



WITTERSHAM CHURCH OF ENGLAND PRIMARY SCHOOL
MINUTES OF THE FULL GOVERNING BOARD MEETING
Held Virtually on Thursday, 9th March 2023 at 6.30 pm
On a voyage of discovery, flourishing in God's love



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

PRESENT: John Collins (Chair), George Hawkins (Headteacher), John Posnette, Jane Burnett, Rachel Georgiades, Kerry Dean and Stephen Rogers

CLERK: Jane Phillips

The meeting commenced at 6.31 pm.

ITEM	PROCEDURAL	ACTION
1.	<u>WELCOME, APOLOGIES, QUORUM</u>	
1a	The Chair welcomed governors to the meeting which was opened with a prayer.	
1b	Apologies were received and accepted for Oliver Walker (work commitments) and Nick Barnett (internet issues). There were no other apologies for absence.	
1c	The Clerk confirmed the meeting was quorate.	
2.	<u>DECLARATIONS OF BUSINESS INTEREST</u>	
2a	Jane Burnett declared she was Co-Chair of governors of Norton Knatchbull School in Ashford. There were no other 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 FULL GOVERNING BOARD MEETING HELD ON 1ST DECEMBER 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	<p><u>A Review of Governor and Clerk's Actions Arising</u></p> <p>Item 1. It was noted that parent governor KD had experienced technical issues whilst completing the NGA Learning Link (LL) Safeguarding module 'How to Fulfil the Governance Role'. The Clerk would contact the NGA directly regarding the issue.</p> <p>Item 4. Action: As a priority, remaining governors to send the HT their pen portraits for the school's website.</p> <p>Action: The HT to upload previously agreed FGB minutes to the school's website.</p> <p>All remaining actions had been completed or would be discussed during this meeting.</p>	Rem. Govs Head
GOVERNANCE		
4.	<u>MEMBERSHIP</u>	
	<u>Staff Governor Vacancy</u>	
	The AHT's term of office as staff governor had concluded on 4 th March 2023. At the time of the meeting, the HT reported there had been no expressions of interest in the current vacancy.	

	<p><u>Foundation Governor Vacancies</u></p> <p>The Chair reported suitable candidates were yet to be identified for the two foundation governor vacancies.</p> <p>The HT explained an advertisement had been placed in the 'Outlook on Oxney' magazine regarding the two vacancies and that there had been no responses to date. The Tenterden Team Vicars had also been made aware of the vacancies in the event they were able to identify suitable candidates locally.</p>	
SCHOOL IMPROVEMENT		
5.	<p><u>SAFEGUARDING</u></p> <p>(All discussions within this item were considered confidential and were contained in part two of the minutes.)</p>	
6.	<p><u>HEADTEACHER'S REPORT</u></p> <p>(Some discussions within this item were considered confidential and were contained in part two of the minutes.)</p> <p>The HT's term four written report was made available on GovernorHub in advance of the meeting. The HT responded to governor questions.</p> <p>A governor commented that clearly, CPOMS was a useful tool in tracking incidents. The HT had said it continued to be accessed by all staff in logging negative behaviours. An example of a pupil with a repeated set of behaviours was provided where the school had put in place a specific intervention. Had this been picked up by the class teacher or from the monitoring of the logs by either the HT or SENCo. The HT explained that on this occasion, the incident would have been picked up by the HT and SENCo as both Designated Safeguarding Leads (DSLs) were able to see incidents over a longer period of time. Weekly DSL meetings took place on a Wednesday afternoon when the logs on CPOMS were reviewed for that week. Any patterns in behaviour were identified and interventions put in place.</p> <p>A governor asked if the HT had now met with the school's allocated Attendance Officer and whether there were any useful outcomes from the meeting. The HT said a meeting had taken place the previous day which was considered very positive. The Attendance Officer had been very supportive and complementary on how the school was currently managing attendance.</p> <p>The HT explained that attendance fell into three distinct categories; any child with attendance below 50%, those children who's attendance fell within 50-90% and those children who fell within 90-96%. There were no children with an attendance below 50%. Every child with an attendance below 90% was reviewed where there was often a reason behind the lack of attendance. Three families had previously been identified which the Attendance Officer concurred with who would require further support and guidance.</p> <p>The HT reported attendance letters had been sent to families as necessary. It was pleasing to note that attendance had since improved for many of the families. However, one child's attendance had not improved. The family concerned had been invited to meet with the HT and SENCo to consider the further ways in which the school could support the family. Informal attendance targets would also be set moving forward. If these targets weren't subsequently met, the family would be asked to meet with the HT and Attendance Officer.</p> <p>The HT said the Attendance Officer had also provided clarification on authorised and unauthorised absences and was happy to make herself available if the school had any further questions.</p> <p>A governor asked if the HT had identified any progress this term as a result of the strategies for improving the punctuality of ten pupils. The</p>	

