



To be the best we can be ..

**BOUGHTON-UNDER-BLEAN & DUNKIRK PRIMARY SCHOOL
MINUTES OF A MEETING OF THE FULL GOVERNING BOARD
HELD AT THE SCHOOL ON MONDAY, 17TH MARCH 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 (from 1.09 p.m.)	Mrs J Mayer (Chair)
	Mrs T North	Mrs K Petts
	Mr G Sample	Mr S Way (Headteacher)

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

Item	Minute	
PROCEDURAL		
1.	Welcome and Prayers a) Chair's Welcome The Chair welcomed Governors to the term 4 meeting. b) Prayers 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 (attending funeral). 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 & House-Keeping a) Governor Vacancies There were no current Governor vacancies.	

	<p>Miss A Jordan joined the meeting at 1.09 p.m.</p> <p>b) Local Authority Governor</p> <p>The Governance Professional reminded Governors that Mrs C Clayson's current term of office was due to expire on the 14th November 2025. Mrs Clayson will be asked to confirm whether it is her intention to remain as a Governor and if yes, the Board will be required to formally resolve to reappoint at term 6 meeting. The Board's request to reappoint Mrs Clayson will then be sent to KCC Members who will vote on whether to accept the Board's request.</p> <p>c) Governing Board Self-Evaluation</p> <p>The Chair advised that she had received quite a few responses to the Governors self-evaluation document. However, some Governors indicated that they found the self-evaluation process tricky and were unsure of the meaning of some questions.</p> <p>The Chair of Governors advised that she had decided, rather than writing a report and plan, it would be beneficial to dedicate the next training session to exploring the survey in more detail. Some of the historical decisions made might inform Governors' answers. The Chair proposed that the Board reconvene to look at that in more detail.</p> <p>The Chair advised that there were measures that may be put into place quickly. The Chair will schedule 1:1 meetings between herself and Governors.</p> <p>Governors have agreed that the Board needed to have a five year plan.</p> <p>The Chair advised that any governor who had not yet submitted their self-evaluation form may still do so.</p> <p>Action: Governors were asked to submit their GB self-evaluation document to the Chair.</p> <p>Action: GB Self-Evaluation to be carried forward to the next meeting for further discussion and analysis.</p>	<p>ALL</p> <p>CoG</p>
6.	<p>Minutes of the Previous Meeting</p> <p>The minutes of the previous meeting held on the 3rd February 2025 were agreed by Governors. The minutes were signed by the Chair.</p>	
7.	<p>Matters Arising and Receive Updates on Agreed Actions (not covered by this agenda)</p> <p>None, all matters were covered by the agenda for the meeting.</p>	
SCHOOL IMPROVEMENT		
8.	<p>Headteacher's Report/School Improvement Plan and Governors' Monitoring Visit Reports</p> <p>The Chair thanked Governors for their monitoring visit reports. She had enjoyed reading the reports that evidenced strong preparation work in advance of the meetings. The second of three visits across the year was an opportunity to take stock and note progress against specific school objectives.</p>	

The Chair checked that Governors have read the reports. Monitoring Governors were invited to provide the Board with a summary of their visits and identify actions to take forward to the next meeting.

a) School Roll, Organisation and Staffing Updates

The Headteacher referred to page 1 of his report. A new 1:1 Year R and Year 1 teaching assistant had been appointed for three days a week following a staff member's request to reduce her hours to support a physically disabled child. The 2/3 day split was working really well.

A class teacher had been absent on sick leave. The teacher's absence had been covered in-house. A Governor asked if the teacher's absence was linked to the challenging class they have. The Headteacher responded that it was potentially; it was a recurring condition. It was something to explore when the teacher returned to work.

b) Quality & Standards of Education

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

The Governors had met with the Headteacher. The Governors had wished to understand how the data currently being used enhanced learning and outcomes for all pupils. The Headteacher had explained that the school had a comprehensive system for recording learning and assessment. Gap analyses informed gaps in pupils' learning at a class, group or individual level. The teacher then decided what needed to be done to fill the gaps.

The Governor had asked for examples of how data had informed teaching practices or interventions. The Headteacher had explained some gaps in pupils' learning were due to topics not yet being taught. The school held pupil progress meetings where each pupil's progress was monitored and decided how best they may be supported e.g. effective intervention (examples were shared with governors).

The Governors reported teacher performance management reviews were linked to pupil progress, assessment and tests were not the same.

The Governors asked what training was provided to teachers on effective data use. The Headteacher explained the school had experienced teachers, therefore, there was little need for formal training. As pupils moved up a year, teachers meet to help with understanding. Teachers also used the subject leads for Literacy and Numeracy.

Governors asked about the structure of the monitoring system across the curriculum. The Headteacher had explained the monitoring system was not limited to formal assessment, but included teacher assessment, teaching plans and knowledge of pupils. The Headteacher carried out monitoring observations of teaching, but there was little other direct monitoring due to time/teaching constraints. The focus was always on the quality of teaching and learning. Progress was viewed in terms of within a lesson, a sequence of lessons, across a year group and the pupils' learning journey. The Governors asked how the effectiveness of the system was evaluated and how subject leaders were involved in the monitoring process. They were advised by the Headteacher, subject leaders and staff meetings. Also part of teacher performance.

