



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 JULY 2026 AT 1 p.m.**

PRESENT:

Reverend R Bending	Mrs B Feast
Mr G Court	Miss A Jordan
Dr. K Gee	Mrs T North
Mrs J Mayer (Chair)	Mr S Way (Headteacher)
Mr G Sample	

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

Item	Purpose	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 Apologies for their absence had been received from Mr J Bennett (family member's illness), Mrs H Gardner (work commitment), and Mrs K Petts (holiday). The Governors' apologies were accepted. Mrs C Clayson would try to attend, but may be late joining the meeting.	
4.	Declaration of Business Interests Governors were invited to declare any business interests against any of the agenda items for the meeting.	

5.	Governing Board Membership and House-keeping a) Foundation Governor Mrs Feast's term of office as a foundation governor had expired resulting in a foundation governor vacancy. On behalf of the school and the Governing Board, the Chair thanked Mrs Feast for her contributions during her tenure as a foundation governor. Governors were advised that it was a possibility that Mrs Feast's husband may agree to serve as a foundation governor. He would visit the school and, if he is happy, he will be appointed by the Methodist Circuit. b) Ex-Officio Governor Governors were reminded that Reverend Bending will stand down as the Ex-Officio Governor representative on the Board from the end of this academic year. She undertook to provide the Chair of Governors with the contact details of the Superintendent of the Methodist Circuit to liaise with them about filling the role of ex-officio and foundation governor. Reverend Bending advised Governors that the Methodist Church was actively seeking people to recruit to the Board, but there was no minister going into Whitstable or Faversham. She undertook to push as much as possible in the relevant places to ensure that the vacancies are filled. Governors thanked Reverend Bending for her support to the school and the Governing Board during her time in office. c) Co-opted Governors - Mr J Bennett would stand down as a Co-opted Governor at the end of this academic year resulting in a co-opted governor vacancy. Governors wished to place on record their thanks to Mr Bennett for his many years' service to the Governing Board. The Chair advised Mr Tim Jakub (who had recently retired and was the husband of the Family Liaison Officer) had expressed an interest in serving as a governor. A statement in support of his application had been shared with Governors on Governor Hub. Governors noted that Mr Jakub had a background in financial services and has leadership experience. Governors felt that he would be a great addition to the Board. The Headteacher added, Mr Jakub had become a friend to the school and had been helping on school trips driving the minibuss. Governors unanimously agreed to appoint Mr Tim Jakub as a Co-opted Governor with effect from the 1st September 2026. Action: Governance Professional to add Mr Jakub to Governor Hub and notify the school office so that GIAS may be updated with the various Governor changes. - Mrs J Mayer's current term of office will expire on the 29th September. Mrs Mayer indicated that it was her intention to continue to serve as a Governor after her children leave the school. Governors unanimously agreed to reappoint Mrs	Gov. Prof.
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	Mayer as a Co-opted Governor for a further term of office effective from the 30th September 2026. Action: Governance Professional to add new term of office as a Co-opted Governor for Mrs J Mayer. d) Staff Governor Miss A Jordan's current term of office will end on the 27th September. A staff governor election will be undertaken early in term 1. Action: Governance Professional to liaise with the Headteacher for a staff governor election to be undertaken during term 1. e) Parent Governor Governors were advised that Dr. K Gee's current term of office will expire on the 2nd November 2026. A parent governor election would take place during term 1. The Chair advised that when she had attended the new Year R parents presentation, two people had expressed an interest in serving as a governor. Action: Governance Professional to liaise with the Headteacher for a parent governor election to be undertaken during term 1. f) Governing Board Self-Evaluation/Annual Statement of Governance 2025-26 The Chair proposed circulating a survey to Governors who were encouraged to reflect upon aspects of the school's governance that have gone well and areas that have gone less well leading to the formulation of the Annual Statement of Governance for the 2025-26 academic year. The Chair asked that Governors email her their feedback. The Chair recognised Governors had supported the school in many different ways. Governors' monitoring had been positive. Action: CoG to seek Governors' feedback leading to the formulation of the Annual Statement of Governance for the 2025-26 academic year. g) Election of Vice Chair The Governance Professional had sought nominations for the Vice Chair in advance of the meeting. Of the nominations received all were for Mrs K Petts to be re-elected as the Vice Chair. Governors voted unanimously in favour of re-appointing Mrs Petts as the Vice chair for a further two year term of office. h) Compliance Checks Governor (KG) was asked to ensure that her compliance checks within her Governor Hub personal profile are updated as a matter of urgency. Action: KG to ensure compliance checks within her Governor Hub profile are updated for the current academic year.	Gov. Prof. Gov. Prof./HT Gov. Prof./HT CoG/ALL KG
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cover and support and freeing up senior leadership team members to perform tasks such as monitoring and performance management. It was reported that staff's morale and resilience were improving. The introduction of new staff members was having a positive effect. Staff were feeling involved through regular updates which in turn enabled more whole school understanding and approaches to support pupils. Senior leaders continued to check in with staff on a regular basis to support their well-being. The school's senior leaders remained positive and supportive of each other throughout the challenges over the course of this academic year.