HT said that of the ten, there had been no further lates for five of the children following the discussions which had taken place. Three of the children had since had two lates over a four week period. One family had initially improved but had then fallen back into issues with punctuality. Whilst an informal discussion had taken place with the family, a letter had been prepared inviting the family into a formal meeting with the HT, Office Manager and SENCo. Again, this would be a supportive meeting when recommended routines would be suggested.

A governor commented that he had visited the school at 8.15 am the previous Tuesday. It was very encouraging to see that the majority of children were in their classrooms by 8.30 am and were completing early morning work prior to registration.

A governor referenced the monitoring of Teaching and Learning and that the HT had listed both the strengths and areas of development which had been observed. It was pleasing to note the areas of strength and that the focus for CPD this term was to follow up on areas of development. The HT had mentioned Senior Leadership Team (SLT) observations. How frequently were this observations taking place and by whom? Were they drop-in visits or more formal? The HT said Subject Leaders were encouraged to undertake observations of each other so there was a good working practice amongst the team. It was also an opportunity to have a fresh pair of eyes looking at teaching practice and to share good practice. The majority of teaching and learning observations were carried out by the SLT which were then fed back during the weekly SLT/DSL meetings. The school calendar, personal situations and area of focus were taken into consideration before an observation was carried out. The HT also undertook a formal lesson observation of every teacher once each term. If there were any concerns, this would form part of the feedback to the staff member.

A governor asked how Subject Leaders were practically able to observe lessons. The HT said Subject Leaders were given subject release time. In the case of Rother class, this was planned to coincide with the children's computing time. The Rother class teacher led on three subject areas and undertook three sessions each term. Three other Subject Leaders would also be released on a termly basis to carry out pupil voice or lesson observations and to see teaching in the moment.

A governor noted the areas of development and asked if there were opportunities for further stretch and challenge for the children. The HT explained that linked to the school's data, this was something which was being worked on with a focus on increasing the number of children working at greater depth. This would include the following:

- To provide teachers with shared planning opportunities during staff meetings. This provided an really good opportunity for the Year 3/4 and Year 4/5 teachers to plan together as they would be able to see across a unit of work what a piece of Year 4 work or Year 5 work would look like. This would identify challenges, what the next steps would be and what the building blocks would be for that year group. This would take place across both Key Stage 1 and Key Stage 2.
- Staff meetings would be used as opportunities for staff CPD. There had been further discussions on what greater depth and stretch and challenge looked like.
- The sharing of good practice across the school. Team teaching, the sharing of book looks and modelling. The HT commented he had modelled teaching in three different classes so far this term. The AHT had similarly done the same in two other classes.

A governor asked if there were opportunities to share best practice with other local primary school teachers. The HT said the Tenterden Rural

Alliance (TRA) was in the process of regaining momentum. The TRA was currently being used as a means for HTs to meet and share best practice. The third meeting had taken place the previous week.

The HT explained that as every school had at least one Early Career teacher (ECT), an ECT programme had been put in place which was at no cost to any of the TRA schools. Each term, the ECTs would meet at a different school in a different setting, would take part in a learning walk and shared practice. On a termly basis, one TRA school would also host a CPD afternoon for the ECTs. There had also been shared moderation for Years 2 and 6 which had been really well attended. The next TRA focus would be on subject leadership and mixed age planning for those smaller, rural schools.

A governor commented that the subject leaders had found the TRA meetings particularly beneficial in the past.

A governor enquired as to the structure of lessons which would provide children with greater opportunities to be more active and to take greater responsibility for their learning. The HT said he had led a CPD session on KAGAN strategies. There was a book entitled 'KAGAN Learning' which consisted of one hundred and forty different strategies for active learning. Teachers had looked at four or five different strategies which could be implemented straight away which focussed on engaging the children in what they could all do at the same time to include the writing down or the oral sharing of ideas.

Action: The HT to share the KAGAN presentation slides with governors.

As previously reported, both the HT and AHT had also delivered team teaching.

