



WITTERSHAM CHURCH OF ENGLAND PRIMARY SCHOOL
MINUTES OF THE FULL GOVERNING BOARD MEETING
Held Virtually on Thursday, 28th March 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), Claire Frost (Headteacher), Lucy Avena (AHT/Staff governor), Donna Clifton, Kerry Dean and Stephen Rogers

CLERK: Jane Phillips

The meeting commenced at 6.30 pm.

ITEM	PROCEDURAL	ACTION
1.	<u>WELCOME, APOLOGIES, QUORUM</u>	
1a	The Chair welcomed governors to the meeting which was opened with a prayer. Governors had previously been asked to ensure that they were in a suitable environment which enabled each to maintain confidentiality.	
1b	Apologies were received and accepted for Jennifer Maynard (unwell). Apologies were also received and accepted for Oliver Walker and Rachel Georgiades (work commitments). Kerry Dean hoped to join the meeting in due course. There were no other apologies for absence.	
1c	The Clerk reported the meeting was quorate.	
1d	Notes would be taken in the event the link with the Clerk was lost.	
2.	<u>DECLARATIONS OF BUSINESS INTEREST</u>	
2a	There were no declarations of business interest made against any agenda item.	
2b	Governors were reminded to declare any business interests which became relevant during the meeting.	
3.	<u>MINUTES OF THE VIRTUAL FULL GOVERNING BOARD MEETING / EXTRAORDINARY FGB MEETING BOTH HELD ON 27TH JANUARY 2022</u>	
3a	The confidential and non-confidential minutes of the meetings held on 27th January 2022 were agreed as an accurate account.	
3b	<p><u>A Review of Governor and Clerk's Actions Arising</u></p> <p>Action 1. The Health & Safety governor reported he had completed a visit on 8th February 2022.</p> <p>Action: The H&S governor to write up his report for circulation to the governing board.</p> <p>Item 2. Action: The Chair to carry out an EYFS monitoring visit during term 5. (carried over)</p> <p>Item 3. Action: The Safeguarding governor to carry out a monitoring visit in term 5 (carried over).</p> <p>Item 4. Action: The Chair to carry out a Pupil Premium/Covid catch-up monitoring visit in term 5 (carried over).</p> <p>Item 5. Action: The Chair and Local Authority governor to carry out a learning walk in term 5. (carried over)</p>	<p>SR</p> <p>Chair</p> <p>JM</p> <p>Chair</p> <p>Chair/ RD</p>

	<p>Item 6. The Training & Development governor reported all but one governor had completed the NGA Learning Link module 'Management of Workload and Wellbeing' and 'Governance of a Church School' and that certificates had been forwarded to her.</p> <p>All remaining actions had been completed or would be discussed during this meeting.</p>	
GOVERNANCE		
4.	<p><u>MEMBERSHIP</u></p> <p>The Chair was pleased to report that the Vice Chair hoped to return to the governing board for the May meeting.</p> <p>The Chair reported he had provided each of the three new foundation governors with a tour of the school and that their nomination forms had been completed. However, there seemed a delay in their appointment.</p> <p>Action: The Clerk to follow up on the governor appointments with the Tenterden Team Rector and Diocese.</p> <p>The Chair explained this was his twelfth year as a serving governor and that it had been his intention to retire from the governing board just prior to the pandemic. However, given the circumstances at that time, it wasn't considered appropriate to do so. In light of the recruitment of a new Headteacher, the Chair would remain for a transition period and would complete his one year term of office as Chair which would conclude on 2nd October 2022. The Chair indicated his willingness to then stand again for re-appointment for a further year concluding 2nd October 2023. At this time, the Chair intended to step down from the board.</p>	Clerk
5.	<p><u>HEADTEACHER SELECTION PANEL</u></p> <p>The Chair reported four applications for the post of Headteacher had been received. The shortlisting of applications had taken place the previous week with support provided by the Director of Education (Canterbury Diocese) and East Kent School Improvement Advisor. The Selection Panel had each independently scored the applications and had agreed to conduct interviews for two of the four candidates. The interviews would take place on Tuesday, 26th April 2022.</p> <p>The Chair commented that the Selection Panel had worked incredibly well as a team. A member of the Panel said each of the governor's scores had been very similar and that there had been unanimous agreement as to which candidates would go forward for interview.</p> <p>The Chair explained the appointment would require full governing board ratification immediately following the conclusion of the interview process.</p> <p>Action: Governors to attend a virtual extraordinary FGB meeting at 6.30 pm on Tuesday, 26th April 2022.</p>	Govs
SCHOOL IMPROVEMENT		
6.	<p><u>SAFEGUARDING</u></p> <p>The HT said there were no incidents, issues or concerns to report.</p> <p>The school continued to review up to date advice and guidance on mental health and wellbeing with special regard to increased anxiety in children as a result of the impact of the pandemic. Whilst there were children struggling across all of the different age groups, this was particularly so for the youngest and oldest children at the two ends of the school.</p> <p>The HT reported the SENCo had commenced training as the school's Wellbeing Lead. In general, there had also been a lot of staff training on anxiety and</p>	

