



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, 7TH JULY 2025 AT 1 p.m.**

PRESENT:

Reverend R Bending	Mrs C Clayson
Mrs B Feast	Mrs H Gardner
Dr. K Gee	Mrs C Goatham
Miss A Jordan	Mrs J Mayer (Chair)
Mrs T North	Mrs K Petts
Mr G Sample	Mr S Way

IN ATTENDANCE: Mrs D Stryzyk (Governance Professional, The Education People)

Item	Minute	Action
PROCEDURAL		
1.	Chair's Welcome and Prayers The Chair extended a warm welcome to Governors. Reverend Bending led the Board in an opening prayer.	
2.	Quorum The meeting was confirmed quorate.	
3.	Apologies for Absence An apology for his absence had been received from Mr J Bennett (holiday). His apology was accepted.	
4.	Declaration of Business Interests Governors were invited to declare business interests against any of the agenda items for the meeting. None were received.	
5.	Governing Board Membership and House-keeping a) Governor Vacancies There were no current Governor vacancies.	

	<p>b) Local Authority Governor</p> <p>Mrs C Clayson's current term of office as the Local Authority Governor was due to expire on the 14th November 2025. Mrs Clayson indicated that it was her wish to continue in the role. Governing Board members unanimously agreed to request that Local Authority Members accept the Governing Board's request for Mrs Clayson to be reappointed.</p> <p>Action: Governing Board to formally re-appoint Mrs Clayson at the next available meeting following Members' acceptance of the Board's request to reappoint her.</p> <p>Action: Governance Professional to send LA Governor Reappointment form to the Chair and Mrs Clayson. CoG and CC to return the completed form to the Governing Professional to arrange for documentation to be sent to Area Governance Officer.</p> <p>c) Governing Board Self-Evaluation/Annual Statement of Governance 2024-25</p> <p>Carried forward for discussion later in the meeting.</p> <p>d) Annual Skills Audit</p> <p>Governors were asked to complete the skills audit template and return to the Governance Professional (debbie.stryzk@theeducationpeople.org) who would collate and analyse Governors' responses and forward to the Training & Development Governor to inform Governors' future training and development needs.</p> <p>Action: All Governors to complete the skills audit template and return to the Governance Professional before the 1st August. Governance Professional to analyse responses and forward details to the T&D Governor.</p>	<p>ALL</p> <p>CC/JM → Gov. Prof. (Done)</p> <p>ALL → Gov. Prof. → T&D Gov.</p>
6.	<p>Minutes of the Previous Meeting</p> <p>The minutes of the previous meeting held on the 12th May 2025 were agreed by Governors and signed on their behalf by the Chair.</p>	
7.	<p>Matters Arising and Receive Updates on Agreed Actions (not covered by this agenda)</p> <p>The presentation to the Board from the school's Science Lead was carried forward to the next meeting.</p> <p>Action: Governors to receive presentation from the Science Lead to be included upon the agenda for the term 1 2025-26 meeting.</p>	Gov. Prof.
SCHOOL IMPROVEMENT		
8.	<p>Headteacher's Report/School Improvement Plan 2024-25 and Governors' Monitoring Visit Reports</p> <p>The Governors' monitoring visit reports, the Headteacher's report and the annotated School Improvement Plan had been shared on Governor Hub in advance of the meeting.</p>	

a) School Roll, Organisation and Staffing Updates

School Roll

There will be 30 children joining the school in Year R from September. The school had a waiting list for places which has led to two parents submitting appeals. A Governor had read about the falling birth rate. The Governor asked where the school was drawing pupils from. The Headteacher advised some pupils have moved into the area. One family had children on the school's waiting list both at Boughton and Hernhill. A child had joined the school in Year 5 from Canterbury.

There were 210 pupils on roll. As a result of new children joining, the school was at full capacity. There had been some fluctuation with pupil numbers in other year groups. The Headteacher anticipated there will be 208 pupils on roll in September. He had decided to go over the published admissions number in Year 3 in September to enable a sibling to join the school. The child's parents have been home schooling until a place becomes available. Another family was interested in a Year 5 place.

The Headteacher reported another child had left the school to be home schooled. The parent had tried an alternative provision because the child was finding it increasingly difficult to cope with mainstream school. She had been full of praise for the support she had received from staff.

Schools Organisation and Staffing Updates

The interim Year 6 teacher, who had worked at the school for over 12 years as a teaching assistant and teacher, had resigned and will leave the school at the end of the academic year. The staff member also organised collective worship and will be greatly missed. The Headteacher has increased Mrs Fulton's hours to three days a week. She will job-share in Year 3. The Headteacher reported other slight changes have filled the staffing shortfall; the organisation of the school for the year felt particularly complex.

A 1:1 teaching assistant has also decided to leave the school. The post had been filled by an experienced teaching assistant.

The Headteacher's report detailed the organisation of the school from September.

Intervention support will continue with the main focus being the Year 3 cohort to respond to the class data.

The Deputy Headteacher will no longer be a lead class teacher. She will, however, move up with her current class to teach them on a Monday and two additional afternoons each week. She will also provide planning, preparation and assessment cover in Year 5. Other planning, preparation and assessment cover was provided by either the SENCo or teaching assistants who were comfortable doing so.

b) School Improvement Plan & Governors' Monitoring Visit Reports

The Chair invited Governors to present their monitoring visit reports and yearend evaluations and outcomes relating to school's Improvement Plan objectives, as follows:

i) **Quality of Education and Standards (intent, implementation, impact)**

Provisional End of Year Attainment Data

The Headteacher advised the end of Key Stage 2 results were due to be published the following days. He would share the data with Governors once available.

