



Fairfield Road, New Romney Kent TN28 8BP

St Nicholas provides a welcoming and inclusive learning environment at the heart of its community. We nurture, encourage and support all children, adults and their families to be the best as God intended. Following God's example of love and trust, we develop resilience and creativity in all we do. Learning, loving and encouraging through Christ

Local Governing Body Meeting

MINUTES

Wednesday 26th March 2025 at 1000AM
To be held at the school

Present:

Christopher Dale – *Headteacher (HT)*
Lyn Edwards – *Chair (CoG)*
Victoria Turner – *Deputy Headteacher (Staff Governor)*
James Bader – *Parent Governor*
Claire Seiver – *Advisor*
Father Chris Hodgkins – *Foundation*
Penelope Mackrell – *Foundation Governor*
Sarah Webb – *Co-opted Governor*
Sam Dennison – *Appointed Governor*

Clerk: – Lynne Bright

Apologies accepted:

Kathleen Webb – *Appointed Governor*
Emily Haydey – *Appointed Governor*

Item:	Summary Description	Action
Procedural:		
1.	Welcome, Apologies & Prayer a) Chair's welcome The Chair welcomed everyone to the meeting b) Receive and accept or decline apologies offered Kathleen Webb – <i>Appointed Governor</i> Emily Haydey – <i>Appointed Governor</i> c) Prayer	

	The prayer was said by Penelope Mackrell				
2.	Quorum The meeting was quorate				
3.	Declaration of Business Interests Any business or conflicts of interest relevant to the agenda <ul style="list-style-type: none"> • Father Chris is also Governor at Brenzett 				
4.	Governing Body Business/Membership <ul style="list-style-type: none"> a) Governing body update <ul style="list-style-type: none"> a) A designated Governor was appointed for SEND and this was Penelope Mackrell b) There is still one Parent/Governor space and it was agreed there will be an advert to parents advertising this after the Easter break and hopefully an appointment will be made in time for the new academic year. - ACTION c) One term of Office will be expiring in July and this is for Kathleen Webb. KW is currently on maternity leave and hopefully she will be at the next FGB in May to discuss. In the meantime, VT will speak to her when she drops her child to school. ACTION d) Training Record: All Governors were shown by the clerk where they need to input their training on GH and they were requested to do this as a matter of urgency but by the latest next meeting e) Exclusion Training: Only one governor has been trained. Clerk requested others to participate and both Father Chris and Sam Dennison have put their names forward to attend on 30/04/2025 b) Governor Training c) Update from Clerk As above regarding vacancies and terms expiring 				
5.	Minutes of the last meeting held on 05/02/2025 <ul style="list-style-type: none"> a) To approve the minutes of the LGB Meeting held on 05/02/2025 Approved b) To approve confidential minutes of the LGB Meeting held on 05/02/2025 None taken 				
6.	Actions/Matters arising from Minutes of 05/02/2025 <ul style="list-style-type: none"> a) Governing Body actions and matters arising <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">4</td> <td style="width: 60%;">Areas covered by Governors on GH will check and reply to JL - completed</td> <td style="width: 30%;">Chair</td> </tr> </table>	4	Areas covered by Governors on GH will check and reply to JL - completed	Chair	
4	Areas covered by Governors on GH will check and reply to JL - completed	Chair			
School Improvement:					
7.	Headteacher's Report: <ul style="list-style-type: none"> • Admissions No. on roll: 410				

Pupil Details										
	R	1	2	3	4	5				
Pupils of this School	100.00%	60	100.00%	57	100.00%	62	100.00%	62	100.00%	64
Female	56.67%	34	33.33%	19	58.06%	36	45.16%	28	51.56%	33
Male	43.33%	26	66.67%	38	41.94%	26	54.84%	34	48.44%	31
										55.10%
										27
										48.2

Increasing School Roll
The school role has continued to stay in line with previous roll increases, with 410 pupils on role as of 24/3/25. This has reduced by 3 pupils.

Pupil Mobility
The school context highlights that pupil mobility is high, mostly reflecting the high mobility within the local community. This suggests the school is able to effectively support pupils who join mid-year or at non-standard transition points, which is an important aspect of admissions.

Deprivation and Disadvantage
The school serves a community with high levels of social deprivation and economic disadvantage, with 40% of pupils eligible for pupil premium funding

Total No	Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total
17	28	21	28	23	20	26	163	
Girls	11	11	12	14	11	7	15	82
Boys	6	17	9	14	12	13	11	82

Breakdown of need type

Looked after Children										
Medical Condition	43.33%	26	52.63%	30	51.61%	32	35.48%	22	40.63%	26
Pupil Premium	28.33%	17	49.12%	28	33.87%	21	45.16%	28	35.94%	23
SEN Needs	6.67%	4	33.33%	19	20.97%	13	17.74%	11	15.63%	10
										1
										2
										1

Specialist Provision
The school operates a Specialist Resource Provision (SRP) for up to 14 pupils with an ASD designation. The SRP is currently full at 14 pupils.

