



“To be the best we can be ...”

**BOUGHTON-UNDER-BLEAN & DUNKIRK METHODIST PRIMARY SCHOOL
MINUTES OF A MEETING OF THE FULL GOVERNING BOARD
HELD AT THE SCHOOL ON MONDAY 6TH MARCH 2023 AT 1.00 p.m.**

PRESENT:

Reverend E Aggrey-Ogoe	Mr M Baybutt (Chair)
Mr J Bennett	Mrs C Clayson
Mr A Cummins	Mrs B Feast
Mr D Munro	Mrs J Mayer
Dr. J Perkins	Mrs K Petts
Mr D Warner	Mr S Way (Headteacher)

IN ATTENDANCE: Miss S Holness (from 1.30 p.m. to 2.10 p.m.)
Mrs D Stryzyk (Governance Professional)

Part I - Non-Confidential Minutes

Item	Minute	Action
PROCEDURAL		
1.	<p>Welcome</p> <p>The Chair extended a warm welcome to governors. Reverend Aggrey-Ogoe was invited to lead the Board in an opening prayer.</p>	
2.	<p>Quorum</p> <p>The Governance Professional confirmed the meeting was quorate.</p>	
3.	<p>Apologies for Absence</p> <p>None, all governors were present at the meeting.</p>	
4.	<p>Declaration of Business Interests</p> <p>a) Declaration of Interests Against Any of the Agenda Items for the Meeting</p> <p>Governors were invited to declare business interest against any of the agenda items for the meeting. None were received.</p>	
5.	<p>Governing Board Membership</p> <p>The Governance Professional updated governors on current Board membership, as follows:</p>	

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	<p>a) One x Co-opted Governor Vacancy</p> <p>There remained one x co-opted governor vacancy.</p> <p>b) Upcoming End of Terms of Office</p> <ul style="list-style-type: none"> Mrs B Feast’s current term of office as Foundation Governor was due to expire on the 17th June. The Chair advised at the next meeting of the Kent Circuit of the Methodist Church, which was scheduled for the following week, Mrs Feast would be asked if she wished to be reappointed for a further term of office. Governors to receive an update at the next meeting. <p>Action: GB to be updated on Mrs B Feast’s appointment at the next meeting.</p> <p>c) Succession Plans</p> <p>The matter of succession planning had been discussed at the previous meeting. One Governor had expressed an interest in becoming the Chair in due course. Consideration needed to be given as to how and when the transition will take place. Succession plans would be included upon future agenda. The Governance Professional advised succession plans must include consideration of the key roles and areas of responsibility within the governing board.</p> <p>The Chair advised that the Methodist Minister (Reverend Aggrey-Ogoe) had completed his plans to retire at the end of this academic year. A new Minister had been appointed, she will take up the appointment from August. Reverend Rosemary Pritchard will take up the ex-officio position on the Governing Board. The Chair asked that Governors welcome her to her first meeting in term 1.</p> <p>A Governor requested that time be set aside at the next meeting to have discussions around succession plans. Governors were invited to email the Governance Professional with any expressions of interest in respect of the key roles and areas of responsibility to enable the Board to be satisfied that succession plans are in place to future proof the Board.</p> <p>Action: Succession planning to remain on future agenda. Governors to email the Governance Professional if they have interest to take on key roles within the Board.</p>	<p>ALL</p> <p>Gov. Prof.</p>
<p>6.</p>	<p>Minutes of the full Governing Board Meeting held on the 23rd January 2023</p> <p>The minutes of the previous meeting held on the 23rd January 2023 were agreed as a true record. The minutes were signed on behalf of the governors by the Chair.</p>	
<p>7.</p>	<p>Matters Arising and Receive Updates on Agreed Actions</p>	