	<p>anxiety linked to special needs which would continue to be a focus in next year's School Development Plan as part of staff CPD.</p>	
7.	<p><u>RISK ASSESSMENT</u></p> <p>The HT said the school's Risk Assessment remained unchanged. Advice from the Department for Education (DfE) was previously considered quite clear with thresholds of infection where contingency measures came into effect. However, when the school's number of Covid cases started to significantly rise the previous month, the HT had contacted the DfE helpline who advised any measures were at the HT's discretion.</p> <p>The HT explained that whilst the school could no longer insist on testing, there was still a strong culture of testing amongst parents. The school was able to send a child home if there were displaying Covid-like symptoms and asked that the child received a PCR test.</p> <p>The HT said classes had returned to bubbles the previous month as numbers were rising so significantly. In the past four weeks, there had been forty two known positive cases across the school of which seven were staff. It was thought there were more cases where children were asymptomatic. There had been six further cases that day with a further four pupils awaiting test results.</p> <p>The HT commented that the staff team had been absolutely amazing and had stepped into the breach. Consideration would be given to come out of bubbles following the Easter holidays. It wasn't possible to remain in bubbles indefinitely and it didn't seem to make a difference to the number of cases.</p> <p>The Clerk said she had recently read a report where the number of Covid cases had risen by 250% the previous week. A number of HTs had said they were now experiencing the highest number of cases since the start of the pandemic. The HT commented that national and local attendance data had certainly been impacted.</p> <p>The HT said teachers continued to set remote learning for those children at home and were in touch with parents.</p> <p>A governor commented the situation continued to impact on teacher wellbeing. The HT said staff were conscious of needing to fill the gaps from the previous two years. An example of the current Year 6 was provided where they hadn't had a full term since they were in Year 3. There had been a refocus on the curriculum where areas had been prioritised whilst continuing to deliver a broad and balanced curriculum. Whilst the children were progressing, absences continued.</p> <p>A governor commented that the resilience of the staff team was considered amazing. In many respects, the lack of guidance made the situation even more challenging.</p>	
8.	<p><u>HEADTEACHER'S REPORT</u></p> <p>The HT presented her term 4 written report to governors (filed electronically). Governors were asked to submit their questions to the HT in advance of the meeting.</p> <p>On behalf of governors, the Chair thanked the HT for such a comprehensive report to include the class teacher reports.</p> <p>For the benefit of newer governors and as a refresher for remaining governors, the HT was asked to outline how Talk4Writing worked. The HT summarised that this was an approach to the teaching of writing that encompassed a three-stage teaching approach.</p> <ul style="list-style-type: none"> • 'Imitation' where the children learnt and internalised texts, to identify transferrable ideas and features. 	

- 'Innovation', where children used these ideas and structures to co-construct new versions with their teachers.
- 'Invention' where teachers helped pupils to create their own original texts independently.

The HT explained these tasks aimed to improve writing ability by giving pupils an understanding of the structure and elements of written language. There could be a whole school approach. However, there was a greater depth of comprehension, sentence structure, finesse and high level thinking further up the school which couldn't necessarily be condensed into a 500 word Talk4Writing text. Pupils started with Talk4Writing which was then adjusted further up the school.

