



# WITTERSHAM CHURCH OF ENGLAND PRIMARY SCHOOL

## MINUTES OF THE FULL GOVERNING BOARD MEETING

Held Virtually on Thursday, 13<sup>th</sup> May 2021 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), Jennifer Maynard (Vice Chair), Claire Frost (Headteacher), Lucy Avena (AHT/Staff governor), Rev'd Judy Darkins, Sue Mash, Johanna Dadson, Donna Clifton, Stephen Rogers, Oliver Walker and Rachel Georgiades

**CLERK:** Jane Phillips

The meeting commenced at 6.32 pm and was quorate.

ITEM	PROCEDURAL	ACTION
<b>1.</b>	<b><u>WELCOME, APOLOGIES, QUORUM</u></b>	
<b>1a</b>	The Chair welcomed governors to the meeting which was opened with a prayer.  Governors had previously been asked to ensure that they were in a suitable environment which enabled each to maintain confidentiality.	
<b>1b</b>	There were no apologies for absence.	
<b>1c</b>	The Clerk confirmed the meeting was quorate.	
<b>1d</b>	The meeting would be recorded in the event the link with the Clerk was lost.	
<b>2.</b>	<b><u>DECLARATIONS OF BUSINESS INTEREST</u></b>  Sue Mash declared she was a governor of Homewood School and Sixth Form Centre. There were no other declarations of business or pecuniary interest made against any agenda item.	
<b>3.</b>	<b><u>MINUTES OF THE PREVIOUS FULL GOVERNING BOARD MEETING HELD ON 11<sup>TH</sup> MARCH 2021</u></b>	
<b>3a</b>	<b>The confidential and non-confidential minutes of the previous meeting were agreed as an accurate account and would be signed by the Chair in due course.</b>	
<b>3b</b>	<u>A Review of Governor and Clerk's Actions Arising</u>  All actions had been completed or would be discussed during this meeting.	
<b>GOVERNANCE</b>		
<b>4.</b>	<b><u>TERMS OF REFERENCE</u></b>  <u>Terms of Reference (ToR) for the Full Governing Board</u>  The proposed ToR were circulated in advance of the meeting (filed with the minutes).  The Chair explained that the ToR reflected the current Kent model ToR for a Circle model of governance which had been amended by the Clerk to reflect that the governing board additionally had a Finance Committee.  <b>Governor agreed the Terms of Reference for the full governing board without amendment.</b>	

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	<p>The Clerk explained that the FGB ToR would be reviewed again in October to coincide with the 2021 update of the Department for Education's (DfE's) 'Keeping Children Safe in Education'.</p> <p><b>Action: The Clerk to include a review of the FGB ToR within the October 2021 FGB meeting agenda.</b></p>	<b>Clerk</b>
<b>5.</b>	<p><b><u>MEMBERSHIP</u></b></p> <p>There were no matters arising.</p>	
<b>SCHOOL IMPROVEMENT</b>		
<b>6.</b>	<p><b><u>SAFEGUARDING</u></b></p> <p>(Some discussions within this agenda item were considered confidential and were contained in part two of the minutes.)</p> <p>The HT presented a verbal update to governors.</p> <ul style="list-style-type: none"> <li>As the Designated Safeguarding Lead (DSL), the HT continued to engage with Kent DSL virtual catch-ups and CPD opportunities to keep in touch with the national and local picture for safeguarding issues. It was also considered useful to gain the perspectives from the different agencies such as Social Services, the NHS or the police which provided the HT with a holistic view of what families were facing.</li> <li>There was a need to update the school's Child Protection policy following the creation of the NSPCC 'Report Abuse in Education helpline'. There was a new Kent model policy which included in-depth statements relating to peer-on-peer abuse.</li> </ul> <p><b>Governors agreed for expediency, the policy would be approved as a Chair's action.</b></p> <ul style="list-style-type: none"> <li>The school continued to work alongside external agencies for Early Help or Child Protection services for some families where needed.</li> </ul> <p>It was noted that the Chair, parent governor (JD) and a foundation governor (DC) had participated in the virtual governor training provided by Governors for Schools (Better Governor) on 'Safeguarding – What governors need to know in 2021) on 6<sup>th</sup> May 2021. Those governors who had attended reported that the webinar had been extremely worthwhile and concise. The Chair emphasised that all governors should have a knowledge of the governing board's statutory duty to safeguarding.</p> <p>The Clerk explained that if any governors wished to view the webinar, it was now available on the Governors For School's resources website page.</p> <p><b>Action: The Clerk to circulate the PowerPoint presentation from the Better Governor Safeguarding webinar.</b></p>	<b>Clerk</b>
<b>7.</b>	<p><b><u>HEADTEACHER'S REPORT</u></b></p> <p>The HT presented her verbal term 5 report to governors. The HT explained that a number of items which would normally appear in her report were contained in other parts of the agenda.</p> <p><b><u>Staffing Changes</u></b></p> <p>There were a number of staffing changes to report.</p> <ul style="list-style-type: none"> <li>The school's part-time SENCO had resigned due to a change in personal circumstances and a return to a full-time contract which was closer to home. The HT had successfully appointed a new SENCo for September who was considered very experienced. The existing SENCo had kindly negotiated with her new employer that she would remain at Wittersham for one day each</li> </ul>	