Governors asked about the development of Personal, Social, Health and Economic (PSHE) curriculum. They were advised that the PSHE curriculum was well embedded (the school had used the PSHE Association plans for a number of years) It was a question based

approach as with RE. The scheme was being updated with improved resources, including more culturally diverse interactive materials, role play, scenarios etc. Scrapbooks were used to capture learning; planning and assessment was in line with other subject areas. PSHE was an area for development in the School Plan.

The Governors asked how PSHE lessons aligned with the school's overall objectives and pupils' needs. The Headteacher explained that it aligned with the school's mission, vision and values. It supported pupils' mental health needs. There were topical updates e.g. misogyny and consent.

Governors asked what feedback have been received from pupils and parents regarding PSHE. They were advised that feedback had been positive from both pupils and parents. Governors had seen results of the PSHE pupil voice survey and Ofsted's Parent View responses relating to children feeling safe and personal development.

During their next monitoring visit, the Governors will look at Maths, Science, Art, Music, and PE. With a specific focus on Maths fluency following the recent Ofsted inspection.

There were no questions arising from the Governors' monitoring visit report.

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

The Governors' monitoring visit report dated the 6th March 2025 had been shared prior to the meeting. The focus of the visit was to follow-up on the previous monitoring visit with the SENCo. The Governors raised the following questions:

- Q: During the previous monitoring visit, there was a discussion around the complexity of working within an assessment/tracking framework that can make progress for SEN pupils difficult to evidence appropriately. The SENCo had mentioned that she was researching other possible methods. The Governors asked her how she will be adapting this and what support she needed. A: The SENCo responded a list of the lowest achievers had been drawn up. They will be set the same level of paper over the academic year in terms 2, 4 and 6. Baseline data was then related to benchmark against, and pupils will be categorised as to whether their skills are emerging, on target or exceeding expectations. The process began in September 2024, this was the first full academic year with a new and potentially extremely useful system in place. It was now possible to understand how far behind a child is and select an appropriate intervention or set of interventions for support. The Governors reported the SENCo had developed the process further to hold pupil progress meetings three times a year by creating this pathway and dedicated space it was then possible to keep pupils on track and hold people to account. It had also allowed the analysis of SEN needs, interventions, provision and embedded support much clearer within the classroom and the whole school and the families involved. The Governors reported, given the subjective nature of the national curriculum, the SENCo was bringing rigor and systemisation. She was also networking with counterparts in other schools. She was pioneering a clear and sound approach to SEN management through the creation of a solid evidence base specifically related to the school's needs.
- Q: How do you ensure that all relevant aspects of SEN are shared and understood in those staff meetings? Also, how do other staff members communicate and share aspects of SEN with you as SENCo.

The SENCo holds termly staff meetings to communicate changes to the staff, so that the dissemination of information was timely. The SENCo updated teachers on individual pupils and any behavioural or needs changes. It was also an opportunity to work on collaborative projects, for example pulling together a whole school provision map and evaluating where the gaps are in the journey, which provides staff with agency and input into their children. The SENCo and staff were encouraged to reflect 'what we need to do' and 'what we do well'.

The SENCo had delivered emotion coaching with staff which will be cascaded to the wider non-teaching body over the remainder of the year.

There had been considerable success with NHS changes to Speech and Language therapy provision (SALT). The NHS had introduced the BALANCED system; a speech and language therapist will come to the school and signpost the SENCo to the relevant resources, prior to a child being put forward for therapy. The system appeared to be working well within the school.

The SENCo had introduced a review system for Education Health & Care Plans.

- Q: Emotion Coaching for all has been in place for a few terms to support with dysregulated behaviours. Governors observed there were some evaluation methods in place. They wished to know how that was impacting on SEN pupils who struggle in this area. How were staff managing/using this training at this stage?

The school learnt about Emotion Coaching after a specialist teacher visit. Staff were encouraged to engage in a child's world in a manner which was more empathetic to the child's experience. This strategy has had a profound effect on pupil behaviour. For staff, learning about emotion coaching reinforced their approach to pupils rather than changed it, supporting the growth of an emotionally focussed, nurturing environment which is especially useful with children who are dysregulated. The response from adults to these children becomes predictable and safe. There was a discussion around the cyclical nature of the year on the emotional changes seen across the year groups.

- Q: Is there anything that the SENCo was reflecting upon or considering for change/development since the recent Ofsted visit? Ofsted said that 'this is a loving school'. The quote had captured the staff's dedication to the children, especially those with additional or complex needs. The next steps were teaching assistants being trained and sessions being offered twice so all teaching assistants can make the sessions. In the future, the SENCo was looking to develop a parent body of SEN families. Also, connecting outwards to other organisations in the local community who can support interventions.

The Governors have identified aspects that they will re-visit during their next monitoring visit.