A governor referenced the series of courses on various subject areas on 'How to make great things happen in your subject area'. Did subject leaders find these courses useful and what was being done as a result.

The HT said the History Lead had fed back that the sessions had been particularly useful. They had helped on how to prioritise history after Covid, i.e. how to get subject skills developed through one or two key topic foci (the concept of curriculum prioritisation) as opposed to feeling the need to cover all topic areas. The vocabulary within history had also been looked at as a real focal point where a vocabulary progression document had been prepared which was then shared with all the staff. This would provide structured expectations for historical vocabulary which teachers would teach and would expect the children to use in their topic work.

A governor asked about the 'Eating and Drinking Basic Awareness' course. The HT was asked to provide an overview of what this course had entailed. The HT said the training was very specifically for a child who was starting the school with a specific physical disability with potential safety and wellbeing issues around eating and drinking.

The HT had attended the training together with the teaching team for the child's class, first aiders and the lead Mid-Day Leader to ensure there were no gaps during the day for supervision. During the session, attendees had learnt about the normal sequence of oral motor development and eating, steps to self-feeding and common terminology for describing food textures and drink thickness.

A governor asked how the Little Wandle phonics course differed from what had previously been used. What were the teacher views to the different approach. The HT explained the DfE had previously provided a list of recommended, systematic phonics providers. Whilst the school didn't have to use one of the DfE validated providers, the use of an unvalidated scheme would need to be robustly justified during an Ofsted inspection. The HT provided an overview of Little Wandle.

(7pm: Kerry Dean joined the meeting.)

- The initial set up cost was £4,000 with an annual cost of £750 to subscribe. This included all of the online training and 'how to' videos for staff. There was also a parent page on their website which parents could access. Part of the initial £4,000 setup included all new books and resources.
- It was still based on letters and sounds which the school was using previously. However, it had been quite heavily revised based on research, the science of learning and Ofsted expectations and an early reading focus. Little Wandle had been really stripped back and honed in on the phonics, the graphemes and the phonemes which the children were learning.
- There was a strong focus on the regular assessment of phonics. Whilst this had always been the case, there would be a shift to assessments being digital.

- The biggest change was to the reading practice sessions. The sessions were taking place three times each week for groups consisting of six children. There were new, phonetically decodable books specific to Little Wandle which precisely matched to the stage the children were at. The main difference was that the same book would be shared three times over the week. The first time the children looked at the book, the focus was on decoding the text. On the second occasion, they would look at the meaning, stress, intonation and expressions and how the child would read to an audience. The third was the comprehension of the text and the reading to understand the text. The children would then move onto the next book which was completely matched to where they were phonetically able in their phonics journey.
- Little Wandle had been very positively received by Class teachers and TAs. The teachers and TAs had all received the online training together which was considered very powerful.
- Whilst it was very early days, once it became more embedded, it would become really powerful for early reading.

A governor asked about the TT Rockstars competition and how the competition worked. The AHT explained this was the platform which children used to practice their times tables from Year 3 upwards. There was an annual competition for those schools who used the platform who were invited to compete. The children were given time to practice their times tables, to include lots of different games from which they would gain points if their answers were correct. Time had been restricted this year to an hour each day of TT Rockstars when previously, the school could spend all day, every day on the competition amassing points. The school had been placed 59th of 4,000 schools. The school had also come 8th overall for London and the South East for its times table knowledge and application. The children really enjoyed it and did get quite competitive amongst the three Key Stage classes. There was then an overall winner. It also helped to consolidate their understanding.

A governor asked about the statutory Year 4 multiplication test. The HT said it would take place for the first time this year. The school was predicting a definite 65% and a hopeful 80% would pass. The HT outlined those children whom it was thought were unlikely to pass.

A governor thought the 'High Weald Welly Walk' sounded intriguing. What did this involve? The AHT explained the school had previously worked with the High Weald Heroes when a representative had visited the school to teach the children about the history of the High Weald. Part of this involved creating a personalised, circular welly walk for the school. Poetry had been read out and a short film had been made which showed some of the work outside to plot the history of the area. The next stage was to launch the Welly Walk pamphlet to include the children's work and photographs which would then be shared with the local community. It would be launched in May 2022 when it was hoped there would be a whole school welly walk together which was really exciting. Following this, it would be rolled out to the local community. It was hoped to secure a Heritage Award based on the evidence which had been gathered and submitted.