• **Quality of Education Governors' Monitoring Visit Report (BF/GS)**

The Governors' monitoring visit report dated the 26th June had been shared on Governor Hub in advance of the meeting. Their focus had been on the school's successes this year and plans for next year.

Governors asked the Headteacher the following questions:

- **What have been the most significant improvements in the quality of education this year? Can you share specific examples of how teaching and learning have evolved to benefit pupils' learning?**

A: Teaching and learning standards have remained maintained high. Phonics has continued to be good. (Last year was a blip with an overall 74% meeting the threshold rather than 84%.) This year the proportion of Year 1 children meeting the phonics screening test threshold was 93%. (The school used its own adapted scheme rather than a Government endorsed one.) This had been a cost effective decision, recognising the changing needs of the children. Timing of the delivery of Humanities was changing to improve retention and further learning. Children's movements between tables within a class was being reduced. The long term plans for IT were changing with the introduction of some new equipment. Within PSHE there had been a focus on Misogyny, although the school did not have an issue with misogynistic views and behaviours. Final levels will be agreed at a scheduled staff meeting. The Headteacher and Senior Leaders continued to monitor and observe.

- **How has the curriculum been adapted or enriched this year to support pupil engagement and achievement? How does the school ensure consistency and progress across the key stages?**

A: There had been an increase in outdoor learning. With the children's needs changing, this had meant an increase in adult supervision, e.g. sports events. The school had successfully developed playtimes with increased activities and more equipment available. A Year 3 gardening group had been introduced. The school used Zones of Regulation to support children manage their emotions and work on skills that ensure children are ready to learn. The school conducted its own moderation and observations, but also carried out moderation with other schools, moderating a sample of books from lower, middle and higher learners.

- **What progress have pupils made this year and how is this measured? Can you share examples of pupils work that demonstrate high standards and depth of understanding?**

A: Assessments have been carried out but at the time of the governors' visit the final analyses had not been completed. An example, from Year 3, expected levels, beginning the year at 73%, mid-year 80%; the end of year expected was predicted to be around 90% which meant increased proportions of children on track to be at age expected.

Governors reviewed a range of books from Years 1 to 6. They commented the work demonstrated good quantity, quality and depth of understanding, including deeper learning. The school had identified areas to be developed.

Governors reported the school's Leaders continued to monitor teaching and learning and setting standards. School Leaders have reviewed the delivery of humanities. The School Improvement Advisor had monitored Maths. The three priorities for Maths were fluency, times tables, and independent work. The Maths Subject Leader had been released to visit another school.

There will be a review of Spelling, Punctuation and Grammar across the school as the data in this area had dropped slightly.

Governors asked the Headteacher what the school's future plans were. The Headteacher advised the focus would be on developing leadership, the development of British Values, Geography fieldwork, questions and retrieval in Science, self-evaluation in Art, vocabulary progress in Music and the use of AI in school, starting with use by teaching staff.

Governors asked the Headteacher if the points for development were, in his view, achievable without increasing staff's workload as staff take on many additional things. Governors reflected whether there was anything they may do in order to support the school in this in consideration of the new initiatives that were planned. The Headteacher stated that the school had capacity to support teachers. The school was to be part of the new Maths initiative and things were being put into place to move Maths forward. The Chair suggested that Governors can support the school by showing an interest, holding leaders to account, asking teachers how things are going and generally being supportive.

- **SEN Governor's Monitoring Visit Report (KG/TN)**

The Governors' monitoring visit report dated the 12th June 2025 had been shared on Governor Hub prior to the meeting. Governors had met with the SENCo. The focus of the Governors' visit had been on the following School Improvement Plan objectives:

SIP priority: To have a co-ordinated approach to the process and practices of SEN. The Governors referred to discussions and evidence viewed during their previous meeting, there had been a successful and evolving system of sharing of SEN information, training, challenges and successes across the school in a timely and collaborative method within term staff meetings. Governors raised the following questions:

- Are you planning on continuing this method/system into the next academic year. Have there been areas the SENCo would like to change on review?
- This year there had been a focus on ensuring as many staff as possible have accessed Emotion Coaching, have staff already communicated any other specific areas to focus on for the next academic year? Will there be an opportunity for you all to discuss the possibility within staff meetings this term?

A: The SENCo confirmed she will be continuing with this into next academic year. Staff had responded well to the termly updates and many dialogues have been developing from these updates and conversations. The SENCo felt she had underestimated how important this was for staff and was fully committed to using mapping, planning, development of training and ensuring that dates are in the calendar for next year. Plans include staff training and various refresher training

courses. Speech and language therapy team asked for an audit; their support and training offer will be tailored to the results of that.

Kent has restructured how SEN will be funded using the Communities of Schools approach. Boughton School is in a group of 14 local schools. Which will result in significant changes to the way SEN support is accessed and funded.

SIP priority: To narrow the gap in attendance rates between different groups of children in school including those eligible for Pupil Premium Grant and SEND.

- Is there a process in place to be able to ascertain this. What has been the trend this academic year?
- Considering the strong pastoral ethos of the school, the considerable skills/experience of the whole school team and what is clearly a very challenging area, have there been any surprises this academic year?
- Do you/the team have any thoughts at this stage on what might be developed for the next academic year in the area.