A governor wished to ensure that TAs were consistently impacting and supporting children in their learning and were moving that learning on at an appropriate pace. The HT said all TAs had attended the staff development INSET day on 20th February 2023 where the HT and SENCo had facilitated different CPD sessions for them. An opportunity to share best practice across the TAs had also been put in place. As there were a number of new TAs, opportunities had also been provided to observe another TA in a different classroom. Two Early Years TAs had also visited another local TRA primary school where there was a strong Early Years TA in order to further support their practice.

A governor commented that the scope and range of the enrichment programme and activities was considered fantastic. It was thought it must be wonderful to be a pupil at the school with the undoubted focus on the education of the 'whole child' and the focus on their overall wellbeing as well as that of the staff. The Charter was considered so clear and positive. The HT said positive feedback had been received from parents, children and staff so far this academic year. The HT was keen to further develop the Charter so that it was mentioned and lived by every day. The HT was also keen to ensure that the children had enriching experiences, particularly as regards the extra-curricular provision.

The HT reported he was particularly pleased with the results of the staff wellbeing survey. The focus would be on moving those staff members from 'agree' to 'strongly agree'.

A governor thought the school had provided some brilliant ideas for the NEU (National Education Union) strike day. Was the HT able to provide any figures for the uptake of 'Wittersham Unplugged' and the 'Lamppost challenge'? Also, what had been put in place for the previous week's strike day? The HT reported there had been a very good uptake for Wittersham Unplugged. The vast majority of families had engaged in activities where at least twenty families had visited a local farm and had a fantastic day. The children had completed a number of activities as the school had asked and had also built on the idea of 'Wittersham Unplugged' themselves. The school had also received

Head

ninety eight entries for the Lamppost Orienteering which was considered pleasing as not all families lived within the village.

The HT further reported that for the most recent strike day, this coincided with World Book Day so the focus was on 'Wittersham Reads'. The format and template was considered easy for the children to use. All children had also been provided with a wooden spoon which they used as the basis to replicate their favourite book character. This had been well received with 140 of 141 children participating. The remaining child had brought their spoon into school on the following Monday. The spoons had since been sent home as the children were clearly attached to them. Pictures had been taken which would form a collage in the library.

A governor commented that some of the spoons were absolutely amazing. The HT commented they had been lovely to see. There had also been 'extreme reading' where the children had been asked to send in a photo where they were reading in an extreme place. There had been a real range of different pictures.

The HT said further strike days were also planned for 15th and 16th March 2023. The HT had written to families earlier that day assuming that the school would close. An offer for a remote activity linked to Lent and the forty acts of kindness would be provided together with more formal learning if the action stretched to two days.

A governor asked if there was an update on the Diocesan term 4 site visit. The HT said the Canterbury Diocese's Schools Officer – Organisation and Estates would visit the school on Monday, 13th March. The impact of the recent fire risk assessment would be discussed under agenda item 10 (Premises). There would also be discussions regarding ongoing concerns about the school building. The school would then receive a visit from CWA, the Diocese's building team who would complete a full inspection of the building and prepare a quotation based on what had been agreed by the Diocese's Schools Officer. It would then be for the governing body to decide if there was agreement to support the Diocese's work which would require a 10% contribution towards any projects across the school.

A governor asked if the library was now fully functional and if so, how was it being used? Did classes have formal sessions in there? The HT said it was very pleasing to see the library being used regularly throughout the day as a space for learning, a comprehension and phonics space and for children to enjoy books. Two Year 5 pupils were currently being trained as librarians which would then empower them to support children across the school in taking books home each week.

The HT reported the 'book at bedtime' had been rescheduled to take place on 21st April as an opening for the library. The date would be shared with parents the following week. A travelling book fair had also been secured who would come in at the same time. Any commission raised from the event would be used to further support the development of the library to include large prints for the walls and additional texts.

End of Term Three Progress and Impact Data

The data was made available in advance of the meeting on GovernorHub.

A governor said the combined figures for below and at ARE (age related expectation) were the same for Year 6 as they were in the term one data. Twelve of nineteen pupils were on track for reading, writing and maths (R,W&M) combined. Whilst the percentage on track in reading and writing had increased, maths had remained static. Was pupil mobility part of the explanation? The HT said it was. There had been one leaver and a joiner who was not working at ARE based on their starting point. However, the progress made was considered pleasing. Based on teacher

judgements, 63% of Year 6 pupils were predicted to achieve a R,W&M combined score. The HT commented the new Year 6 teacher took a cautionary approach to her judgements. The combined national score was normally within the range of 62-65%.