A governor noted the professional training which had taken place and asked what had been the impact of the courses on practice. The HT explained that normally on the completion of training, the staff member would complete an evaluation form which asked what impact the training had and what links it might have to the SDP. Whilst staff hadn't been asked to complete this during Covid given their workloads had increased, the intention was to return to this to enable CPD Leaders to see how effective the training had been.

Whilst a wide range of training had been completed, the headlines of impact related to the following areas:

- Safeguarding
- Teaching and Learning
- Curriculum development for Subject Leaders
- SEN need and provision

The HT reported that she and the EYFS teacher had attended training to gain an enhanced understanding of the revised EYFS curriculum. There had been specific changes for this academic year to the Early Learning Goals (ELGs) and expectations. Training, briefings and webinars had allowed both the HT and EYFS teacher to have an understanding of these changes. Planning and provision could be adjusted according to need and to try and achieve the Good Levels of Development (GLDs) at the end of the year and to be ready for the Year 1 curriculum.

A governor queried the increased pressure placed on EYFS pupils. The HT said the foundation of play, the importance of being able to develop and the characteristics of effective learning were a vital part of the Foundation Stage. However, there was an expectation that the children would have more formal learning which would lead to improved standards in secondary schools. The AHT commented that the DfE had recently announced that their next goal was to have 90% of pupils at age related expectation by the end of Key Stage 2. Previously, this had been 65%.

The HT said it was about building the foundation skills which the children could then build on as they progressed through the school. However, there were expectations and baselines which the school was required to meet. There was a balance of the school's own ethos, vision and understanding for all year groups which wasn't driven by data and results but by individual children. The children would succeed if they were developed as a whole child.

The HT said there had also been quite a lot of SEN training as all schools had seen an increase in the number of children with SEN needs. Whether the training was for a child with specific needs or to take a proactive approach because it was known there was an upcoming need.

A governor asked to be provided with further information on the Young Leaders Award. The HT explained the Key Stage 2 award was currently being trialled in Year 3/4. It was fully resourced and was linked to leadership and a character education programme where pupils had practical opportunities to volunteer and help others in their community. The Award had strong links to SMSC (Spiritual, Moral, Social, Cultural), British Values, PSHE (Physical, Social Health and Economic), Character Education, Citizenship and sat well with RE and SIAMS.

The HT explained she had completed the initial training to understand what the Award entailed and whether the time given to teaching the Award would be worthwhile and aligned with the school's curriculum goals. Once a decision had been made as to which class would trial it, the class teacher also then received training enabling her to have a detailed understanding of the lesson planning, teaching and the resources so that it could be delivered. The award was going well and the children were really enjoying it. Another year group would be chosen next year to participate in the Young Leaders Award.

A governor referenced the staff sickness figures. Taking the absences due to Covid into consideration, were the figures similar to previous periods, or was there a change. The HT explained that if the Covid related illness and isolation due to Covid was deducted for the last reporting period, this would total 65½ days.

- From 1st September 2021 to 28th February 2022, sickness absence was 73 days. However, 35 of those sessions related to one member of staff following surgery. This then reduced the absence to 38 days.


