



**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 21<sup>st</sup> May 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*  
 Kathleen Webb – *Appointed Governor*  
 Sarah Webb – *Co - opted Governor*  
 Emily Heyday – *Appointed Governor*

**Clerk:** – Lynne Bright

**Apologies accepted:**

Sam Dennison – *Appointed Governor*

Item:	Summary Description	Action
<b>Procedural:</b>		
1.	<b>Welcome, Apologies &amp; Prayer</b> <ul style="list-style-type: none"> <li>a) Chair's welcome The chair welcomed everyone to the meeting</li> <li>b) Receive and accept or decline apologies offered Sam Dennison apologies accepted</li> <li>c) Prayer</li> </ul>	

	Penelope Mackrell said the prayer								
2.	<b>Quorum</b> The meeting was quorate								
3.	<b>Declaration of Business Interests</b> Any business or conflicts of interest relevant to the agenda <ul style="list-style-type: none"><li>• None</li></ul>								
4.	<b>Governing Body Business/Membership</b> <ul style="list-style-type: none"><li>a) Governing body update</li><li>b) Governor Training All Governors are up to date</li><li>c) Update from Clerk Discuss meeting dates for next academic year 2025/2026 New meeting for academic year is to be alternating days, Tuesday/Wednesday/Thursday time to remain the same of 10.00am on whichever day meeting is held unless otherwise advised.  Proposed dates: Wednesday 15<sup>th</sup> October 2025 Thursday 11<sup>th</sup> December 2025 Tuesday 3<sup>rd</sup> February 2026 Wednesday 25<sup>th</sup> March 2026 Thursday 21<sup>st</sup> May 2026 Tuesday 7<sup>th</sup> July 2026</li></ul>								
5.	Minutes of the last meeting held on 26 <sup>th</sup> March 2025 <ul style="list-style-type: none"><li>a) To approve the minutes of the LGB Meeting held on 26th March 2025 Approved</li><li>b) To approve confidential minutes of the LGB Meeting held on 26th March 2025 - NONE</li></ul>								
6.	<b>Actions/Matters arising from Minutes of 26<sup>th</sup> March 2025</b> <ul style="list-style-type: none"><li>a) Governing Body actions and matters arising<table><tr><td>4</td><td>There is still one Parent/Governor space and it was agreed there will be an advert to parents advertising this after the Easter break Nomination forms have gone out, Headteacher has received one verbal interest and one hard copy; one form has been returned and seconded and the applicant has also written her personal statement and is the parent with a child in year 1. - COMPLETED</td><td>Headteacher</td></tr><tr><td>4</td><td>One term of Office will be expiring in July and this is for Kathleen Webb. KW is</td><td>VT</td></tr></table></li></ul>		4	There is still one Parent/Governor space and it was agreed there will be an advert to parents advertising this after the Easter break Nomination forms have gone out, Headteacher has received one verbal interest and one hard copy; one form has been returned and seconded and the applicant has also written her personal statement and is the parent with a child in year 1. - COMPLETED	Headteacher	4	One term of Office will be expiring in July and this is for Kathleen Webb. KW is	VT	
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			currently on maternity leave. VT will speak to her. <b>HAPPY TO CONTINUE - KW</b>		
		12	Completion of training for H& S – <b>completed</b>	CS	

### School Improvement:

#### 7. Headteacher's Report:

- Admissions**

	R	1	2	3	4	5	6	All years
Pupils of this School	100.00% 60	100.00% 57	100.00% 62	100.00% 62	100.00% 64	100.00% 49	100.00% 56	100.00% 410
Female	56.67% 34	33.33% 19	58.06% 36	45.16% 28	51.56% 33	44.90% 22	51.79% 29	49.02% 201
Male	43.33% 26	66.67% 38	41.94% 26	54.84% 34	48.44% 31	55.10% 27	48.21% 27	50.98% 209
Current Single	100.00% 60	100.00% 57	100.00% 62	100.00% 62	100.00% 64	100.00% 49	100.00% 56	100.00% 410
Female	56.67% 34	33.33% 19	58.06% 36	45.16% 28	51.56% 33	44.90% 22	51.79% 29	49.02% 201
Male	43.33% 26	66.67% 38	41.94% 26	54.84% 34	48.44% 31	55.10% 27	48.21% 27	50.98% 209
Total Pupils	60	57	62	62	64	49	56	410

Currently the school have 410 pupils on roll compared to previous year admissions **2024** - 397: **2023** - 402: **2022** - 369: **2021** – 341. Since 01/09/2024 St Nicholas have admitted 15 pupils in into the school and have lost 14 pupils 1 moved overseas, 10 moved out of the area, 1 left to be home schooled and 2 moved to a school closer to home.

The headteacher is aware after his conversation with Lisa from late March that baring some form of reputational damage the school will keep the numbers applying to St Nicks; as a school we have been supporting Brenzett and have sent information to our parents who didn't receive a place here to approach them.