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week until the end of the academic year to enable the SENCo support and level of expertise to continue.

- To ensure that nurture groups and diagnostic screening continued, one of the part-time TAs had been given an additional two days each week until the end of the summer which would complement the SENCo's one day each week. This would ensure that a full provision was provided for the children.
- A Key Stage 2 TA was due to return from maternity leave on 1<sup>st</sup> June. The TA's hours had been reduced following the HT's agreement to a formal application for a reduced hours contract. A current part-time TA would increase her hours to job share the Key Stage TA role.
- The TA who was due to finish her temporary maternity cover contract on 1<sup>st</sup> June had been given an extended temporary contract until the end of the academic year. Covid catch-up funding would be used to fund the TA who would be deployed for targeted interventions to support EYFS and Key Stage 1 children considered the most behind and most impacted by the school's closures.
- The TA in the Year R/1 class wished to become a teacher and would complete her degree during the summer of 2021. The HT explained that Wittersham CEP had been accepted as a School Direct placement school and would work with a provider in East Sussex. The TA had applied to School Direct and would complete her placement at the school in Smugglers class which would provide additional capacity. The placement would be for one year, was unsalaried and would be at no cost to the school.

**A governor asked if this would create a TA vacancy in Year R/1.** The HT said the TA had resigned her post and an advertisement would be placed for an Early Years/Year 1 TA.

#### Children on Roll

- The school had been oversubscribed for the third year running for Reception children. The school was at capacity with twenty children joining Year R in September 2021. There had also been several late applications in the event any of the joiners were to drop out.
- Currently there were 136 pupils on roll with one further pupil who was due to start.
- Children remained on the waiting lists for some year groups which were currently full.
- There had been no exclusions, racial incidents, bullying incidents or formal complaints.

#### Year 5 and 6 Residential Trip

The HT reported that residential trips had been confirmed as allowed to go ahead under DfE guidance. The Year 5/6 residential trip which had been provisionally booked at PGL Marchants Hill from 7<sup>th</sup> to 11<sup>th</sup> June.

#### **Governors agreed the 2021 residential trip for years 5 and 6.**

The HT reported that three members of staff would accompany the children on the residential trip with the Viking class teacher as trip leader. There would be a parent meeting on Zoom the following week when the PGL activities would be shared.

The HT said the trip leader would also prepare additional risk assessments in respect of Covid in addition to the standard risk assessments.