	<ul style="list-style-type: none"> From 1st September 2020 to 28th February 2021, sickness absence had been 14 days. From 1st September 2018 to 28th February 2019, sickness absence had been 27 days. <p>The HT commented that absence was particularly low between 1st September 2020 to 28th February 2021 (14) as there had been a number of lockdowns when TA's and MDL's were working from home. Absence was considered quite comparable if Covid cases were taken out.</p> <p>A governor said it was very good to clearly see in the new reporting format that there was consistently above average attainment. The attainment figures for reading continued to be very impressive. It was interesting to link this with all the references to reading in the class teacher's report. It was considered really wonderful how the children were developing a real love of reading.</p>	
9.	<p><u>SEF/SCHOOL DEVELOPMENT PLAN (SDP) 2021/22</u></p> <p>There were no questions arising on the contents of the School Development Plan.</p> <p><u>End of Term 3 Data Analysis 2021-22</u></p> <p>The end of term 3 data was provided as a supporting paper for this agenda item (filed electronically).</p> <p>Whilst governors had previously reviewed the term 1 data, did the AHT think the term 3 data presented a more accurate picture as there was a drift down in some areas? The AHT said the term 3 data was more accurate and that the dip was attributed to the coverage of the maths curriculum. There were certain areas of maths which hadn't as yet been covered. Therefore, it wasn't possible to assess these areas as expected as they couldn't be measured against. It had also become apparent progressing through the year that due to the previous disrupted learning, there were areas of maths which required further time spent on.</p> <p>The AHT referenced the change in the EYFS Framework discussed earlier in the meeting where 100% of pupils were working towards age expected in writing. However, very good progress had been made in that area. The HT wanted the children to have the skills, the will and the excitement to write which the class teacher would ensure the children reached at the appropriate point in the foundation year.</p> <p>A governor asked what was happening with SATs and reporting this year. The AHT said Key Stage 2 SATs would take place despite interrupted learning since Year 3. Initially the DfE had indicated the data would be used as a gap analysis and that schools wouldn't be held accountable for the data. However, there had been a shift in recent days where the data would be taken into account and reported to Ofsted as part of external evidence.</p>	
10.	<p><u>GOVERNOR MONITORING</u></p> <p>The SEN governor report of 24th January 2022 had been recirculated as a supporting paper for this agenda item (filed electronically).</p> <p>The Chair explained that during the pandemic, face to face governor monitoring had not been possible. There had also been a need to return to bubbles at times during this academic year. There was an extremely comprehensive monitoring schedule which hadn't been possible to implement this year.</p> <p>As discussed under agenda item 3b, a number of monitoring visits had been rescheduled to term 5. However, Subject Leader meetings would not take place this year.</p>	