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	<p>a) Governors’ Confirmation and Agreement to Abide by the Acceptable Use Policy</p> <p>The Governance Professional confirmed that all Governors with the exception of Governors (BF/SW/JB) have confirmed their agreement to abide by the school’s Acceptable Use Policy.</p> <p>Action: Governors (JB/SW/BF) to read the Acceptable Use Policy and confirm that they will abide by the Policy on Governor Hub.</p> <p>b) Annual Statement of Governance 2021-22</p> <p>The Annual Statement of Governance 2021-22 had been published on the school’s website.</p> <p>c) Five Year Strategic Plan</p> <p>The Leadership & Management/Well-being Governor (KP) had prepared a statement on well-being for inclusion in the Five Year Strategic Plan. She suggested also including a well-being tag line for the website.</p> <p>The Chair asked governors for their feedback on the Five Year Strategic Plan document. A Governor (DM) agreed to liaise with the school and Cantium for a mark-up/editing facility to be shared with governor colleagues to enable them to add their comments and observations within the document.</p> <p>A Governor felt the Five Year Strategic Plan could be shortened by reducing the font size and re-formatting the document.</p> <p>Action: Five Year Strategic Plan to be edited/re-formatted to reduce margins and font size.</p> <p>Action: DM and HT to liaise with Cantium to enable the Five Year Strategic Plan to be live edited and enable Governors to comment upon the document. The Five Year Strategic Plan will be returned to the Board for final approval at the term 5 meeting.</p>	<p>JB/SW /BF</p> <p>CoG/ DM/ HT DM/ HT</p>
SCHOOL IMPROVEMENT		
8.	<p>Headteacher’s Report</p> <p>The Headteacher’s report and School Improvement Plan 2022-23 had been uploaded to Governor Hub prior to the meeting. The Headteacher expanded upon his report, as follows:</p> <p>a) School Roll, Organisation and Staffing Updates</p> <p>School Roll</p>	

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Page 2 of the Headteacher’s report detailed the numbers of pupils in each year group. There were currently 203 pupils on roll.

The Headteacher advised that he had received indicative new pupil numbers for September 2023, 22 parents had named Boughton as their first choice, 18 second choice and 14 third choice. The Headteacher will ask existing parents their thoughts and views about what it is about what the school does well.

There was a falling birth rate. Many parents were shown around the school by the Headteacher.

A Governor suggested that school leaders may possibly need to recognise that there is a comparatively limited number of pre-school children. Also, parents may be looking at the cost of bringing a child to the school from neighbouring towns and villages; they may be looking at places nearer to the family home.

Staffing Updates

The Headteacher advised governors of the arrangements to replace the Premises Manager, who will retire at the end of March. The proprietor of TKE Contractors, who was already known to the school, will take over from the end of the month. The proprietor had extensive experience in site management. He will open and lock up the school and will have some janitorial responsibilities in addition to opening and securing the school. The number of hours will be less than the current arrangements and will be more cost effective. The arrangement was for the new premises manager to do the minimum number of hours and if extra hours were required for minor works and repairs these may be offset by the hours allocated within the contract. The Headteacher explained the advantage of the planned new arrangements was that the new premises manager was known by the school and the staff and was trusted to do a good job for the school. His role will primarily be improving things on the site.

The Headteacher stated that the current Premises Manager will be difficult to replace, but he was positive about the appointment which will start on the 27th March and will include a one week handover. A risk assessment and contract will be drawn up.

The Health & Safety Governor advised that there would be a probationary period. The school will perform due diligence and ensure insurances are in place. He will complete training e.g. Legionella, Asbestos and Working at Heights training.

A Governor summarised the school’s premises management will be managed by a company rather than an individual. He asked if the school was satisfied that the procurement arrangements will be in line with KCC’s Scheme for Financing Schools and the school’s Finance Policy. The H&S Governor answered, KCC will be consulted over the contractual arrangements and will inform the school if there were any concerns. In answer to a Governor’s question, the H&S Governor explained that the new premises manager’s current arrangement with the school for his handyman services was on an ad hoc arrangement; there was not an existing contract in

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place. There would be a probationary period. The Headteacher added he wished to ensure that he is committed to delivering a good service to the school. The school will have two cleaners, one of whom will take on responsibility for liaising with the school meal provider on school meal numbers. The other cleaning staff will be allocated more hours.