As the data would still be new for most governors, a governor asked the HT to explain what equated to a step of progress. There were six steps of progress in the charts and in each year group around 50% of pupils had made at least three steps of progress. What would be the expectation for this point in the year? The HT explained there were six steps of progress across the year where there was an expectation that the children would make one step of progress every term. With six steps of progress by the end of the year, the children would then be ready to move up to the next year group.

A governor thought it particularly encouraging to see the progress in Year 1 for reading and writing. Was this the result of very specific interventions? The HT explained some very specific reading and writing interventions had been put in place for Year 1 as some areas of weakness had been identified. The children had experienced a very disruptive start to their school life due to the effects of Covid. The English Subject Leader had made a concerted push on phonics for the past two terms to ensure it was systematically being taught across the school. It was a synthetic programme which was the same for everybody where there were high aspirations for all children. There would be catch-up sessions for those children who weren't quite there to fill the previous gap in their learning.

A governor noted that five Year 1 pupils had only made one step of progress in writing based on the term 3 data and that these children required a further focus. The HT agreed. However, there were four children who had made six steps of progress. Eight children had also made better than expected progress in reading. It was thought this would then impact on the children's writing.

A governor referenced those children who had already made six steps of progress. Was there then more challenging work to stretch them further. The HT explained it would depend where those six steps of progress were and whether it was within the Year 1 curriculum. They might have made three steps of progress from the Early Years curriculum to close that gap and three steps for the Year 1 curriculum. This would then bring them back up to where they needed to be.

A governor said the number of pupils in each year recorded as below in R,W&M overall had reduced since term one. This was as expected if targeted interventions were in place. However, in Year 2 the number had increased in both reading and writing. Was there a specific reason for this? The HT said some Year 2 moderation had taken place to ensure there were high expectations in reading and writing for those children. There were two very experienced teachers in Years 1 and 2. However, it was necessary to ensure the aspirations for the children was a little higher than before. The term one data was considered slightly inflated and there had been some pupil mobility within the cohort. The HT commented the current Year 3 data was considered to present a more accurate picture.

A governor said there was a significant gender imbalance based on the Year 1 data. Was this difference due to the number of boys in the vulnerable groups. The HT said there were only six Year 1 boys. It wasn't possible to draw meaningful conclusions from such a small set of data where each child represented a larger percentage. Two of the boys had specific learning needs. There had also been low starting points for some of the boys in reading and phonics where there had been targeted support to bring this up.

	<p>Whilst maths was less reliant on reading and writing skills, the boys were considered to be performing reasonably well in maths.</p> <p><u>An Update on the Nurture Project</u></p> <p>The HT reported the SENCo was continuing with her nurture training and that a TA had now joined the course each week. As the HT was aware of the demands on the SENCo's time, two further TAs had also received nurture training. One TA would become an Emotional Literacy Support Assistant (ELSA), another who would become a Boxall Profiler and the third would become a nurture specialist. Collectively they would form the Nurture Team led by the SENCo. Some areas around the school had also been identified which could be used for the nurture provision once underway.</p> <p><u>Anonymised Teacher Performance Management Targets</u></p> <p>A governor noted all anonymised teacher performance management targets had been provided which were considered very comprehensive and clearly in line with the School Plan and each teacher's own professional development.</p> <p>A governor asked if a mid-term review would take place prior to Easter. The HT said they were all currently underway. The HT explained some of the targets were quite stringent and specific to ensure that those teachers on the Upper Pay Scale were having an impact.</p> <p><u>Term Three Staff Survey</u></p> <p>The findings of the staff survey were made available in advance of the meeting. This item had been discussed earlier in the meeting.</p>	
7.	<p><u>SEF/SCHOOL IMPROVEMENT PLAN 2022-23</u></p> <p>The updated and fully costed SIP for 2022-23 was made available on GovernorHub in advance of the meeting. The HT had RAG (red, amber, green) rated each of the actions for the end of the Autumn and Spring term milestones.</p> <p>A governor noted that excellent progress had been made in many areas since the SIP was last reviewed during the December FGB meeting. The HT explained that he had written the SIP in September 2022 and that if preparing it now, it would slightly differ as he'd become more familiar with the school and staff team. Some of the term one actions might not have been addressed yet as there were other areas which needed to be prioritised.</p>	
8.	<p><u>GOVERNOR MONITORING</u></p> <p>8a Monitoring reports on geography, Collective Worship, SEN (two reports) and a learning walk (Quality of Teaching) were made available in advance of the meeting (filed electronically).</p> <p>Action: Foundation governor OW to send his School Council pupil conferencing monitoring report to the Clerk for circulation.</p> <p>8b <u>Governor Monitoring Activities in Terms Four and Five</u></p> <p>Action: The EYFS monitoring visit to take place during the afternoon of 23rd March 2023. (Rescheduled due to strike action.)</p> <p>Action: The H&S governor to arrange his visit with the HT.</p> <p>Action: The Safeguarding governor to carry out a monitoring visit on Tuesday, 14th March 2023.</p> <p>Action: Foundation governor NB to attend a monitoring morning on 23rd March 2023.</p> <p>Action: Foundation governor JP to attend a monitoring morning in term 5.</p>	<p>OW</p> <p>KD/JC</p> <p>SR</p> <p>JC</p> <p>NB/JC</p> <p>JP/JC</p>