The Governors asked if there were any School Plan objectives that would be carried over and continued into the 2026-27 academic year. The Headteacher felt that for the next academic year there would be more focus on monitoring and other meetings with staff. Due to staff absence there had been disruptions to planned monitoring. He wished for monitoring and meetings with staff to settle into a more sustainable format going forward.

Some parents had come forward for Aspiration, but the timings had ultimately not worked this year. The Headteacher was keen to start to embed this idea next academic year and try to encourage more volunteers (parents/family) to come forward to talk to children about their job roles/careers.

The Headteacher referred to enrichment and the 'sideways' curriculum which he was keen to develop and evidence the benefits of regular enrichment days on pupils and staff. He hoped for more informal enrichment opportunities within classes alongside the curriculum. This would be discussed with the staff during the September Inset day.

The Governors asked the Headteacher how he feels Governors have developed over the past year and whether their monitoring was more interactive and beneficial to staff. The Headteacher felt that the regular 'early questions' to himself and staff was now embedded and very much appreciated. It supported deeper/clearer discussions during monitoring meetings. The Headteacher also felt that scheduling dates in advance had become more regular.

The Governors referred to the financial element of Leadership & Management and the School Improvement Plan objective 'To maintain a strong financial position within the current challenging financial circumstances'. A Governor had seen information relating to the Risk Protection Arrangement (which was a Government Scheme which potentially could be used as an alternative to commercial insurance). The Governors had asked if the school was aware of this scheme and, if so, had it been considered or was the school already participating to save costs – (a link had been provided to the Headteacher). The Headteacher advised the school's insurance was covered by a KCC scheme (Safe Hands Insurance Programme). Schools that were covered by KCC's arrangements have access to policies including public liability insurance and other school insurance protections which were managed by KCC's insurance team.

The Governors asked about well-being. The Headteacher felt that well-being for staff generally had improved. There had been considerable input into the year group with high levels of need (Year 3). The staff were able to see that senior leaders have been visible and supportive. Year R was settled despite some issues for some pupils outside of school; the cohort was happy and content.

Enrichment days have been enjoyed by all. Staff events have been scheduled.