A Governor noted that inward mobility had led to SEND children coming into the school. Applications for Education, Health and Care Plans have been declined because the school 'was meeting the child's needs'. The Governor stated the system of allocating EHCPs was disappointing. The Headteacher explained children become anxious at different points of the day, some children were school refusers because of their anxieties. Governors recognised that will feed into other areas (well-being, behaviour and also staff's well-being). The Headteacher added, it was important to understand the children who are in the school to find how to support them.

c) Behaviour & Attitudes

• Attendance

Whole school attendance as at the 7th March was @ 95% (which was up on the same period last year). A breakdown of pupil absence was detailed on page 3 of the Headteacher's report. The school continued to work with families. A few of the persistent absences were attributed to holidays. Ten out of the fifteen persistent absentees were @ 88% to 89% attendance. The Headteacher hoped there would be a reduction in persistent absences at the time of his next report.

• Suspensions, Exclusions, Incidents of Bullying or Racism

No information was shared at this meeting.

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

The Governors' Monitoring visit report dated the 6th March 2025 had been shared in advance of the meeting. The Governors raised the following questions:

- Q: How has the flow chart of behaviours developed since the governors' last monitoring visit. Was it proving useful to staff or was it too early to say? A: A crib sheet as opposed to a flow chart had been developed. It was noted that there were fewer incidences being recorded, and incidences that do occur were less sustained than before. The crib sheet detailed a clear process around classroom procedures in difficult situations. There were processes around behaviour that were not necessarily documents clearly as part of the 'form' process. The Governors were reassured that risk assessments for individuals and specific other children were conducted where needed.
- Q: How did the Anti-bullying Week and the recruitment of new Anti-bullying Ambassadors go? What evidence was there to show that this and other initiatives have helped to work towards the School Improvement Plan goal of developing a sense of community between older and younger children? A: Six x Year 3 pupils have been recruited as Anti-bullying Ambassadors, who, once recruited, continued in the role throughout their school life which supported the sense of community and integration. Governors detailed examples in their report. During the Ofsted inspection, 100% of children said that they felt safe within the school, in part this was because older children lean into the idea of supporting younger age groups.
- Q: Is there any additional training or support being provided to help staff manage dysregulated behaviours? Have the number of incidents remained consistent or were there examples of improvements in behaviour in some cases? How was this being recorded and monitored and was it something that may be presented in an anonymised format for Governors? A: The school was looking to commission Positive Handling training next financial year. The number of incidents has remained consistent, although there were fewer incidents in EYFS. Referring back to old behaviour logs, behaviours have gone full circle (it was not a new problem). School leaders have done much work on understanding children's behaviours.
- Q: What are the gaps in attendance rates between certain groups of children (e.g. SEN and non-SEN, PP and non-PP). Are the reasons for lateness tracked to identify any trends? A: Lates were recorded and post 9 a.m. arrivals logged as unauthorised absences. There were some complex issues around some of the persistently late children, with relationships being noted in pupil premium children, lateness or absences. The Monitoring Governors have raised an issue that was worth further consideration. Where the school offered interventions to support classroom

attainment or social attainment, this may often take place between 8.45 a.m. and 9.10 a.m. For some Pupil Premium children who may well have poorer attainment levels, but also lateness, this intervention slot simply would not work well for them. The Headteacher explained the school tried not to pull children for interventions during literacy and numeracy lessons but did so at other times of the school day or use those lessons as the basis of the intervention e.g. assembly or collective worship time if children were consistently missing their interventions. There were times during the afternoons also.

- Governors asked for more information about the significant behaviour forms and books for recording incidents. What happened to them once filled in and who they were shared with (staff, parents or both) and how were they analysed?
- How well received were the attendance meetings for parents for repeat absentees and what format do they take? What support was offered to parents and their children during these meetings? Have they had an impact on reducing poor attendance? A: Meetings were generally well-received with parents sometimes including their child to discuss the barriers. Meetings tended to be informal and transparent in terms of the processes and contracts provided by the Local Authority were often used with the family to encourage their commitment (part of the targeted support from KCC). The LA can access all of the school's attendance data externally and will offer support where needed. Often the school will look to external support agencies (SATIDA, Citizens Advice, Young Carers etc) to support, with occasional referrals to Social Services. Cases were discussed where the school had intervened and the child's attendance had usually increased by 10% to 11%.
- Following Ofsted, there was a discussion around why the school does not fine parents who take their children out of school for holidays. Mostly due to the impact it would have on already stretched families and relationships. It would make no impact on the school's finances to fine and it would damage the school's relationship with parents.

Governors added their comments around safeguarding and the school's Christian ethos.

Following their visit the Governors had two further questions:

- Q: Is there another space to encourage interventions with absentee children who need additional support, aside from 8.45 a.m. to 9.10 a.m.?
- What is the policy situation around extreme classroom events, and will this crib sheet be embedded into a policy for that area of work? The Headteacher will look to check that the behaviour crib sheet information was reflected in school policy(ies).

The Governors advised during their next meeting they will look at other areas of the School Improvement Plan and discuss actions for the coming year.

d) Personal Development & Well-being

Staff Governor's Report – none at this meeting.