There will be a couple of appeals for a place at the school for September.

#### **Increasing School Roll**

Over the last 3 years, St Nicholas CE Primary Academy has seen a significant increase in its school roll, rising from 332 pupils at the time of the last Ofsted inspection to the current roll of 410 pupils. This is notable, as the birth rate across the district has been falling. The school's ability to maintain and increase its pupil numbers in this context suggests that St Nicks is an attractive option for families in the local area. Our 2025/26 admissions saw 101 families apply for 60 spaces.

#### **Pupil Mobility**

The school context highlights that pupil mobility is high, mostly reflecting the high mobility within the local community. This suggests that 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 over a third of pupils eligible for pupil premium funding. This indicates that the school's admissions policies and practises are effective in ensuring access for disadvantaged families in the local area.

	R		1		2		3		4		5		6		All Years	
English Addtl Lang	1.67%	1			4.84%	3	3.23%	2	4.69%	3	8.16%	4	3.57%	2	3.66%	15
Free School Meals	26.67%	16	49.12%	28	32.26%	20	45.16%	28	34.38%	22	40.82%	20	44.64%	25	38.78%	159
Looked after Children													1.79%	1	0.24%	1
Medical Condition	43.33%	26	52.63%	30	51.61%	32	35.48%	22	40.63%	26	36.73%	18	33.93%	19	42.20%	173
Pupil Premium	28.33%	17	49.12%	28	35.48%	22	45.16%	28	35.94%	23	40.82%	20	46.43%	26	40.00%	164
SEN Needs	6.67%	4	33.33%	19	20.97%	13	19.35%	12	15.63%	10	28.57%	14	26.79%	15	21.22%	87
SEN Provision	8.33%	5	31.58%	18	17.74%	11	16.13%	10	15.63%	10	26.53%	13	28.57%	16	20.24%	83
Service Children					1.61%	1									0.24%	1

### Specialist Provision

The school operates a Specialist Resource Provision (SRP) for up to 14 pupils with an ASD designation. This specialist provision, in addition to the school's excellent SEND support more broadly, suggests that the admissions process effectively identifies and supports pupils with additional needs.

### Oversubscription

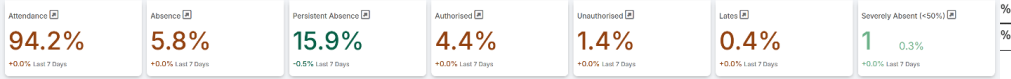
While the specific details of the school's admissions criteria are not provided, the significant increase in the school roll over the past 3 years implies that the school will be oversubscribed in specific year groups. The policy continues to be fit for purpose and continues to serve the local community effectively. The policy was reviewed by the Trust Board last year.

In summary, the information provided indicates that St Nicholas CE Primary Academy has an effective admissions process that supports access for disadvantaged and SEND pupils, while also maintaining a rising roll that suggests high demand for places.

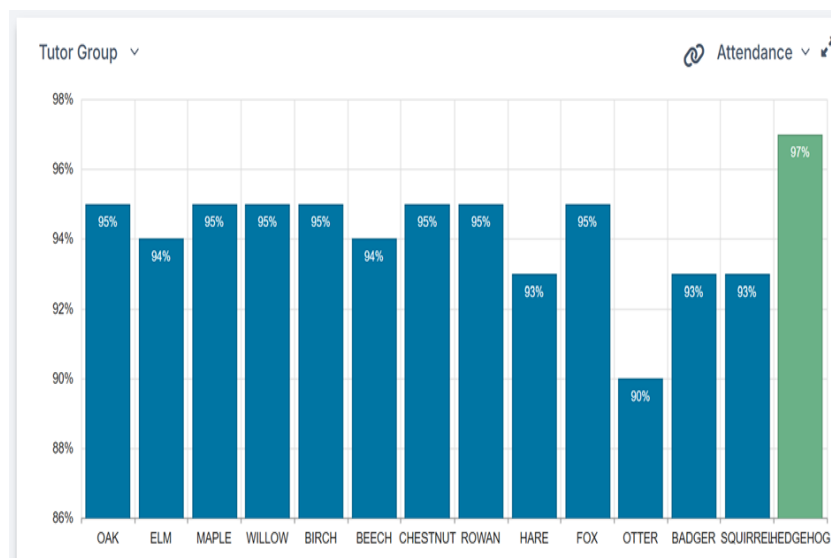
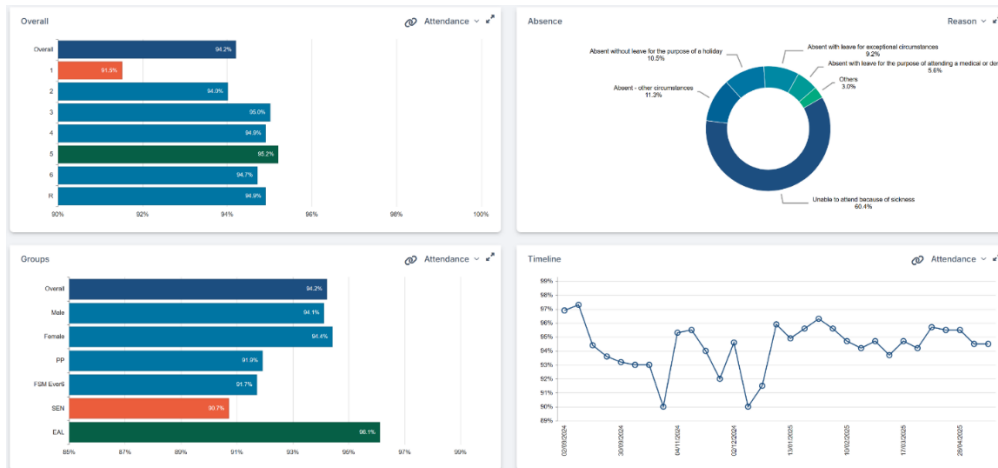
- **Attendance**  
Attendance against target  
Authorised/unauthorised absences  
Vulnerable groups