	Staff being aware of individual pupil's anxieties had helped alongside SENCo and Family Liaison Officer support. Summer sessions would be run for individuals during the summer holiday following the success of last year's activities. The Emotional Well-being Team had worked with 15 different children and their families which has had a positive impact. The Team will attend the summer sessions. The Monitoring Governor advised the consensus was that emotional and mental well-being were embedded and part of the school's culture. The Headteacher added, over the past couple of years there had been a massive shift and there was a greater understanding of the challenges and how to support children. The Monitoring Governor (TN) stated that she had linked her monitoring Leadership & Management with her monitoring of SEN. She added that many roles have changed. The Headteacher stated staff were more attuned and looking for solutions to make things better. There was a positive view for next year. The Monitoring Governors reported the day of their monitoring visit had been really hot. Children were engaging in activities to help them relax in the heat. The Headteacher advised that responding to the heat was another thing for schools to deal with e.g. looking at tournament dates and venues. During the heatwaves schools have tried to remain open. Action: Governors invited to attend Inset Day on the 1st September. • Sports Premium Grant The Headteacher undertook to review the impact of the Sports Premium Grant on pupils' engagement in sports based activities and staff's continuing professional development. He reassured Governors that the Sports Premium Grant Statement would be published on the school's website by the 31st July 2026. Action: Governors to receive SPG Statement at the next meeting. • Pupil Premium Grant (PPG) The Pupil Premium Governor's (JM) monitoring visit report dated the 30th June 2026 had been uploaded to Governor. The purpose of the Governor's visit had been to meet with the school's PPG Lead to review Pupil Premium Grant funding within the school. The Governor and PPG Lead went through a document published on the Government's website regarding the new approach to Pupil Premium Funding for 2026-27 relating to the new categories for free school meals and how that will be funded and measured. There would also be a change to Ever 6, which was coming to an end. At this time it was unclear how the changes could impact the school's PPG allocation. There were currently 63 x PPG eligible children (30%) in the school, which was the highest it had ever been. The school would proactively work with the families of the new Year R cohort to ensure that those eligible for free school meals or are in receipt of Universal Credit apply. Attendance continued to be a focus for the Family Liaison Officer and with five terms of data, there were a number of excellent success stories where attendance has improved over the course of the year. Equally there have been a number of	ALL HT
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challenges. The Governor had viewed the anonymised data which showed the details and level of support for each child, evidencing a wide range of interactions and diverse support given. The attendance strategies would be in place next year.

The PPG Lead had conducted an analysis on interventions; 95% of the children have received an intervention of some kind over the past year. Data had been provided to the Governor which showed a wide range of support given including academic areas such as reading, maths, phonics, times table, handing writing etc, also emotional support (e.g. Beano Club), early finish times to support the 'whole child'. The remaining 5% reflected the new children now in receipt of PPG funding where support had yet to be determined. The Governor reported the 95% was higher than the previous year and, given the increase in PPG numbers, demonstrated much more had been achieved this year.

The attendance at various clubs by PPG children was discussed. The Governor had noted that there had been a drop this year, in part due to a reduction in the clubs available during lunchtimes (e.g. Well-being Club). There had been a greater reliance on teachers and senior leaders to undertake additional lunch duties (covering sickness or incorporating behaviour plan adaptations), which had not allowed the capacity to run such clubs. It was also felt that enabling teachers to take their planning, preparation and assessment time from home in the afternoons had reduced capacity at the end of the school day for them to run clubs. This would be reviewed for next year and the new staffing structure should allow some flexibility again. The PPG Lead will look at possibly plugging the gaps with help from the community.

As the end of Key Stage 2 data had not yet been published, the mid-year review to assess the impact of the Pupil Premium Grant on eligible pupils' achievement was not available and would be part of the Pupil Premium Governor's follow-up during her next monitoring visit.

In response to a question from a Governor, the Headteacher advised that adult resources were finite. The school does receive more funding for PPG but this does not take away resources from the other children.

Action: Governors to receive assessment of the impact of the PPG funding on pupils' outcomes at the next meeting.

JM/HT

b) Behaviour & Attitudes (including Attendance) (JB)

The Governor's monitoring visit report dated the 2nd July 2026 had focussed on the Behaviour & Attitudes section of the School Improvement Plan. His report had been shared on Governor Hub in advance of the meeting.

The Governor had met with the Headteacher. He had asked him about his views on children's behaviour in school since he was appointed. The Headteacher had answered, over the past ten years, overall behaviour had improved, but there was a demanding increase in behaviour related issues for a few individuals. Children behaved well on school trips, during assemblies and were polite and courteous in school. The parents of dysregulated children must accompany their child on school trips and visits. (These might be SEN children with trauma or anxiety.) The Governor had seen detailed examples of behaviour logs where members of the senior leadership team have been involved. There had been around 100 to 150 occasions when senior leaders have been involved.