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

The Governors' report dated the 3rd March 2025. The Monitoring Governors raised the following questions:

- Q: How was the divided Key Stage 1 playground arrangement working out? Has there been any research or incorporation of OPAL principles now that the

arrangements have been established for some time? A: This had not been fully embedded; there had been occasional informal use, but had fallen away. Included as an objective for some staff's performance management to set up a timetable for using the playground and equipment. Ofsted had praised OPAL (mud kitchen in the Key Stage 2 area). Early Years enjoy role play, bikes, bricks and dolls. Football was the game of choice. The Headteacher reported at the meeting that the Governors' visit had prompted his discussion with staff during a recent staff meeting. Two teachers have agreed to look at Key Stage 1 and another two teachers will look at the Key Stage 2 playground. The Headteacher explained because different people were on duty on different days, there needed to be a timetable of activities and equipment made available. Also, look into what playground markings were needed to help the children with their choices of play and activities.

➤ Q: In relation to using outdoor learning to develop personal skills, how was progress in these areas reviewed to determine whether it is meeting the objective? What activities have the pupils taken part in over the last term? A: There will be

increased focus on outdoor learning in the summer term when it is possible to use the field. A plan of progression of outdoor skills had been put together for each year group, as this was new to some of the older year groups and will be a little 'behind', and this was also relatively new for staff, so each year will be better with more familiarisation and provision. Progression has been shown. The school hosted a photography competition for a 'winter scene', encouraging all to get outside.

➤ Q: Since Black History Month, what opportunities for multicultural teaching have been developed or incorporated? Will these be implemented across the whole school (e.g. a themed week/month such as Black History Month) or individually within year groups as and when relevant to an area of their studies? A: The school

held multicultural week in January which had been embraced by the children. One activity had included Bollywood dancing. The school was looking at having a steel band workshop. The school used Pupil Voice to show what pupils have been doing during multicultural week. British Values were looked at during Inset Day and a focus week had been scheduled in April for the children on the subject. The school was looking at embedding and having more regular focus which will include using different language to explicitly link work to British Values. The Headteacher intended to look at what was done at present and create a progression plan/curriculum map to incorporate it and build on previous learning. Ofsted had praised the work of the school around protected characteristics. A Governor referred to the topic of British Values and implementing that into a lot more of the multicultural and other aspects of the curriculum and embedding it into other areas to raise awareness of the world around us.

➤ Q: At the last monitoring visit, the SENCo was in the process of putting together a training programme on SEN development to be delivered to all staff. How had that progressed? A: This was continuing. There had been training in adverse childhood experiences, self-regulation and teaching assistant training in reading. Current provision and priorities have been discussed. One priority was around children suffering anxiety which was affecting them coming into school and the SENCo will be undertaking training on emotionally-based school avoidance and then rolling this out.

e) Leadership & Management

• Ofsted Inspection Report and Action Plan

The final Ofsted Inspection report had been shared with Governors on Governor Hub. The report had been shared with parents and published on the school's website.

- **Pupil Premium Grant Monitoring Governor's (JM) Report #2 of 3**
- **Leadership & Management Governors' Monitoring Visit Report (JB/TN)**

The Governors' report dated the 7th March 2025 had been shared prior to the meeting. The Governors' had asked the following questions:

- **Q: How did you support the staff throughout the Ofsted visit?** A: The Headteacher responded that he had played it down. Preparations had been ongoing for a long time. Subject Leaders had completed a subject summary sheet which had been shared in staff meetings over the past couple of years. Teachers were confident they had answers to any questions the Inspectors may have on their subjects. Teachers knew the subjects under review were Art, Geography and Computing. Reception and Year 1 phonics lessons were visited and re-visited. The Inspector had looked at Geography and History, children's books with a specific focus on SEN. The Inspector had looked at how challenging behaviour and discussed and how it was dealt with in school; which he had accepted. The monitoring of phonics in the EYFS went really well. Displays were up to date. **Governors felt that the inspection had not impacted the school as much as it could have done.**
- **Q: Was there any feedback from the parent survey that required action?** A: The results from the survey were good. The Inspector had spoken with parents who generally expressed very positive views. There were a couple of negative views, but these had already been discussed. The survey suggested 97% of parents would recommend the school. 100% of children felt safe in school and 99% of children enjoy school. Negative comments were dealt with quickly and taken seriously so that the good relationship between parents and school was maintained.
- **Q: How were the Inspection outcomes communicated to parents?** A: A letter was sent to parents with the opening three paragraphs taken from the report and the areas for development. The report read well.
- **Q: How will you process the results/feedback and what are the next steps?** A: there were big gaps between learning so long term plans in Geography and History were being revised. Maths fluency was considered and recapping of previous learning in times tables will be emphasised.

Following the Monitoring visit, the Governors posed following questions:

- **Q: Is the Board satisfied that the Ofsted visit went well?** **Governors expressed the collective view that the inspection had gone well.**
- **Q: How are the long term plans for History and Geography being revised in accordance with Ofsted advice?** A: The Headteacher advised that the long term plans for Geography and History were being developed in readiness for implementation from September 2025.
- **How is Maths fluency being improved and how will this be measured?** A: The Headteacher advised Maths fluency will be improved and measured. The Headteacher added, the School's Improvement Advisor was scheduled to re-visit the school later in the year. The Headteacher will ask him to look at Maths to gain the view of an external advisor.

A Governor asked the Staff Governor how the teaching staff were feeling post-Ofsted. The Staff Governor answered, the inspection felt like a long time ago. An inspection was something schools were always preparing for. When the Inspector was at the school it was widely felt that he was fair. No-one was worrying about anything in particular. They knew what was expected. A Governor stated that was a sign of a good outcome. The

Headteacher added, the inspection did not feel intrusive. The Headteacher added, that he and staff had been totally open and transparent.