A: The Deputy Headteacher and Family Liaison Officer track overall attendance and SENCo becomes involved if any SEN pupil's attendance is flagged. Pupils with SEN and low attendance have been linked to anxiety and school avoidance. Governors discussed with the SENCo an increase in pupils (x three) being taken off-roll for home education this year which has been reflected nationally. Parents have been positive about the school which continued to offer support.

Plans for next year include extended pastoral provision looking beyond normal individual interventions. Plans also include upskilling lunchtime staff around how they work with the children. The school has a named mental health practitioner.

SIP priority: Reviewing the teaching of Humanities in all year groups, but particularly identifying how SEN pupils are accessing this curriculum. Governors had previously discussed and seen evidence of a robust system of provision mapping to pinpoint areas for intervention.

- Given the comments from the recent Ofsted inspection, how were plans to develop at this stage for identifying and planning possible interventions to support SEN access in this area of the curriculum?

A: Following the inspection, the school had reflected what SEN looks like in foundation subjects, who is SEN in these subjects. Differentiation was assessed and planned through outcomes. Subject Leaders will look at their subject areas and skills and how they may be adapted to provide multiple opportunities and pathways for pupils to evidence their learning/be assessed. Initial focus will be on access and then look at skills of subject leads.

- This year you have developed clear oversight and made some radical changes in the SEN data collection in assessment weeks (for pupils accessing tests below their chronological ages). What is your assessment of how this has worked out this year and do you have ideas for developing it further into the next academic year? Will there be a Boxall profile study group?

A: The aim was to start with this method of collecting data from the start of term 1 to provide an accurate set of data. There have already been SEN handovers to relevant teachers/pupils for September and the SENCo has been involved in all transition meetings.

➤ How are you and the Early Years teachers preparing for the new intake of children, and for those leaving the school? What transitional plans/data are being put in place to support the growth and onward development/support of these children?

A: Reception – nursery visits were underway. Early Years teacher meets with children and key workers. Visit from SENCo will follow where necessary. Parents' Welcome took place in May where staff talked about the school, practicalities of transition and what to expect from the curriculum in the earliest days in the Early Years Foundation Stage. Stay and Play sessions took place for half of the class followed by a whole class transition session (Teddy Bears Picnic). Any necessary medical training and refreshers will be arranged for a child with a specific medical condition. Year 6 – Transition documents completed for each school where requested. Inclusion of factual information including PP status, SEN status, interventions offered etc. Visit from receiving secondary schools to the school, staff met with pupils and the Year 6 teacher and SENCo to follow as necessary. Transition for a child with an EHCP started in Year 5; school supported parents looking at choice of schools, reviewing and updating the child's EHCP and transfer of files. Also, for all pupils the SENCo produces list of important points for consideration for the start of the new academic year/transition process.

An SEN Governor added, there had been a discussion around Emotional Literacy Support (ELS).

Governors reported, the SENCo was staying on top of the changes. She was energetic and enthusiastic and thorough in her planning given the current challenges within SEN. The Headteacher added, he did not agree with many of the changes because they were money driven. The Chair added, it was important for Governors, during their visits to the school, to look at their area of focus through the lens of SEN. The Headteacher stated the SENCo had been in post for over three years. She can see the whole picture and was very forward thinking and proactive. She provided much support to teaching staff. The SEN Governors added, the SENCo regularly provides feedback to staff and was ready for the changes.

The Headteacher reported, next academic year, in order to empower staff, they will have training and development.

The Chair asked the Staff Governor if she wished to add anything. The Staff Governor stated, the SENCo was very supportive of the children and staff. She helped everyone to feel involved.

Behaviour & Attitudes

• Pupils' Attendance

Detailed on page 4 of the Headteacher's Report. The Headteacher reported, attendance for the year to the 30th June for all pupils was 95.5% (compared to 95.1% for the same period last year). Without persistent absentees, the schools attendance would increase to 96.7%. The Headteacher was pleased with the reduction in persistent absenteeism. Children with attendance of concern were closely tracked by the schools.

• Behaviour & Attitudes Governors' Monitoring Visit Report (KG/KP)

The Governors' monitoring visit report dated the 10th June 2025 had been shared on Governor Hub in advance of the meeting. Their focus had been to receive an update on the actions in the School Improvement Plan, more information and discussion around the work of the Anti-Bullying Ambassadors and progress with the Nurture Informed approach and playground working party.

The Governors reported new initiatives have been introduced to manage dysregulated behaviour particularly on the playground.

Following their visit, Governors asked:

Q: How are staff going to manage putting out and tidying away toys and resources? Will the children be actively involved in this to avoid extra duties for lunchtime playground staff?

A: The Headteacher explained the putting away of equipment was done by a rota of Year 6 pupils.

Q: Please can the Deputy Headteacher let Governors know when sessions run by the Anti Bullying Ambassadors are taking place to see if a Governor may attend?

Q: What plans are there moving on from Lego Clubs and Beano Club to support pupils who perhaps do not have high needs but do have social and emotional development needs (beyond the whole school becoming 'nurture informed')?

A: The school had a summer club that would be running throughout the summer holiday so that the children with social anxieties can attend to retain a link between the children and the school and keep them moving forward in readiness for the new academic year. (Twelve children have been invited and will attend on various dates.) The holiday club will run on three x Wednesdays from 10 a.m. to 1 p.m. and will be run by the Headteacher, Deputy Headteacher and the SENCo. (In the past, the SENCo had sent them postcard to keep in touch with them.) A Governor commented, professional integrity was being demonstrated by school staff. The Headteacher stated a parent had approached the school about it. It was believed that it will help the children because school was the 'levelling' part of their day. It had not originally been the school's intention to run a holiday club because of added pressures on staff.

