



To be the best we can be..

**BOUGHTON-UNDER-BLEAN & DUNKIRK PRIMARY SCHOOL
MINUTES OF A MEETING OF THE FULL GOVERNING BOARD
HELD AT THE SCHOOL ON MONDAY, 2ND FEBRUARY 2026 AT 1 p.m.**

PRESENT:

Reverend R Bending Mrs C Clayson Mrs B Feast Mrs J Mayer (Chair) Mrs K Petts Mr S Way (Headteacher)	Mr J Bennett Mr G Court Miss A Jordan Mrs T North Mr G Sample
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IN ATTENDANCE: Mrs D Stryzyk (Governance Professional)
 Mrs S Whittaker (SENCo, for part of meeting)

Item	Minute	Action
PROCEDURAL		
1.	Welcome and Prayers a) Chair's Welcome The Chair welcomed everyone to the meeting. b) Prayers Reverend Bending led Board Members in an opening prayer.	
2.	Quorum The meeting was confirmed quorate.	
3.	Apologies for Absence Apologies for their absence had been received from Dr. K Gee (work commitments – for this meeting and the next). Mrs H Gardner (preparing for a court case). The Governors' apologies were accepted.	
4.	Declaration of Business Interests a) Declaration of Business Interests Governors were afforded an opportunity to declare any business interests against any of the agenda items for the meeting. None were received.	

	b) Publication of Governors' Business Interests The Governance Professional advised she had provided the school office with details of Governors' business and pecuniary interests and details of any familial associations, so that they may be published on the school's website in accordance with DfE requirements.	
5.	Governing Board Membership & House-keeping a) Foundation Governor Governors extended a warm welcome to Mr G Court, the newly appointed Foundation Governor, whose term of office was effective from the 22nd January 2026. Governors were reminded that Mrs Feast's term of office as a foundation governor will end on the June 2026, she had previously indicated that she would not be seeking reappointment. Governors wished to place on record their appreciation to Mrs Feast for all of her work during her time as a governor at the school. b) Ex-Officio Governor Reverend Bending advised that she too was looking to retire at the end of the school year at which point there would be no minister to fill the role as ex-officio at Faversham or Whitstable. The issue would be raised at the following evening's meeting of the Methodist Circuit. She undertook to update Governors at the next meeting. c) Co-opted Governors - Mr J Bennett had indicated that he wished to stand down as a Governor from the end of this academic year. Governors thanked Mr Bennett for his contributions during his long tenure as a Governor for Boughton & Dunkirk Primary School. - Governors discussed options to recruit a new co-opted governor. The Chair offered to speak with anyone who was considering taking on the role. The Vice Chair offered asking a former Governor if he would consider returning to the Board. The Governance Professional had received an email from a former serving Governors asking that they be considered for a governor role should a vacancy arise. The Governance Professional undertook to email the former governor to see if she had a continued interest returning to the Board of Governors. The Headteacher would also place an advertisement in the community magazine. - Mrs J Mayer's current term of office will end on the 29th September 2026. Mrs Mayer's re-appointment as a Co-opted Governor will be sought at the term 6 meeting. d) Staff Governor Miss A Jordan's current term of office as the Staff Governor representative was due to end on the 27th September 2026. A staff governor election would take place at the start of term 1 2026. e) Parent Governor Dr. K Gee's current term of office was due to expire on the 2nd November 2026. A parent governor election will take place during term 1.	

	f) Compliance Checks The Governance Professional reported that all Governors, with the exception of Governor (KG), have completed the compliance checks within their Governor Hub profiles for the current academic year. Action: Governor (KG) to urgently complete all compliance checks within Governor Hub profile.	KG
6.	Minutes of the Previous Meeting Governors approved the minutes of the previous meeting held on the 24th November 2025.	
7.	Matters Arising and Receive Updates on Agreed Actions (not covered by this agenda) a) Governors' Compliance Checks Status (KG) See minutes 5, f) above. b) Skills Audit Analysis 2025 Governors were reminded, if they have not already done so, to provide the Governance Professional with their completed skills audit template. Action: Governors (RB/JB/BF/HG/KG/GC/JM) to email the Governance Professional their completed skills audit template which may be found in the 2025-26 folder. Action: Governance Professional to produce the skills audit analysis at the next meeting. c) Annual Statement of Governance 2024-25 Chair to draft, Governors to receive and agree the Annual Statement of Governance for 2024-25 at the next meeting. d) Governors' 2024-25 Attendance Record Governors received confirmation that the information has been published on the school's website.	(RB/JB/BF/HG/KG/GC/JM) Gov. Prof.
SCHOOL IMPROVEMENT		
8.	Headteacher's Report/School Improvement Plan The Headteacher's Report and School Improvement Plan had been uploaded to Governor Hub in advance of the meeting. The Chair invited the Headteacher to expand on his report. At the previous meeting the Headteacher had explained about the changes around the new Ofsted Inspector Framework and SEN funding. The SENCo would be attending the meeting to talk about the school's SEN Information. Future agenda will include a termly presentation on Inclusion and SEN.	