Admissions September 2025
The school is oversubscribed for our 2025/26 admissions and the application count for September 2025 stands at 101 families making an application for 60 spaces.

The school are in consultation with KCC for 3 families who have an EHCP but they have not yet been named on the final document. We have returned the consultation in each case saying the school is not able to meet need.

Families will be advised during the Easter period whether they have been offered a place at St. Nicholas.

The over subscription criteria will come into play and this is dealt with by KCC rather than the school; prices have increased from last year.

Mrs Starmer Smith and HT been put on IPSYT training meaning they are in line with SEN standards and will allow them to reply to SEN where necessary.

Oversubscription

The school's current policy is up to date and has been shared with the LA. Current oversubscriptions and appeals are managed on our behalf by the KCC Admissions team.

The process for allowing parents to visit us within the September 2025 admissions window was successful with good feedback from those who visited.

Destination of leavers to Secondary school

56 pupils in the cohort – all pupils were allocated their first-choice preference

1 home educated

1 allocated a specialist setting at a SEND school

45 allocated places at The Marsh Academy

1 allocated a place at Rye College

5 allocated places at Folkestone School for Girls

2 allocated places The Harvey Grammar

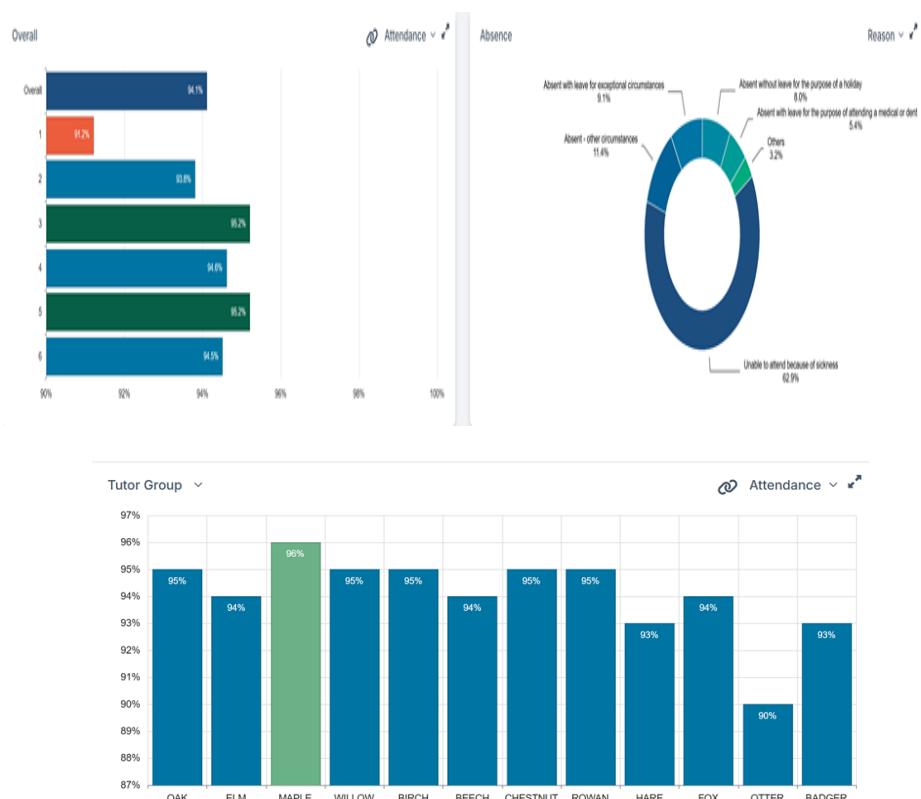
PESE 2025 outcomes

17 children sat the PESE/Shepway test

Of these pupils, 10 (18% of a cohort of 56) were deemed suitable for a grammar placement.

7 have taken up their opportunity to apply and receive a grammar school placement.

• Attendance



The school have set their attendance target for this year as 96%, however it is felt this is an unlikely figure with 95% being more realistic,

but believe to have a higher target may encourage children to attend more.

As a school we have improving outcomes for vulnerable children – yellow is amber in RAG rating Red is attendance for the pupil premium children and this is less than 93%. A couple of the children were on part time tables in SRP; however, this is being monitored.