# Session Attendance Summary, 04/09/2024 - 18/05/2025

	R	1	2	3	4	5	6	All Years
Attendance	93.90%	91.47%	93.97%	95.03%	94.90%	95.83%	94.96%	94.27%
Authorised	5.05%	7.01%	4.73%	3.36%	3.97%	2.82%	3.70%	4.40%
Unauthorised	1.05%	1.51%	1.30%	1.61%	1.13%	1.35%	1.33%	1.33%
Pers. Absence ≥10%	9 15.00%	12 21.05%	10 16.13%	8 12.90%	8 12.50%	4 8.16%	10 17.86%	61 14.88%
Educational Activity	0.00%	0.30%	0.01%	0.80%	1.95%	1.24%	2.83%	1.00%



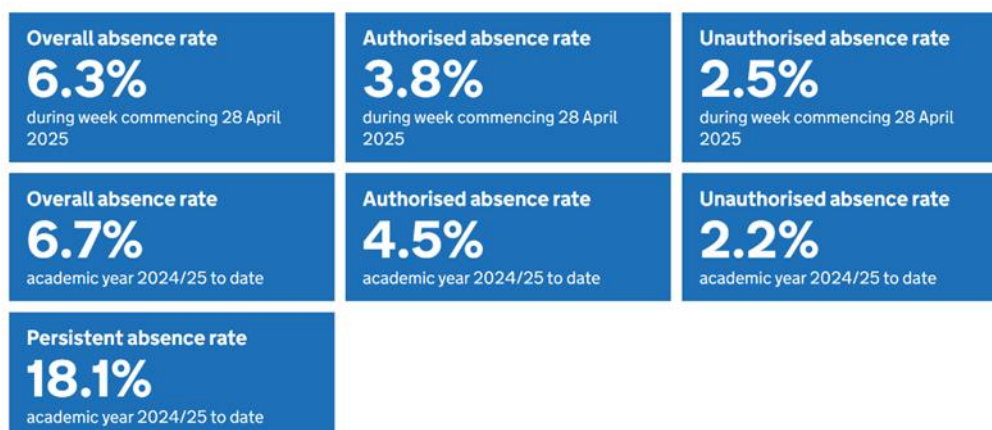
## Pupils with SEN and LAC



Attendance has risen marginally since the last report and as a school we find ourselves broadly in line with national data trends for absence, however at the time of writing this report the school are receiving a large number of requests from parent for holiday, which the school are not able to authorise. The school has also had particular difficulty this term with parents who are contacting the school saying their child is ill and we are being informed that families are away on holiday or have evidence of the holiday via social media or the child tells us where they have been.

The school are very much in line with the national DATA set, Year 1 has been discussed before and work has gone into the attendance of Year 1 to increase attendance which has had a positive impact.

The Headteacher then explained that somewhere in the region of 62% of schools in Kent are below the national average, so we are pleased with St Nicholas's being higher, however attendance is something that is keenly monitored and is really focused on in newsletters.



This data covers the 2024/25 academic year up to 02 May 2025.

The attendance rate (proportion of possible sessions attended) was 93.7% across all schools in the week commencing 28 April 2025. The absence rate was, therefore, 6.3% across all schools.

By school type, the absence rates across the week commencing 28 April 2025 were:

4.5% in state-funded primary schools (2.9% authorised and 1.5% unauthorised)  
8.3% in state-funded secondary schools (4.7% authorised and 3.6% unauthorised)  
12.1% in state-funded special schools (8.3% authorised and 3.7% unauthorised)

Absence was 0.9 percentage points lower across all schools in the week commencing 28 April 2025 than in the equivalent week in the last academic year (week commencing 29 April 2024). This has been driven by a 0.8 percentage point decrease in authorised absence and a 0.1 percentage point decrease in unauthorised absence.