Action: Governance Professional to incorporate three (seasonal) presentations on Inclusion and SEN upon future full Governing Board agenda (Done, included in Year Planner in terms 1, 3 and 5). Following on from the Faversham Collaboration of Schools meeting. The Headteacher had offered to do a presentation on the new Ofsted Inspection Framework which came into effect in November 2025. A summary of the changes was tabled. a) School Roll, Organisation and Staffing Updates School Roll There were currently 209 pupils on roll. One Year 3 child and one Year 2 child would be leaving the school as they re-locate to another area. The school had a waiting list of children. The Headteacher reported that he continue to show prospective new Year R parents around the school. There were nine siblings. The school would receive indicative numbers in the coming weeks (March). This year's intake was expected to be another low birth year. A new child had joined the school in Year R replacing a child who left the school earlier in the year. Staffing Updates The Headteacher reported the biggest impact on the school had been staff absence. As of today, 48 working days had been lost in the past four weeks, which equated to being down two staff members every day and tended to be absent for an entire week. As at the day of the meeting, the entire Year 6 team had been absent. The situation had been just about manageable because of the preparedness of staff to cover for their colleagues. The Headteacher explained how absences have been covered. A Governor enquired if the illnesses that have prevented staff coming into work were beginning to taper off. The Headteacher explained the decision had been made not offer the 'flu vaccine to staff this year, however, there were lots of reasons for staff's absence other than 'flu. There were a number of staff who were feeling unwell. Governors acknowledge that people's immune systems were threatened when they were under pressure. The Headteacher stated, staff were conscious of the impact their absence has on their colleagues. The Headteacher referred to his report for additional context around staff absences. His biggest fear moving forward was where schools were still cutting back on staff because of financial issues. The day to day management of the school was fine when everyone was in school, but whenever there was a staff absence it made things difficult. If the school was in a situation where it would have to lose another staff member next year, the pressures points would increase. The Headteacher reported the Year 1 teacher had been absent for four/five weeks. The school was keeping in touch with her. It was hoped that she will return after half term. A supply teacher had been covering her absence. The class teaching assistant had responsibilities in other classes. Generally, supply teachers were not expected to do planning or preparation for the class. A Teaching Assistant had taken time in lieu to do planning for the class. A Governor (who was a supply teacher) advised the expectation of	Gov. Prof.
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her employers was that if a supply teacher was in a placement for more than a week or two that they would do planning. The Headteacher advised Governors there was consistency within the year group.

The Headteacher reported a maternity cover teacher had been recruited for Year 5. The class teacher will work until half term. The Headteacher had hoped to secure a long term supply teacher, but that did not work out so the school had advertised the post on Kent Teach. There were seven applicants, three of whom were interviewed. Part of the interview process was for the candidates to do a lesson in Year 5; the pupils had put together some questions. The school had appointed Mr Sam Lines and was due to meet with the class later today. There would also be a handover. Pen portraits of the children have been shared. The successful candidate was very keen. The Headteacher anticipated that he would be a great asset to the school. He joined the school with excellent references. He would be considered should a permanent position arise at the school. A Governor asked how long he would be at the school. The Headteacher answered he would be on a temporary contract until the maternity teacher returned from maternity leave. (Governors noted that it could be for one calendar year.)

b) Quality & Standards of Education

The Headteacher referred to page 2 of his report. Pupil progress meetings have taken place during which class teachers talk through the progress that is being made by each child in their class. The Headteacher and Deputy Headteacher have led these together.

c) Behaviour & Attitudes

Behaviour for Learning

The Headteacher advised there were various procedures in place such as behaviour plans. A child was being closely supervised during unstructured times.

