



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 15th October at 10.00am

To be held at the school

Present:

Christopher Dale – *Headteacher (HT)*
 Victoria Turner – *Deputy Headteacher (Staff Governor) Via TEAMS*
 James Bader – *Parent Governor*
 Claire Seiver – *Advisor*
 Father Chris Hodgkins – *Foundation*
 Penelope Mackrell – *Foundation Governor*
 Sarah Webb – *Co - opted Governor*
 Samantha Dennison – *Appointed Governor – Via TEAMS*
 Hannah Lees – *Assistant Headteacher*
 Emily Hayday – *Appointed Governor – acting chair*

Also, In Attendance:

Clerk: – Lynne Bright

Apologies accepted:

Lyn Edwards – *Chair (CoG)*
 Hannah Stanford-Weeks – *Parent Governor*
 Kathleen Webb – *Appointed Governor*

Item :	Summary Description	Action
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Procedural:

1.	Welcome, Apologies & Prayer a) Chair's welcome EH welcomed everyone to the meeting and hoped they had a good holiday	
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	b) Receive and accept or decline apologies offered Lyn Edwards, Hannah Stanford-Weeks and Kathleen Webb Sam Dennison and Victoria Turner attending via TEAMS c) Prayer Penelope Mackrell opened the meeting with the prayer		
2.	Quorum The meeting was quorate		
3.	Declaration of Business Interests Any business or conflicts of interest relevant to the agenda - Christopher Dale is Governor for St Clements school as they go through IB - James Bader's wife teaches at St Nicholas		
4.	Governing Body Business/Membership - Confirm Trust Board approval of Chair of Governors This was agreed by Governors - Confirm Judicium training completed Father Chris still needs to complete and this was spoken about prior to the meeting - KCSIE and Declarations to be updated Father Chris still needs to complete and this was spoken about prior to the meeting - Sign Code of Conduct Sept 2025 Father Chris still needs to complete and this was spoken about prior to the meeting - COMPLETED - Vote to agree Clerking Agreement (SLA) Agreed - Review Skills Audit form on GH Father Chris still needs to complete and this was spoken about prior to the meeting - Review governors delegated responsibilities Carry forward to the next meeting - Governing Body constitution – vacancies/new governors Currently full with no vacancies - Clerk to update on any new information/processes Clerk to send up to date downloads to HT for 2025/26 website governance page (previous year LGB attendance records; current year LGB list and declaration update)		
5.	Minutes of the last meeting held on 09/07/2025 a) To approve the minutes of the LGB Meeting held on 09/07/2025 Agreed b) To approve confidential minutes of the LGB Meeting held on 09/07/2025 Agreed		
6.	Actions/Matters arising from Minutes of 09/07/2025 a) Governing Body actions and matters arising		
	4	Governors will be expected to undertake KCSIE and Judicium training before the first LGB meeting on 15/10/2025.	ALL GOVERNORS Discussed and completed