A Governor asked if consideration had been given should he not fulfil the expectations of the role, i.e. he does not open up the school. Another governor observed from an operational perspective, as the school’s premises management will move to a company rather than an individual, someone else may attend site and deputise for him. All the company’s personnel already have a full Disclosure and Barring Service check. A Governor stated that it was the company’s job to ensure that the expectations of the contract are covered.

Miss S Holness joined the meeting at 1.30 p.m.

b) Quality of Education

- **SEN**

Governors thanked the SENCo/Year R Class teacher for attending the meeting to talk to Governors about SEN in the school.

The SENCo (SH) began by advising the school currently had 29 children listed on the SEN register, of those ten children have an Education and Health Care Plan (EHCP). There was one EHCP pending for a pupil in Year 6 and the school was in the early stages of applying for two further EHCPs for two children in Key Stage 1. In addition, there were a further 19 children with a broad range of needs that had yet to be diagnosed who were on the monitoring list. Those children may potentially have other areas of need.

SH explained that children with SEN at the school have conditions such as Autism, Attention Deficit Hyperactivity Disorder, Speech and Communication needs. SH stated since taking on the role, she had looked at everything that the school does including the format of reporting needs. The school’s SEN information report was not in the same format as other local schools; she was unsure whether previously the document was compliant, the new report will be right, compliant, true and fit for purpose.

SH reported she had been looking at processes within the school and whether pupil progress meetings may be structured differently and how SEN reviews work.

As part of her role, the SENCo has to complete a National professional qualification which she was undertaking at Christ Church University. This was a huge piece of work, but the course was providing her with good information and opportunities for networking with counterparts in other schools. Her training had provided the SENCo with information on what the school should be doing. From that she had produced a next step action plan for

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change. She was keen to develop teachers; the SEN Code of Practice states that all teachers are teachers of SEN; this was definitely the case at Bought & Dunkirk School.

The SENCo advised currently there was a lack of support available from external agencies. Targets have been set for the school by the speech and language therapist.

One of the areas of focus was about empowering teachers to deliver support. The Local Inclusion Forum Team (LIFT) provided specialist teacher services so that when the school turns for external help, the school has the SEN mainstream core standards to refer to.

A Governor asked when the statutory report was done, how the school will know that it meets the necessary requirements. SH explained that a proforma had been published on KELSI which showed that the school was meeting the needs of the Mainstream Core Standards. She had also looked at other schools' SEN Statements. This will enable the school to produce an SEN Statement that corresponds with other schools, but that details the school's SEN offer.

A Governor understood that there was an increasing workload that had flowed to teaching staff from external agencies. He asked what steps were being taken to ensure that the school is training staff when those things land on their desk. SH explained that it was not about a lack of colleagues' skills. Children have joined the school because they have heard the provision at Boughton is good. It was more about colleagues' understanding of what they are doing. The school had bought into the Creative Education package. De-escalation training had been recommended to colleagues which may be completed at their leisure. Through taking cases to LIFT meetings had provided opportunities to discuss children's cases and identify support packages. The staff at the school were experienced. They have done a lot of courses. Some of the training for teaching assistants had been on ADHD, they had found it useful to be refreshed on this area.

The Headteacher advised an advantage of SH becoming the SENCo was that she had been and continued to be in the classroom, she had knowledge from the perspective of a class teacher and what worked for the children.

SH stated the school was nearing the Ofsted inspection window, she, the staff and governors needed to look at different questions that Ofsted may ask. She had joined the Swale Collaboration of SENCos, each of the schools within the Collaboration were at a different stages of their Ofsted journey. Next term staff will explore questions likely to be raised by Ofsted in terms of SEN within the context of the curriculum. She wanted the staff to become co-producers of documents, to establish a process 'Tell me about the child's progress, what are the defining messages?', 'What has worked well/what has not worked?' and 'What has been the impact?'. This had been trialled in respect of a Year 5 pupil. The responses to the questions also formed a large part of the conversations the class teacher had with the parents.

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SH advised that she was unaware of any concerns from parents’ perspective since she had taken over the role of SENCo. However, she was supporting and managing parents’ frustrations because they may be on a list waiting for a diagnosis.