The attendance rate across the 2024/25 academic year to date was 93.3%. The absence rate was, therefore, 6.7% across all schools, which is a 0.3 percentage point decrease compared to the equivalent point last academic year. The rate of persistent absence (pupils who miss 10% or more of their possible sessions) was 18.1%, a 1.9 percentage point decrease compared to the equivalent point last academic year.

By school type, the absence rates across the 2024/25 academic year to date were:

5.2% in state-funded primary schools (3.8% authorised and 1.4% unauthorised)  
8.3% in state-funded secondary schools (5.2% authorised and 3.1% unauthorised)  
12.9% in state-funded special schools (9.6% authorised and 3.2% unauthorised)

**Q: Governors asked pupils absence for going on holiday is there anything that can be done to prevent this happening?**

The parents fall into three categories and we normally find out if they try to do this without them asking. The school do all they can to encourage parents not to take their children out of school

**Q: Governors asked is it similar numbers to last year that have taken their children out for holidays?**

No, it is at the moment slightly less

**Pupils with SEN and LAC**

<b>Inclusion Lead</b>	Antoinette Starmer-Smith
<b>Learning mentor &amp; Nurture lead</b>	Claire Gunn
<b>FLO</b>	Lisa Baker
<b>ELSAs</b>	C Gunn, C Williams & Emilie
<b>Number of TAs</b>	27, inc SRP & 1:1

**SEND Headlines:**

	<b>Total SEN Support (No &amp; %)</b>	<b>Total EHCP (No &amp; %)</b>
<b>Total SEND</b>	82 pupils – 20%	18 pupils – 4.39%

**Distribution of pupils with SEND:**

<b>Year group</b>	<b>Total No of pupils with SEND</b>	<b>Pupils with SEND without HNF</b>	<b>Pupils with SEND with HNF</b>	<b>Pupils with EHCP without HNF</b>	<b>Pupils with EHCP with HNF</b>	<b>Pupils placed in SRP</b>
<b>EYFS</b>	3	3	0	1	0	1
<b>1</b>	19	17	2	6	0	6
<b>2</b>	10	6	2	1	2	2
<b>3</b>	10	10	0	1	0	1
<b>4</b>	10	9	1	3	0	3
<b>5</b>	13	10	3	0	1	0
<b>6</b>	15	14	1	0	1	0

\*HNF – High Needs Funding

**Details of recent training in the last year:**

<b>C&amp;I</b>	AET whole school training Speech therapist training for all YAs Using visuals TA
<b>C&amp;L</b>	Language through colour whole school Mainstream core standards teachers Pixl teachers RWI whole school

	Dyslexia briefing updates	
<b>SEMH</b>	Proact scrip	
<b>P&amp;S</b>	Ad hoc depending on need Claire Short supports HI children	
<ul style="list-style-type: none"> <li><b>SEND Priorities for 2024/2025:</b></li> </ul> <p>As per SEND action plan:</p> <p>To ensure the IQM renewal is completed. - ACHIEVED  To ensure that work provided for all pupils across the school appropriately matches the needs of SEND and vulnerable cohort. - ONGOING  To ensure that progress of SEND pupils matches that of their peers, at least against their starting points. - ONGOING  Monitoring of the impact of provision for vulnerable learners – ONGOING</p> <p>HIGH NEEDS FUNDING</p> <p>KCC has written to all schools outlining its position on High Needs Funding (HNF) going forward from the end of the academic year. This information lays out the protections agreed for HNF to be paid directly to schools for the academic year 2025-2026.</p> <p>This is based on protections for children with EHCPs who are in receipt of funding over £6000, current applications up to 31st Dec 2024 and 75% of historic spend patterns. A copy of the letter has been placed on Governor Hub.</p> <p>Every individual school has also been sent a balance sheet of how their funding has been calculated. Ours has been placed on Governor Hub for LGB members to see.</p> <p>There has been a 25% decrease in High Needs Funding for the school. The Headteacher has spoken to some of the staff who are TA 's including the ones in Year 6 and have informed them they will unfortunately, be unlikely to be kept on at the school due to this. Other staff that are funded to HNF and who will remain at the school will see their time cut by 25%; whilst the school is not happy about this due to the funding cuts from Local Government, they are unable to continue as they are. The Headteacher gave an example where another local school has only two TAs in the whole school.</p> <p><b><i>Q: Governors asked how are we going to support those children?</i></b>  Headteacher stated the school has notional funding and will not know all the funding cuts until September. KCC are leaving the decisions regarding funding until the very last minute, CD stated that budget in real terms has taken an 80k cut and this affects the least paid staff in St Nicks. There has also been a cut of 36K with the SRP funding.</p> <p><b><i>Q: Governors asked how does this impact on the school SRP as it has always been so strong?</i></b>  Headteacher explained that unless the Local government give us additional funding for certain needs and HT has explained unless he receives this the unit will close.</p>		



There is proposal the unit would take additional pupils and take the unit up to 20, this would give funding of 10k for each extra child however, before this could be done the Headteacher and school would need approval from the trustees and the governing body before going to local government.