	16	Photos of Governors to be removed from School website as requested by Aquila										HEADTEACHER completed																																																																																																																																																																																																																					
School Improvement:																																																																																																																																																																																																																																	
7.	Headteacher's Report:																																																																																																																																																																																																																																
	Admissions Pupils on Roll <table><tr><th></th><th>R</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>All years</th></tr><tr><td>Pupils of this School</td><td>100.00%</td><td>63</td><td>100.00%</td><td>60</td><td>100.00%</td><td>57</td><td>100.00%</td><td>60</td><td>100.00%</td><td>63</td><td>100.00%</td><td>51</td><td>100.00%</td><td>417</td></tr><tr><td>Female</td><td>42.86%</td><td>27</td><td>56.67%</td><td>34</td><td>35.09%</td><td>20</td><td>56.67%</td><td>34</td><td>44.44%</td><td>28</td><td>50.79%</td><td>32</td><td>47.06%</td><td>199</td></tr><tr><td>Male</td><td>57.14%</td><td>36</td><td>43.33%</td><td>26</td><td>64.91%</td><td>37</td><td>43.33%</td><td>26</td><td>55.56%</td><td>35</td><td>49.21%</td><td>31</td><td>52.94%</td><td>218</td></tr><tr><td>Current Single</td><td>100.00%</td><td>63</td><td>100.00%</td><td>60</td><td>100.00%</td><td>57</td><td>100.00%</td><td>60</td><td>100.00%</td><td>63</td><td>100.00%</td><td>63</td><td>100.00%</td><td>417</td></tr></table> No. on roll: 417 as of 17/10/2025 with 8 currently on the waiting list Increasing School Roll Our 2025/26 admissions saw 101 families apply for 60 spaces. With the phased admissions and 1 successful appeal to the LA this now puts our EYFS cohort at 63 pupils. 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 nonstandard 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. This indicates that the school's admissions policies and practises are effective in ensuring access for disadvantaged families in the local area. <table><tr><th></th><th>R</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>All Years</th></tr><tr><td>English Add'l Lang</td><td>1.59%</td><td>1</td><td>1.67%</td><td>1</td><td>5.00%</td><td>3</td><td>3.17%</td><td>2</td><td>4.76%</td><td>3</td><td>7.84%</td><td>4</td><td>3.36%</td><td>14</td></tr><tr><td>Free School Meals</td><td>23.81%</td><td>15</td><td>30.00%</td><td>18</td><td>49.12%</td><td>28</td><td>35.00%</td><td>21</td><td>47.62%</td><td>30</td><td>36.51%</td><td>23</td><td>43.14%</td><td>22</td><td>37.65%</td><td>157</td></tr><tr><td>Looked after Children</td><td></td><td></td><td>1.67%</td><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>0.24%</td><td>1</td></tr><tr><td>Medical Condition</td><td>48.21%</td><td>31</td><td>43.33%</td><td>26</td><td>54.39%</td><td>31</td><td>51.67%</td><td>31</td><td>36.10%</td><td>24</td><td>39.68%</td><td>25</td><td>35.29%</td><td>18</td><td>44.60%</td><td>186</td></tr><tr><td>Pupil Premium</td><td>23.81%</td><td>15</td><td>33.33%</td><td>20</td><td>49.12%</td><td>28</td><td>38.33%</td><td>23</td><td>47.62%</td><td>30</td><td>38.10%</td><td>24</td><td>43.14%</td><td>22</td><td>38.85%</td><td>162</td></tr><tr><td>SEN Needs</td><td>7.94%</td><td>5</td><td>8.33%</td><td>5</td><td>33.33%</td><td>19</td><td>18.33%</td><td>11</td><td>19.05%</td><td>12</td><td>15.87%</td><td>10</td><td>31.37%</td><td>16</td><td>18.71%</td><td>78</td></tr><tr><td>SEN Provision</td><td>6.35%</td><td>4</td><td>10.00%</td><td>6</td><td>31.58%</td><td>18</td><td>15.00%</td><td>9</td><td>15.87%</td><td>10</td><td>15.87%</td><td>10</td><td>29.41%</td><td>15</td><td>17.27%</td><td>72</td></tr><tr><td>Service Children</td><td></td><td></td><td></td><td></td><td>1.67%</td><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>0.24%</td><td>1</td></tr></table> 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. The provision is currently at capacity and continues to be contacted by the SEND department to take on additional pupils														R	1	2	3	4	5	6	All years	Pupils of this School	100.00%	63	100.00%	60	100.00%	57	100.00%	60	100.00%	63	100.00%	51	100.00%	417	Female	42.86%	27	56.67%	34	35.09%	20	56.67%	34	44.44%	28	50.79%	32	47.06%	199	Male	57.14%	36	43.33%	26	64.91%	37	43.33%	26	55.56%	35	49.21%	31	52.94%	218	Current Single	100.00%	63	100.00%	60	100.00%	57	100.00%	60	100.00%	63	100.00%	63	100.00%	417		R	1	2	3	4	5	6	All Years	English Add'l Lang	1.59%	1	1.67%	1	5.00%	3	3.17%	2	4.76%	3	7.84%	4	3.36%	14	Free School Meals	23.81%	15	30.00%	18	49.12%	28	35.00%	21	47.62%	30	36.51%	23	43.14%	22	37.65%	157	Looked after Children			1.67%	1											0.24%	1	Medical Condition	48.21%	31	43.33%	26	54.39%	31	51.67%	31	36.10%	24	39.68%	25	35.29%	18	44.60%	186	Pupil Premium	23.81%	15	33.33%	20	49.12%	28	38.33%	23	47.62%	30	38.10%	24	43.14%	22	38.85%	162	SEN Needs	7.94%	5	8.33%	5	33.33%	19	18.33%	11	19.05%	12	15.87%	10	31.37%	16	18.71%	78	SEN Provision	6.35%	4	10.00%	6	31.58%	18	15.00%	9	15.87%	10	15.87%	10	29.41%	15	17.27%	72	Service Children					1.67%	1									0.24%	1
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	despite having an arrangement for 14 spaces in place. There is a meeting with the headteacher and the Assistant Director of Education on 14 October 2025. The aim of the meeting is twofold to discuss; • The agreed commissioned numbers for 2026/27 • Any related capacity and/or buildings issues. Oversubscription The substantial increase in pupil numbers over the past three years highlights that most year groups are now oversubscribed or at capacity with only 2-year groups below PAN (Ys 2 & 6). The admissions policy was reviewed by the Trust Board last year. Following this review, the school has encountered challenges due to a change in the wording of the sibling link criteria. Previously, the policy stated that a place should be offered if a sibling link existed at the time of admission. However, the revised policy now requires a place to be offered if a sibling link exists at the time of application. This change has impacted on our admissions. Following a recent appeal, the school was required to admit an additional pupil, increasing our EYFS roll to 63. This increase includes: • One pupil admitted due to the appeal. • Two pupils directed by the SEND department, having an Education, Health and Care Plan (EHCP). Summary The school are currently managing a rising roll and experiencing high demand for places, which is placing pressure on our capacity and resources in different areas of the school. 27/11/2025 – 0930 Policy meeting with SD/SW and CD capacity analysis (class sizes, staff ratios, physical space) to ensure compliance with statutory limits and safety, together with reviewing the sibling policy - ACTION <i>Q: Governors asked what is the idea, do we want to go against the policy?</i> H/T responded It puts me in a difficult position having to take these children, and this year has put me over pan Receive a termly admissions and mobility update so governors can monitor pressure on year groups, especially EYFS where numbers exceed PAN. – ACTION • PLANS FOR FUTURE DATES/MONITORING/REVIEWS • 19th November 2025 SW and KW will attend the Confirmation service on behalf of the Governors and also write the report after.	
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- 29th October 2025 – Pupil Progress meetings KS2 – PM & EH – start at 0800
- 29th October –PRU Attendance meeting SW
- 12/11/2025 – PP KS1 – during the day – JB
- 27/11/2025 – capacity analysis as above SD/SW and HT @ 0930
- 6/11/2025 – Father Chris possibly SW and EH