A Governor stated that it was important that practitioners should not be making diagnoses. The SENCo assured him they do not. Parents will come to the school and say that their child has traits – staff may agree, but they do not qualify or provide a diagnosis.

The Headteacher added, school staff have to respond to the needs of the child. Sometimes parents have a different view of the child at home, but the school would not necessarily agree with that. Staff may be able to identify the needs of a child in order that they are met, but they need to go through a paediatrician to have a proper diagnosis, which can be an 18 month to two year wait.

A Governor stated if teachers were using strategies to help pupils whether that also extended to public exams. The Headteacher explained access arrangements would normally mirror what they have in the classroom. There were a number of cases discussed during pupil progress meetings where a child was believed to have a need, they were then taken to LIFT. There was a blurred line, but parents were urged to stick to the advice given from the paediatrician, but it was those services where there were real issues accessing.

The SENCo advised that both she and the Family Liaison Officer have a lot of involvement with families. They have been able to signpost parents to services in response to things that they have reported to them.

A Parent Workshop had been arranged on the topic of managing children’s behaviour; just one parent had thus far signed up whereas there were around 12 families that would benefit from that.

The Headteacher added it was about listening to parents’ concerns and supporting them. Some parents may have had difficulties being in school themselves. It was really difficult currently to get external support for children.

The Headteacher and SENCo have attended several meetings with leaders and SENCos from other schools, from this it was felt that it would likely be that numbers of EHCPs will reduce. SH added, the Government was looking to centralise and unify the application, assessment processes and review the format of the EHCP document. Kent had a huge number of children and young adults with EHCPs compared to other counties. He added, having ten children at the school with EHCPs did seem high. The SENCo agreed, ten was high for the school, but as time goes on it will be interesting to see what transpires in the future.

A Governor reflected whether the high number of EHCPs was because the school was good at identifying SEN.

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The Headteacher advised there were two children without formal diagnoses, they do not have EHCPs despite the children’s parents and the school having the view that they do have significant needs. The children have moved into the school, one of the children was making good progress. (Parents may of course apply for an EHCP.) SH added, there was a greater number of children in KS2 with EHCPs, because they were older and there had been time for them to develop and have their needs assessed. EHCPs will potentially be harder to acquire for children with complex needs in the future. The Staff Governor added primary schools were really good at providing support for children because they were in a smaller settings. Whereas at secondary schools children will have different teachers. Secondary schools were good at dealing with the needs of children with SEN.

A Governor asked SH to explain to governors what the purpose was of an Education and Health Care Plan. The SENCo explained that an EHCP detailed the needs of an individual e.g. Social Services. It was a statutory document that carried through from childhood to adult life.

A Governor asked the SENCo how she was coping taking on a new role, studying for the professional qualification, leading a class as well as family commitments and whether she was being supported. SH responded that she was absolutely coping. Taking on the role of SENCo had been a ‘safe risk’ for her. She was supported in her study time. She attended university for one session a month. The aim was to achieve the SENCo qualification by the end of the year. She added, taking on the role and the studies had been helped as she knew the staff at the school. She was well supported by the Headteacher and staff colleagues.

a) Behaviour and Attitudes

Attendance

Whole school attendance as at the 23rd February 2023 was at 94.7% (compared to 95.9% for the same period last year) The school’s year to date attendance was up on the national picture. Persistent absenteeism was improving.

b) Personal Development

Details of events and activities the pupils have been engaged in were detailed on pages 2 and 3 of the Headteacher’s report.

c) Leadership & Management

- **School Improvement Plan 2022-23**

The Headteacher had uploaded the updated SIP to the meeting folder.

- **Whole School Well-being & Leadership & Management (KP)**

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The Monitoring Governor's (KP) dated the 10th February 2023 had been shared with Governors in advance of the meeting. The Governor had met with the Headteacher. She had discussed the women's health consultation with staff. The Governor was updated on the review and implementation of the Senior Leadership Team roles and whether staff feel valued and how the Headteacher demonstrates to staff how they are valued. The Governor reported there were no concerns as a result of the visit.