- **Pupils with SEN and LAC**

Staffing Team:

Head of Inclusion	Antoinette Starmer-Smith
SRP Lead Teacher	Amanda Butler
FLO	Lisa Baker
ELSAs	Claire Gunn, Courtney Williams & Emilie Judge (maternity) Ellie Frampton to start training in Jan 25
Learning Mentor	Claire Gunn
Number of TAs and distribution	34, inc SRP & 1:1 28 in Jan 25

SEND HEADLINES

	Total SEN Support (Number & %)	Total EHCP (Number and %)
Total SEND	85; (21%)	19; (4.6 %)
Total monitoring/AEN	62	

DISTRIBUTION OF PUPILS WITH SEND

Year group	Total number of pupils with SEND	Pupils with SEND support without High Needs Funding	Pupils with SEND support with High Needs Funding	Pupils with an EHCP without High Needs Funding	Pupils with an EHCP with High Needs Funding	Pupils placed in SRP
EYFS	3	3	0	1 SRP	0	1
1	19	17	2	6 SRP	0	6
2	8	6	2	3	2	3
3	9	9	0	1 SRP	0	1
4	10	9	1	3 SRP	0	3

5	13	10	2	0	1	0	
6	16	14	1	0	1	0	

Distribution by need type:

Currently, Cognition & Learning is the most significant need type

	C&I - 22	C&L - 35	SEMH - 16	P&S - 5
EYFS	1		1	1
1	9	6	3	1
2	3	4	1	0
3	2	5	2	0
4	5	4	1	0
5	1	9	3	0
6	1	7	5	3

Details of recent training: (Theme, approximate dates and staff involved)

C&I	AET whole school training Speech therapist training for all TAs Using visuals TA
C&L	Language through colour whole school Mainstream core standards teachers Pixel teachers and Pixel maths workshops for TAs RWI whole school
SEMH	PROACT-SCIPr-UK® is a training program that stands for Positive Range of Options to Avoid Crisis and use Therapy. Whole school
P&S	Ad hoc depending on need Claire Short supports HI children

SEND Priorities for 2024/2025:

As per SEND action plan:

- To ensure the IQM renewal is completed.**
- To ensure that work provided for all pupils across the school appropriately matches the needs of SEND and vulnerable cohort.**
- To ensure that progress of SEND pupils matches that of their peers, at least against their starting points.**
- Monitoring of the impact of provision for vulnerable learners**

SEND is extremely high with an overview of 21% of the school currently on the SEN audit which is over a 5th of the school.

Additional support in Years 1 and 2 have narrowed the GAPS for not only the vulnerable children but also the other children in the class; – going forward there is monitoring taking place and whilst this was amber last time and is still amber this should improve with the monitoring plan

<ul style="list-style-type: none"> • Behavioural Reports 	<p>Exclusions 2024/25 Fixed term suspensions: 1 pupil (Y5) – 7 days Permanent exclusions: 0 There have been no other exclusions to date this year.</p> <p>Previous exclusion information: Exclusions 2023/24 Fixed term suspensions: 4 pupils Y6 – 3 days Y3 a – 6.5 days Y3 b – 3.5 days Y4 – 10.5 days Permanent exclusions: 0</p>	
<p>SEN children on reduced timetable: 2 (Y4 SRP pupil/ Y2 pupil) both have increased their timetable significantly since my last report.</p> <p>Plans for re-introduction Phased integration plan, STLS, tutor, forest school, risk assessments.</p>		
<p>There have been no exclusions since our last meeting, this doesn't mean the school does not have problems it means we are coping with them as a school.</p> <p>Two of the children on a part time table have started to reintegrate more into the school day and are here for both registration marks</p>		
<p>SAFEGUARDING</p>		
<p>32% of families have received support over the past year, this has now dropped, however this doesn't mean there are less it means the goalposts have changed.</p> <p>The school currently has 26 children open to CSS, which is 6% of our roll this is 16% lower than the last time the Headteacher reported to Governors. The number of families who have received support from CSS in the last 18mths continues to be high with this being near 32% of our families. While the number of cases open is a decrease, the number of families we support continue to be the same which places a huge strain on our resources as a school.</p> <ul style="list-style-type: none"> • CP – 4 • CiN – 3 		