• Attendance

School	District	LA	National	Unknowns: 276
Overall absence	5.6	5.6	5.2	✓ * *
Authorised	4.0	4.2	3.7	✓ * *
Unauthorised	1.6	1.4	1.5	* * ✓
Persistent absence	16.3	14.0	14.2	N/A * *
Severe absence	0.0	1.0	0.8	N/A ✓

SEX	No. of Pupils	Total Absence	Persistent Absence	Severe Absence	Unknowns: 358, 359, 0, 0
Girls	173	5.8	17.3	0.0	✓ * *
Boys	188	5.6	15.4	0.0	✓ * *

FSM	No. of Pupils	Total Absence	Persistent Absence	Severe Absence	Unknowns: 107
FSM Eligible	158	7.7	26.6	0.0	✓ * *
No FSM	0	-	-	-	-

SOCIAL CARE*	No. of Pupils	Total Absence	Persistent Absence	Severe Absence	Unknowns: 358, 359, 0, 0
LAC	2	2.1	0.0	0.0	✓ * *
PLAC	2	2.1	0.0	0.0	✓ * *
CIN	0	-	-	-	-
CP	0	-	-	-	-

* Please note that this is not a compulsory data field so schools may choose not to submit data for their vulnerable pupils.
The number of unknowns is listed in order they appear in the table e.g. LAC, PLAC, CIN and CP

District, LA and National figures are by school type e.g. primary, secondary, special.
In line with the DfE methodology, aggregations are for children in Years 1 to 11, except for the individual Year Group analysis - which includes children only of statutory school age.
Please note that the All-through schools in Kent are deemed Secondary phase and therefore their pupils from Reception to Year 6 are not included in the District, LA and National aggregations.