Attendance

The Headteacher reported current whole school attendance was @ 95.8% which was the same as reported at the previous meeting. Having checked the tracking data for the past three or four years, attendance was showing consistent improvements year on year. The School Improvement Advisor had checked attendance during her visit and was satisfied that the trend in attendance was positive.

The Family Liaison Officer was collecting children to ensure that they are in school. A new child was attending Breakfast Club because they have to come in via the bus.

Suspensions, Exclusions, Incidents of Bullying or Racism

The Headteacher reported there have not been any reported racial incidents. The school had received reports from parents about perceived bullying and, although the school would not generally agree with this description, the school has responded to the reports very quickly. On both occasions the matter has been resolved and the parents were grateful for the school's action.

There have been no suspensions or exclusions.

d) Personal Development

Staff and Pupils' Well-being

Discussed earlier in the meeting.

e) Leadership & Management

The Headteacher advised Governors that he and the Deputy Headteacher had spent much time dealing with an informal parental complaint. The parent had not been happy with the school's response. The Chair asked that no further details be shared with Governing Board members in the event that a complaints panel may be needed.

School Improvement Advisor's Note of Visit

The new School Improvement Advisor's (SIA) Note of Visit dated the 19th January 2026 had been shared on Governor Hub. **Governors noted that the Report was really positive.** The Headteacher agreed, the Improvement Advisor had captured the school well. She had looked at the school's website prior to her visit.

A Governor had noted the SIA's comment about holding writing implements not being picked up on. She asked the Headteacher what steps would the school put in place to address the issue. The Headteacher explained he had shown the SIA pupils' literacy books. The school does more writing than most other schools to build up children's stamina and the SIA's comments have been discussed with the school's Literacy Lead and the Year R class teacher – staff were aware.

A Governor reflected if a child had an unusual grip on their pen or pencil but their writing was acceptable. Why would that be an issue. The Headteacher agreed which was why he had demonstrated that children write a lot at the school. The Staff Governor added, it was about working out which children had the unusual grip and looking at other things that may be put into place e.g. posture and working on their fine motor skills. The Governor commented also it was about finding out if it is detrimental to the child's writing. The Headteacher stated it was key to pick up any issue early (e.g. Year R). The Headteacher stated staff had noticed that left and right handed children sitting next to each other were bumping elbows, so they were switched around. The Staff Governor added, some children swapped writing implements between their two hands.

The Headteacher advised the SIA will return in June. Her focus will be Reading for pleasure which was a real interest of hers. She will meet with the school's Literacy Leader to see what she might be able to offer to help with.

A Governor enquired what happened with Notes of Visit. The Headteacher advised the Chair and Vice chair received a copy and a copy was placed on file in the minute book. The Notes would be shared with Ofsted. The Chair advised the Note of Visit provided an external assessment of the school and provided triangulation – it was a valuable document for Governors.

The Headteacher advised he had talked through the feedback with Subject Leaders.

New Buildings

The Headteacher advised there was a delay in the development of the school site. The Parish Council has agreed, in principle, that the school may use the access road from Bull

Lane, however, the finer details have yet to be worked out. A Governor asked why it had taken the Parish Council so long to pick that up. The Headteacher stated the Parish Council was informed in October then towards Christmas expressed that they were not happy for the school to use the road. KCC did not foresee there being a problem with access. The Local Authority was liaising with the County Council.

The Headteacher advised the school had received a revised start date of the 2nd March. Access for lorries and plant would need to be agreed and finessed because of fears that damage may be caused to the surface of the road.

A Governor asked if the car park would be out of use for the duration of the works. The Headteacher advised they would not. Various options have been discussed. (The Headteacher advised the school paid £1k per year for the use of the car park.)

Overview of the Revised Ofsted Inspection Framework

The Chair advised the Collaboration meeting had been really valuable. The Ofsted session had been really interesting. A common message was that Governors cannot rely on what they hear from one source, they need to be in school, walking around, speaking to staff and pupils. A monitoring visit will start with a learning walk, looking at the school through the lens of well-being and behaviour not just the focus of the monitoring visit. Governors indicated that they were happy to do that.