- **Parent Survey**

The results of the Parent Survey had been shared on Governor. There had been 91 responses representing 116 children. The Headteacher had looked to see if there were any key messages which would be followed up on. It was intended to carry out parent surveys more frequently.

A Governor asked if the parent survey was anonymous. The Headteacher confirmed that it was, but the school was able to get a flavour in terms of year groups e.g. parents' feedback around extracurricular activities – over 92% of parents either strongly agreed or agreed the school offered a range of extracurricular activities and over 97% of parents would recommend the school to others. A Governor asked if there was any correlation between the 'don't know' responses and any particular class. The Headteacher answered there was not.

The survey results had been discussed with Senior Leaders to decide how to respond to the results and the small percentage (4%) parents' that disagreed with the statement that the school let them know how their child is doing. Governors asked that they also be advised how the school will respond.

Action: HT to inform governors what the school intends to do to respond to the survey.

v) Early Years Foundation Stage

- **Early Years Foundation Stage Monitoring Governor's Visit (BF)**

The EYFS Monitoring Governor verbally reported that she had met with the Early Years teaching staff. The EYFS Teacher/SENCo had explained how learning takes place in the Early Years. She then demonstrated how it takes place. There were two groups within the class at varying levels of their learning. One child had been able to explain about what he was learning.

The Governor reported the children were prepared well in the Early Years for their time in the school. She was grateful to the staff for allowing her to witness that.

HT

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	<p>vi) Statutory Inspection of Anglican & Methodist Schools</p> <ul style="list-style-type: none"> SIAMS Governors’ (BF/EAO) Monitoring Visit Report <p>Governor (EAO) verbally reported on the Governors’ SIAMS visit that had taken place earlier in the day. The Governors wished to understand the lived experience of the school for both children and staff. The ethos of the Methodist church was not just having poster on the wall or children verbalising the ethos, but children actually living it.</p> <p>The Governors’ attention had been drawn to the comments of two parents relating to the behaviour of their children at a previous school and the assessment of their behaviour since joining Boughton & Dunkirk School, which had vastly improved. This was the evidence the Governors were looking for; the children have benefitted from being at the school through the support given to the children which had enabled them to turn their behaviour around.</p> <p>A Governor observed that governors were writing their monitoring visit report on different versions of the report template. The Governance Professional referred to the Governor Monitoring Visits Policy that had been agreed by the Board at the term 1 meeting. The Policy included the governor monitoring visit report templates for both formal and informal monitoring visits. The Governance Professional undertook to post the report templates onto the Governor Hub noticeboard.</p> <p>Action: Gov. Prof. to upload monitoring report templates to GHub noticeboard. (Done – 7/3/2023).</p> <p>The Chair asked if Governors had any questions arising from the Headteacher’s Report or the School Improvement Plan. None were raised.</p>	<p>Gov. Prof. (Done)</p>
<p>9.</p>	<p>Health & Safety/Risk Assessment</p> <p>a) Health & Safety Issues or Concerns</p> <p>The Headteacher, staff and governors were afforded an opportunity to raise any health and safety issues or concerns. None were raised.</p> <p>b) Health & Safety Site Inspection Reports</p> <p>The Health & Safety Governor’s reports x 3 dated the 6th December 2022, 10th and 23rd February 2023 had been shared on Governor Hub. The Governor reported there had been an accident involving a couple of children who fell through the wooden steps/railings, one child had broken her arm. The child was okay. The relevant forms were completed and the incident was reported</p>	