<ul style="list-style-type: none"> • EH support – 8 • SGO support – 2 • Young carers – 16 – in reality this could be higher as there has to be a discussion with the parents before they are designated as young carers, these children are taken out once a term for an activity. 	<ul style="list-style-type: none"> • Pupil Premium Number of children entitled to PP – 163 pupils (40%) Current PP allocation - £211,640 (based on 2023 census of 142 pupils) <p>Pupil Premium Funding and Eligibility</p> <ul style="list-style-type: none"> • Two fifths (40%) of pupils at St Nicholas CE Primary Academy are eligible for Pupil Premium funding, which is above the national average. • This higher-than-average proportion of disadvantaged pupils highlights the importance of effectively using Pupil Premium funding to support their progress and attainment. <p>Pupil Premium Strategy</p> <ul style="list-style-type: none"> • The school has developed a robust Pupil Premium strategy, aligned with the school's overall improvement priorities. • The strategy is reviewed and updated annually to ensure it remains responsive to the needs of disadvantaged pupils. • Key priorities within the Pupil Premium strategy include: <ul style="list-style-type: none"> 1. Ensuring the curriculum is well-led and well-resourced to provide engaging learning experiences. 2. Improving outcomes in maths and SPAG for disadvantaged pupils. 3. Improving outcomes for all vulnerable groups, including SEND pupils. 4. Improving attendance, behaviour and attitudes of disadvantaged pupils. 5. Increasing the proportion of disadvantaged pupils achieving combined expectations in reading, writing and maths. 6. Focusing on pupil and staff wellbeing, and further developing the school's excellent nurture provision. 7. Accelerating progress in the early years, particularly in the outdoor learning environment. <p>Pupil Premium Spending and Impact</p> <ul style="list-style-type: none"> • The school's Pupil Premium spending is closely aligned to the EEF's 'Menu of Approaches', ensuring evidence-informed strategies are employed. • Regular monitoring and evaluation of the impact of Pupil Premium spending is carried out, with a focus on improving outcomes for disadvantaged pupils. • Examples of successful Pupil Premium funded initiatives include: <ul style="list-style-type: none"> ○ Targeted small group interventions in maths and English, leading to improved progress. ○ Enhanced pastoral support and nurture provision, resulting in improved attendance and behaviour. ○ Subsidised extracurricular activities and educational visits, increasing participation and enrichment opportunities. 	
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	<ul style="list-style-type: none"> ○ Professional development for teachers, focusing on strategies to support disadvantaged pupils. <p>Challenges and Next Steps</p> <ul style="list-style-type: none"> ● Despite the school's strong focus on Pupil Premium, there remain some persistent gaps in attainment between disadvantaged pupils and their peers, particularly at the end of Key Stage 2. ● Improving outcomes for disadvantaged pupils in maths and SPAG remains a key priority, as evidenced by the school's improvement plan. ● Continuing to develop and refine the school's Pupil Premium strategy, ensuring it is responsive to the changing needs of disadvantaged pupils, will be a focus for the coming year. <p>Conclusion</p> <ul style="list-style-type: none"> ● St Nicholas CE Primary Academy is committed to using Pupil Premium funding effectively to support the progress and attainment of disadvantaged pupils. ● The school's Pupil Premium strategy is well-developed and aligned with the school's overall improvement priorities, with a clear focus on evidence-informed approaches. <p>Whilst there are still some persistent gaps in attainment, the school is making good progress in supporting disadvantaged pupils and is well-placed to continue this important work.</p> <ul style="list-style-type: none"> ● Details of interventions and innovations using the PP ● School performance and standards <p>With regards to the additional staffing put in place in Year 1 the school have seen a positive impact since this has taken place with year 1 closely matching their PiXL data set in Maths Reading and Writing, with writing being the area with up to 5% difference which is the widest gap overall.</p> <p>Mrs Turner will provide Governors with an update of our pupils with a review of live Bromcom data. –</p> <p>There is to be a DATA drop next week and for year 6 we believe this will dramatically change. The school are pleased with the mock test results for Year 6 for SATS.</p> <p>For Pupil progress meetings, sheets are produced for staff so they are able to see where the pupils are and we can also track progress – it gives the teacher a focused view on the children and makes it easier for them to report.</p> <p><i>Q: Governors asked is there a connection between reading and writing?</i></p> <p>Yes, there is to be a good writer they need to be able to read – it happens that sometimes you have a good reader without being a good writer but this is so rare it is an anomaly.</p>	
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In four years', time we have to remember that four of our children who are SRP will not reach the target they are meant to as much and as hard we try this is the case so this will affect the DATA at that time.

The table below is a comparative table of how children perform against other children in the PiXL data cohort of approx. 7000+ other schools. The overwhelming majority is Primary, the children are tested at different times of the year which is why some have two x % in the boxes below and others three.

Year 6 are currently stand at 39% and this is the closest the school have ever been with writing and spelling the children are out performing.

YR 1 have not undertaken all their mats as yet, but the reading has closed as close as possible to national data set.

Children coming from disadvantage backgrounds are all improving together with the other children.

There will be more tests after Easter

Maths 2	St. Nics	PiXL	St. Nics	PiXL	St. Nics	PiXL
Year 1						
Year 2	39%	45%	46%	48%		
Year 3	27%	30%	34%	41%		
Year 4	41%	33%	39%	39%		
Year 5	27%	33%	27%	36%		
Year 6	39%	41%	38%	43%	39%	41%

Maths 3	St. Nics	PiXL	St. Nics	PiXL	St. Nics	PiXL
Year 4	37%	32%	46%	34%		
Year 5	20%	29%	30%	39%		
Year 6	34%	38%	40%	43%	34%	38%

Reading	St. Nics	PiXL	St. Nics	PiXL	St. Nics	PiXL
Year 1			47%	48%		
Year 2	43%	40%	52%	54%		
Year 3	38%	46%	45%	55%		
Year 4	60%	47%	68%	58%		
Year 5	43%	52%	50%	59%		
Year 6	56%	53%	51%	49%	56%	53%