Action: HT to liaise with the DHT and let Behaviour & Attitudes Governors (KP/KG) know when ABA sessions are scheduled so that the Governors/Governor may attend.

HT
→KP/KG

The Headteacher advised one of the School Improvement Plan objectives was to produce Quick Guides for behaviour and emotional support so that staff can pick up information on specific children. They will be presented to staff during the INSET day in September. Quick Guides support the school's Nurture Informed approach and Zones of Regulation.

A Governor noted the Nurture Informed document was supposed to have an appendix which she had not found. Headteacher to include in the NI document.

Personal Development

- **Personal Development Governors' Monitoring Visit Report (CC/HG)**

The Governors' monitoring visit report dated the 25th June 2025 had been uploaded to Governor Hub prior to the meeting. The focus of the visit was on the following School Improvement Plan objectives:

- Development of cultural capital for all pupils
- Further opportunities for creative outdoor play
- Use of outdoor learning to develop personal skills
- Develop further the school's promotion of equality of opportunity and diversity

Governors had raised the following questions:

Q: The timetable for the Key Stage 1 playground was an objective for staff in their performance meetings. Has this now been achieved?

A: There has been some progress but still work to be done to complete.

Q: Has there been an increase in outdoor play? What safeguards were in place for the hot weather being experienced?

A: A request has been issued for items for the Key Stage 2 playground (Knex, Playdoh, cars, chalks and suitcases). The mud kitchen was being used to great effect. Music was being piped into the playground and this had led to the children dancing. Six members of staff have been allocated to the field during play. One staff member was indoors so children may play board games.

During the hot weather, outside play has finished twenty minutes earlier than usual. The children have water bottles and cups were available in the classrooms. Teachers have been making decisions about PE sessions. Some go outside for a shorter period, and some have stayed in the hall.

Q: How has outdoor learning progressed since the previous monitoring visit?

A: The school held an outdoor learning fortnight. During this time all children experienced a campfire. The mud kitchen was being developed and used. Children have been on nature walks and created nature wands. A programme has been designed for each age group which demonstrates progression of skills. These include building shelters, teamworking and problem solving.

Q: Has the curriculum map for British Values been developed?

A: This was continuing to be developed. All children were given a British Values/identity quiz to complete.

Q: Has any further training taken place for SEN?

A: The SENCo and teaching assistant have completed an active listening course. Teaching assistants have completed Motion Coaching which will be rolled out to teaching staff. Two teachers were scheduled to complete the training the following day. (Coaching was a development programme based on innovative and insightful theoretical content which is reinforced by fun and interactive outdoor activities.)

INSET focused on report writing.

Sensory schools inclusive training was being provided by Virtual Schools Kent. The DHT and SENCo were completing a Nurture School qualification. Boxall profiling continued through staff meetings. The focus for next year will be Active Listening.

- **Well-being Governor's Monitoring Visit Report (KP)**

The Well-being Governor's report dated the 13th June had been shared on Governor Hub prior to the meeting. The purpose of the visit was to follow up on the Anti-bullying Ambassador's presentation to the Board at the last full Governing Board meeting relating to the Well-being Club and the well-being of staff and pupils. The Governor reported that she was hoping for a list of dates of ABA sessions so that she may re-visit.

The Governor raised the following questions:

Q: Please may Governors have more details about the new Mental Health initiative as these emerge?

Q: Does the mental health initiative being worked on include staff mental health and wellbeing support or just training to help with pupil support? The Governor expressed that it would be great if the initiative were to include staff as well as pupils.

Q: Can the school draw on any other external expertise to find ways to encourage staff to focus on their own well-being a bit more?

A: The Headteacher advised that he was scheduled to meet the co-ordinator the following week for an initial meeting. The Headteacher stated as far as drawing on other expertise, staff will reflect on that during INSET day. The Staff Governor added, there was an end of term celebration which 20 staff members would be attending. She ended that it took up a staff member's time arranging those events. The Headteacher felt that during term 6, things have eased a bit. Teachers have reports to write. He was optimistic for next year; outline plans have been formulated.

Leadership & Management

- **Sports Premium Grant Statement**

See Finance Governors' report.

- **School Improvement Advisor Support**

The Headteacher advised the School Improvement Advisor had attended the school and conducted a visit that focused on Maths. He had met with the school's Maths Lead. The School Improvement Advisor's Note of Visit would be uploaded to Governors Hub.

Governors were advised for 2025-26 academic year; Mr James Tibbles would no longer be the school's Improvement Advisor. The Headteacher had welcomed the challenge and support that Mr Tibbles had provided. The new School Improvement Advisor would be Lizzie Phillips.

A Governor stated that she had been interested to see the Deputy Headteacher would be used differently next year. She asked the Headteacher what his strategic thinking was behind that. The Headteacher advised the Deputy Headteacher would work with the Year 4 class one day a week (job share with class teacher who works 4 days a week). The Deputy Headteacher will offer more support in class in terms of training, releasing staff. A lot of time was spent picking up children who are dysregulated in class. There would be more staff in order to break the cycle where necessary. The Governor asked if it was a strategic decision or firefighting. The Headteacher stated, from a strategic point of view it was important that the school has well trained staff. The school needed to build capacity in order to be able to release staff to enable them to do training and monitor their subject areas.