Please follow links below for the HNF explanation and budget:

<https://app.governorhub.com/document/682b2864480a8a174c9a1e67/view>

<https://app.governorhub.com/document/682b2864b9df48e79415835f/view>

The school are advised this funding will allow schools to transition into a new way of working over 2025 - 2026. All future SEN support funding in mainstream schools for Sept 2026 and beyond will be distributed via the Communities of Schools.

Community budgets, SEN notional budgets, the breakdown of transition allocations and the community chairs have all been published on KELSI.

For mor information on the new Localities model please follow this link.

[Locality Model for School Inclusion - KELSI](#)

This new way of working will place considerable strain on schools as we work towards a collaborative way of working, where schools look to support each other and share the funding available.

#### Behavioural Reports

<b>Exclusions 2024/25</b> Fixed term suspensions: 1 pupil (Y5) – 7 days Permanent exclusions: 0	<b>Previous exclusion information:</b> <b>Exclusions 2023/24</b> 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
<b>SEN children on reduced timetable:</b> 3 (Y1 SRP pupil/Y4 SRP pupil/ Y2)	

#### Plans for re-introduction

Phased integration plan is working well for 2 out of the three pupils who have seen their timetable increased considerably and both of whom should be FT by the start of T6. The school also receive support via STLS, tutor, forest school and all pupils have an appropriate risk assessment in place.

The third pupil on a part time timetable is currently going through a tribunal as the LA have failed to meet parent wishes for a specialist placement and the recommendation for a PT timetable remains in place.

Other incidents:

Racist Incidents: 2 Homophobic Incidents: 1 Bullying: 1

In each of these cases the perpetrators families and the victims' families have all been spoken to with the outcomes recorded on school MIS.

