB
14.	<u>SIAMS/CHRISTIAN DISTINCTIVENESS</u>	
	<p>The HT reported the new SIAMS Framework would take effect from September 2023. The school wasn't currently anticipating an inspection. Schools previously</p>	

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	<p>inspected in 2015 were currently being inspected whilst the school was last inspected in 2017.</p> <p>Action: The Chair to send NB and JP to link to Diocesan Foundation governor induction training.</p> <p>The HT further reported that the Acting Deputy Director of Education at the Canterbury Diocese had reviewed the school's Christian vision and values. The Deputy Director thought the vision and values needed to be more distinctive to Wittersham and had provided a number of suggestions. The HT intended to meet with staff and to then put together a working party to include several governors.</p>	Chair																
15.	<p><u>FINANCE COMMITTEE REPORT</u></p> <p>The Chair of the Finance Committee reported on their meeting which had taken place earlier that evening. The six month (September 2022) budget monitoring report was circulated in advance to all governors (filed electronically).</p> <ul style="list-style-type: none"> At the six month position, income for the year was predicted as £823,033 with expenditure of £888,861. An in-year deficit of £65,828 was further predicted. However, this had been mitigated by the carry forward from 2021/22 of £108,460. The carry forward to 2023/24 was predicted to be £42,632. Whilst the original three year budget plan predicted an in-year deficit of £36,132, this had since risen by a further £29,696. Much of this related to server and IT costs which the school would be refunded in due course by way of a grant. Once the school had received the grant and income from school trips, the year end position would present a more positive picture with a balance carried forward of approximately £70,000. An update on the TOCA (Transfer of Control Agreement) with Stepping Stones Nursery was provided. The amendments in the new agreement were considered in the school's best interests when compared to the previous agreement. <p>Governors ratified the TOCA with Stepping Stones Nursery.</p>																	
16.	<p><u>POLICIES</u></p> <p>All policies due for review were circulated in advance of the meeting (filed electronically).</p> <p>The HT would in future highlight any changes to policy wording.</p> <p>Governors ratified the following policies without amendment.</p> <table border="1" data-bbox="272 1440 1254 1711"> <thead> <tr> <th>Policy</th> <th>Next Review</th> </tr> </thead> <tbody> <tr> <td>Child Protection policy</td> <td>October 2023</td> </tr> <tr> <td>Early Years Assessment policy</td> <td>"</td> </tr> <tr> <td>EYFS policy</td> <td>"</td> </tr> <tr> <td>RE policy</td> <td>"</td> </tr> <tr> <td>Supporting Pupils with Medical Conditions</td> <td>"</td> </tr> <tr> <td>Low Level Concerns policy</td> <td>"</td> </tr> <tr> <td>School Uniform policy</td> <td>September 2024</td> </tr> </tbody> </table> <p>Action: The Clerk to carry over the Finance policy to the December FGB meeting.</p>	Policy	Next Review	Child Protection policy	October 2023	Early Years Assessment policy	"	EYFS policy	"	RE policy	"	Supporting Pupils with Medical Conditions	"	Low Level Concerns policy	"	School Uniform policy	September 2024	Clerk
Policy	Next Review																	
Child Protection policy	October 2023																	
Early Years Assessment policy	"																	
EYFS policy	"																	
RE policy	"																	
Supporting Pupils with Medical Conditions	"																	
Low Level Concerns policy	"																	
School Uniform policy	September 2024																	
OTHER																		
17.	<p><u>WEBSITE/TEP GOVERNANCE MONTHLY BULLETINS/DFE UPDATES</u></p> <p>The governance monthly bulletins from July to October 2023 inclusive were recirculated as supporting papers (filed electronically).</p>																	