Mrs Fulton will work an additional day. She was full of enthusiasm and excitement about leading the Year 3 class.

- **Leadership & Management Governors' Monitoring Visit Report (JB/TN)**

The Governor's monitoring visit report dated the 19th June 2025 had been uploaded to Governor Hub in advance of the meeting.

The Monitoring Governor (TN) reported as follows:

- Discussions took place around developing staff induction including staff's awareness understanding of their responsibilities under the Equality Act

- Evidence of more inclusion in leadership
- Governors to develop effectiveness
- To improve communications across the school and with stakeholders

In response to the Governors' question, the monitoring Governors received confirmation that the Equality Policy was re-visited/refreshed by staff every three years as part of the training cycle. This had been scrutinised as part of the recent successful inspection. Staff were knowledgeable regarding protected characteristics. The Headteacher has observed staff's attitudes in terms of equality throughout the school were both sensitive and positive.

Staff provide and encourage participation and opportunities for all genders within sports, the choir. Teaching resources used within the curriculum evidence this.

The Headteacher explained in terms of recruitment, experience was the primary consideration. A Governor commented that it was pleasing to learn that experience was the main area looked at. However, a new teacher would benefit from what the school offers, they might bring a different dynamic to the team. The Headteacher advised that if he were to need to recruit a new teacher he would look at recruiting an Early Career Teacher for that reason – they would bring a freshness to the school. In consideration of staff's workloads, the decision had been made not to bring in student teachers.

Q: This academic year, have staff taken greater ownership of decisions around routines and policies and can examples of this be given?

A: In short no. The Headteacher felt that although it was good to have staff retention (demonstrating that staff are happy to work here), conversely there appeared to be no drive for progression or developing leadership skills/experience. Opportunities for career progression at the school were limited. There were plenty of opportunities for staff to take a more proactive part in decision making and policy development to improve the school and to develop their own continuing professional development/leadership experiences. The new structure will afford people opportunities for shadowing to see how things may be done differently. The Headteacher was happy to delegate to colleagues where appropriate, although it was rare that staff were willing to take on any additional responsibilities. The Headteacher intended to address this in a more focused way from September. Staff will be reminded of deadlines. To allay any concerns, the Headteacher aimed to build a more inclusive approach to decision making, ensuring decisions are the most practical, smoothly implement and successful for the school community. Teachers were held to account in terms of the performance of their class, how well the children are doing.

A Governor asked what might done to lighten the load. The Headteacher answered that was something that had been raised in staff meetings. Staff were asked to share what they were doing. The Computer Lead was going to explore AI to see how that may be used to aid teaching. A Governor suggested setting aside time in a staff meeting to explore how AI may be used e.g. for reports and planning.

Q: What is the opinion of staff on whether they have seen any improvements this year in the way that the Board/Governors monitoring and engage? What has been successful? What ideas to SLT/staff have to support improvement?

A: The Headteacher advised the timings and pattern of monitoring visits had been very successful and worked in well around intense termly commitments. He welcomed governors booking their monitoring visits without the need to chase them up. The Headteacher welcomed Governors preparing questions in advance. It was felt beneficial to include teachers with relevant responsibilities in the monitoring

meetings i.e. subject leaders. Governors asked that opportunities for Governors to visit classes (not observe). The Headteacher said that this might be a possibility if done sensitively.

Early Years Foundation Stage

- **Early Years Governors' Monitoring Visit Report (BF/CG)**

The Monitoring Governors' report dated the 25th June 2025 had been posted on Governor Hub in advance of the meeting. The Governors raised the following questions with the Headteacher and Year R class teacher:

Q: What level of pupil understanding of Maths and Phonics is expected of pupils in the Early Years Foundation Stage at this point in the school year? Are children at the level expected? How will any deficits be accommodated in Year 1?

A: 24/30 of the children were on track to achieve the early learning goals. For those who struggle with their Phonics would be picked up in Year 1. Data would be passed to the Year 1 class teacher to enable a smoother transition. Overall, the children's literacy currently remained slightly stronger than numeracy. Generally, The children were doing well in Phonics.

Q: How have the pupils settled into the school's routines? Are they ready for Year 1?

A: The majority of pupils have settled and were reported to be a kind and nurturing class, they sit well for assembly, progress was being maintained with challenging behaviour. The transition from Year R to Year 1 was quite a jump, but the school can help less able children by taking them back into Year R for key lessons. This approach, as well as 1:1 teaching assistant work had been successfully used in the past year.

Q: Are there any classroom challenges at this point in the school year, for staff, especially looking back to those discussed at prior monitoring visits?

A: There were lot of Pupil Premium Grant funded pupils in the class. The report gave contextual information about the cohort. Teachers plans a big push on Maths and Arithmetic next year with the introduction of Maths Mastery into reception. The lack of home reading was seen to be a factor having an impact on children's literacy. Governors reflected if the school could ask parents what barriers may be present in reading with children at home. A Governor stated that they were interested to see the comment about reading at home. She asked what the reasons were that may not be happening. The Headteacher was unsure if it was because of children using screens. Often reading at home was difficult to juggle. It was something the school will push next year. Parent workshops will demonstrate how parents can help by listening to their children read. Various initiatives will be looked at.

Q: How is parent/teacher communication being managed?

A: communication with parents has been via a termly written report, parents may also access photographs of their children in class via 'Evidence Me' online. Where challenging behaviour has been an issue one to one communication with parents has enabled triggers to be pinpointed and behaviour management at home had helped to stabilise the situation. Communication with parents at the end of the school day had enabled the teacher to let parents know if there have been any particularly challenging days.