The Governor referred to the objective 'Review and refine the behaviour curriculum across the school to ensure consistency from all staff'. The Governor asked if there were any further refinements required to complete the objective. The Governor reported training was in place. All new staff were provided with training on the behaviour curriculum.

The Governor referenced the target to 'Set clear criteria for dealing with dysregulated behaviour'. He asked have SEN pupils benefitted in the way planned. The Headteacher had explained language was very important during incidents. Staff know the pupils; the approach was a measured one which may not be noticed from the outside. The school benefitted from one day per week spent in school by a specialist in behaviour issues who was supportive of staff and pupils. The school continued to receive complaints from parents about some children in the school. These were dealt with sensitively.

The Governor referred to the SIP objective 'Continue to refine anti-bullying procedures in school'. The Governor reported that they had met with Antibullying Ambassadors during a safeguarding meeting and they were all very confident about their approach to bullying. The Governor had asked the Headteacher if he shared their confidence. The Headteacher was confident in the school's approach to incidence of bullying. The Headteacher explained sometimes there were issues between two children which could be a one off occurrence, but if someone were to come to a staff member it would be investigated to see if there is bullying. The Headteacher cited examples of incidents which were often misconstrued as 'bullying' e.g. falling out between friends. In response to a Governor's question, the Headteacher explained that a parent may raise a concern with the school and request the school to resolve matters.

The Governor's report detailed historical school attendance. As at the time of the Governor's monitoring visit, the school's attendance was @ 95.8% which was up on previous years for the same period.

The Headteacher advised Governors that the school kept track of school attendance and pointed out that there had been improved attendance year on year. The school's attendance was above national. The Headteacher referred to pages 3 and 4 of his report for a detailed breakdown of pupils' attendance.

Governors were advised that under the new Ofsted Inspection Framework, Behaviour and Attendance were combined.

c) Quality of Education

The Headteacher referred to page 3 of his report. The publication of the end of Key Stage 2 results had been delayed. The end of Key Stage 2 Writing test was teacher assessed and moderated by KCC – 79% of Year 6 pupils achieved the Expected standard for Writing.

In Year 1, 76% of pupils had met the Phonics Screening test threshold which was slightly below last year. In Year 2, 3/3 children who re-sat the Phonics test had passed.

In Year R 3/29 had not achieved the Literacy and Number goals, 89% of children had met the Early Learning Goals.

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

The Governors' monitoring visit report dated the 23rd June 2026 which had been shared on Governor Hub in advance of the meeting. The focus of their visit had been to receive an overview of the year, including issues/initiatives and children's progress.

During their monitoring visit, the Governors had visited several classes. Each class had at least one working wall. The English working walls were well developed and the Maths working walls. The Governors asked how 5Bs had been embedded into pupils' learning and enquired if pupils have enjoyed and become more productive because of the 5Bs.

They were advised systems were in place but were in the process of becoming embedded and this was the focus in Key Stage 2.

The Governors wished to hear from teachers/pupils about their experiences and this would form part of a future monitoring visit. They had asked for an overview of out of classroom learning, the successes and the changes that will be made for future activities.

Governors were advised the school ran a comprehensive range of out of school activities and trips. Next year the school planned to develop out of classroom learning which may include the 'Sideways' curriculum.

The Governors asked if the Headteacher expected the school's end of year assessments to be in line/above previous years. The Headteacher anticipated that they would be in line with previous years.

In response to the Governors question asking the Headteacher to summarise the year's highlights. The Headteacher was pleased to report children continued to make progress and improve attainment despite the various challenges including staff absence. Eighteen x Year 6 children would transfer to grammar schools. In addition, the school had adapted well to the changes within SEND. Science and computing required further development.

d) SEND & Inclusion (TN)

The Governor's monitoring visit report dated the 2nd July 2026 had been shared on Governor Hub in advance of the meeting. The Governor had met with the SENCo.