	<p><b>Pupil Premium</b></p> <p>Number of children entitled to PP – 155 pupils (38%) Current PP allocation - £211,640 (based on 2023 census of 142 pupils)</p> <p><b>Pupil Premium Funding and Eligibility</b> Over a third (38%) 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> <p><b>Pupil Premium Strategy</b> 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.</p> <p>Key priorities within the Pupil Premium strategy include:</p> <ol style="list-style-type: none"> <li>1. Ensuring the curriculum is well-led and well-resourced to provide engaging learning experiences.</li> <li>2. Improving outcomes in maths and SPAG for disadvantaged pupils.</li> <li>3. Improving outcomes for all vulnerable groups, including SEND pupils.</li> <li>4. Improving attendance, behaviour and attitudes of disadvantaged pupils.</li> <li>5. Increasing the proportion of disadvantaged pupils achieving combined expectations in reading, writing and maths.</li> <li>6. Focusing on pupil and staff wellbeing, and further developing the school's excellent nurture provision.</li> <li>7. Accelerating progress in the early years, particularly in the outdoor learning environment.</li> </ol> <p><b>Pupil Premium Spending and Impact</b></p> <ul style="list-style-type: none"> <li>• The school's Pupil Premium spending is closely aligned to the EEF's 'Menu of Approaches', ensuring evidence-informed strategies are employed.</li> <li>• Regular monitoring and evaluation of the impact of Pupil Premium spending is carried out, with a focus on improving outcomes for disadvantaged pupils.</li> <li>• Examples of successful Pupil Premium funded initiatives include:  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. Professional development for teachers, focusing on strategies to support disadvantaged pupils.</li> </ul> <p><b>Challenges and Next Steps</b></p>	
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	<p>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.</p> <p>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> <p>Conclusion 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. While 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> <p><b>School performance and standards</b></p> <p><b>Impact of PE &amp; other Funding</b></p> <p>Impact of PE and sports premium/any other streams of funding £19,090 Implementation</p> <p>Working with The Sports Trust - ACHIEVED 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, will be 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 Sports Trust will also support the school with Key Stage competitions, such as Multi-sports activities in KS1.</p> <p>Water Sports - ACHIEVED 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 school will need to find an alternative sport for the Year 3 pupils, as skiing will no longer be available. Pupils in Y3 have had access to F51 – where they have undertaken bouldering (wall climbing) which has been a resounding success.</p> <p>Swimming Year 4 pupils will continue to be offered swimming lessons.</p> <p>Impact Participation Rates</p>	
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	<p>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><b>Skill Development</b></p> <p>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><b>Competitive Participation</b></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><b>Pupil Enjoyment and Engagement</b></p> <p>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><b>Sustainability and Next Steps</b></p> <p><b>Continued Partnership with The Sports Trust</b></p> <p>At the present time the current government has given no indication if the sport premium will continue into 2025/26. If the schools receive no funding, we will find it difficult to maintain a viable working partnership.</p> <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><b>Budget – THIS AS AGREED WITH GOVERNORS</b></p> <p>Please see Governor hub for the documents which will be referred to when looking at budget setting for the next 5 years;</p> <ul style="list-style-type: none"> <li>- 2025/30 Budget Dashboard</li> <li>- 2025/30 Budget Summary</li> <li>- 2025/30 EFA Report for signing</li> </ul> <p>Please follow links below:</p> <p><a href="https://app.governorhub.com/document/682892da5bda1a79a0c88f69/view">https://app.governorhub.com/document/682892da5bda1a79a0c88f69/view</a></p> <p><a href="https://app.governorhub.com/document/682892dab8402ff780ad3492/view">https://app.governorhub.com/document/682892dab8402ff780ad3492/view</a></p> <p><a href="https://app.governorhub.com/document/682892da50bb0baf1a4dad22/view">https://app.governorhub.com/document/682892da50bb0baf1a4dad22/view</a></p> <p>Large discussing was held around the budget overview for 2025 – 2030.</p>	
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	<p>Currently most of the teachers are working at top of their scale band and if any were to leave the school would employ a teacher on a lower pay scale.</p> <p>The school is able to budget for the next three years and this is good, however Years 4 and 5 regarding the budget are very ad hoc and may not actually have any impact on the figures.</p> <p><b>Q: Governors asked how flexible is the 5-year budget and how often do you come back to it?</b></p> <p>Headteacher responded every month I come back to this as the school has monthly monitoring so Governors are always given a live figure</p> <p><b>Q: Governors asked regarding the infant free school meal is this defiantly continuing?</b></p> <p>Yes, it is however it is going up by 4p a meal.</p> <p>Trustees are looking at the model we, as a school use and how they can use this across the trust. During the year the school offer the children three courses; so, in winter we offer soup and bread, main meal and pudding. In the summer we offer the children a main meal, a salad bar and a pudding – the children love the salad bar and really enjoy it. The school counsel is very effective and it was their idea to have a salad bar and often speak to the kitchen staff about new foods they wish to add to it.</p> <p><b>Q: What metric is used for the similar size in your teaching and teaching support staff chart?</b></p> <p>Boy/girl/ SEND ratios free school meals basically all the categories. We are in a group with 130 schools and they all have a similar background.</p> <p>Impact of budget – as a school we spend 82% of our budget on staffing the rest is everything else. This year we see a rollover of £500K so as a school we have been prudent.</p> <p>GAG – General annual Grant</p> <p>This is the money which we receive from the Government. Once we receive this money the trust now takes 5% of what we are awarded, this pays for the various services which are offered and which as a school has access to, this costs the school 47K. School payments have gone up but we are now paying out more than we were previously which mean we are losing money. In our school budget we have lost about 200K but this isn't shown anywhere. There is also the possibility of losing the sports premium which is about 20K. This would mean if it happens that the Folkestone group games all of these will probably have to close.</p> <p>Please see link below:</p> <p><a href="https://app.governorhub.com/document/6827566c528b99ab27acf14f/view">https://app.governorhub.com/document/6827566c528b99ab27acf14f/view</a></p> <p>The way forward is to utilise the staff in the school to help with the running of these tournaments that are currently being organised by the Sports premium staff.</p>	
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	<p>As a school we have made a commitment of just above 10K which allows for the continuation of the swimming/water sports etc</p> <p>One of the things we may not be able to do is the toilet block; we are still aiming to repaint to sets of classrooms as we have the money for this</p> <p><b>Q: Governors asked is there another way to generate income?</b>  Good question, one of the ways we raise a small amount is we let the school out; we need to look at something different to generate more income. We normally go to France every year and are looking at every other year; we have also looked at cost of Kent Chill (this is the residential the children go on). Currently they charge £125.00 per child and the school charge parents £52.00; they are going to look at their costings so we can only see what happens</p> <p>The school has always been very well supported by a benefactor in the community and this has been the arrangement going forward; the benefactor has made sure she has paid for the coaches going up to Chatham maritime trip and has probably supported the school to the tune of 21K this year and has been doing this for the past three years. From this benefactor all the PP families have all of their costs subsidise however with the trip to Chatham Maritime she has decided to reduce the cost for everyone with the payment of the coaches.</p> <p>So far this year we have spent somewhere in the region of 50K including laptop trolleys/iPad, and cameras coming this term.</p> <p><b>Q: Governors asked are there any plans to supply the teachers with laptops?</b>  This could be done but the complication is there is a tax in kind benefit if the laptops continue to belong to the school, it will cost over £500 per laptop so when you look at the amount of staff it would be a huge cost.</p> <p>The Governor stated the reason for asking is the expectation that teachers will work from home, Headteacher responded we are a Microsoft 365 school and everything goes on a cloud so this means everything is accessible from home. Everything is given to the teachers to enable them to work from home except the laptop – the only problem we have is if teachers only have an Apple computer.</p> <p>The last work we had done in the school was the boiler house</p> <p>Staff costs need to be monitored; we need to look at the generation of income; unfortunately, utilities are what they are and there is little we can do about them.</p> <p><b>Staffing information</b>  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>January 2024 is the last time we had a full complement of staff without sickness/holidays. Currently CS is writing to every member of staff about their attendance whether good or bad. As a school in the past, we may have allowed staff leave to attend their Childs Christmas play etc, now if they wish to attend then they will not be paid for the time they take for their Childs activities.</p>	
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	<p>There is a member of staff going on maternity leave in the autumn term, this means the school have an additional cost as we now have to factor whether we have someone come in for the maternity cover or whether we will have to manipulate staff in the school to cover this leave.</p> <p>Something which worked incredibly well this year was having 4 TAs in reception as it allowed the children to catch up with speech/reading etc, the Headteacher intends to maintain this next year.</p> <p>Assistant Head will be an internal appointment spoke to members of the SLT this would be discussed today and whether this post would go forward</p> <p><b><i>Q: Governors asked will this be an internal or external advert or both?</i></b> Headteacher stated it will be internal</p> <p><b>Are Governors happy to approve the post of Assistant Headteacher – Governors agreed they were more than happy – vote was unanimous</b></p> <p><b><i>Q: Governors asked with this new structure ie Deputy Head and Assistant Head, will the Assistant Head have line management responsibilities</i></b> Yes, they will they will have three days line management and two days in the class and this will help the Deputy head with her role.</p> <p>As a school we spend more on non-educational support staff, this is due to the school absorbing the cost of the kitchen staff, whereas other schools do not have this expense. As a school we have looked at the kitchen staff and we serve over 310 pupils a day, this is due to universal free school meals. The school have now looked at the cost of catering and it may be there will be a rise of 5p a day for a meal so this will make the cost to £2.30 a day, whilst this may seem a lot other schools charge £3.00 per day and upwards. St Nicholas do not make a profit as the money goes straight back into the kitchen and we have just furnished the kitchen with two new ovens.</p> <p><b><i>Q: Governors asked are staff taking time off to go on holiday?</i></b> Headteacher stated that some staff are requesting this and I am not agreeing it; we have one person currently on holiday but this was agreed before they started their employment and this leave is unpaid.</p> <p><b><i>Q: Governors asked is most of the requests coming from support staff?</i></b> Yes, this is coming from the majority of the support staff very rarely from a teacher</p> <p>CS had an online meeting with Aquila and we were told how Aquila want this to run, so unless staff have proof of a medical appointment it will be unpaid</p> <p><b>THE REMAINDER OF THE STAFFING ISSUES DISCUSSED CAN BE FOUND UNDER CONFIDENTIAL</b></p> <p><b>Funding and Resource Management</b> The school will carefully manage the Sports Premium funding to ensure the sustainability of the sports and physical activity provision.</p>	
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Many of the families which you see have slipped down but of course we have a lot of young carers in this school