Governors commented on the class teachers' enthusiasm and knowledge for the subjects and pupils; a good role model for pupils providing them with a great start to their school life. The Headteacher agreed, the Improvement Advisor had spent a lot of time in Year R and the Ofsted Inspector made repeated visits to the Early Years setting – all had been positive.

Throughout the transition process, the Year R class was driving that through and detailing what support was needed for the children.

During their next monitoring visit Governors will look at the introduction of the Maths Mastery programme.

c) Statutory Inspection of Anglican and Methodist Schools (SIAMS)

• Christian Distinctiveness Monitoring Governor's Report (RB/CG)

The Monitoring Governors' report dated the 11th June had been shared prior to the meeting. The Monitoring Governors explained their focus was on whether there was any conflict between British Values and Christian Values. The Headteacher had highlighted where there was a problem with tolerant behaviour particularly around dysregulated behaviours.

The other aspect the Governors had looked at was the school facilitating and measuring children's participation in collective worship and class assemblies? Were there any adjustments planned following the departure of the teacher who has been organising collective worship. What support the school will need in terms of collective worship. The Headteacher reported the developments in class worship have been encouraging where there was more scope to link to current events and Christian values. Children value discussion and engage thoughtfully; this was of more value than the previous approach where each child might rehearse a line of a presentation. Class worship commenced with a moment of reflection. The Headteacher would be organising class collective worship next year and this would enable a smooth overview. Work had begun on the schedule of topics and visitors. The Headteacher valued the opportunity to develop more flexibility. Governors acknowledged the vital work that had been done by the teacher. The Ex-Officio Governor, in her role as chaplain, had offered to support the Headteacher next year. The Headteacher added, the teacher's leaving would be marked during the Year 6 assembly.

d) Greener Governance (KG)

The Governor reported that she had met with the school's Greener Governance lead, who went through with the Governor everything the school had done or planned to do. She was looking forward to implementing her plans next year.

The Governor reported that contact had been made with the Council, but with the change in administration, it was unclear where the Green agenda was going.

The Chair referred to the Governors' pre-meeting discussion to start to shape the Governing Board's Three Year Plan and the three key pillars the Board will focus on, one of which was Greener Governance. The Chair asked Governors if it was something the Board should focus on. If it were to be formalised, it would mean another formal monitoring visit and regular reporting. Governors KG and TN indicated their preparedness to undertake an extra area of monitoring. An alternative suggestion was put forward for a comment box to be included within the Governing Board's Monitoring Visit Report form template so that there was individual governor feedback. The Headteacher stated that it would be a good idea to meet with the school's Greener Governance Lead. There were many small steps to take. The Governor added some aspects were driven by money saving, the children's leadership on green and sustainability issues, outreach to parents – all were areas which the Board should be reviewing. The Headteacher felt that Greener Governance be a focus of Governors' monitoring.

9.	<p>Safeguarding</p> <p>a) Safeguarding</p> <p>The Headteacher, staff and Governors were afforded an opportunity to raise any safeguarding issues or concerns to be raised. None were raised.</p> <p>b) Safeguarding Governor’s Monitoring Visit Report (GS/JB)</p> <p>Safeguarding Governors’ report dated the 17th June 2025 had been shared on Governor Hub before the meeting. The Governors’ had raised the following questions:</p> <p>Q: What safeguarding successes have stood out the most this year?</p> <p>A: There had been fewer complex issues this year, but many less difficult cases.</p> <p>Q: How have the school’s safeguarding policies changed this year? In what ways has staff training contributed to a strong safeguarding culture?</p> <p>A: The only changes in the Safeguarding Policy this year were Keeping Children Safe in Education updates. The same will apply this coming September. As well as annual safeguarding training, the topic was of the highest priority in staff meetings with updates and discussions around particular children and families. The school has adopted a trauma informed approach and has been participating in the National Nurturing Schools Programme for the past 18 months and will apply for accreditation which will last for three years. This included the Boxall Profile and following the Six Principles. A parent had produced a child-friendly poster.</p> <p>Q: How do pupils feel about the school’s approach to safeguarding? What feedback have parents given about safeguarding measures?</p> <p>A: Pupil surveys show that pupils feel safe in school. The school was about to complete the survey again. In the recent Ofsted survey to parents, 99% said that they felt their children were safe in school. There seemed to be a high level of trust in the school community and the belief that the adults have time to listen.</p> <p>Q: What are the key safeguarding priorities for next year? Are there any new strategies or improvements planned to further strengthen safeguarding?</p> <p>A: The school had purchased a new training tool from The Key which will increase the amount of training available and has a track record of being up to date in terms of legislation and practice. Two designated safeguarding leads will complete online refresher training during the autumn. The school will participate in The Kent Emotional Well-being Team which will provide access to a mental health practitioner who will provide workshops to staff and parents, will work with individual pupils, parents and families. The scheme was targeted to those with mild to moderate needs.</p> <p>The Chair reminded Governors that they will be required to complete the annual update to their safeguarding training in September. Governors would be given full access to The Key training platform.</p>	
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	<p>c) Single Central Register</p> <p>Governors received confirmation that the Single Central Register has been checked by Senior Leaders.</p>	
10.	<p>Update from Staff Governor</p> <p>The Staff Governor reported as follows:</p> <ul style="list-style-type: none"> • The 2024-25 academic year had been extremely busy • Staff have felt the pressures as a result of staff shortages due to absences • The Ofsted Inspection outcome had been particularly pleasing • Assessments have taken place for Year 6 and also in Year 2 (non-compulsory). The results of the Years 1 and 2 Phonics Screening tests have been positive • Transitions have started. The Headteacher advised the transition arrangements work really well. • Events have been scheduled e.g. Sports Day, the Year 6 production <p>Governors asked that the Staff Governor pass on their appreciation to the staff for all of their efforts over the year.</p>	
11.	<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 Report #3 of 3 per annum</p> <p>The Health & Safety Governor's Report dated the 13th June had been shared on Governor Hub in advance of the meeting. The Governor reported that she had been present for a fire drill, the school was evacuated in two minutes and 20 seconds.</p> <p>The Governor asked how the school kept the children cool during the hot weather. The Headteacher had advised lunchtimes finished earlier so that the children were able to go back into the classrooms. The Headteacher added, children were able to go to the hall where cartoons were streamed.</p> <p>A Parent Governor stated, from her perspective, her children have spoken about the measures the class teachers have deployed to help keep the children cool.</p> <p>A Governor enquired if any parents had kept their children at home during the hot weather. The Headteacher advised that he did not believe that to be the case.</p> <p>The Health & Safety Governor reported the new build project will start in September. The site of the old mobile classroom could potentially create a weather shelter/gazebo for the children.</p> <p>The H&S Governor reported that she had completed Prevent training, one of the issues the training had brought up was lockdown procedures. The Headteacher confirmed the school had a lockdown procedure in place. He explained, there was no requirement for the school to have a Lockdown Policy, but the procedure was in place. The Governor reported</p>	