GPS	St. Nics	PiXL	St. Nics	PiXL	St. Nics	PiXL
Year 1						
Year 2	47%	43%	38%	46%		
Year 3	44%	47%	39%	48%		
Year 4	49%	40%	59%	53%		
Year 5	43%	46%	43%	49%		
Year 6	40%	44%	46%	50%	40%	44%

Spelling	St. Nics	PiXL	St. Nics	PiXL	St. Nics	PiXL
Year 1						
Year 2	29%	30%	39%	45%		
Year 3	28%	35%	47%	49%		
Year 4	62%	48%	70%	55%		
Year 5	45%	51%	41%	51%		
Year 6	50%	51%	51%	54%	50%	51%

- Impact of PE & other Funding**

Impact of PE & other Funding

Impact of PE and sports premium/any other streams of funding

£19,090

1. Implementation

Working with The Sports Trust

The Sports Trust will support the school with a number of events across the year, providing access to a wide range of sports and activities for pupils.

Kav, one of the Sports Trust Leaders, currently works in school every Wednesday to work with children in all year groups, teaching a variety of sports such as Balanceability, Rugby, Netball, and Cricket. The children are enjoying this and whilst attendance during a PE lesson may be low, we as a school are aware a lot of children do not like doing PE outside in the winter.

When we look at the Marsh, they are employing more sport staff as the pupils are obviously choosing this for OPTIONS