	<p>Action: The SEN governor to carry out a monitoring visit in term 6 with a focus on transition.</p> <p>Action: Foundation governor JB to attend a monitoring morning in term 6.</p> <p>It was noted the Chair would also attend the monitoring mornings in terms 4 to 6.</p>	<p>JB</p> <p>JB/JC</p>
<p>9.</p>	<p><u>SIAMS/CHRISTIAN DISTINCTIVENESS</u></p> <p>The HT reported the Spiritual Council continued to lead and contribute to Collective Worship on a Monday and Wednesday. The Tenterden Team Vicars shared their materials for worship on either a Thursday or Friday which were distributed amongst the Spiritual Council in readiness for the Monday act of Collective Worship. The Spiritual Council were also leading or supporting class worship in Rother, Oxney and Smugglers classes on a Tuesday.</p> <p>The Spiritual Council were also meeting with the RE Leader with a view to developing a whole school prayer space. A date was currently awaited from Bishop Rose regarding the community project 'Courageous Advocacy in the Community'. The HT commented he was very keen for the children to reach out to the community during term 6.</p> <p>The HT further reported he had now completed the Diocese Headteacher Induction Programme and that he had been part of the second cohort to have completed this. The course had been extremely beneficial. The first and second cohorts intended to meet three times each year as part of 'Head Space' where the next would take place the following week.</p> <p>The HT said the staff team had met with the Tenterden Team Vicars on a Monday morning to reflect on the school's Christian vision and values. Several staff members had been inspired to form a working party. Governors were invited to be involved. The purpose was to refine the current vision and values and to align it with the new SIAMS Framework. The HT thought there would be three working party sessions between March and July 2023 in readiness for September when it would be presented to parents.</p> <p>Action: Governors to contact the HT if willing to join the Vision and Values Working Party.</p> <p>The HT said there would also be a further focus on the school's curriculum in response to the new SIAMS Framework.</p>	<p>Govs</p>
<p>10.</p> <p>10a</p> <p>10b</p>	<p><u>FINANCE/HEALTH & SAFETY/PREMISES/GENERAL DATA PROTECTION REGULATIONS (GDPR)</u></p> <p><u>Finance Committee Meeting – 9th February 2023</u></p> <p>The draft minutes of the Finance Committee's February meeting were made available in advance of the meeting (filed electronically).</p> <p>The FGB Chair reported the Transfer of Control Agreement (TOCA) with the Stepping Stones Nursery had been signed by all parties and was now in place. However, the Chair had received correspondence from the nursery during the February 2023 half term in which they providing six months' notice of their intention to close at the end of August 2023. It was understood the nursery was no longer financially viable. Governors were sorry to learn of the nursery's decision. The Chair reported the HT was currently considering how best the facility could be used once it reverted back to the school.</p> <p><u>Local Authority Feedback – Nine Month Budget Monitoring</u></p> <p>The Local Authority feedback to the nine month budget submission was available for review on GovernorHub. The comments were noted by governors which were discussed under agenda item 10c.</p>	

10c A Review of the Ten Month Budget Monitoring

The January 2023 budget monitoring report was provided as a supporting paper for the meeting (filed electronically).