The Headteacher stated it was worth Governors visiting the classrooms to observe what the set-up is, talking with the children – so that key messages do not come from just one voice. He suggested that if Governors are monitoring an area that they might wish to consider discussing the area with another staff member. The Chair added, it was important that staff and teaching see that Governors are interested and they are checking in with staff and pupils. Ofsted inspections will be performed through the lens of inclusion.

The Headteacher stated in terms of the children coming into the school and their behaviour, Ofsted know that those children are in schools, it was about what the school is doing for those children. Inclusion was the key focus which filtered through all different areas of the inspection process and was a vital part of what schools are like now.

The Headteacher explained the key change was the removal of the overall single word grading, which has been replaced with a report card for each of the seven areas looked at. The former gradings of Outstanding, Good, Requires Improvement and Inadequate have been replaced and each evaluation area was now graded: Exceptional, Strong Standard, Expected Standard, Needs Attention, or Urgent Improvement Needed. Safeguarding was judged as either Met the Required Standard or Not Met the Required Standard.

Mrs S Whittaker (SENCo) joined the meeting at 2.05 p.m.

f) SEND and Inclusion

The SENCo stated when she had last attended a meeting of Governors, schools were early on in the Community of Schools model and there had been many questions and a lot of uncertainty. Things have moved on and were a lot more positive as the way forward had become much clearer in terms of where the system is working well.

The SENCo reminded Governors Boughton & Dunkirk Primary School was in a community of 13 other schools which included two secondary schools. The Community of Schools met

termly. The Community had around £100k to spend on cohort wide projects (not individuals). The Community of Schools has worked together and spent money on community-wide projects e.g. schools have access to Speech & Language Link supervision (Boughton & Dunkirk Primary School already had that in place, but other schools did not, the school's access to that would be safeguarded for next year), bespoke speech and language therapies for each individual school (six visits). The Community Chair was open to schools putting forward their suggestions. She will write a report with her recommendations to support Education, Health & Care Plans to apply for extra funding. The Community had also received Autism training which the SENCo had attended. The plan was that she will disseminate the training to the wider teaching staff team. A date had been arranged for teaching assistant training at the start of term 6.

The SENCo advised with the above training, the Community of 14 schools had spent £75k. There were future plans, i.e. positive handling training for a group of staff was being investigated. A second part of the future plans, which was less certain, was for the Specialist Teaching & Learning Services (STLS - based at Meadowfields) would arrange for transition evenings to take place between nursery to primary, and primary to secondary to be attended by SENCos and teachers so that they may speak with colleagues in the child's new setting. It would be a big event and logistically difficult to arrange because there would be lots of hanging around. Added to this, the STLS was no longer within KCC's remit. There was a commitment within the group to commit to that, identify a venue (the difficulty for Boughton & Dunkirk was that it feeds out to a wider area (Faversham, Canterbury and Whitstable), which would take some working out.

The SENCo explained, any child with an emerging need in September there are funds to address that. Within the community there were professional services; an educational psychologist is allocated to each community which has built capacity. Rather than looking at individual cases, each school has two school-based reviews per year e.g. behaviour for learning, raising cognitive ability. Schools may discuss with the educational psychologist cohort challenges (i.e. Year 3 had been raised with the educational psychologist - a solution based discussion around that). Targets will be reviewed after two or three weeks.

The SENCo has had one meeting and invited the class teacher who was able to talk about individual children and wider group. The Group can invite other professionals. The SENCo added, it was nice that schools can decide the agenda. In addition to the educational psychologist, an agreed amount of time has been allowed for project based work as decided by the Community, such as emotional coaching training. The idea was that the Group can select people to attend face to face training and they will then share that training amongst other staff members. The logistics of that have yet to be ironed out.

The SENCo stated her aim was for a cross section of people can come to training events i.e. office staff, teaching assistants from different key stages so that there is a breadth of roles who have had training. The second area was Precision Teaching (for children with cognitive needs), which will take place in March and will be attended by two representatives from the school. The lessons learned from the training will be shared with wider staff members.

During the Inset day, all staff will have De-escalation training to negate the need for positive handling. The SENCo was hopeful that will be an interesting session for staff. The training will be tailored to the school. The school may open up the training session to other schools. There would also be work undertaken with the Year 3 team. The SENCo added, what schools were getting from each training session was really good. It was good to have training in person which does feel that there is a professional network open to the school.