The Governor asked the SENCo what had gone well and what had not gone so well this year in regard to the SIP objective for SEN and Inclusion in addition to the SENCo's seasonal reports to the Governing Board. The SENCo reported the most significant and positive impact had been on the staff and community. Alongside regular updates to staff on SEN pupils and interventions, which provided opportunities for staff to share the direction of provision in the context of the school, local and national. This supported budget-led decisions and gave a greater understanding of the rationale behind decisions that have been made by senior leaders. Also, the consistent visibility of the Senior Leadership Team this year in managing challenges both within the classroom and in designated areas to support dysregulated children to manage their emotions had also supported a sense of whole team working.

Another success had been the links with the Specialist Teaching & Learning Service (STLS) through the Community Funding which had resulted in increased continuing professional development opportunities and targeted training to staff to support children in the current Year 3 class and the Year 4 team. Next year's training will focus on the challenges around dysregulated behaviours.

The SENCo asked that it be noted that the teaching assistants have been superb in their flexibility to continue to support pupils during periods of staff absence. Some staff members have had to manage changes in their role, working in different classes with

different class teachers, some 1:1 support and supporting challenging behaviour. All have stepped up and filled gaps when required.

The Governor asked if there were any SEN SIP objectives that would carry over and continue to the next academic year. Over the past year, the SENCo had worked closely with the Community Funding model and was positive about the processes and impact. Whilst funding may not be used for individual children/groups, it was proving to be very useful in her view for SEN in a strategic sense. The new system had facilitated sharing good practice and closer working with colleagues in other schools. The SENCo was developing ideas and options that will form part of the school's bids for next year. The Headteacher added, the school's leaders/SENCo needed to look at assessments for SEN pupils. The SENCo had ideas that she would share with him. The SEN Governor stated it was about tracking small steps of progress (there were children who were not yet school ready).

The Headteacher explained, with SEN, if something is found not to be working it should not continue, but look for other strategies. (The Phonics intervention has been successful as evidenced by the Year 2 Phonics re-takes, 100% of Year 2 children who re-sat the test had passed.)

The Governor reported the consistent culture of communication across the whole school was well embedded and strengthened the clear and sound safeguarding systems.

The Chair stated, within the new Ofsted Inspection Framework SEN and Inclusion have come together, from a school and governance perspective it was about ensuring that SEN and Inclusion is woven through everything.

The Headteacher reported one child was having a soft start to their school day. The SENCo will continue to attend Governing Board meetings in terms 1, 3 and 5 and provide Governors with regular updates about SEN and inclusion in the school.

e) Early Years Foundation Stage (BF/GC)

The Governors' monitoring visit report dated the 23rd June 2026 had focussed on the Early Years Foundation Stage section of the School Improvement Plan. Their report had been shared on Governor Hub in advance of the meeting.

The Governors asked what levels of understanding in Maths and Phonics was expected in the Early Years pupils at this point in the school year. The Governors asked if the children were at the expected level and how any deficits would be accommodated in Year 1. The Governors were advised at this point the children were being assessed against the early learning goals by the class teacher. The data would be submitted by the end of June. The teacher reported that, as a whole, the class worked well and no more three pupils in the cohort of 29 pupils were not on track to achieve the early learning goals for literacy and number. The Year R class data would be shared and discussed with the Year 1 class teacher.

The Governors enquired how pupils have settled into the school routine and whether they were ready for Year 1. The Headteacher confirmed that the children were comfortable and confident in class. The cohort was girl heavy (20 girls/nine boys) – craft and creative activities have been prominent and the boys have readily joined in with those. These activities promoted independence. Mastering Number had produced a real interest in maths and excellent recall of mental maths facts resulting from how maths has been taught this year. The children will have a transition day with their new class

teacher. Early Years staff will support any children who may be anxious about the transition to Year 1.

The Governors asked if there have been any classroom challenges for staff over the past year, especially looking back to those discussed at previous monitoring visits. The Governors were advised currently there were none other than juggling the usual workload at this time of year and managing new children who have joined the school. The two aspects required much co-ordinating. (Many children have difficult family challenges; the school was trying to support them and their families.) The Headteacher explained there were some families that have Social Services involvement or where the parents have reached out to the school because of a family breakdown.