Aggregation	number of Pupils	Overall Absence	Authorised	Unauthorised	Persistent Absence	Severe Absence
Ashford	9,802	5.3	3.9	1.4	13.6	0.8
Canterbury	9,940	6.0	4.2	1.7	16.2	1.2
Dartford	10,870	5.2	3.7	1.5	12.6	0.7
Dover	7,526	6.0	4.4	1.6	16.4	0.8
Folkestone and Hythe	7,303	5.6	4.2	1.4	14.0	1.0
Gravesham	9,017	5.7	3.8	1.9	14.8	0.7
Maldstone	12,990	5.4	3.8	1.5	13.4	0.9
Sevenoaks	8,297	5.3	3.7	1.5	12.6	0.8
Swale	11,886	5.7	3.9	1.9	15.3	0.9
Thanet	9,355	6.6	4.3	2.2	18.9	1.1
Tonbridge and Malling	10,394	5.0	3.8	1.3	12.0	0.6
Tunbridge Wells	7,932	4.7	3.6	1.1	10.3	0.8
Academy	59,294	5.7	3.9	1.7	14.8	0.8
LA Maintained	55,618	5.4	4.0	1.4	13.5	0.9
Kent	114,912	5.5	3.9	1.6	14.2	0.8
National	-	5.2	3.7	1.5	-	-

September 2025 data

Attendance has largely remained the same since the last report, and marginally in line with the national data set.

Session Attendance Summary, 03/09/2025 - 29/09/2025

	R	1	2	3	4	5	6	All Years
Attendance	96.71%	96.21%	95.58%	95.00%	95.92%	95.24%	92.98%	95.43%
Authorised	2.94%	1.78%	2.70%	2.81%	3.20%	4.10%	3.41%	3.00%
Unauthorised	0.35%	2.01%	1.72%	2.19%	0.88%	0.67%	3.61%	1.58%
Pers. Absence ≥10%	9 14.29%	10 16.95%	9 15.79%	9 15.00%	9 14.29%	10 15.87%	13 25.49%	69 16.69%

The national data trends for absence for September is currently 96.2%. The school have already been impacted by holidays at the start of the academic year and this will continue to be an issue up to the end of October.

- Registers and Monitoring

HW will review the registers once attendance has been completed. At the start of the academic year, any pupil absence has a significant impact on percentage figures due to the limited number of sessions so far. As the year progresses, these figures are expected to stabilise and the percentage of absence will decrease.

HW will speak to Rachel in the office to discuss whether any additional actions or improvements can be made. HW has also contacted a few parents directly—reasons for absence have included transport difficulties and children feeling unwell.

- Attendance Display and Rewards

A new attendance display has been created in the hall. Each week, the class with the highest attendance percentage receives a 'ticket'. The class that collects the most tickets over time will win a visit to the Cinemarsh to watch a film as a reward.

The school continues to hold a 100% Attendance Tea Party to celebrate pupils with perfect attendance. Children who do not attend the tea party receive additional dojo points as recognition for their efforts. The school is considering further ways to make these points meaningful as part of the reward system.

The 100% Attendance Hoodie scheme also continues. Last year, approximately 30 pupils received a hoodie at the end of the year.

- Persistent Absence

Current persistent absence figures are slightly skewed due to one family who attended the first day of term and then went on holiday. The Headteacher has spoken with this family, as it was their second holiday this year. Once attendance drops below 90%, pupils are classed as persistent absentees, and taking a two-week holiday early in the year can have a major impact on attendance percentages.

- Most parents continue to provide the required documentation (e.g., sick notes) when children are absent.

Q: Do these figures include a child who Governors have never meet?