The SENCo explained 'This is Me' which had initially been rolled out in Medway and was now being introduced across Kent. More details will likely be included in the Government White Paper. 'This is Me' look at neuro diversity – strengths, need and differences; supporting children to help staff understand their differences and how to support them at home and at school. The SENCo advised that she was in the process of drawing up a list of families who would benefit from that and have conversations with them and from that draw up a list of requirements. Parents and pupils go away and work on targets. If at that meeting, no progress has been made, at that point the school may ask for further support. The 'This is Me' support team can refer them and they may be assigned a support worker to work with the family and the school. The SENCo added, it was really interesting to note that it is aimed to support a child who is awaiting a diagnosis. At the school, there was a list of children waiting for a diagnosis. However, parents may prefer to work through 'This is Me' and decide that they no longer wish to have a diagnosis. Currently the SENCo has the option of referring a child to a paediatrician, but after this week she will have to refer to 'This is Me'. A Governor commented the This is Me programme was to be welcomed as it was helping to build relationships between the school and parents.

The SENCo advised the EHCP reports were coming through that lacked detail. This would be far more empowering than a diagnosis would ever be. It is aimed at providing parents with support when they most need it. In addition to the SENCo, the Family Liaison Officer will complete the training. Each meeting takes around 2 hours. The SENCo added, it was important that families have different people that they can talk with.

The SENCo left the meeting at 2.40 p.m.

The Headteacher continued his information sharing on the topic of the new Ofsted Inspection Framework.

The Headteacher advised Ofsted will look at six different areas: Curriculum & Teaching, Achievement, Attendance & Behaviour, Personal Development & Well-being, and Leadership & Governance and Early Years, plus Safeguarding.

The Inspection Team's finding will be published online and available to parents.

One of the aspects of an inspection was contextual. The will select six children from the school's vulnerable group of children (one in social care, one Pupil Premium Grant funded, one SEN plus three other children depending on the context of the school e.g. for Boughton it may be looked after children).

The judgements should reflect where the school is within each of the evaluation areas (which will mean that the School's Improvement Plan and Monitoring Plan will change in September). Within the sector, the joining together of aspect of Behaviour & Attendance was causing consternation. There was a strong focus on the local context.

All inspections were now full two day inspections with one HMI (His Majesty's Inspector) plus two other inspectors. Evidence will be gathered from a wide range of sources,. There will be greater professional dialogue with school leaders. There will be a focus on the curriculum rationale and they will spend more time in the classes talking to children and parents.

The Chair thanked the Headteacher for his presentation on the new Ofsted Inspection Framework. She reminded Governors when doing monitoring it should be done through the lens of inclusion.

9.	Health & Safety/Risk Assessments a) Health & Safety Issues or Concerns The Headteacher, staff and Governors were afforded an opportunity to raise any health and safety issues or concerns. None were raised. The Headteacher was pleased to report the climbing frame was due to be fixed during the following week. The Parent Teacher Friends Association had agreed to pay towards the cost of the repairs.	
10.	Safeguarding a) Safeguarding The Headteacher, staff and Governors were afforded an opportunity to raise any issues or concerns. A question raised by a Governor has been recorded within the confidential minutes for this meeting, because the subjects of the question may be identified. b) Single Central Register Governors were advised the School Improvement Advisor had checked the Single Central Register during her visit to the school. She has suggested that an additional tab be added to the Single Central Register to allow a record to be kept of Governors checking the Register.	
11.	Finance a) Finance Governors (JM/CC) Monitoring Visit Report The Finance Governors reported as follows: b) Nine Month Budget Monitoring The Finance Governors reported as at the Nine Month (December) Budget Monitoring. The school was forecasting an in-year deficit of -£5,435.00 (minus five thousand, four hundred and thirty five pounds) and an overall revenue budget surplus of £49,586 (forty nine thousand, five hundred and eighty six pounds). The Headteacher advised the school was in a position that it was not planning to spend all of the budget surplus because the revenue rollover is the money that will carry the school through future years. Funds need to cover future pay increases. It was possible that energy costs will not be as high as had been budgeted for and there may possibly be a saving. Governors were referred to E30, Direct Revenue Financing; the school had made a transfer to capital in the sum of £300. The Finance Governors had discussed the recruitment of a new teacher and pay scales.	