Year End Revenue Budget Projection

	(£)
Revenue Income	893,339
Revenue Expenditure	912,709
Revenue Balance	-19,370
Revenue Balance B/F 2021/22	108,460
Revenue Balance C/F to 2023/24	89,090

Year End Capital Budget Projection

	(£)
Total Capital Income	34,027
Less Capital Expenditure	34,026
Capital Balance	1
Capital Balance B/F 2021/22	0
Capital Balance Carried Forward to 2023/24	1

Governors noted at the ten month position, an in-year Revenue budget deficit was predicted of £19,370. However, this was mitigated by the Revenue budget carry forward from 2021/22 of £108,460. The predicted carry forward to 2023/24 was currently £89,090.

A governor noted the in-year deficit had decreased from the 9 month position (£65,828) when compared to the ten month position (£19,370). Was the HT able to provide further information on this. The HT explained

that Schools Financial Services had reviewed the budget monitoring for January 2023 to include previous and anticipated expenditure for the remainder of this financial year prior to close down. Based on the local authority feedback to the nine month budget monitoring submission, the school had underspent in three main areas; E12 (Building maintenance and improvement), E15 (Water and sewage) and E25 (Catering supplies). An amount remained allocated within each of these cost centres to meet any further anticipated costs prior to close down.

The HT further explained that the school was currently awaiting the reimbursement of the costs associated with the library project. This would then bring the predicted rollover to approximately £102,000 which would exceed the school's balance control mechanism (BCM) of £95,241. Whilst some funds had been allocated to be spent in the new financial year, the purchase of several licenses had been brought forward which the children would directly benefit from straight away.

10d Schools Financial Values Standard (SFVS)

The draft SFVS was made available for review in advance of the meeting (filed electronically).

A governor referenced the SFVS section on collaboration and that the school's collaboration with the TRA should be added.

Action: Parent governor SR to update the SFVS to include the TRA collaboration. The updated SFVS to be sent to the Chair and Clerk.

SR

Subject to minor updating, governors agreed the SFVS submission for 2023.

The Chair would sign the SFVS prior to its submission to the local authority by 31st March 2023.

<p>10e</p>	<p><u>Finance, Premises, Health & Safety, GDPR</u></p> <p>A governor queried how the school’s 10% contribution towards the Diocese building works would be funded. The HT explained it would come from the school’s budget as it related to premises. The HT said there had been a fire risk assessment on the first day of term four when it had been identified that for the school to be fully compliant by this time next year, fifteen new fire doors were needed together with a new fire alarm system across the school. Some of the existing fire exit doors had also been hung incorrectly in that they opened inwards rather than outwards.</p> <p>A governor asked why this issue hadn’t been identified before. The HT said much of this had come about following the publication of the Grenfell Tower report in February 2023 which covered quite a lot of detail on fire doors and exits. The HT said it would also be necessary to ensure that the fire exits were lit.</p> <p>The HT explained he had undertaken relevant training and had taken the decision to bring the fire risk assessment forward as he was aware there would be some issues arising from it. The assessment had since been sent to the Diocese who had acted immediately. As reported earlier in the meeting, the Canterbury Diocese’s Schools Officer would visit the school on Monday, 13th March. The Diocese were also aware of a number of other projects across the school to include a new boiler in the Year 1/2 corridor and possible redevelopment areas (hall, old school house). The Diocese’s Schools Officer would then advise their contractors as to which projects they would contribute to either immediately or in subsequent years. Their proposal would then be presented to governors as regards their agreement to the school’s 10% contribution.</p> <p>The HT further reported that he was currently in discussion with Schools Financial Services as to whether the school would be required to pay VAT on any of the pool work. Their response was awaited as this seemed a ‘grey’ area.</p>																	
<p>11.</p>	<p><u>POLICIES</u></p> <p>All policies due for review were circulated in advance of the meeting (filed electronically). As requested during the previous meeting, the HT had highlighted where changes had been made to existing policies.</p> <p>Governors ratified the following policies without amendment.</p> <table border="1" data-bbox="272 1290 1366 1659"> <thead> <tr> <th>Policy</th> <th>Next Review</th> </tr> </thead> <tbody> <tr> <td>SEND policy</td> <td>January 2024</td> </tr> <tr> <td>Play policy</td> <td>January 2025</td> </tr> <tr> <td>Pay policy (HR Connect model policy)</td> <td>March 2024 or sooner depending on when the model policy became available</td> </tr> <tr> <td>Admissions policy (2024/25 intake)</td> <td>March 2024</td> </tr> <tr> <td>Acceptable Use of Technology</td> <td>“</td> </tr> <tr> <td>Mobile Technology & Social Media policy</td> <td>“</td> </tr> <tr> <td>Recruitment policy (HR Connect model policy)</td> <td>“</td> </tr> </tbody> </table>	Policy	Next Review	SEND policy	January 2024	Play policy	January 2025	Pay policy (HR Connect model policy)	March 2024 or sooner depending on when the model policy became available	Admissions policy (2024/25 intake)	March 2024	Acceptable Use of Technology	“	Mobile Technology & Social Media policy	“	Recruitment policy (HR Connect model policy)	“	
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<p>12.</p>	<p><u>WEBSITE/TEP GOVERNANCE MONTHLY BULLETINS/DFE UPDATES</u></p> <p>The Education People’s monthly bulletins from December 2022 to February 2023 were recirculated as supporting papers for this agenda item.</p> <p>The Chair referenced the February bulletin and the training opportunities in term 4. Two virtual training events were particularly highlighted:</p>																	