	<p>The Sports Trust will also support the school with Key Stage competitions, such as Multi-sports activities in KS1 and EYFS.</p> <p>Water Sports Pupils in Years 4, 5, and 6 will have the opportunity to participate in water sports, including Paddle boarding, Wind surfing, and Sailing, all of which are held at Rye Water sport centre.</p> <p>Alternative Sport for Year 3 Due to the closure of the sports centre at Folkestone, the Year 3 pupils now participate in Bouldering which is taught at F51 in Folkestone in place of skiing.</p> <p>Swimming This term Year 4 pupils started their swimming. We are fortunate to have the use of new minibus for this and other sporting activities which has enabled our participation in sports and kept cost down.</p> <p>2. Impact</p> <p>Participation Rates The school aims to achieve a participation rate of at least 80% in the extra-curricular sports and activities offered.</p> <p>The school will monitor the participation of different groups (e.g., disadvantaged pupils, pupils with SEND) to ensure equal access and engagement.</p> <p>Skill Development Pupils participating in the sports and activities offered by the Sports Trust and the school's own provision will demonstrate improved skills and confidence in the respective sports.</p> <p>The school will use pre- and post-assessments to measure the progress in skill development.</p> <p>Competitive Participation</p> <p>The school will aim to increase the number of pupils representing the school in competitive sports events by at least 20% compared to the previous year.</p> <p>The school will monitor the participation of different groups in competitive events to ensure equal representation.</p> <p>Pupil Enjoyment and Engagement Pupil surveys and feedback will be used to measure the level of enjoyment and engagement in the sports and activities offered.</p> <p>The school aims to maintain a high level of satisfaction (at least 85%) among pupils regarding the sports and activities provided.</p> <p>3. Sustainability and Next Steps Continued Partnership with The Sports Trust</p>	
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	<p>The school will maintain its partnership with The Sports Trust, ensuring a consistent and high-quality provision of sports and activities for pupils.</p> <p>The school will explore opportunities to expand the partnership and introduce new sports and activities based on pupil feedback and interests.</p> <p>Staff Development The school will provide professional development opportunities for staff involved in delivering sports and physical activity sessions, ensuring they have the necessary skills and knowledge to support pupil progress.</p> <p>Funding and Resource Management The school will carefully manage the Sports Premium funding to ensure the sustainability of the sports and physical activity provision.</p> <p>The school will explore additional funding sources and partnerships to supplement the Sports Premium and expand the range of opportunities available to pupils.</p> <p>Pupil Leadership and Engagement The school will create opportunities for pupils to take on leadership roles, such as sports leaders and coaches, to foster a sense of ownership and responsibility among the pupil community. The school will engage with pupils to gather feedback and ideas for new sports and activities, ensuring the provision remains relevant and engaging.</p> <ul style="list-style-type: none"> ● Finance and Premises <ul style="list-style-type: none"> ● Building and grounds <p>As the LGB are aware, plans for the pavilion have been approved. However, since this has taken been agreed, the school had an archaeological dig which resulted in a find of some significance for those carrying out the dig. This has placed the entire process on hold while we wait for a decision to be made on the outcome by FHDC at this point we are still waiting for an update.</p> <p>St Nicholas have also been approached by KCC for the discharge of the sport field furthest away from our part of the field. The Headteacher has met with surveyors and they have presented a copy of the attached plans ready for the sale of the land. KCC have ensured the school retain as much land and put a 5% buffer into the drawing to ensure as a school we do not lose any land as a result of the sale.</p> <p>● Learning environment The art and music room facilities are now up and running and used to good effect as part of the curriculum.</p> <p>● Health and Safety Update H&S audit documents all up to date.</p> 	
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	<p>Air source heat pump – verbal update</p> <ul style="list-style-type: none"> •Minor works request <p>Since the last LGB meeting the cladding on the KS1 boiler house is well on its way to being replaced as part the funding delegated to the school.</p> <p>As the Governing Body are aware, the health and safety of our pupils, staff and visitors is of the utmost importance at St Nicholas CE Primary Academy. As a Headteacher I am pleased to report that we continue to have robust health and safety practises in place across the school. The date of our next H&S external inspection is scheduled for Friday 2nd May 2025</p> <p>Looking at the financial report, as a school, we can see how much money we have received in terms of income also how much is just on staffing cost and then other expenditure. 700K ensures the school is kept going whilst the remaining of the income all salaries. As a school we have a carried forward at the end of this year figure of 574k so the school is in a healthy position.</p> <p>When looking to enrich our curriculum the school subsidises a lot of the workshops which the children have. The school also subsidise the most hard-up parents including school uniform and trips.</p> <p>On 25th June 2025 the whole school are going to The Historic Dockyard in Chatham and we have used some of the funding from the hardship fund to pay for this including the coaches. The dockyard will be closed for the day to allow St Nicholas the freedom of being able to walk around on their own and this will be an experience for the children and something that some of them have never encountered.</p> <p>SAFEGUARDING ROLE</p> <p>After much consideration we cannot meet the same grade as the trust requires for the post. The grade would upset some of the staff members in the school and this is more important than trying to help with the support of the Safeguarding role within the school. Also, having looked at the deprivation of the children coming into the school appears to be lower.</p> <p>As a Headteacher I am also aware we still require additional help in regards to safeguarding and with some of the more complex cases that arise and also the day-to-day challenges. With this in mind, a budget is being looked at for the role of Assistant Headteacher, this will be a class-based responsibility. There will be discussion around this and they will also take some of VT responsibilities.</p> <p>Q: Governors asked does this include someone from admin upskilling? Yes, it does. We already have members of staff who work with VT who may be willing to apply and be appointed</p>	
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	<p>The option is either an Assistant Head or another Deputy Head, however to have another Deputy Head the school need a role of at least 500+</p> <p>With the Assistant head they will have class responsibility, and we would need to work out how many days they would have in the classroom, for this role we could share out DATA Safeguarding etc</p> <p><i>Q: Governors asked how would it work would the Assistant Head have a heavy focus on SG?</i></p> <p>Yes; this is a way forward but the key idea is for them to have a strategic element they are responsible for.</p> <p><i>Q: Governors asked so they wouldn't necessarily have a heavy focus on SG?</i></p> <p>No, they wouldn't, it could be VT keeps safeguarding and an assistant head would say take the DATA, it will all need to be discussed</p> <p>HT asked if in principle Governors would be happy for this as a way forward. Governors stated that if Governors were happy for a SGO and this cannot be agreed then there is obviously a need for another person to take over some of the DH roles and it was agreed.</p> <p>The school currently has 3 HLTA'S, if as a school we decide to go down the apprenticeship teacher route, then this would work and they could cover the classes allowing teachers one day a week away from the class to prep.</p> <p>There is TA within the school that would like to do an apprentice teacher role but they would also need to do a degree at the same time, as a school we have an opportunity to look at our staffing and to make us more productive</p> <p>Parental Engagement</p> <p>Parental engagement continues to play a vital role in supporting our pupils' learning and development. The EYFS and Year 1 respective Stay and Read and Stay and Count days have been really well attended this term. Despite the challenges posed by the school's context, including high levels of social deprivation and pupil mobility, we have been supported very well by families of pupils in this age group.</p> <p>The PTA have worked hard with the following fundraising this term. Bingo evening - £1280 split equally with Abacus nursery</p> <p>Comic relief – Red Nose Day - £382.70 and of course this term will see our Lentern fund raising with the Easter Egg Raffle and 10p coin race at the end of term.</p> <p>The PTA are also working with the school to support non fundraising events such as the Mother's Day events taking place across the school later this week.</p>	
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It must be said however, there have been times this term where communication has not been as strong as it could or should have been and these areas have been tightened up going forward, to reduce the confusion amongst parent, particularly around sporting events. This is where people saying they will take something on and not doing it or not following the hand book.

Conclusion

The school's commitment to fostering strong parental engagement is evident from our OFSTED report and the range of strategies and initiatives implemented. By continuously seeking to improve communication, provide meaningful learning opportunities, and create a sense of community, St Nicholas CE Primary Academy is well-positioned to further strengthen the partnership between the school and its families, ultimately supporting the academic and personal development of its pupils.