	Action: The Chair to carry out a learning walk with the recently appointed parent governor.	Chair/ KD																								
11.	<p><u>SIAMS/CHRISTIAN VALUES AND DISTINCTIVENESS</u></p> <ul style="list-style-type: none"> • The school was very pleased to continue to be part of CAST (Church and Schools Together). • The school was being very well supported by the Tenterden Team Vicar and Team Curate who continued to lead the Monday Collective Worship either in school or at the church. They also led the school in celebrating additional Christian services, such as Ash Wednesday. • The RE leader has completed some recent training on how to incorporate World faith into Reception child initiation play. The resourcing and support of this was currently being looked at. 																									
12.	<p><u>FINANCE</u></p> <p>12a <u>Local Authority Feedback – 9 Month Budget Monitoring</u></p> <p>The Local Authority feedback and school responses were circulated in advance of the meeting (filed electronically).</p> <p>There were no questions arising.</p> <p>12b <u>A Review of the Eleven Month (February 2022) Budget Monitoring</u></p> <p>The February 2022 budget monitoring report was circulated in advance of the meeting (filed electronically).</p> <p><u>Year End Revenue Budget Projection</u></p> <table border="1"> <thead> <tr> <th></th> <th>(£)</th> </tr> </thead> <tbody> <tr> <td>Revenue Income</td> <td>749,799</td> </tr> <tr> <td>Revenue Expenditure</td> <td>748,692</td> </tr> <tr> <td>Revenue Balance</td> <td>1,107</td> </tr> <tr> <td>Revenue Balance B/F 2020/21</td> <td>102,446</td> </tr> <tr> <td>Revenue Balance C/F to 2022/23</td> <td>103,552</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>19,422</td> </tr> <tr> <td>Less Capital Expenditure</td> <td>20,009</td> </tr> <tr> <td>Capital Balance</td> <td>-587</td> </tr> <tr> <td>Capital Balance B/F 2020/21</td> <td>0</td> </tr> <tr> <td>Capital Balance Carried Forward to 2022/23</td> <td>-587</td> </tr> </tbody> </table> <p>Governors noted the eleven month position.</p> <p>A governor asked the HT to provide an update on the library project. The HT explained that the work had been due to start in February but had been delayed due to contractor Covid cases. The work would now take place over the Easter holidays. This would include the library learning area, the staff room and the walls in the classrooms which all needed to be redecorated following the installation of smart boards. The project would cost approximately £25,000 to include VAT. As the budget predicted the school would exceed its Balance Control Mechanism (BCM), Schools Financial Services (SFS) had indicated that the school would not be required to return the balance over BCM as the library project had been planned for some time.</p> <p>12c <u>Schools Financial Values Standard (SFVS)/Related Party Transactions</u></p> <p>The proposed SFVS submission was circulated in advance of the meeting (filed electronically).</p>		(£)	Revenue Income	749,799	Revenue Expenditure	748,692	Revenue Balance	1,107	Revenue Balance B/F 2020/21	102,446	Revenue Balance C/F to 2022/23	103,552		(£)	Total Capital Income	19,422	Less Capital Expenditure	20,009	Capital Balance	-587	Capital Balance B/F 2020/21	0	Capital Balance Carried Forward to 2022/23	-587	
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<p>12d</p>	<p>The Chair took this opportunity to thank parent governor Stephen Rogers for his work in preparing this year's submission.</p> <p>Governors noted there was a nil return for 2021/22 for Related Party Transactions.</p> <p>Governors ratified the SFVS and Related Party Transactions submission.</p> <p>Action: The Chair to sign the SFVS submission and submit prior to the deadline of 31st March 2022.</p> <p><u>Any Other Items</u></p> <p>There were no matters arising.</p>	<p>Chair</p>																		
<p>13.</p>	<p><u>POLICIES</u></p> <p>All policies due for review were circulated in advance of the meeting (filed electronically).</p> <p>A governor noted a typographical error on the covering page of the Managing Absence and Ill Health policy.</p> <p>The HT explained two changes which had been made to the Admissions policy. One related to a legal aspect which needed to be included. The other related to the supplementary form whereby at least one member of the family had attended Church on at least a monthly basis within the 12 months preceding the application.</p> <p>Governors ratified all policies presented.</p> <table border="1" data-bbox="272 936 1273 1144"> <thead> <tr> <th></th> <th>Policy</th> <th>Next Review</th> </tr> </thead> <tbody> <tr> <td>a)</td> <td>Managing Absence and Ill Health</td> <td>March 2024</td> </tr> <tr> <td>b)</td> <td>Admissions Policy</td> <td>March 2023</td> </tr> <tr> <td>c)</td> <td>Acceptable Use of Technology</td> <td>"</td> </tr> <tr> <td>d)</td> <td>Social Media Policy</td> <td>"</td> </tr> <tr> <td>e)</td> <td>Mobile and Smart Technology Policy</td> <td>"</td> </tr> </tbody> </table>		Policy	Next Review	a)	Managing Absence and Ill Health	March 2024	b)	Admissions Policy	March 2023	c)	Acceptable Use of Technology	"	d)	Social Media Policy	"	e)	Mobile and Smart Technology Policy	"	
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<p>14.</p>	<p><u>WEBSITE/TEP GOVERNANCE MONTHLY BULLETINS</u></p> <p>The February 2022 TEP monthly bulletin was recirculated as a supporting paper for this agenda item (filed electronically).</p> <p><u>The Role of the Governing Board in School Food</u></p> <p>The Chair reported governors were responsible for the standard of food offered to pupils which reflected a culture and ethos of healthy eating. Governors would also need to ensure there was food education and food policy. The HT explained the school purchased its menus from Kent County Council and followed its recipes. The school was also regularly monitored on its food standards, both on the quality of food served and on food hygiene.</p> <p>Action: Parent governor KD to carry out a monitoring visit on the 'lunchtime' dining experience to include a pupil voice.</p> <p>The HT commented that normally parents and relatives could book to come in and have lunch with the children if they wished.</p> <p><u>Guidance on School Uniforms</u></p> <p>The Clerk reported that the DfE's guidance on school uniforms had been updated and would come into effect from September 2022. The updated guidance reflected human rights, equality and discrimination considerations. The governing body were required to ratify the School Uniform policy prior to the end of term 6.</p>	<p>KD</p>																		