The Governors reported following their meeting with the Headteacher and visit to the Year R classroom which had been very informative and pleasing. The children were clearly happy and content in their environment with their peers and their adults. The class data showed that the children were ready take on the challenge of Year 1 and for that the Early Years team should be commended.

f) Personal Development & Well-being (CC)

The Governor's monitoring visit report dated the 16th June 2026 had focussed on the Personal Development section of the School Improvement Plan. Her report had been shared on Governor Hub in advance of the meeting. The Governor's visit had focused on the development of cultural capital opportunities for all pupils, opportunities for creative outside play at break-times and lunchtimes, the use of outdoor learning to develop personal skills and the further development of the school's promotion of equality of opportunities and diversity.

The topic of Aspirations would be carried forward for discussion to next year.

The Headteacher advised part of the development of the outside play area will happen next year as it was currently occupied by the mobile classroom.

g) Statutory Inspection of Anglican and Methodist Schools (SIAMS) and Christian Distinctiveness

The Governors' (RB/GC) monitoring visit report dated the 23rd June 2026 had focused on question 5 from the SIAMS (Statutory Inspection of Anglican & Methodist Schools Framework). The report had been shared on Governor Hub prior to the meeting.

During the monitoring visit, the Governors had raised the following questions:

- How does the theologically rooted Christian vision enable positive relationships that balance individual freedoms and rights, with responsibility towards others? The Headteacher had highlighted the school's values of respect and compassion and the key phrase 'doing all the good that we can' which runs through the school prayer which was said daily and was well known by the children. The Headteacher's initial response had focused on the daily work in dealing with dysregulated behaviours. Teachers and other adults modelled and explained responses of respect and compassion towards pupils struggling to regulate their responses, and help other children to recognise what is happening. There was constant work helping children to offer authentic apologies, and to understand that more than token change is needed. The Governors sensed the commitment of the staff to the long task

of working with those five children who need constant support and challenge, helping them to understand themselves and learn how to cope better in the future. Courageous advocacy has been exemplified in class assemblies with an emphasis on what children can learn and apply for themselves from the examples shared with them. The Headteacher felt that the Year 6 students had coped with differing routes for Year 7 and supported one another thoughtfully.

- The Monitoring Governors asked how this culture encouraged justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change? The Headteacher had referred to anecdotal evidence that Boughton pupils stand out in Year 7 as respectful and responsible people. There was only one destination faith school, though many do take forward the values they have been imbibed at the school. Many of the pupils enjoy leadership roles such as house captains, sports leaders, worship warriors, School Council and Anti-bullying Ambassadors, all of whom show responsibility and make a difference, help one another to solve challenges. Children in sports teams do well dealing with achievements and also disappointments and supporting one another, rarely moaning about failure.
- The Governors asked, as an outworking of the theologically rooted Christian vision, what partnerships were important to the school and how do they impact positively and reciprocally on people's lives? Key partnerships with church leaders who visit the school such as Reverend Dan Corcoran, Reverend Catherine Ngangira and Reverend Rosemary Bending, with Faversham Food Bank, Macmillan and other charities for which funds are raised, as well as the emotional well-being team.

h) Headteacher's Report – Staffing Updates

The Headteacher referred to page 1 of his report for details of staff changes. Five new members of staff would be joining the school from September. The new teachers had attended the school for transition day or had met with the children and staff. The job share in Year 3 would continue next year; the new Year 3 part-time teacher had met with Mrs Fulton.

The Year R team have visited nurseries and pre-schools and undertaken home visit which have been positive. It was not yet known what the class will look when the children come together.

The Headteacher reported the Year 6 cohort have had a really positive year and were currently preparing for their farewell production. They have been to Chessington World of Adventures, Parliament and have had a barbecue. All attended the secondary schools for transition.