	<p>consideration was being given as if there were to be a problem in the reception area how that would be conveyed to staff in the wider school; how an alarm would be raised. A Governor suggested the school invest in two-way radios. The Headteacher advised that he would liaise with the site manager to devise a system to raise the alarm.</p> <p>Governors were advised the Premises Manager was in the process of checking the water pipes for dead legs to prevent potential Legionella.</p> <p>A tree survey report had been received. Gas safety check had taken place and portable appliance test was scheduled to take place in the coming days.</p>	
12.	<p>Finance (JM/CC)</p> <p>The Finance Governors reported that they had conducted a monitoring visit (report dated April 2025 referred). The finance team had been into the school, but had not produced a budget report, but had just keyed in some amendments. The latest budget monitoring report would be shared on Governor Hub once available.</p> <p>The Governors reported, moving forward, the aim was to align monitoring visits more closely to budget meetings and full Governing Board meetings to ensure all key milestones are covered.</p> <p>There had been an adjustment to the budget relating to teachers' pay income by £7,000 to address a previous salary calculation error.</p> <p>The school proposed to employ an additional midday meals supervisors to support at lunch periods from September to the end of the current year's budget (March 2026). The cost would be circa 3k (pro rata based on five days per week). Currently lunch time supervision was covered by teaching and management staff. The creation of the post would provide greater flexibility in the cover rota and allow less reliance on Senior Leaders.</p> <p>The school expected to receive an additional grant of £10k to support staff's salary increases.</p> <p>The school had expected to purchase a new i-Pad trolley at a cost of around £600, however, a work around solution had been found and this cost will no longer need to be met.</p> <p>The Sports Premium Grant Funding statement had been agreed, but there were changes to the way the funding can be spent this year and whilst this probably will not impact the school greatly, the school's sports leader will prepare the report as usual.</p> <p>The school's curriculum spend (circa £500) was likely to purchase resources and subscriptions as school leaders and the Maths Lead were reviewing the school's Maths provision following Ofsted earlier this year and to prepare for the upcoming SIA's visit.</p> <p>a) Latest Budget Monitoring Report</p> <p>As at May/June, the school's in-year deficit was expected to be £1,387. The overall budget surplus to be carried to the next financial year was forecasted to be £53,634.</p> <p>b) Asset Register</p> <p>A review of the asset register/Asset Register sampling was carried forward to the next meeting. As required, Governors to agree asset write-offs.</p>	

	Action: Review of the Asset Register and Asset Register Write-Offs was carried forward to the next meeting.	ALL
13.	Policies Governors unanimously approved the following Policies (Governors' feedback had been incorporated within the policies): a) Accessibility Plan b) Complaints Policy	
OTHER		
14.	Governor Training & Development Governors were reminded that they are committed to completing at least one training module before the start of the new academic year in addition to required training. Governors were asked to ensure that details of completed training and certificates are uploaded to the training records within their Governor Hub profiles. a) Required Governor Training: <ul style="list-style-type: none"> • Safeguarding – All Governors had completed the Strategic Safeguarding Role of Governors (upon induction and annually thereafter), however, Governors will be required to complete update training at the start of the new academic year. • Prevent – Every two years, the Training & Development Governor will check that Governors' Prevent training is in date and follow up with individual Governors where they may need to re-visit the training. • Female Genital Mutilation • Complaints * • Exclusions * <p>*The Governance Professional reminded Governors that as a part of the Faversham Collaboration, Governors have previously agreed to support other schools in the event of a need for a Panel hearing. Governors were asked to consider completing Complaints and Exclusions training when it becomes available to ensure that there is always a group of Governors who may lend their support to the Collaboration if needed.</p> b) Identify Future Training Needs As minuted earlier, Governors will be provided with a log-in to The Key to enable them to access training. The Chair asked Governors to look at the core training menu for next year. c) Reports of Completed Training Governors (KP/TN and HG) completed Equality & Diversity training.	
15.	Chair's Correspondence/Guidance a) Chair's Correspondence The Chair had shared with Governors emails from the National Governance Association and MAST.	