- **Staffing information**

Personnel update and staff training

For training please back of the AIP which is kept up to date with training / CPD development and LGB visits.

Apprentices

Throughout the school year we have 7 apprentices on our staff roll. Of these 3 have been successful in the completion of their Level 3 NVQ, 1 is currently awaiting an outcome which we are confident she will pass and 3 are currently undergoing assessment with 1 on a monitoring review. Within our school the Trust have commented on how successful our apprenticeship model has been. This will continue to be the way forward for the school.

Absence

The table below shows the number of day work lost against the number of staff who were absent. This does not include those who have had time off work due to child illness or medical interventions such as hospital or doctor visits.

Month	Number of days of work lost	Number of staff absent
September	28.5 days	13
October	27.0 days	14
November	47.0 days	22
December	34.0 days	11
January	21.0 days	11
February	75.0 days	16

Since September the number of staff absent totals 87, many of these have had more than 1 absence. With a total of 232.5 days of work lost in a 190-day year

Q: Governors asked are you dealing with any long-term sickness?

We were however this is due to come to an end after Easter. The school have a return-to-work interview for every absence and we refer to OH

where we feel this is required, many of the numbers are TA's. We had a webinar and will be writing to all members of staff about absence and when leave is required this will be without pay. Anyone who has a Bradford index will then be given a written warning when they reach a certain point on it

Q: Governors asked what happens when someone builds up a lot of 1-day absences?

Headteacher stated he had spoken to Aquila trust before about using the Bradford score and they had said the school could not use it. The school receive a report from HR every month. As a school we went to the company that Aquila use for HR and they have said you can use Bradford score. So as a school we need to write to all members of staff and inform them the school will be now on the Bradford score and this is how it is going to work going forward. We will also be saying to those on low attendance that unless they attendance improves their contract will not be renewed

Q: Governors asked do you have a staff absence policy?

The trust has but it is not so robust as the one we have from worknest

Q: Governors asked is there a warning letter given?

Some of the staff would hit over 1000 on the Bradford score and this would mean they would get a written warning so we will be speaking to the staff and advising them of the way the school are going

Q: Governors asked do the staff members have to agree to an OH appointment?

No, we have to ask but we can go ahead without their permission, however they may have a meeting and may not attend. Those who wish to not engage then I inform them we are going from the informal route to the formal one.

Q: Governors asked what happens if a member of staff injure themselves at work?

Then we would look kindlier on them. The Bradford score work differently and we look at medical appointments etc. So, if a teacher comes to HT with a medical appointment, we can use different 'codes.'

Q: Governors asked do you have to write a separate policy for here as opposed to the aquila policy?

No, we are following the process as in the policy

The number of days of paid leave absence has also increased over the last term and this has been reviewed to meet the default position of the Trust handbook which states any request for leave where awarded if approved is likely to be unpaid.

In April, Absence will be reviewed with everyone on a probationary period and where absence is an area for concern this may result in a

	<p>termination of contract, if things do not improve in the warning notice period.</p> <p>Since the last HT report to the LGB the following staff have been appointed</p> <table border="1"> <thead> <tr> <th colspan="2">Staff leavers</th><th colspan="2">Staff starters</th></tr> <tr> <th>Name</th><th>Position</th><th>Name</th><th>Position</th></tr> </thead> <tbody> <tr> <td>Danielle Phillips (maternity/ resignation)</td><td>1:1 / MDS</td><td>Chloe Lodge</td><td>TA/MDS</td></tr> <tr> <td>Alex Warne</td><td>MDS</td><td>Zoe Johnson</td><td>TA (1:1)/ MDS</td></tr> <tr> <td>Kerry Couldridge</td><td>MDS</td><td>Amelia Ellis</td><td>MDS</td></tr> <tr> <td></td><td></td><td>Julie Evans</td><td>MDS/SRP</td></tr> <tr> <td></td><td></td><td>Abbie Small</td><td>MDS</td></tr> <tr> <td></td><td></td><td>Sharron Burchill</td><td>MDS to start April 25</td></tr> </tbody> </table> <p>Currently on Maternity Ciara Ewart Classteacher; Laura Hatwell TA & MDS; Emilie Judge TA & MDS; Due to start maternity in the current academic year 1 - Chloe Wilson SRP Teacher</p>	Staff leavers		Staff starters		Name	Position	Name	Position	Danielle Phillips (maternity/ resignation)	1:1 / MDS	Chloe Lodge	TA/MDS	Alex Warne	MDS	Zoe Johnson	TA (1:1)/ MDS	Kerry Couldridge	MDS	Amelia Ellis	MDS			Julie Evans	MDS/SRP			Abbie Small	MDS			Sharron Burchill	MDS to start April 25	
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8.	School Improvement Plan:																																	
9.	<p>Governor Monitoring and other Reports & Visits:</p> <p>a) Monitoring visits undertaken; subjects and governor/s</p> <p>b) Monitoring visits for next term</p> <p>Sam Dennison and Emily for next week Chair has undertaken two</p> <p>c) Other Reports or notes of visits</p>																																	
10.	<p>Finance:</p> <p>a) Governor Report month/year</p> <p>b) Consolidated cash flow</p> <p>c) Financial Report month/year</p>																																	
11.	<p>Safeguarding:</p> <p>a) Issues or concerns:</p> <p>b) Safeguarding outcomes:</p>																																	
12.	<p>Health & Safety:</p> <p>a) Issues or concerns:</p> <p>Security fence and gates are brilliant so there are no problems there.</p>																																	