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	<p>to the Health & Safety Executive. The H&S Governor advised that he had looked at what might be done to eliminate any possibility of a similar incident recurring. The timbers have been repaired or replaced.</p> <p>A Governor asked what the response of the child’s parents had been. The Headteacher advised the parents had been fine.</p> <p>The Health & Safety Governor advised that he had inspected the area before, in generally everything was okay.</p> <p>The H&S Governor’s reported outlined the current status of actions.</p>	
<p>10.</p>	<p>Safeguarding</p> <p>a) Safeguarding Issues of Concerns</p> <p>The Headteacher, staff and governors were afforded an opportunity to raise any safeguarding issues or concerns. None were raised.</p> <p>b) Governors’ Safeguarding and Prevent Training</p> <p>Governors were reminded, if they have not already done so, to complete safeguarding training and record details of the training within their Governor Hub personal profiles. It was a requirement for all governors to complete safeguarding training annually and Prevent training every two years. JP had completed Safeguarding training through the NGA Learning Link, his certificate of completed training had been shared on Governor Hub.</p> <p>A Governor (JM) had booked to take part in Prevent training. She undertook to upload the course information to the Governor Hub noticeboard: WRAP (PREVENT) Safeguarding Awareness and the Kent Context for Governors - Thursday 29 June 2023 GV23/040 to enable other governors to participate in the Prevent training.</p> <p>Governors were advised that everyone must know what the changes are in KCSIE 2022. Part 2 was the section for governors, although Governors should also read part 1 so that they may hold staff to account for the safeguarding of children.</p> <p>The Chair advised there was a summary of the changes within the document.</p> <p>Action: Governors to consider undertaking virtual Prevent training on the 29th June available through The Education People.</p> <p>c) Annual Online Safety Risk Assessment (KCSIE refers)</p>	<p>ALL</p>

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	<p>The Headteacher had prepared an Online Safety Risk Assessment and completed a self-evaluation of the school’s online safety practice. The self-evaluation had resulted in the creation of a four point action plan. The Headteacher advised it was the school’s responsibility to be proactive putting measures into place to help keep children safe whilst online. The Staff Governor added, effective discussions take place in the classrooms, but need reinforcing at home.</p>	
<p>11. Finance</p>	<p>The Finance Governors’ (JM/DM) two reports dated the 24th February 2023 had been shared on Governor Hub prior to the meeting. The Governors reported following their monitoring of the January budget monitoring, as follows:</p> <p>a) Latest Budget Monitoring Report</p> <p>The Finance Governor’s had looked at the January budget monitoring report, they reported on variations against the budget in regard to income and expenditure. The Governors reported there have been significant increases in energy and stationery supplies.</p> <p>b) Schools Financial Value Standard</p> <p>The Finance Governors had prepared the SFVS submission for 2023, which they commended to the full Governing Board for approval. Governors unanimously agreed the SFVS submission, the document was signed by the Chair for the school to send to Schools Financial Services before the 31st March 2023 deadline.</p> <p>c) Governors’ Financial Competencies Matrix</p> <p>The Governors’ financial competencies matrix had been completed by the Chair of Governors and the two Finance Governors (JM/DM).</p> <p>d) Expenditure Exceeding Delegated Financial Limits</p> <p>There was no planned expenditure expected to exceed the £8,000 limit.</p> <p>e) Third Party Transactions Document</p> <p>The Third Party Transactions document had been completed.</p> <p>f) Banking and Corporate Card Holders</p> <p>No changes.</p> <p>g) Local Authority Contracts and Service Level Agreements</p>	

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	<p>No changes.</p> <p>h) Pupil Premium Grant Monitoring Governors (JM/DM) Report</p> <p>The Governors’ report dated the 24th February 2023 had been shared on Governor Hub in advance of the meeting. The Governors had looked at the attendance of Pupil Premium Grant funded pupils compared to their non-PPG counterparts. The decision was taken to postpone to the next meeting the review of the PPG budget spending as it was more appropriate to be aligned to when the new budget was set. The Monitoring Governors were presented with initial data analysis and an example of a Pupil Premium profile.</p> <p>The attendance data for PPG pupils showed a general improvement on previous figures with a large proportion of PPG pupils having attendance of 95% and above now at 43% up from 31%. There had also been an improvement in the <84.9% bracket to 20% of the cohort from 25%. The Governors were able to see that the school had implemented a range of support measures.</p> <p>In terms of attainment, the school’s data showed that in almost every area and class PPG children were behind in terms of attainment.</p> <p>The Governors reported that the Deputy Headteacher was looking to see if the school can help families further when they need emergency support. This demonstrated the deep duty of care the school feels to the families it served.</p>	
<p>12.</p>	<p>Policies</p> <p>Upon the recommendation of the Lead Reviewers (in brackets); governors unanimously agreed the following policies:</p> <ul style="list-style-type: none"> a) Pay Policy (JM) b) Bereavement Policy (BF/EAO) c) Business Continuity Plan (DM/KP) d) Teaching & Learning Policy (JP/JM) 	
OTHER		
<p>13.</p>	<p>Governor Training & Development</p> <p>a) Training Expectations 2022-23</p> <p>Governors were asked to complete governor training relevant to their roles and responsibilities and mandatory training.</p> <ul style="list-style-type: none"> ➤ Safeguarding (annually), Prevent (two yearly), FGM (ALL) 	