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	<p><u>Wellbeing Across the School Community</u></p> <p>The HT said this continued to be given a high priority. When well-being was considered, this was for staff, children and for the parents as well. The school continued to direct the community to useful links on mental health. Mental health awareness week was currently taking place. Nothing had been done specifically as it was already a core area for the school which was constantly embedded and part of the school's provision.</p> <p>The HT explained that any actions taken were to fit the specific needs of an individual and the context.</p>	
<b>8.</b>	<p><b><u>RISK ASSESSMENT</u></b></p> <p>The HT reported there were no changes to the school's risk assessment since the last FGB meeting.</p> <p>One extra-curricular club had resumed on a Friday (Movers and Groovers) on the understanding there would be one class bubble. There had been a sufficient number of children from Viking Class to run the club. The HT emailed all staff, copying the Chair to provide reassurance on the protocols which needed to be in place and what the expectations were for the club to run.</p> <p>The HT explained that earlier that week, the DfE had updated its Schools Coronavirus Operational Guidance. Whilst the majority of the document remained unchanged, there were a number of important updates to some specific sections. These included the use of face coverings in secondary classrooms which wouldn't impact on the school, attendance recording, educational visits and encouragement for extra-curricular clubs.</p>	
<b>9.</b>	<p><b><u>SEF/SCHOOL DEVELOPMENT PLAN (SDP) 2020/21</u></b></p>	
<b>9a</b>	<p><u>The School's Rebalancing Plan/Recovery Phase</u></p> <p>The HT said the Rebalancing Plan was split into 3 areas of Pastoral, curriculum and routines &amp; expectations. So far, all had gone to plan as expected. There were no surprises in where it was thought the curriculum gaps would be. It was a testament to how well the children, staff and families had worked in partnership that the plans had worked so well.</p> <p>A further testament on how the routines and expectations were embedded was how well three Key Stage 2 children had settled into school, having joined since the last lockdown. The other children had been their role models for handwashing, expectations and behaviours. The HT wished to note that there was still a burden on teaching time whilst children queued to be let into toilet cubicles or washed their hands which impacted on the school day.</p>	
<b>9b</b>	<p><u>End of Term 4 Analysis</u></p> <p>The Assistant Headteacher (staff governor) presented the end of term 4 data analysis (filed with the minutes).</p> <p>The AHT explained that the data was more about the re-baselining of the children and a gap analysis than progress and attainment. It wasn't considered appropriate to include progress data on this occasion. The AHT made governors aware of several points contained in her report.</p> <ul style="list-style-type: none"> <li>• Within the 'On Track' pupils, there were a number which were 'At Risk' of being below Age Related Expectations (ARE). Subject to no further interruptions, precision teaching and targeted support, the aim was that the children would return to being on track and at age related by the end of the year.</li> <li>• The Early Years and Key Stage 1 reading and writing had particularly been impacted by lockdown as the younger children had missed quite a large chunk of their schooling.</li> </ul>	

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- Maths was considered to have been less impacted than other subjects. The Maths Mastery approach was so well embedded at the school and its impact was evident. However, as the children progressed through the curriculum, they were meeting areas which they hadn't been taught before. This would have a detrimental effect but would be less so when compared to reading and writing.

**A governor noted that in Early Years and Year 1, the boys were outperforming the girls in all three areas which then changed around from Year 2 onwards.** The AHT explained that when looking at the breakdowns, it didn't really provide a trend picture based on small class numbers. The HT commented that there could be two pupils with SEND needs which would then skew the data by 10%. It wasn't possible to track the data in the exactly the same way as perhaps a larger school.

**The Clerk noted that maths was 'holding up' and asked if it had been easier for parents to support home learning in maths as there was either a right or a wrong answer to a question.** The AHT said to a certain extent this had been the case. However, it was really attributed to the school's Maths Mastery approach and had shown how strong the maths teaching was. The children also loved their maths lessons.

**The Clerk was aware that the pupils in a number of other primary schools had lost their stamina for writing as a consequence of the lockdowns. How had Wittersham found this?** The AHT said this had very much been the case which was possibly more evidence in upper Key Stage 2 as more sustained writing was expected from the children. Shorter writing tasks had been set for lockdown teaching which was achievable for the children whilst very much thinking about the parents and how they were delivering it. However, this was a different way of teaching writing which was being built back up again in class. Some of the key areas of punctuation and spelling also needed sharpening up and were being revisited.