- **School Improvement Advisor's Note of Visit**

Action: HT to arrange for the SIA's NoV from the Autumn to be uploaded to Governor Hub before the term 5 meeting.

f) Early Years Foundation Stage

➤ **Early Years Foundation Stage Governors' Monitoring Visit Report (BF/CG)**

The Governors' monitoring visit report dated the 6th March 2025 had been shared prior to the meeting. The focus of the visit was to undertake a review of social and academic progress of children and staff's well-being.

The Governors raised the following questions:

- **Q: What level of pupil understanding of Maths and Phonics was expected of EYFS at this point in the school year? Are children at the expected level?** A: The Headteacher answered, most children were around the expected level in Phonics and Maths. Two children were at a lower level than expected; they were in the 18 months to two years of age range of development.
- **Q: Are there any changes to the way that Maths or English were being taught because of the Ofsted Inspector's visit/report?** A: The Headteacher reported that Ofsted had found the school had excellent foundations in Maths and Phonics offered and so there were no planned changes to the way there were being taught as a result.
- **Q: Have any of the pupils had difficulty settling into the school routine?** A: The Headteacher answered the class have settled very well and have started to join the school in the weekly assembly. All children were calmer and one child was demonstrating less aggressive behaviour as teachers and teaching assistants were aware of triggers. The child concerned was calming down. Good progress was evidenced by the teaching assistant being out of class for training for two days and the class was being well managed by just the class teacher.
- **Q: Are there any classroom challenges for staff especially looking back to those discussed at the first monitoring visit, as this point in the school year?** As above.
- **Q: Has the parent/teacher communication review been accomplished? What were the outcomes?** A: The review had been carried out and the teachers now write to update parents on their child's progress every half term.

The Governors reported that during their visit to the classroom, they had opportunities to interact with the children (it was World Book Day), and there were conversations around the characters the children were dressed as. Two children showed governors bees in the flowers outside of the classroom. All children were engaged in activities and enjoying their day. They were unfazed by the governors' presence.

A Governor asked if the monitoring Governors had checked on staff's well-being. The Monitoring Governors advised staff feel that they were well supported by the school's Leadership Team. They have worked out the triggers for the child whose behaviour was of concern and was now a lot calmer because they were able to pinpoint what was happening. The child was less stressed. The Headteacher added, the EY staff feel much more confident; there was a lot of flexibility in terms of capacity. Governors recognised that was where the school was so good, responding to each individual child's needs, building positive

relationships between staff and the children. The Governor who had followed up the major incident that had occurred stated that she was pleased to learn that staff 're-set' their relationship with a child, each day the relationship started afresh.

The Chair referred to the Year R teacher's visit to the previous Governing Board meeting. The class teacher had reinforced what Governors had seen during their monitoring visit. The Headteacher added, the child with trauma based anxieties was much more settled.

A Governor enquired if there was anything, as a Governing Board, that Governors may do to recognise the class teacher's efforts. The Headteacher responded, all teachers and staff at the school worked really hard. The Chair explained at the end of each seasonal term she wrote to staff to thank them; she had written to the Year R class teacher to express the governors' thanks; the Governing Board had recognised her work during the year.

The Chair asked Governors to reflect on who they would like to join them at the next and future meetings and to let her know.

g) Christian Distinctiveness/Statutory Inspection of Anglican & Methodist Schools

➤ SIAMS/Christian Distinctiveness Governors' Monitoring Visit Report (RB/CG)

The Governors reported:

- The Headteacher had spoken about inclusion. How the extra-curricular offer was made available to Pupil Premium Grant funded children.
- During their visit the Governors explored with the Headteacher how the school's Christian vision shaped the learning experience and the provision for disadvantaged pupils. There was scaffolding of the curriculum (not watered down), but raised up so that all children can access.
- Well-being weeks highlighted the natural world.

Governors' questions were lifted from the SIAMS Framework.

- **Q: In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer?** A: Inclusion was key 'For All' (J Wesley). The National Curriculum dictates what is taught, but the school's vision determined how. Governors discussed with the Headteacher the different methods for assessing children, especially with regard to their understanding and how marginalising it can be for some (e.g. children with Dyslexia) to only have their understanding assessed by their ability to write answer. Teachers were encouraged to explore verbal understanding also. Governors were shown RE CAP books that showcased children's work in RE. RE work had moved towards discussion and understanding, which was harder to encapsulate in writing.
- **Q: How does the Methodist Schools Trust enhance the school's curriculum? The Headteacher's active role in the Methodist Academies and School Trust (visiting other Methodist schools) had helped him to have greater confidence to lead and to make positive changes.** A: A local group of Methodist Schools (Kent College, Lorenden and St. Peter's with Boughton under Blean & Dunkirk) was able to collaborate in other extra-curriculum events, felt to be beneficial. The Headteacher was scheduled to meet with the other schools' headteachers with a view to reinstating this. The Headteacher advised that he had met with staff at Kent College to formulate plans about what the schools can do together (e.g. outdoor learning, music workshops with a performance at the end of the day. Also, the possibility of a sports competition, joint collective worship/assembly from a Methodist

perspective.) A Governor suggested extending the remit to also include Art. The Headteacher explained initially the school were looking at starting small and building on it next year. There had been a discussion about teachers in the independent sector were able to follow their own curriculum Kent College Junior school have much more creativity. It allowed children with a natural skill or talent to focus on that.