A Governor referred to the delay in the publication of the end of Key Stage 2 SATs results. The Governor enquired how the results would be communicated to parents and pupils. The Headteacher advised the end of year reports would be issued on the 17th July and would include the SATs results as a separate note to the reports. The Headteacher stated that he was confident that the school will be above national this year.

9.	Safeguarding a) Safeguarding Governors' (GS/JB) Monitoring Visit Report The Governors' monitoring visit report dated the 11th and 12th June 2026 had been shared on Governor Hub prior to the meeting. The Governor had met with the Designated Safeguarding Lead (DSL). The purpose of the visit was to receive an overview of the year in terms of safeguarding, meet with a pupil panel and ask questions about children feeling safe and check the Single Central Register. The Governors reported, as follows: • This year had been quiet in terms of safeguarding issues • There was ongoing work between the school, families and external agencies. This had been successful with one case having increased support which was much needed • Despite significant staff absence, this had not affected safeguarding due to the relatively large group of DSLs • Issues relating to monitoring and filtering have been addressed • The Emotional Well-being Team was in school for a whole day and the Team members were very supportive and effective. The Team supported many families, offered parent workshops and worked directly with classes. (Referrals may be made by the school or parents.) Younger children were always with parents • The changes to the Keeping Children Safe in Education Guidance 2026 were discussed. Many of the changes were around the tightening up of systems, focus on online safety, and working with other agencies • Discussed how the school's resilient and caring staff support potential burnout and the awareness of how 'tricky' education can be • Appended to the Governors' report was a summary of the questions Governors had posed to the Anti-bullying Ambassadors (made up of Key Stage 2 pupils) and their responses. The children were able to articulate their understanding of feeling safe in school and what they can do to keep others safe also. • Governors had checked the Single Central Register which was reported to be up to date and complete. The Governors gave thanks to the team in the school office for their hard work. Governors noted that the Governors meetings and interactions with staff and pupils were extremely positive and provided triangulation and evidenced what Governors have been told by the Headteacher and staff. b) Safeguarding Governors were afforded an opportunity to raise any safeguarding issues or concerns. None were raised. c) Report of Restrictive Interventions and Reasonable Force There had been no occasions when restrictive interventions or reasonable force have been used.	
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10.	Health & Safety/Risk Assessment a) Health & Safety Governor's Report (KP) The Governor's monitoring visit report dated the 26th June 2026 had been shared on Governor Hub in advance of the meeting. The purpose of the visit had been to receive an overview of the year in terms of health and safety, how this aspect would be monitored next year. the Governor had discussed with the Headteacher the new building works and general maintenance issues, the school's extreme weather protocols and lockdown procedures. The Governor reported that it remained the case that the extent of repairs around the school was becoming too much to manage within budget constraints and the Governing Board needed to recognise this and help the school to explore possible solutions before the health and safety of staff and pupils is put at risk. A new health and safety monitoring format will be put into place and will start from term 2 with a set of questions send to the Headteacher prior to the meeting to indicate what the focus will be and give the site manager and/or the Headteacher time to put the answers together. b) 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.	
11.	Finance (JM/CC) a) 2025-26 Outturn Report Governors to receive the 2025-26 Outturn Report at the next meeting. b) Latest Budget Monitoring Report Governors were advised that Schools Financial Services have not been into school so there was no budget monitoring report to share with Governors. They were due to visit the school the following week. The Finance Governor will complete budget monitoring on Friday and upload her report to Governor Hub. c) 2024-25 Benchmarking Report C/f to the next meeting. Action: Governors to receive the 2025-26 Outturn Report, latest budget monitoring report and 2024-25 benchmarking report at the next meeting (note from Governance Professional: the full Governing Board is required to receive this information for SFVS and Compliance). The Headteacher explained the issues have arisen because of staff changes and hours.	
12.	Policies The Accessibility & Complaints Policies were carried forward for approval to the next meeting.	