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	<p>b) Reports of Training Undertaken</p> <p>➤ JP had completed Safeguarding, How to Fulfil the Governance Role training</p>	
14.	<p>Chair’s Urgent Actions & Correspondence/Guidance</p> <p>Information shared at this juncture was regarded as confidential and has, therefore, been recoded within the confidential minutes for this meeting.</p> <p>The following Guidance and information had been shared with Governors prior to the meeting.</p> <p>a) The Education People Monthly Bulletin (February 2023) b) The Governor Magazine Spring 2023</p>	
15.	<p>Any Other Urgent Business</p> <ul style="list-style-type: none"> ➤ Governors were asked to contribute towards a gift for the Premises Manager and sign a card that will be left at the school’s Reception. ➤ The Choir would be singing at QE School on the 25th and 26th April if Governors wished to attend they were asked to let the Headteacher know so that he may arrange tickets. Governors BF and MB indicated that they wished to attend. ➤ Parents had been invited to a tea party at the school to celebrate the Coronation on the 5th May. Governors were welcome to attend. ➤ Governors appreciated an opportunity to receive a presentation from the SENCo. They asked that other teachers/subject leaders be invited to meetings from time to time to update governors on their subject leadership, the school’s curriculum plans and assessment. A Governor asked that the Family Liaison Officer and representatives of the School Council/Sports Leaders also be invited to a meeting at some point in the future. <p>Action: Governors asked to contribute towards a gift for Premises Manager and sign a card from the Governors.</p> <p>Action: Governors to let the school know if they wished to attend any of the events.</p> <p>Action: HT to invite Subject Leaders/FLO/representatives from the School Council to attend a future meeting to speak about their roles.</p>	<p>ALL</p> <p>ALL</p> <p>HT</p>
16.	<p>Confidentiality</p> <p>The information shared at minute 13, Chair’s Urgent Actions, Information and Guidance was regarded as confidential and has been recorded within the confidential minutes for this meeting.</p>	
17.	<p>Dates and Times for 2021-22 Academic Year Governing Board Meetings all at 1.00 p.m.</p>	

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	<ul style="list-style-type: none"> ➤ Term 5 – Friday, 12th May 2023 – (previous date now Bank Holiday, King’s Coronation) ➤ Term 6 – Monday, 10th July 2023 	
<p>18.</p>	<p>Impact of Meeting</p> <p>Governors reflected on the impact of Governance during this meeting:</p> <ul style="list-style-type: none"> ✓ Governors have revisited the Five Year Strategic Plan to include Well-being within the long term focus of the Board. ✓ Governors invited the SENCo to join the meeting to discuss how things were going since she assumed the role in terms of her training, leading on SEN across the school. Governors explored the processes and understood the delays accessing external support for pupils. ✓ Governors conducted monitoring of the Early Years Foundation Stage, SIAMS, Pupil Premium Grant pupils’ attendance and attainment, Finance and Well-being. ✓ Governors had formulated the Schools Financial Value Standard (an audit) of the school’s financial practice and performance. ✓ Governors agreed policies and school documents which reflect the school’s values and vision. 	

The meeting concluded at 3.20 p.m.