The questions the Governors wished to raise following their monitoring visit:

- How do we, as Governors of a Methodist School, know if parents are attracted to this school because of its Christian roots?
- How many parents are choosing Boughton-under-Blean because of the religious aspect?
- Does this shine through, or make any impact on the community?

The Headteacher answered that he could not say how many families regularly go to Church. However, the school's ethos was rooted in Christian faith. There were discussions with parents about children being happy and the school's holistic approach to each child. Families travelled to the school from outside of the village. It was more about what the school does. A Governor added, the Methodist ethos has created a loving and popular school. It was a positive choice for parents of the community. Parent Governors spoke about their reasons for selecting the school.

h) Well-being (KP)

The Governor's report dated the 5th March 2025 had been shared in advance of the meeting. The visit had focused on receiving updates on events and activities that have taken place since the previous visit. The Governor had also checked on the general well-being of staff and pupils (especially after Ofsted), what activities took place during Well-being Week and to get an understanding of how staff were feeling post Ofsted.

The Governor asked the following questions:

- **Q: How are the Headteacher and staff doing? What was the general well-being and morale like at the moment?** A: Wellbeing varied according to the staff member concerned. Teaching assistants have more capacity to deal with issues and resilience was perhaps not so depleted as with teachers. He had a few concerns about one or two staff members and was monitoring this and offering support. The causes of stress and lower morale were beyond the Headteacher's or other's control – part of the job/workload.
- **Q: Have any social events taken place after the recent Ofsted inspection?** A: This had not yet happened. The Headteacher acknowledged that the school needed to think about it and do something to recognise the success of the inspection. (Ofsted was not the most stressful event of that particular term. Dealing with behavioural issues had taken its toll.) The Headteacher had recently put in place some coping strategies to deal with stress himself.
- **Q: Were there plans for training to help maintained well-being and support staff's resilience? Do these plans include anything from the UK health brochure which was posted in the files on Governors Hub for the February meeting?** A: The Headteacher explained Gold Membership of the package was already in place through the school's insurance policy and staff can take advantage of the services provided, which include mental health support, GP services, counselling, and a dedicated helpline. It was also confirmed that the package was available for Governors. The Headteacher reported that staff do sometime call upon the services

	<p>within this package, but it tended to more when a crisis was occurring rather than just to maintain good well-being. The Governor asked the Headteacher if he had taken advantage of the package or would consider using it, and he said he might investigate it. A Governor asked if staff were regularly reminded to take advantage of the well-being package; was it raised during 1:1s and staff meetings. The Headteacher confirmed that it was mentioned in staff meetings. There were posters in the toilets.</p> <p>➤ Q: What well-being activities took place for Well-being week and have staff go any well-being events planned in the near future? A: Well-being week was themed around the film 'Inside Out' and exploring the characters that represent different feeling and emotions. Evidence of this was seen in PSHE scrap books. An online pack was available. The PSHE pupil voice sheet demonstrated some of the learning outcomes from each year group around feelings and online safety. Well-being walks continued throughout the year. Much work was done in PSHE lessons on zones of regulation and online safety.</p> <p>➤ Q: How do HT, SLT and staff feel now that the Ofsted Inspection is completed? A: When the Headteacher was asked this question of staff they mostly said 'relieved', happy, and 'validated'. The Headteacher acknowledged that all staff had pulled together for the inspection and preparation had been done early enough for it to have not been a panic. Ofsted had been in the sights of staff for almost 18 months, so when it came, they were ready. The Headteacher reported that the Ofsted inspection had added to stress levels, so it was nice to have that pressure alleviated now it was done.</p> <p>The Chair again thanked Governors for their reports. The third visit will be for Governors to do a round-up of the year. A decision will be made whether well-being remains as a standing area of monitoring.</p>	
9.	<p>Health & Safety/Risk Assessments</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.</p> <p>b) Health & Safety Inspection Report #2 of 3 per annum</p> <p>The Health & Safety Governor referred to her report dated the 12th March 2024. She advised there was a list of health and safety issues that had been identified during a walk around.</p> <ul style="list-style-type: none"> ➤ The Headteacher and Site Manager have identified that the perimeter fence was an issue that was perpetually there and something to raise again with the Local Authority. ➤ The mobile classrooms were being maintained until delivery of the new buildings. There was no news on that. It was hoped that the work will be completed over the summer. ➤ A gas fire in the staffroom had been decommissioned. There was a discussion around reconfiguring the heating in that area. ➤ There was currently no hot water in Year R because of ongoing issues with the pipework. The Site Manager will contact a plumber. ➤ First Aid training was up to date. Certification for some staff members was due to expire in September. The staff have already booked to do the training in October. ➤ Other items were being factored into the capital budget. 	