	<p>b) The Education People Monthly Bulletins</p> <p>The Education People monthly bulletins for May and June 2025 had been shared on Governor Hub. The Governance Professional urged Governors to read the information and come prepared with any questions at the next meeting.</p> <p>c) Keeping Children Safe in Education Guidance 2025</p> <p>The Keeping Children Safe in Education Guidance 2025 will be uploaded to Governor Hub in readiness for the start of the new academic year. Governors were asked to read the Guidance and confirm that they have done so after the 1st September 2025 within their Governor Hub profiles.</p> <p>Action: Governors to read KCSIE 2025 and confirm that they have done AFTER THE 1ST SEPTEMBER 2025 within their Governor Hub profiles.</p> <p>d) SEND Article: https://drive.google.com/file/d/1oVZueoi7hwgc2QZDB4QCyfvE3t8QdjQC/view?pli=1</p>	ALL
16.	<p>Any Other Urgent Business/Critical Matters</p> <p>a) Headteacher's Performance Review Panel</p> <p>The Advisor to the Headteacher's Performance Review panel will be Helena Evans. The review will be conducted in October (date to be finalised).</p> <p>b) Review of the Governing Board</p> <p>The Chair celebrated the successes of the Governing Board over the past year:</p> <ul style="list-style-type: none"> Monitoring had worked really well. Reports have been published and questions asked in advance which had made a huge difference to the school/Headteacher in order to prepare for the visit The extra training sessions have been really positive for Board Members (training had covered monitoring, finance, data, Ofsted, self-evaluation, three year plan – big topics have been covered in those sessions. (The Chair proposed varying the times of the training sessions.) Ofsted – pride in what was achieved The culture of the Board, meetings were a safe space. Governors helped each other = 'radical candour' in a right and purposeful way. <p>The Chair proposed that next year, Board members will focus on:</p> <ul style="list-style-type: none"> How to move monitoring forward. Governors to take the lead in who they wish to meet and what they wish to ask about. Thinking of ways to do monitoring which is purposeful and linked to monitoring of the School Plan objectives. The introduction of Greener Governance How the Board can evidence more challenge, be proactive and forward thinking Governors were asked for their contributions to the Three Year Plan; the things that Governors can bring to the Board. Raise the profile of the Board both internally (school leaders and staff) and externally (community) How to support each other Removal of acronyms from reports 	

	<ul style="list-style-type: none"> • The consistency of monitoring governors was important in order to build relationships because Governors know who lead personnel are and ensure consistent focus • Governors to be more visible at events to raise the profile about what governors do and who governors are to showcase what is being done. A list of things that Governors may be a part of would be produced to include dates and times (suggested including on the calendar or email to governors). • Governors to sign up to the school's newsletters. 	
17.	Confidentiality None of the matters discussed at this meeting was regarded as confidential.	
18.	Proposed Meeting Dates and Time for the 2025-26 Academic Year <ul style="list-style-type: none"> ➤ INSET Day Monday, 1st September 2025 from 9 a.m. to midday to launch the new School Improvement Plan 2025-26. The Headteacher will circulate the agenda. The date will be an opportunity for Governors to get to know the school's priorities. Subject Leader will talk about their subject areas. ➤ Monday, 6th October 2025 at 1 p.m. ➤ Monday, 24th November 2025 at 1 p.m. ➤ Monday, 2nd February 2026 at 1 p.m. ➤ Monday, 16th March 2026 at 1 p.m. ➤ Monday, 11th May 2026 at 1 p.m. ➤ Monday, 6th July 2026 at 1 p.m. 	

The meeting concluded at 3.03 p.m.

Signature: (Chair)

6th October 2025



BOUGHTON-UNDER-BLEAN & DUNKIRK METHODIST PRIMARY SCHOOL
MINUTES OF A MEETING OF THE FULL GOVERNING BOARD HELD ON THE 7TH JULY 2025
SUMMARY OF AGREED ACTIONS

Item	Action	For Whom
5, b)	<ul style="list-style-type: none"> ➤ Governing Board to formally re-appoint Mrs Clayson at the next available meeting following Members' acceptance of the Board's request to reappoint her. ➤ Governance Professional to send LA Governor Reappointment form to the Chair and Mrs Clayson. ➤ CoG and CC to return the completed form to the Governing Professional to arrange for documentation to be sent to Area Governance Officer. 	ALL Gov. Prof. →CoG/CC (Done) CC/CoG →Gov. Prof.
5, d)	All Governors to complete the skills audit template and return to the Governance Professional before the 1 st August. Governance Professional to analyse responses and forward details to the T&D Governor.	ALL →Gov. Prof.
7,	Governors to receive presentation from the Science Lead to be included upon the agenda for the term 1 2025-26 meeting	ALL
8, b)	HT to liaise with the DHT and let Behaviour & Attitudes Governors (KP/KG) know when ABA sessions are scheduled so that the Governors/Governor may attend.	HT/DHT →KP/KG
12, b)	Review of the Asset Register and Asset Register Write-Offs was carried forward to the next meeting.	HT/JM/CC
15, c)	Governors to read KCSIE 2025 and confirm that they have done AFTER THE 1 ST SEPTEMBER 2025 within their Governor Hub profiles.	ALL