Signature: (Chair)

Date: 12th May 2023

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BOUGHTON & DUNKIRK PRIMARY SCHOOL MEETING OF THE FULL GOVERNING BOARD HELD ON MONDAY, 6 th MARCH 2023 SUMMARY OF AGREED ACTIONS		
Minute Ref.	Agreed Action	For Whom
5,	Membership – Governors to receive an update on Mrs B Feast’s reappointment as foundation governor at term 5 meeting. Succession planning to remain on future agenda. Governors to email the Governance Professional if they have interest to take on key roles within the Board.	ALL
7,	<ul style="list-style-type: none"> ➤ Governors (JB/SW/BF) to read the Acceptable Use Policy and confirm that they will abide by the Policy on Governor Hub. ➤ Five Year Strategic Plan to be edited/re-formatted to reduce margins and font size. ➤ DM and HT to liaise with Cantium to enable the Five Year Strategic Plan to be live edited and enable Governors to comment upon the document. The Five Year Strategic Plan will be returned to the Board for final approval at the term 5 meeting. 	JB/SW/BF HT DM/HT
8,	<ul style="list-style-type: none"> ➤ HT to inform governors what the school intends to do to respond to parents’ perception around keeping them informed about how their child is doing. ➤ Gov. Prof. to upload monitoring report templates to GHub noticeboard. (Done – 7/3/2023). 	HT Gov. Prof.
10,	Governors to consider undertaking virtual Prevent training on the 29 th June available through The Education People.	ALL Governors
15,	<ul style="list-style-type: none"> ➤ Governors asked to contribute towards a gift for Premises Manager and sign a card from the Governors. ➤ Governors to let the school know if they wished to attend any of the events. ➤ HT to invite Subject Leaders/FLO/representatives from the School Council to attend a future meeting to speak about their roles. 	ALL Governors ALL Governors HT

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“To be the best we can be...”

**BOUGHTON-UNDER-BLEAN & DUNKIRK METHODIST PRIMARY SCHOOL
CONFIDENTIAL MINUTES OF A MEETING OF THE FULL GOVERNING BOARD
HELD AT THE SCHOOL ON MONDAY, 6th MARCH 2023 AT 1.00 p.m.**

PRESENT:

Reverend E Aggrey-Ogoe	Mr M Baybutt (Chair)
Mr J Bennett	Mrs C Clayson
Mr A Cummins	Mrs B Feast
Mrs J Mayer	Mr D Munro
Dr. J Perkins	Mrs K Petts
Mr D Warner	Mr S Way (Headteacher)

IN ATTENDANCE: **Mrs D Stryzyk (Governance Professional)**

Part II - Confidential Minutes

Item	Minute	Action
13.	<p>The Chair referred to the presentation by the Inspiring Education Trust, when the Board had offered to contribute and provide feedback to the Trust on its Scheme of Delegation. The IET had provided a draft Scheme of Delegation. The Chair suggested that Governors add their comments within the live editing facility. (The SoD is the document that sets out levels of accountability and who has oversight of what.)</p> <p>The Headteacher reported that he had received a telephone call from the Designate CEO of the proposed Inspiring Education Trust. She had told him that she had approached the DfE with details of the plans for the Trust and she had been advised that the South East schools have to be at the forefront of the Trust’s plans. The IET had planned to set up with the Methodist schools from the Midlands and then bring on board other schools including Cornwall and Lincolnshire and then the South East schools.</p> <p>The Headteacher stated reading between the lines, the planned first tranche of schools do not give enough to the Trust in terms of value. The DfE’s view was that the South East schools should convert immediately in order to make the Trust stronger. At the time of the initial meetings it was suggested that Boughton & Dunkirk would join later rather than sooner. There were three Methodist schools in the South East. He was aware that the other South East schools were not in a rush to convert to an academy.</p> <p>Following a discussion, governors were of the view that they were not in favour of committing to join the Trust – it was too rushed, time was needed in order to conduct due diligence and consider what is best for the school. The Governance Professional suggested</p>	

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“To be the best we can be...”

<p>asking a representative from the Local Authority to provide advice and guidance about good practice and considerations the Board should be looking at before making any decisions relating to academisation as once the school comes out of LA control and into a Trust, it was final and irreversible. The Government white paper compelling all schools to be with academy trusts by 2030 had for the time being been abandoned. The Chair referred to the NGA website that included guidance on Schemes of Delegation.</p>
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Signature: (Chair)

Date: 12th May 2023

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