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	<p>A governor referenced the school's new website and asked if it was complaint with statutory requirements on what should be published. The HT said a number of items had been moved across from the previous website. The class pages were under development as was similarly the case for the governor pages.</p> <p>Action: Governors to provide the HT with a brief bio about themselves for inclusion on the school's website.</p>	Govs
18.	<p><u>GOVERNOR TRAINING</u></p> <p>Governors reported on training undertaken since the last meeting.</p> <ul style="list-style-type: none"> • The Chair had completed the NGA Learning Link module on 'Safeguarding – The Governor's Role) and had viewed the NGA webinar 'The Governance of Safeguarding'. • The Clerk had attended The Clerking Service and County Clerks briefings together with bespoke governor training on 'Holding the Curriculum to Account' and 'A Self-evaluation of Good Governance'. <p>Governors had been asked to complete the Learning Link Safeguarding module earlier in the meeting and to view the NGA's Safeguarding webinar prior to the next meeting. Both included the changes to the DfE's 'Keeping Children Safe in Education' (Sept. 2022).</p> <p>The Chair encouraged governors with a specific monitoring role to review the Learning Link modules which would support them with this.</p>	
19.	<p><u>CHAIR'S ACTIONS/CORRESPONDENCE</u></p> <p>There were no chair's actions to report and no correspondence had been sent or received.</p>	
20.	<p><u>ANY OTHER URGENT BUSINESS</u></p> <p>The Chair explained that following the school's purchase of the extended version of GovernorHub, all papers would be made available on the site in advance of meetings and would no longer be circulated by email by the Clerk. Whilst individual training records would be automatically updated following attendance of The Education People training events, governors were asked to ensure that they added any other training they'd completed manually on their training record such as Learning Link modules. This would also include viewing webinars.</p> <p><u>Year 5/6 Residential Trip</u></p> <p>The HT reported that subject to governor agreement, the children would be taken to Eastbourne in June next year through Buzz Active which was a local authority based company. There would be two secure scout huts which housed sleeping and showering facilities together with a lunch hall. The children would spend some of the time camping there. Three members of staff would accompany the children which would involve one staff member camping each night which would be rotated. The trip would be for three nights and four days. The children would either be transported by minibus to Eastbourne seafront or on one day they would visit a lake where activities included raft building, windsurfing, sailing and paddle boarding. There would be two open afternoons and one evening when the children would be involved in the more traditional bushcraft activities to include orienteering, abseiling, climbing and zip wires.</p> <p>The HT explained parents had been asked to complete a survey regarding the cost of residential trip where the majority had said they would be prepared to pay between £250-£300 for the trip. The trip would cost £270 per pupil to include travel. Parents would be asked to provide a £50 deposit. The school would then look to put a payment plan in place. The trip take take place between Monday, 26th June and Thursday, 29th June 2023 inclusive.</p>	

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	Governors unanimously agreed the Year 5/6 residential trip during June 2023.	
21.	<u>CONFIDENTIALITY</u>	
21a	Some discussions contained within item 11 (Headteacher's Report) were considered confidential and were contained in part two of the minutes.	
21b	There were no papers which were considered confidentially.	
22.	<u>DATE OF NEXT MEETING</u>	
	The next full governing board meeting would take place virtually on Thursday, 1st December 2022 at 6.30 pm.	

The meeting closed at 8.29 pm

Signed: 
(Chair)

Date: 1st December 2022

ACTION SUMMARY

ITEM	AGENDA ITEM	TO BE ACTIONED BY	ACTION
1.	3b	Clerk	To forward previous correspondence on the Emergency Management and Business Continuity Plan to the HT.
2.	2a, 5, 9	GH/LA/RG	Governors to complete their remaining declarations on GovernorHub.
3.	2a	Clerk	To prepare an Annual Summary of Governor Business Interests for 2022-23 to be uploaded to the school's website.
4.	7	Clerk	To update monitoring roles and responsibilities on GovernorHub.
5.	8	Clerk	To upload to GovernorHub the ToR for the FGB and Finance Committee and Standing Order for Virtual Meetings following changes made.
6.	9	Chair	To send governors the link to the new NGA Learning Link module 'Safeguarding: How to fulfil the governance role' together with a link to the recent NGA Safeguarding webinar.
7.	9	Governors	To complete the new Learning Link Safeguarding module and view the NGA Safeguarding webinar prior to the next meeting. Governors to confirm completion to the Chair and to send certificates to the Clerk.
8.	12	Governors	To submit questions to the HT on the overall SDP in advance of the December FGB meeting. The HT to respond to governor questions during the meeting.
9.	13b	Chair/JP/SR	Link governors (Safeguarding, SEND, PP, H&S) to arrange their term 2 monitoring visits with the HT.
10.	13b	Chair/NB	To complete a monitoring morning in term 3.
11.	14	Chair	To send NB and JP to link to Diocesan Foundation governor induction training.
12.	16	Clerk	To carry over the Finance policy to the December FGB meeting.

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