	The Headteacher explained Virtual Schools Kent champions the educational attainment, progress and opportunities for vulnerable children including those in care, previously in care or with a social worker. One family used them a lot. There was a grant the school may apply for if there was anything beneficial for the children. The school was looking to develop the outside learning area. The SENCo had worked really quickly and had put in a bid for £12k to develop the outdoor learning space which will include fencing, a structure and sensory garden. The school had been allocated £8k for 1:1 support for a child in Year 2. It was uncertain if funding will continue in future years. The Headteacher advised the school was in a situation whereby it may not need to make a staff member redundant next year, but he was mindful that the school cannot continue to carry in-year deficits that diminish the rollover. Governors agreed the Nine Month Budget Monitoring Report. The Chair suggested that Governors receive training on finance. The training would be arranged in the new academic year when new Governors were in place. c) Benchmarking Report The 2024-25 Benchmarking Report which compares the school's income and expenditure with that of other similar schools was carried forward to the next meeting. Action: Governors to receive the 2024-25 Benchmarking Report at the next meeting. d) Approval to Purchases, Tenders, Contractors or Virements None.	HT →ALL Govs.
12.	Policies Governors unanimously agreed to ratify the following Policies upon the recommendation of the lead reviewer(s) in brackets: a) Behaviour Policy (HG/JB) b) Early Years Policy (RB/BF) c) Pay Policy (JM/CC) d) Racial Incidents Policy (KP/GS) – subject to the inclusion of a word missing from Appendix e) SEND Policy (TN/KG)	
OTHER		
13.	Governor Training & Development Governors were reminded that they are committed to completing at least one training module in addition to mandatory training. Governors to note governor must book training via Governor Hub. All governors must have registered and signed into Governor Hub to enable them to book their own training. Any other training undertaken from alternative sources must be added to training record within Governor's individual profiles.	

	a) Identify Future Training Needs • <u>Annually and upon induction</u>: Safeguarding, Child Protection including Online Safety • Prevent (every two years) • Female Genital Mutilation • Cyber Security • New Governor Induction (GC) b) Reports of Completed Training Governors (RB/KP/JM/GS/SW) had attended the Faversham Collaboration training event.	
14.	Chair's Correspondence/Guidance a) Chair's Correspondence The Chair advised that she had been copied into correspondence that had been sent to the Headteacher and Deputy Headteacher. b) The Education People Monthly Bulletin The Education People Monthly bulletins for December and January had been shared with Governors.	
15.	Any Other Urgent Business/Critical Matters Governors were asked to liaise with the Headteacher to arrange upcoming monitoring visits. Visits to be undertaken and reports written and shared with Board members in advance of the next meeting. Governors were asked to send the Headteacher their questions in advance of their visits. Action: All Governors to liaise with Headteacher to arrange monitoring visits and send questions prior to visit.	
16.	Confidentiality Information shared at minute 10, a) was regarded as confidential and has been recorded within the confidential minutes for this meeting. The item would remain confidential in perpetuity.	
17.	Dates and Times for 2025-26 Academic Year Governing Board Meetings The dates and times of future meetings were agreed, as follows: • Monday, 16th March 2026 at 1 p.m. • Monday, 11th May 2026 at 1 p.m. (Apology, Mr G Sample, holiday) • Monday, 6th July 2026 at 1 p.m. (Apology, Mrs K Petts, attending award ceremony)	

The meeting concluded at 3.05 p.m.

Signature: (Chair) 16th March 2026

BOUGHTON & DUNKIRK METHODIST PRIMARY SCHOOL
SUMMARY OF AGREED ACTIONS
MEETING HELD ON THE 2ND FEBRUARY 2026

Item	Action	For Whom
5, f)	Governor (KG) to urgently complete all compliance checks within Governor Hub profile.	KG
7, b)	➤ Governors (RB/JB/BF/HG/KG/GC/JM) to email the Governance Professional their completed skills audit template which may be found in the 2025-26 folder. ➤ Governance Professional to produce the skills audit analysis at the next meeting.	RB/JB/BF/HG/ KG/GC/JM Gov. Prof.
8,	Governance Professional to incorporate three (seasonal) presentations on Inclusion and SEN upon future full Governing Board agenda (Done, included in Year Planner in terms 1, 3 and 5).	Gov. Prof.
11, c)	Governors to receive the 2024-25 Benchmarking Report at the next meeting.	ALL
15,	All Governors to liaise with Headteacher to arrange monitoring visits and send questions prior to visit.	ALL