**A governor noted that seventeen of the twenty Year 1 pupils were below ARE in one or more subjects. How could the children catch up?** The AHT said the teachers would identify where the gaps were and would provide targeted support. A TA would also be timetabled to provide focused interventions. Year 1 writing had been impacted as the reading had been so affected. The year had been very disrupted for the Year 1 pupils where they had missed key units of phonics. The writing wouldn't follow on until this had been addressed.

The HT explained there was a national set of published expectations and it was known that seventeen of those twenty children weren't meeting those expectations in that year group at the moment. However, the children would continue to be measured against the curriculum expectations which had not been adjusted despite Covid.

**The Clerk understood that Year R was called the Foundation Stage for a reason. How would the children fair in Year 1?** The HT said some of the disadvantaged EYFS children had attended school during lockdown and had absolutely flourished. Whilst the children might not meet their good level of development by the end of the year, they had flourished more than they might otherwise have done in a normal school year. The school's approach was about the characteristics of effective learning and the building blocks which would lead the children to become good learners in their lifetime. The EYFS teacher was extremely good at embedding this in the children. The HT said there would be an ongoing catch-up into Year 1 which would be more significant if the school wasn't so child-centered. Whilst there might be a plateau in results, the children would come good in time.

**A governor asked if any further provision for schools would be provided by the government as this was a national issue.** The HT said there was