	Action: Governors to ratify the Accessibility and Complaints Policies at the next meeting.	ALL
13.	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: • Safeguarding – Strategic Role of Governors (upon induction and annually in September thereafter) • Prevent – Every two years • Female Genital Mutilation • Cyber Security • Complaints • Exclusions b) Identify Future Training Needs The completion of the annual skills audit at the next meeting would identify areas of governor training. The Chair advised next year there would be more rigor around training and tracking of Governors' training. c) Reports of Completed Training Governor (GC) had completed New Governor Induction training and had participated in the Kent Nationwide Governor briefing. The Governance Professional had attended the Annual Governance Conference which had included presentations from various members of the Local Authority's School Improvement Team, Ofsted and National Governance Association. She referred to the slides.	
14.	Chair's Correspondence/Guidance There had been no correspondence sent to the Chair. The following information had been shared on Governor Hub: a) The Education People Monthly Bulletins (May and June 2026) b) Article on Being Strategic in Schools c) Article on Education Policy Changes d) New Food Standards e) Pupil Premium Grant Overview f) Working Together to Safeguard Pupils The Keeping Children Safe in Education 2026 Guidance would come into force from the 1st September 2026. Governors were asked to read the Guidance and confirm within their Governor Hub profiles that they have done so (after the 1st September).	

	Action: ALL Governors to read KCSIE 2026 and confirm that they have done so after the 1st September 2026. Note from Governance Professional: the Governor Hub declarations page will be updated during the summer break, please do not 'confirm' that Guidance has been read before the 1st September as it will be deleted when declarations are renewed.	ALL
15.	Any Other Urgent Business/Critical Matters None.	
16.	Confidentiality None.	
17.	Agreed Meeting Dates and Time for the 2026-27 Academic Year (all at 1 p.m.) • Tuesday, 1st September 2026 (Inset Day – Governors welcomed to attend) • Monday, 5th October 2026 • Monday, 23rd November 2026 • Monday, 8th February 2027 • Monday, 15th March 2027 • Monday, 10th May 2027 • Monday, 5th July 2027	

The meeting concluded at 2.50 p.m.

Signature: (Chair)

5th October 2026



BOUGHTON & DUNKIRK METHODIST PRIMARY SCHOOL
SUMMARY OF AGREED ACTIONS
MEETING HELD ON MONDAY, 6TH JULY 2026

Item	Action	For Whom
5, c)	Governance Professional to add Mr Jakub to Governor Hub and notify the school office so that GIAS may be updated with the various Governor changes.	Gov. Prof.
5, c)	Governance Professional to add new term of office as a Co-opted Governor for Mrs J Mayer.	Gov. Prof.
5, d)	Governance Professional to liaise with the Headteacher for a staff governor election to be undertaken during term 1.	Gov. Prof./HT
5, e)	Governance Professional to liaise with the Headteacher for a parent governor election to be undertaken during term 1.	Gov. Prof./HT
5, f)	CoG to seek Governors' feedback leading to the formulation of the Annual Statement of Governance for the 2025-26 academic year.	CoG/ALL
5, g)	KG to ensure compliance checks within her Governor Hub profile are updated for the current academic year.	KG
7, a)	Annual Skills Audit to be undertaken as a group activity at the term 1 meeting of the Governing Board.	ALL
7, c)	Annual SEND Report and SEN Policy to be shared with Governors at the term 2 meeting.	ALL
8, a)	Governors invited to attend Inset Day on the 1 st September.	ALL
8, a)	Governors to receive Sports Premium Grant statement for 2025-26 at the next meeting	HT
8, a)	Governors to receive assessment of the impact of the Pupil Premium Grant funding on pupils' outcomes at the next meeting.	HT/JM
11,	Governors to receive the 2025-26 Outturn Report, latest budget monitoring report and 2024-25 benchmarking report at the next meeting	ALL
12,	Governors to ratify the Accessibility and Complaints Policies at the next meeting	ALL
14,	Action: <u>ALL Governors to read KCSIE 2026 and confirm that they have done so after the 1st September 2026.</u> Note from Governance Professional: the Governor Hub declarations page will be updated during the summer break, please do not 'confirm' that Guidance has been read before the 1 st September as it will be deleted when declarations are renewed in readiness for the 2026-27 academic year	ALL