	<p><b>Q: Governors asked what support is put into place for our young carers?</b></p> <p>Once a term we take these children out to have a really nice time; last time was over to the Family hub; we don't call them young carers we call them 'Helping Hands' in school as there is a lot of stigma around young carers. In June they will be going 10 pin bowling. These 'helping hands' range from Year 1 – Year 6</p>	
8.	<b>School Improvement Plan:</b>	
9.	<p><b>Governor Monitoring and other Reports &amp; Visits:</b></p> <p>a) Monitoring visits undertaken; subjects and governor/s</p> <p>PM undertook a SATS monitoring visit – please follow link</p> <p><a href="https://app.governorhub.com/document/682756845bda1a79a0ae78ad/vi ew">https://app.governorhub.com/document/682756845bda1a79a0ae78ad/vi ew</a></p> <p>EH undertook a monitoring Maths visit yesterday which was very good. She spoke about the files in the classrooms. There are two areas for potential growth one is parental engagement, spoke about this and how it is a real opportunity. There is an opportunity of creating some videos to support parents with helping the children to work on their Maths at home but the videos to be made by the children and perhaps this could be done each time a new subject is taught.</p> <p>The other area is coaching and how we could enhance this is more strategic alliance. There also a lot of positive talk around Gareth Metcalf who has been coming into the school; Gareth Metcalf will be coming in again on 5/6/2025 - Monitoring form to be uploaded</p> <p><b>Q: Governors asked could we not have him (Gareth Metcalfe) come in for two days rather than the one as he has a long journey back to Manchester?</b></p> <p>His time at St Nicks will end at the end of next term so we may look at him coming into the school say maybe once and that way he could possibly stay local and talk to teachers one day and parents the next</p> <p>PM also undertook a SATS Maths test monitoring visit</p> <p>b) Monitoring visits for next term</p> <p>c) Other Reports or notes of visits</p>	
10.	<p><b>Finance:</b></p> <p>a) Governor Report month/year</p> <p>Finance setting the 2025 – 2030 budget, see above for budget</p> <p>b) Consolidated cash flow</p> <p>c) Financial Report month/year</p>	
11.	<b>Safeguarding:</b>	