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<p><b>9c</b></p>	<p>nothing which had been confirmed. The government was looking at the provision of summer schools at secondary level. It had also been announced earlier that day that the government intended to invest more money in the mental health provision. The HT said it would come down to a cycle of good quality gap analysis and teaching until the children got there.</p> <p><u>School Development Plan Updates</u></p> <p><b>Focus 1.1</b> CPD opportunities continued to be pursued. By way of example, it had been noticed that some children had issues with their fine and gross motor skills which would impact on their handwriting. Two TAs had been signed up for the 'Fizzy and Clever Hands Programme' and would complete two weeks of virtual training sessions with NHS therapists. This would enable the TAs to teach interventions for fine and gross motor skills.</p> <p><b>Focus 1.3</b> Oracy – The Oracy Leader was structuring termly activities which were shared with teachers with an expectation that there was a common approach and investment in oracy across the school and that all classes would access these oracy activities. Oracy in other areas, for example question stems for mathematical reasoning were now embedded in practice.</p> <p><b>Focus 1.4</b> The Maths Leader continued to engage with the Kent Maths Hub and was considered very good at sharing strategies for teaching and learning across the school. There would also be an EYFS Maths Mastery working group this year.</p> <p><b>Focus 2.2</b> Attendance had obviously been heavily impacted by Covid. However, following the tracking of attendance for all non-Covid reasons, attendance since September 2020 had been 97% for whole school, 96.4% for disadvantaged children and 94.2% for SEN pupils.</p> <p><b>Focus 2.3</b> On the whole, behaviour for learning was considered very good across the school and children returned after each lockdown eager to engage and wanting to learn. For those children who had difficulty in self-regulating behaviour or managing their emotions, the SENCO had some excellent intervention and nurture groups in place.</p> <p>The HT and SENCO were also providing weekly mentoring for children who would benefit together with child-centred observations (at play and in class) where there were concerns. Staff continued to work closely with parents for any on-going concerns or for one-off issues. This two-way communication continued to benefit home, child and school.</p> <p><b>Focus 3.1</b> The AHT explained that the school was required to consult with parents for its RSHE (Relationship, Sex and Health Education) policy. It had been intended that this would become a statutory part of the curriculum in September 2020 but due to Covid, it had been delayed to September 2021. The requirement had been to start teaching the RSHE curriculum in the summer term but the school had chosen to start teaching the curriculum from September 2020.</p> <p>The AHT said she had rewritten the policy which had been sent to parents inviting them to submit any questions about the policy or if they had any concerns. A couple of parents had asked for clarity around the inclusivity of relationships. Parents were very keen that staff were teaching the children about being inclusive which the school was. The policy was redrafted and a Zoom meeting offered to parents as a follow-up but parents felt it unnecessary to ask further questions. The policy would be presented to governors for ratification under agenda item 15.</p> <p><b>A governor asked how many parents had responded regarding the policy.</b> The AHT said there had been forty six responses which was just under half of the school's families. Responses were generally overwhelmingly positive and parents were happy and confident in the school's approach.</p>	
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	<b>Focus 4</b> This item had been covered within other areas of the meeting agenda.																									
<b>10.</b>	<b><u>GOVERNOR MONITORING</u></b>																									
<b>10a</b>	<u>Virtual Monitoring Update</u>  The Chair met with the SENCo on 24 <sup>th</sup> March 2021, a report of which had since been circulated to governors. The Chair said he had been aware that the SENCo would be leaving and that she was considered to have done a fantastic job during her brief time at the school.																									
<b>10b</b>	<u>Governor Monitoring Activities in Term 6</u>  The governing board continued to follow DfE guidelines whereby visits to school should not be made unless they were considered essential.  <b>Action: The Safeguarding governor to complete virtual monitoring in term 6.</b> <b>Action: The Health &amp; Safety governor to complete a H&amp;S walk during term 6.</b>	<b>JM</b> <b>JDad</b>																								
<b>11.</b>	<b><u>SIAMS/CHRISTIAN VALUES AND DISTINCTIVENESS</u></b>  The HT reported she had recently attended two webinars which had been run by the Archbishop of York Youth Trust. One was on 'Character Education' which led into the second on the 'Young Leaders Award'. The award could be for Key Stage 1 or Key Stage 2 and or across one class if preferred. The idea was around character and virtue development which the HT had spent the last year or so looking at through her work with the Diocese Hub. It would also link to strand 3 and 4 of SIAMS.  The HT had since been contacted by the Deputy Director of Education, Canterbury Diocese who had offered the school funding for 30 free places. The work would begin for one class in September 2021.																									