	<p>No school has hit 95% on the H& S report despite last year us having a score of 99%, however, the new H&S are picking up on a lot of things which weren't picked up on previously for instance coat hooks being placed near the doors. The school have a huge amount of work for the easter break then on our return a walk round will be conducted. There are a lot of course the CS needs to undertake before the inspection and these will also be done during the Easter holidays. ACTION</p> <p>The heating repair price so far is over 40K for the heating system repair price, and the school is still running on immersion for hot water.</p> <p>KS2 kitchen has a water heater was fitted onto the wall, and Kent boiler and sue will have three taps in this area; this is to future proof any problems again. Aquila are paying for whole of Swega, however the school have had to fund some of the repairs</p> <p>Sports field the developers put some fencing which wasn't appropriate, so people are still using the field as a dog walk, however we are looking at this to be rectified</p> <p>Q: Governors asked are there any signs up donating it is private property?</p> <p>The school do have some signs we could put up as school field is private, there are brambles and trees all round but they climb through these. We also have evidence that bonfires have taken place on the field as well, hopefully once the fence is up we will be able to ascertain where we are</p> <p>Assests check was completed in half term have 22 missing assests. Whilst this seems a lot the school believe that some are so old, they have been written off previously plus the fact that it was stretched over two weeks, if done in the holidays we would find them all.</p> <p>Minor works request the boiler house has all new cladding and this has now been completed</p> <p>b) Premises update:</p> <p>c) Review of Health & Safety and report on incidents recorded:</p> <p>d) Progress towards General Risk Assessment priorities:</p>	
13.	<p>Riskmate Risk Register</p> <p>a) Update from Headteacher regarding Riskmate Register This has been completed and will be reviewed again in summer term</p> <p>b) Assess Riskmate return for current strategic risks and ensure appropriate mitigations are considered</p>	

	c) GDPR	
14.	Compliance (including website): Items for consideration:	
15.	Policy Review: To ratify/adopt the following policies due for review: Aquila Trust Policies: (Adopt only) <p> Governor Monitoring Policy v1 .pdf  Governor Induction Policy v1 .pdf  Finance and Controls Policy v1.2 .pdf  Charge Card Policy 2025.pdf</p> <p> Accident Reporting in Schools Policy v1.3.pdf  RSE v1 .pdf  Modern Slavery policy statement.pdf  Lone working policy v1.3.pdf</p> School Based Policies: (Ratify)	
16.	Any other business: Urgent Business to be notified to the Clerk and Chair in advance of the meeting <ul style="list-style-type: none"> • <i>Q: Governors asked at some points do we need to start talking about Flourish in the Governors meetings</i> Yes, we do at some point once the services have started within the school Flourish is a programme where schools meeting these will have closer links with schools and church and runs along the same as SIAMS 	
Other:		
17.	Confidentiality: Governors to decide which items, if any, should be regarded as confidential and recorded within the confidential minutes for this meeting	
18.	Confirmation date of next meeting: 21 st May 2025 – Sam Dennison apologies 9 th July 2025 – away day possibly Hythe Imperial 10 th July – whole school open evening 530 -730	
19.	Closing Reflections & Meeting Summary <ol style="list-style-type: none"> What was the theme of the key discussion during the meeting? Staffing sickness and the amount of time that staff have been absent this term; Reading, writing maths progress data was discussed at length together with bromcom There was a big discussion around the Assistant headteacher role and how this will fit in with the school What was the key challenge facing the School/Trust during this discussion? As usual we need to be aware that whilst budgets remain healthy this can always change and is always a key focus of our meetings What are the areas for celebration in this discussion The improvements the school have made for hitting Pixl targets Update on build and the school field including fencing etc 	

Summary of Identified Actions		
Item	Action	Action owner
4	There is still one Parent/Governor space and it was agreed there will be an advert to parents advertising this after the Easter	Headteacher
4	One term of Office will be expiring in July and this is for Kathleen Webb. KW is currently on maternity leave. VT will speak to her.	VT
12	Completion of training for H& S	CS