	<p>Action: The Clerk to include the ratification of the School Uniform policy within the agenda of the July meeting.</p> <p><u>Digital Document Storage/Electronic Signatures</u></p> <p>The Clerk reported that in moving forward and with the DfE change to enable electronic signatures and digital storage, it was no longer necessary to file governing body documents in hard copy form but to use electronic storage. The storage must be robust and secure with the ability to restore the data if needs be. It would also need to meet the National Cyber Security Centre requirements. Governors would need to decide if the Chair would continue to provide a wet signature for the minutes (hard copy filing) or to use electronic signing with digital storage. The Clerk recommended that consideration should be given to taking out the extended version of GovernorHub which was GDPR compliant and met the National Cyber Security Centre's requirements.</p> <p>The Chair thought it sensible to move away from hard copy filing.</p> <p>Action; The Clerk to send the Chair and HT a selection of screenshots taken from the extended version of GovernorHub.</p>	<p>Clerk</p> <p>Clerk</p>
<p>15.</p> <p>15a</p> <p>15b</p> <p>15c</p>	<p><u>GOVERNOR TRAINING</u></p> <p>Governors noted the training which had been completed since the last meeting or was due to be attended (listed in the meeting agenda).</p> <p><u>Learning Link Module</u></p> <p>Action: Governors to complete the updated Learning Link module 'Safeguarding – The Governor's Role' prior to the next meeting.</p>	<p>Govs</p>
<p>16.</p>	<p><u>CHAIR'S ACTIONS/CORRESPONDENCE</u></p> <p>The Chair reported he and the Chair of the Finance Committee had met with the owner of Stepping Stones nursery. The meeting was considered to have gone well. The Finance Committee Chair was currently in the process of preparing the notes from the meeting which would then be forwarded to the nursery owner. Items which wouldn't form part of the TOCA (Transfer of Control Agreement) would be itemised to include any external repairs which the school would not be responsible for unless covered by insurance. The Chair hoped to conclude the matter by the end of term.</p> <p>The Chair further reported that given pressing time constraints, he had taken a Chair's action and had approved the Ex Offender's policy as it was included in the HT recruitment package.</p> <p>The Chair reported no correspondence had been sent or received.</p>	
<p>17.</p>	<p><u>ANY OTHER URGENT BUSINESS</u></p> <p>There were no matters arising.</p>	
<p>18.</p> <p>18a/</p> <p>18b</p>	<p><u>CONFIDENTIALITY</u></p> <p>There were no discussions or papers which were considered confidential.</p>	
<p>19.</p>	<p><u>DATE OF NEXT MEETING</u></p> <p>The next full governing board meeting would take place on Thursday, 12th May 2022 at 6.30 pm which would be in person.</p>	

The meeting closed at 8.02 pm

Signed: 
(Chair)

Date: 12th May 2022

ACTION SUMMARY

ITEM	AGENDA ITEM	TO BE ACTIONED BY	ACTION
1.	3b	SR	To write up his H&S report for circulation to the governing board.
2.	3b	Chair	To carry out an EYFS monitoring visit during term 5. (carried over)
3.	3b	Safeguarding Governor	To carry out a Safeguarding monitoring visit in term 5 (carried over).
4.	3b	Chair	To carry out a Pupil Premium/Covid catch-up monitoring visit in term 5 (carried over).
5.	3b	Chair/RG	To carry out a learning walk in term 5. (carried over)
6.	4	Clerk	To follow up on the foundation governor appointments with the Tenterden Team Rector and Diocese.
7.	5	Governors	To attend a virtual extraordinary FGB meeting at 6.30 pm on Tuesday, 26 th April 2022.
8.	10	Chair/KD	To carry out a learning walk in term 6.
9.	12c	Chair	To sign the SFVS submission and submit prior to the deadline of 31 st March 2022.
10.	14	KD	To carry out a monitoring visit on the 'lunchtime' dining experience to include a pupil voice.
11.	14	Clerk	To include the ratification of the School Uniform policy within the agenda of the July meeting.
12.	14	Clerk	To send the Chair and HT a selection of screenshots taken from the extended version of GovernorHub.
13.	15C	Governors	To complete the updated Learning Link module 'Safeguarding – The Governor's Role' prior to the next meeting.