<b>12.</b>	<b><u>BUDGET CLOSEDOWN 2020-21</u></b>  The year-end balance sheet for 2020-21 was provided in advance of the meeting (filed with the minutes).  <u>Year End Revenue Budget (Actual)</u> <table border="1"><thead><tr><th></th><th>(£)</th></tr></thead><tbody><tr><td>Revenue Income</td><td>713,061.30</td></tr><tr><td>Revenue Expenditure</td><td>695,433.55</td></tr><tr><td>Revenue Balance</td><td>17,400.59</td></tr><tr><td>Revenue Balance B/F 2019/20</td><td>84,818.04</td></tr><tr><td>Revenue Balance C/F to 2021/22</td><td><b>102,445.79</b></td></tr></tbody></table> <u>Year End Capital Budget (Actual)</u> <table border="1"><thead><tr><th></th><th>(£)</th></tr></thead><tbody><tr><td>Total Capital Income</td><td>17,400.59</td></tr><tr><td>Less Capital Expenditure</td><td>17,400.59</td></tr><tr><td>Capital Balance</td><td>0</td></tr><tr><td>Capital Balance B/F 2019/20</td><td>0</td></tr><tr><td>Capital Balance Carried Forward to 2021/22</td><td><b>0</b></td></tr></tbody></table> The Finance Committee Chair reported on the budget closedown which had been reviewed in depth during the preceding Finance Committee meeting. The minutes of which would be circulated once prepared. <ul style="list-style-type: none"><li>• There had been an underspend in some areas as Covid had prevented some planned spending.</li><li>• There had been an overspend on Covid related items such as hygiene and cleaning products.</li></ul>		(£)	Revenue Income	713,061.30	Revenue Expenditure	695,433.55	Revenue Balance	17,400.59	Revenue Balance B/F 2019/20	84,818.04	Revenue Balance C/F to 2021/22	<b>102,445.79</b>		(£)	Total Capital Income	17,400.59	Less Capital Expenditure	17,400.59	Capital Balance	0	Capital Balance B/F 2019/20	0	Capital Balance Carried Forward to 2021/22	<b>0</b>	
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	<ul style="list-style-type: none"><li>• The in-year revenue balance was £17,400. When combined with the revenue budget surplus of £84,818 from 2019/20, the carry forward to 2021/22 would be £102,445.</li><li>• The school had exceeded its BCM (Balance Control Mechanism) allowance by approximately £19,670. Approximately £4,000 of this related to the ring-fenced Sports Premium funding which remained unspent due to Covid. The HT had outlined a specific spending project for the remaining balance over BCM which would be explained in the Finance Committee minutes.</li><li>• Overall, the budget outturn was considered extremely healthy.</li></ul>																																																	
13.	<p><b><u>3 YEAR BUDGET PLAN 2021-2024</u></b></p> <p>The three year budget plan (3YBP) was circulated in advance of the meeting (filed with the minutes).</p> <p><u>Revenue Budget</u></p> <table><tr><th></th><th>2021/22(£) Year 1</th><th>2022/23(£) Year 2</th><th>2023/24(£) Year 3</th></tr><tr><td>Total Revenue Income</td><td>698,862.00</td><td>732,006.00</td><td>752,611.00</td></tr><tr><td>Less Total Revenue Expenditure</td><td>753,294.69</td><td>750,001.44</td><td>771,831.61</td></tr><tr><td>Revenue Balance this Year</td><td>-54,432.69</td><td>-17,995.44</td><td>-19,220.61</td></tr><tr><td>Revenue Balance From Last Year</td><td>102,446.00</td><td>48,013.31</td><td>30,017.87</td></tr><tr><td>Cumulative Revenue Balance Carried Forward</td><td>48,013.31</td><td>30,017.87</td><td>10,797.26</td></tr></table> <p><u>Capital Budget</u></p> <table><tr><th></th><th>2021/22(£) Year 1</th><th>2022/23(£) Year 2</th><th>2023/24(£) Year 3</th></tr><tr><td>Total Capital Income</td><td>15,827.00</td><td>0</td><td>0</td></tr><tr><td>Less Total Capital Expenditure</td><td>15,827.00</td><td>0</td><td>0</td></tr><tr><td>Capital Balance this Year</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Capital Balance From Last Year</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Cumulative Capital Balance Carried Forward</td><td>0</td><td>0</td><td>0</td></tr></table> <p>The Finance Committee Chair reported that following a review of the proposed three year budget plan, the Finance Committee’s recommendation was that it should be approved.</p> <p><b>Governor approved the three year budget plan for 2021/2024 as presented.</b></p>		2021/22(£) Year 1	2022/23(£) Year 2	2023/24(£) Year 3	Total Revenue Income	698,862.00	732,006.00	752,611.00	Less Total Revenue Expenditure	753,294.69	750,001.44	771,831.61	Revenue Balance this Year	-54,432.69	-17,995.44	-19,220.61	Revenue Balance From Last Year	102,446.00	48,013.31	30,017.87	Cumulative Revenue Balance Carried Forward	48,013.31	30,017.87	10,797.26		2021/22(£) Year 1	2022/23(£) Year 2	2023/24(£) Year 3	Total Capital Income	15,827.00	0	0	Less Total Capital Expenditure	15,827.00	0	0	Capital Balance this Year	0	0	0	Capital Balance From Last Year	0	0	0	Cumulative Capital Balance Carried Forward	0	0	0	
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14.	<p><b><u>FINANCE/PREMISES/HEALTH AND SAFETY/GDPR</u></b></p>																																																	
14a	<p><u>Schools Financial Values Standard (SFVS) Submission 2021</u></p> <p>The draft SFVS was provided in advance of this meeting (filed with the minutes).</p> <p>The Chair reported that he had prepared the submission and provided a summary of its contents.</p>																																																	