	<ul style="list-style-type: none"> Understanding Early Years & Key Stage 1 School Data – Thursday, 16th March 2023. Understanding Key Stage 2 School Data – Thursday, 23rd March 2023. <p><u>Website Update</u></p> <p>The HT reported that following budget closedown, the Finance Officer would then spend time to ensure that the website was fully compliant with DfE requirements. A date would be agreed when parent governor KD would come in and take some photographs for inclusion on the website.</p>	
13.	<u>GOVERNOR TRAINING</u>	
13a	<p><u>Training Undertaken Since the Last Meeting or Due to be Attended</u></p> <p>The Clerk had completed refresher training on 'Complaints – The Clerk's Role in Leading the Process' on 11th January and had attended the County Clerks Briefing on 2nd March 2023.</p> <p>The Chair reported he had participated in the NGA webinar 'Finance in Challenging Circumstances' on 14th December 2022.</p> <p>Action: Foundation governor JP to send his NGA Learning Link Safeguarding certificate to the Clerk.</p>	JP
13b	<p><u>Governor Development</u></p> <p>An up to date list of NGA Learning Link modules and the NGA's suggested Governor Development Plan were made available in advance of the meeting. Governors were asked to review those modules which would be of most benefit to individuals.</p>	
14.	<u>CHAIR'S ACTIONS/CORRESPONDENCE</u>	
	<p>The Chair had prepared and would send a formal acknowledgement that Stepping Stones Nursery would terminate their arrangement with the school as of the end of August 2023.</p> <p>There were no other Chair's actions or correspondence sent or received to report.</p>	
15.	<u>ANY OTHER BUSINESS</u>	
	There were no matters arising.	
16.	<u>CONFIDENTIALITY</u>	
16a	Some discussions contained within item 5 (Safeguarding) and item 6 (Headteacher's Report) were considered confidential and were contained in part two of the minutes.	
16b	There were no papers which were considered confidentially.	
17.	<u>DATE OF NEXT MEETING</u>	
	The next full governing board meeting would take place at school on Thursday, 11th May 2023 at 6.30 pm.	

The meeting closed at 7.55 pm

Signed: _____
(Chair)

Date: _____

ACTION SUMMARY

ITEM	AGENDA ITEM	TO BE ACTIONED BY	ACTION
1.	3b	Remaining Governors	As a priority, remaining governors to send the HT their pen portraits for the school's website.
2.	3b	Head	To upload previously agreed FGB minutes to the school's website.
3.	6	Head	To share the KAGAN presentation slides with governors.
4.	8a	Vice Chair	To send his School Council pupil conferencing monitoring report to the Clerk for circulation.
5.	8b	KD/Chair	To carry out an EYFS monitoring visit during the afternoon of 23 rd March 2023.
6.	8b	H&S Governor	To arrange his H&S visit with the HT.
7.	8b	Safeguarding Governor	To carry out a monitoring visit on Tuesday, 14 th March 2023.
8.	8b	NB	To attend a monitoring morning on 23 rd March 2023.
9.	8b	JP	To attend a monitoring morning in term 5.
10.	8b	JB	To attend a monitoring morning in term 6.
11.	9	Governors	To contact the HT if willing to join the Vision and Values Working Party.
12.	10d	SR	To update the SFVS to include the TRA collaboration.
13.	13a	JP	To send his NGA Learning Link Safeguarding certificate to the Clerk.