	<p>The Headteacher advised the Site Manager was contracted to open and close the school. Hours were built up over time so that he can attend to minor jobs which were undertaken when the school was closed. (The school only had to pay for parts and materials.) The Site Manager had been asked to remedy a number of small jobs. It was hoped that the same arrangement will continue next year.</p> <p>A Governor asked if someone had been tasked with planting up the planters. The Headteacher confirmed the school had received the money for that. It will be actioned.</p>	
10.	<p>Safeguarding</p> <p>a) Safeguarding Issues or Concerns</p> <p>The Headteacher, staff and Governors were afforded an opportunity to raise any safeguarding issues or concerns. None were raised.</p> <p>b) Safeguarding Governors' Monitoring Visit Report (GS)</p> <p>The Safeguarding Governor's (GS) report had been shared on Governor Hub in advance of the meeting. The Governor reported that the focus of his visit was on how safeguarding/online safety was taught to children. Also, PSHE. During the visit the Governor had looked at examples of children's work in the scrap books which showed progression from the Early Years to Year 6 (clear development of skills and understanding).</p> <p>The Governor reported much of what was taught was left to the teacher's discretion as to where safeguarding and digital safety naturally sits (not decided by the school). This made a lot of sense.</p> <p>The Governor explained PSHE sessions also covered a big part of safeguarding and was regularly updated e.g. misogyny and consent. Topics were dealt with appropriately.</p> <p>Governors noted the new safeguarding display featuring Buddy (Childline).</p> <p>c) Annual Update to Safeguarding Training</p> <p>The Chair reminded Governors that they must complete Safeguarding training upon induction and annually thereafter (in line with Keeping Children Safe in Education Guidance).</p> <p>Action: ALL Governors to complete safeguarding training and record the details and date within their Governor Hub profiles (training record).</p>	RB/BF - URGENT
11.	<p>Finance</p> <p>a) Finance Governors' (JM/CC) Monitoring Visit Report</p> <p>No report was shared at this meeting.</p> <p>b) Latest Budget Monitoring Report</p> <p>The Schools Financial Services advisor had not processed a recent budget monitoring report since the previous meeting; (she was due in the school the following week). Governors were advised that they were required to receive six budget monitoring reports across the year (SFVS Q A: Governance, 3 refers).</p>	

	<p>The Finance Governor (JM) advised that the end of year budget close down was nearing. At the next meeting, Governors will receive the yearend budget figures and the three year budget plan for approval.</p> <p>Action: Governors to receive and agree the yearend budget figures and the three year budget plan at the May meeting of the full Governing Board.</p> <p>c) Benchmarking Report</p> <p>The 2023-24 Benchmarking Report that compares the school's income and expenditure with that of other similar schools was carried forward to the next meeting. (SFVS Q E: Value for Money, 18 refers).</p> <p>Action: 2023-24 Benchmarking report to be shared with Governors at the next meeting.</p> <p>d) Schools Financial Value Standard Submission 2025</p> <p>The School's Financial Value Standard submission had been prepared by the Finance Governors with the school's finance team. The submission was produced in conjunction with most recent compliance visit report.</p> <p>Upon the recommendation of the Finance Governors; Governors unanimously approved the SFVS March 2025 submission. (The document was required to be submitted to the LA by the 31st March 2025.)</p> <p>e) Related Party Transactions Document</p> <p>Governors received confirmation that the template has been completed and a copy had been shared in the meeting folder. There was one entry relating to photocopying equipment.</p> <p>f) Governor (and Staff) Financial Competencies Matrices</p> <p>The Finance Governors and staff with a financial role in the school were asked to complete to the Governor Financial Competencies Matrix. The Headteacher and Financial Officer to complete the Staff Financial Competency Matrix. (The completed forms to be placed on file with a signed copy of the SFVS submission.)</p> <p>Action: Governors (JM/CC/KP) to complete the Governor Financial Competencies Matrix. The Headteacher and LL to complete the Staff Financial Competencies Matrix and place copies on file with a signed copy of the March 2025 SVFS submission.</p> <p>g) Financial Limits</p> <p>No approval was required for purchases in excess of the delegated limits.</p> <p>h) Review of Banking Signatories and Corporate Card Holders</p> <p>There were no changes.</p> <p>i) Contracts, Service Level Agreements and Tenders</p> <p>A review of contracts, service level agreements and tenders will be undertaken as part of the budget setting process.</p>	<p>ALL</p> <p>HT →ALL</p> <p>JM/CC/KP/ SW/LL</p>
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12.	<p>Policies</p> <p>a) Teaching & Learning Policy (BF/GS)</p> <p>Governors unanimously agreed the Teaching & Learning Policy upon the recommendation of the Lead Reviewers.</p> <p>Action: Pay Policy (statutory annual policy) was carried forward for approval to the next meeting as the school was still awaiting information about non-teaching staff's pay.</p>	ALL
OTHER		
13.	<p>Governor Training & Development</p> <p>Governors were reminded that they have committed to completing at least one training module in addition to mandatory training. Governors were reminded to add details of completed training within their personal profiles on Governor Hub. Training undertaken via TEP/Governor Services should automatically populate training record.</p> <p>Governors to note they must book training via Governor Hub. All governors must have registered and signed into Governor Hub to enable them to book their own training.</p> <p>Governors were advised that MAST training opportunities were detailed in the MAST newsletter. There were also regular news bulletins on Governor Hub. There was also the availability to The Knowledge on Governor Hub.</p> <p>a) Identify Future Training Needs</p> <ul style="list-style-type: none"> • <u>Annually and upon induction</u>: Safeguarding, Child Protection including Online Safety • Prevent (every two years) • Female Genital Mutilation • Cyber Security – was picked up in safeguarding training and may be sufficient for governors. • New Governor Induction (AJ) • Safer Recruitment <p>b) Reports of Completed Training</p> <ul style="list-style-type: none"> • Countywide Briefing was attended by the Chair and HG. The Governors found the briefing interesting. Delegates were encouraged to give their views on local and county initiatives. <p>Governors (KP and BF) undertook to book themselves onto the next briefing which will be held on Tuesday, 29th April 2025 at 10.30 a.m. (one hour) via Zoom.</p>	
14.	<p>Chair's Correspondence/Guidance</p> <p>a) Chair's Correspondence</p> <p>None.</p>	