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	<ul style="list-style-type: none"> <li>It had been possible to answer 'yes' to all of the checklist questions with the exception of question 12 where the budget outturn was not as originally predicted. However, an explanation was provided in the comments section as to why this was the case.</li> <li>The SFVS dashboard showed how the school's expenditure compared to similar schools. <ul style="list-style-type: none"> <li>In the majority of areas, the spending was broadly in line with similar schools.</li> <li>As the school employed highly experienced, expensive teaching staff, the school had been placed in the highest 20% of similar schools.</li> <li>The school was also in the highest 20% for administrative and clerical staff.</li> <li>The school was in the lowest 10% for the pupil/adult ratio.</li> </ul> </li> </ul> <p><b>Governors agreed the SFVS submission for 2021.</b></p> <p>The Clerk proposed and the Chair agreed that a signed copy should be placed on file at school with the minutes of this meeting.</p> <p>The Chair said he was keen for another governor to assume the responsibility for preparing the SFVS submission in due course and that ideally, he would work with that person for the 2022 submission.</p> <p><b>14b</b> <u>Premises, Health &amp; Safety, General Data Protection Regulations (GDPR)</u></p> <p>The HT reported that statutory health &amp; safety had continued throughout Covid. This had included PAT electrical testing since the last meeting.</p> <p>The Site Manager was currently in the process of re-opening the swimming pool.</p> <p>The school was collaborating with some of its neighbours regarding some minor fencing issues. The Site Manager would undertake some of the work.</p> <p>There was an on-going squirrel issue following an increase in numbers which were now in the roof of the school house. Solutions to resolve the issue were currently being worked on.</p>																												
<p><b>15.</b></p>	<p><b><u>POLICIES/PROCEDURES</u></b></p> <p>The policies due for review were circulated in advance of the meeting (statutory policies filed with the minutes).</p> <p><b>Governors agreed the following without amendment.</b></p> <table border="1" data-bbox="272 1406 1353 1742"> <thead> <tr> <th></th><th>Policy</th><th>Next Review</th></tr> </thead> <tbody> <tr> <td>a)</td><td>*Special Educational Needs and Disabilities</td><td>May 2022</td></tr> <tr> <td>b)</td><td>*Admissions policy (2022/23)</td><td>"</td></tr> <tr> <td>c)</td><td>Flexi-Schooling policy</td><td>May 2023</td></tr> <tr> <td>d)</td><td>*Behaviour policy</td><td>May 2022</td></tr> <tr> <td>e)</td><td>School Emergency Management and Business Continuity Plan</td><td>"</td></tr> <tr> <td>*f)</td><td>Equality and Diversity policy</td><td>May 2023</td></tr> <tr> <td>g)</td><td>*Relationship, Sex and Health Education policy</td><td>May 2022</td></tr> <tr> <td>H</td><td>(Staff) Appraisal policy</td><td>"</td></tr> </tbody> </table> <p>(*Statutory policies)</p> <p><b>Governors ratified all policies presented.</b></p> <p><b>The Clerk asked if hard copies of the School Emergency Management and Business Continuity Plan were held offsite.</b> The HT confirmed that they were and that copies were held by the HT, AHT, Site Manager and Office Manager.</p>		Policy	Next Review	a)	*Special Educational Needs and Disabilities	May 2022	b)	*Admissions policy (2022/23)	"	c)	Flexi-Schooling policy	May 2023	d)	*Behaviour policy	May 2022	e)	School Emergency Management and Business Continuity Plan	"	*f)	Equality and Diversity policy	May 2023	g)	*Relationship, Sex and Health Education policy	May 2022	H	(Staff) Appraisal policy	"	
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OTHER		
<b>16.</b>	<p><b><u>GOVERNOR TRAINING</u></b></p> <p>The Chair took this opportunity to report that he was the only currently serving governor who had completed Safer Recruitment training and that several other governors should also consider completing the training.</p> <p>The Clerk explained that there was an online module provided by the NSPCC on Safer Recruitment, the cost of which was £35 which would be reimbursed by the school. The HT commented that she had also repeated the NSPCC module.</p> <p><b>Action: The Vice Chair and Local Authority governor to complete safer recruitment training and advise the Training &amp; Development governor.</b></p>	<b>JM/RG</b>
<b>16a</b>	<p><b><u>Training Undertaken Since the Last Meeting</u></b></p> <ul style="list-style-type: none"> <li>• It had previously been noted that several governors had participated in the Better Governor 'Safeguarding – What governors need to know in 2021' webinar in early May.</li> <li>• The Clerk reported she had attended the County Clerks Conference on 19<sup>th</sup> March 2021 and the NGA (National Governance Association) Clerks Conference during the mornings of 30<sup>th</sup> and 31<sup>st</sup> March.</li> <li>• The Chair had participated in an NGA webinar on 18<sup>th</sup> March on 'Governance, Safeguarding and the Pandemic'. The Chair was also due to participate in a further NGA webinar on 20<sup>th</sup> May on 'The Partnership with School Leaders'.</li> <li>• A governor reported he had completed an NGA module on 16<sup>th</sup> April on 'Understanding Schools Finance'.</li> </ul> <p><b>Parent governor SR indicated his willingness to work with the Chair on the 2022 SFVS submission.</b></p> <ul style="list-style-type: none"> <li>• A Foundation governor (DC) reported she was due to attend The Education People's virtual governor training on 'Monitoring Visits' on 24<sup>th</sup> May 2021.</li> </ul>	
<b>16b</b>	<p><b><u>NGA Learning Link Modules</u></b></p> <p>The Clerk provided governors with the May 2021 update to the full list of NGA Learning Link modules as a supporting paper for this agenda item.</p> <p>The Chair said the Clerk had explained that several of her other governing boards agreed to complete the same NGA Learning Link module in between meetings and to then spend several minutes at the end of the subsequent meeting to review the module. The Chair commented that the advantage of online modules was that they could be completed at a time which was suitable to an individual and could be completed over time.</p> <p>The Chair thought this a good suggestion and that this should be independent of other training governors chose to complete. The Chair proposed the NGA Learning Link module which governors would be asked to complete before the July meeting. The Chair commented that the training would not apply to the HT or AHT (staff governor).</p> <p><b>Action: Governors to complete the NGA Learning Link module 'Governance: Your role, your responsibilities, your organisation' prior to the July FGB meeting.</b></p>	
<b>17.</b>	<p><b><u>WEBSITE/MONTHLY BULLETINS/COVID UPDATES</u></b></p> <p>The Education People's March to May 2021 monthly bulletins were recirculated for information.</p> <p>The Clerk highlighted several items of interest and useful links within the meeting agenda, all of which were noted.</p>	