	<p>a) Issues or concerns:</p> <p>See Headteachers report</p> <p>b) Safeguarding outcomes:</p>	
<b>12.</b>	<p><b>Health &amp; Safety:</b></p> <p>a) Issues or concerns:</p> <p>As the Governing Body is aware, the health and safety of our pupils, staff and visitors is of the utmost importance at St Nicholas CE Primary Academy. The Headteacher is pleased to report that we continue to have robust health and safety practises in place across the school.</p> <p>H&amp;S audit was completed and St Nicholas scored 96% which makes the school joint first with Kingsnorth. There were five issues which CS is currently debating, and there were no minors so we are very pleased.</p> <p>Heat pump is still not working and last week they found two more leaks; this is an ongoing issue which Abbie from Aquila is still working on</p> <p>SCAR funding - there is more this coming year, currently it is very quiet in regards to projects.</p> <p>b) Premises update:</p> <p>c) Review of Health &amp; Safety and report on incidents recorded:</p> <p>Fire Safety The school recently held a successful fire drill in May, the third this year, testing our evacuation procedures. This is an important exercise to undertake regularly, especially given our growing pupil numbers, to ensure all staff and pupils are aware of the protocols and can respond calmly and efficiently in the event of a real emergency.</p> <p>Ongoing Improvements We are pleased to report that the works on the Infant boiler house have been completed, addressing the health and safety concerns in those areas.</p> <p>Overall, as a Headteacher I am confident that we have the necessary health and safety measures and training in place to keep our pupils, staff and visitors safe. However, we will continue to monitor and review our practises to ensure they remain effective and up-to-date. If the Governing Body has any specific questions or concerns, I would be happy to discuss them further</p> <p>d) Progress towards General Risk Assessment priorities:</p>	
<b>13.</b>	<b>Riskmate Risk Register</b>	

	<p>a) Update from Headteacher regarding Riskmate Register</p> <p>b) Assess Riskmate return for current strategic risks and ensure appropriate mitigations are considered</p> <p>c) GDPR</p>	
14.	<p><b>Compliance (including website):</b></p> <p>Items for consideration:</p>	
15.	<p><b>Policy Review:</b></p> <p><b>To ratify/adopt the following policies due for review:</b></p> <p><b>Aquila Trust Policies: (Adopt only)</b></p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;">   Safeguarding policy update AI.docx </div> <div style="text-align: center;">   recruitment policy update AI.docx </div> <div style="text-align: center;">   GDPR policy update AI.docx </div> <div style="text-align: center;">   Aquila AI policy.docx </div> </div> <ul style="list-style-type: none"> <li>   AI glossary.docx </li> <li>   Acceptable use policy AI update .docx </li> <li>   SEN policy update AI.docx </li> <li>   Aquila Mental Health and Wellbeing Policy </li> </ul> <div style="text-align: center; margin-top: 20px;">   Neonatal Care policy Apr 25.docx </div> <ul style="list-style-type: none"> <li> <p><b>School Based Policies: (Ratify)</b></p> </li> </ul>	
16.	<p><b>Any other business:</b></p> <p>Urgent Business to be notified to the Clerk and Chair in advance of the meeting</p> <ul style="list-style-type: none"> <li>EH didn't attend but heard such great feedback about the Mothers Day event and suggested that maybe it could be a yearly event. This idea came from the PTA</li> <li><b>Governors asked is the Music lead still included in the budget and have you agreed to continue with this?</b> Yes, we have <b>Q: Governors asked have you got anyone taking the art lead</b> Yes, we have someone who is covering this</li> </ul>	
<b>Other:</b>		
17.	<p><b>Confidentiality:</b></p> <p>Governors to decide which items, if any, should be regarded as confidential and recorded within the confidential minutes for this meeting</p> <ul style="list-style-type: none"> <li></li> </ul>	
18.	<p><b>Confirmation date of next meeting:</b></p> <p>9<sup>th</sup> July 2025 – Hythe Imperial 0930am start – whole day for Governors</p>	
19.	<p><b>Closing Reflections &amp; Meeting Summary</b></p> <p>a) What was the theme of the key discussion during the meeting?</p>	

	<p>The Governors discussed at length the Budget, new restructure of SLT and the possibility of redundancies, staff attendance together with pupil attendance and the holiday's some pupils take</p> <p>b) What was the key challenge facing the School/Trust during this discussion? Budget and redundancies. Also looking at new ways to generate more income for the school</p> <p>c) What are the areas for celebration in this discussion?  Year 6 and their SATS  Result of the H&amp;S audit  Maths's monitoring visit.  Whilst looking at potential cuts how the school continue to look ways, we are still managing to retrain the extracurricular activities and include every child</p>	
<b>Summary of Identified Actions</b>		
<b>Item</b>	<b>Action</b>	<b>Action owner</b>