	<p>b) The Education People Monthly Bulletins</p> <p>The January and February 2025 Education People Monthly bulletins had been uploaded to Governor Hub. Governors were encouraged to read the publications and bring any questions that they may have to the next meeting.</p>	
15.	<p>Any Other Urgent Business/Critical Matters</p> <ul style="list-style-type: none"> ➤ The Chair thanked all Governors for using their school emails for all governance related matters. ➤ The Faversham Collaboration Schools Choir Festival was scheduled to take place on the 31st March and 1st April. Governors were encouraged to speak to the school office to see if any tickets were available if they wished to attend. The event was scheduled to take place at the Queen Elizabeth Grammar School in Faversham. ➤ Governors TN, GS and BF agreed to attend during week commencing 12th May to have oversight of the school's administration of the Standard Assessment Tests (SATs). ➤ Greener Governance to be included upon the agenda for the next meeting. The Governors were encouraged to liaise with the school's Greener Governance Lead (DM) <p>Action: Greener Governance to be included upon the agenda for the next meeting.</p> <ul style="list-style-type: none"> ➤ The Science Subject Leader would be invited to join the next meeting to discuss the spiral curriculum for Science. ➤ Pupil Voice (Anti-bullying Ambassadors) ➤ Governing Board Self Evaluation to be conducted in advance of the next meeting from 11.45 p.m./midday (TBC) and included upon the agenda for the next meeting. <p>Action: Governance Professional to include presentation by the Science Subject Lead, Pupil Voice (Anti-bullying Ambassadors) and GB self-evaluation upon the agenda for the next meeting.</p> <p>Action: Governors to attend school for GB Self Evaluation from 11.45 a.m./midday on the 12th May.</p>	<p>Gov. Prof. →KG/TN</p> <p>Gov. Prof.</p> <p>ALL</p>
16.	<p>Confidentiality</p> <p>None of the matters discussed at this meeting were regarded as confidential.</p>	
17.	<p>Dates and Times for 2024-25 Academic Year Governing Board Meetings</p> <p>The dates and times of future meeting were agreed as follows:</p> <ul style="list-style-type: none"> • Monday, 12th May 2025 • Monday, 7th July 2025 	

The meeting concluded at 2.45 p.m.

Signature: (Chair) 12th May 2025



BOUGHTON-UNDER-BLEAN & DUNKIRK METHODIST PRIMARY SCHOOL SUMMARY OF AGREED ACTIONS FULL GOVERNING BOARD MEETING HELD ON THE 17 TH MARCH 2025		
5, c)	<ul style="list-style-type: none"> ➤ ALL Governors to submit their GB self-evaluation document to the Chair. ➤ GB Self-Evaluation to be carried forward to the next meeting for further discussion and analysis. 	ALL
8, e)	<ul style="list-style-type: none"> ➤ HT to arrange for the SIA's NoV from the Autumn to be uploaded to Governor Hub before the term 5 meeting. ➤ Pupil Premium Governor's Report to be shared at the next meeting. 	HT JM
10,	ALL Governors to complete safeguarding training and record the details and date within their Governor Hub profiles (training record).	ALL
11, b)	Governors to receive and agree the yearend budget figures and the three year budget plan at the May meeting of the full Governing Board	ALL
11, c)	2023-24 Benchmarking report to be shared with Governors at the next meeting.	HT/JM
11, f)	Governors (JM/CC/KP) to complete the Governor Financial Competencies Matrix. The Headteacher and LL to complete the Staff Financial Competencies Matrix and place copies on file with a signed copy of the March 2025 SVFS submission.	JM/CC/KP
12,	Pay Policy (statutory annual policy) was carried forward for approval to the next meeting as the school was still awaiting information about non-teaching staff's pay.	HT/Gov. Prof.
15,	<ul style="list-style-type: none"> ➤ Greener Governance to be included upon the agenda for the next meeting. ➤ Governance Professional to include presentation by the Science Subject Lead, Pupil Voice (Anti-bullying Ambassadors) and GB self-evaluation upon the agenda for the next meeting. ➤ Governors to attend school for GB Self Evaluation from 11.45 a.m./midday on the 12th May. 	KG/TN/Gov. Prof. Gov. Prof. ALL