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<b>18.</b>	<b><u>CHAIR'S ACTIONS/CORRESPONDENCE</u></b> There were no other Chair's actions or correspondence sent or received to report.	
<b>19.</b>	<b><u>ANY OTHER URGENT BUSINESS</u></b> There were no matters arising.	
<b>20.</b>	<b><u>CONFIDENTIALITY</u></b>	
<b>20a</b>	Some discussions contained within agenda item 6 (Safeguarding) were considered confidential and were contained in part two of the minutes.	
<b>20b</b>	The School Emergency Management and Business Continuity Plan was considered confidential and would be filed with part two of the minutes.	
<b>21.</b>	<b><u>DATE OF NEXT MEETING</u></b> The next full governing board meeting would take place on the <b>revised date of Wednesday, 21<sup>st</sup> July 2021 at 6.30 pm</b>	

The meeting closed at 7.55 pm

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

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

#### **ACTION SUMMARY**

<b>ITEM</b>	<b>AGENDA ITEM</b>	<b>TO BE ACTIONED BY</b>	<b>ACTION</b>
1.	4	Clerk	To include a review of the FGB ToR within the October 2021 FGB meeting agenda (to coincide with the 2021 update to KCSIE).
2.	6	Clerk	To circulate the PowerPoint presentation from the Better Governor Safeguarding webinar from 6 <sup>th</sup> May.
3.	10b	JM	To complete safeguarding virtual monitoring in term 6.
4.	10b	JDad	To complete a H&S walk during term 6.
5.	16	JM/RG	To complete safer recruitment training via the NSPCC and advise the Training & Development governor.
6.	16b	Governors	To complete the NGA Learning Link module 'Governance: Your role, your responsibilities, your organisation' prior to the July FGB meeting.

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