Yes, this does include them, they have been off rolled and the place has been held as he is currently in a different country and then he will come back

We are scheduled to have a meeting with **Jos Milton, Kent PRU & Attendance officer at 10.30am on Wednesday 29 October - SW to attend**

- **Pupils with SEN and LAC**

Inclusion Lead	Antoinette Starmer-Smith
Mental Health Lead	Victoria Turner
SRP Lead Teacher	Amanda Butler
Learning mentor & Nurture lead	Claire Gunn
ELSAs	C Gunn, C Williams & Emilie
Number of TAs	27, inc SRP & 1:1

SEND Headlines:

- 17% (71) children receiving SEND support
- 50 (12%) children without an EHCP on register against a National Average of 14.2 in primary settings (Jan 2025)
- 21 (5%) of the whole school have an EHCP. National Average of 5.3 in primary settings
- 21 (29.5) of SEND cohort have an EHCP, a significant rise on previous years
- Boys on SEND register: 45(63%)
- Girls on SEND register: 26 (37%)
- Pupil Premium/PP+ children: 37 (52%) of SEND register
- Transferred from other schools: 16 children (22.5%) of SEND register

Incidence of need:

Communication and Interaction (inc ASC): 35 (49%)

Cognition and Learning: 20 (28%)

Social Emotional Mental Health: 13 (18%)

Physical Sensory: 3 (6%)

417 on roll	Total SEN Support	Total EHCP
Total SEND	71(17%)	20(4.8%)
Total monitoring/AEN	91 (21.8%) of school	

Distribution of pupils with SEND

Year Group	Total number of pupils with SEND	Pupils with SEND support without Additional Funding	Pupils with SEND support with Additional Funding	Pupils with an EHCP without Additional Funding	Pupils with an EHCP with Additional Funding	Pupils placed in SRP
EYFS	4	1	3	0	3	0
Year 1	6	5	0	5 (4 SRP)	1	4
Year 2	18	15	1	2	1 (SRP)	4
Year 3	9	7	0	2 (SRP)	2	3
Year 4	10	9	0	0	1 (SRP)	1
Year 5	10	9	1	0	2 (SRP)	2
Year 6	14	14	0	0	1	0

Distribution by need types

	C & I	C & L	SEMH	P & S
EYFS	4			
Year 1	2	1	1	2
Year 2	10	3	4	1
Year 3	6	2	1	
Year 4	6	5	1	
Year 5	7	1	2	
Year 6	3	8	3	

Communication and Interaction,
Cognition and Learning,
Social, Emotional and Mental Health and
Physical and/or Sensory Needs

Class Distribution, including children from The Hive

Hedgehog	Squirrel	Otter	Badger	Fox	Hare	Chestnut
2/32	2/31	2/31	4/29	12/30	6/28	4/31
Roman	Beech	Birch	Maple	Willow	Oak	Elm
5/29	6/30	4/32	4/32	6/31	8/24	6/27

The SEN data of the school is 22% this is a huge amount and has an impact of where we are, this figure also gives CD the reason to discuss intakes with the LA – it is more difficult when we are directed to take the children with SEN.

Q: Governors asked is there any agreements we can make take forward?

The HT has had a meeting with LA and also a meeting is planned in November with other Heads and he will be speaking to them about, 'stepping up to the plate'; parents have rung and spoken to St Nicholas and informed them they have been told by their school to approach St Nicholas for a place because they will be able to be able to meet their needs better. CD has approached and written to AW and Head of SEN regarding this and has to date received no response. CD will chase this – ACTION

- **Behavioural Reports and pupil mental health and wellbeing**

• **behavioural reports**

Exclusions 2025/24 Fixed term suspensions: 2 pupils. (Y3) – each 3 days Permanent exclusions: 0	Previous exclusion information: Exclusions 2024/25 Fixed term suspensions: 1 pupil (Y5) – 7 days (This pupil left the school in October 24) Permanent exclusions: 0
SEN children on reduced timetable: 1 (Y2 SRP pupil) – this pupil is currently awaiting a place at a specialist school.	
Plans for re-introduction Phased integration plan – we have one pupil who is working towards a f/t timetable	

Other incidents 2024/25:

Racist Incidents: 2 Homophobic Incidents: 1 Bullying: 1

- **ACTIONS: To meet with Head of Inclusion to review;**
- EHCP growth, resource implications, and LA commissioning decisions. PM has undertaken this and had a look at the Hive. PM carried out SEND visit after CD had done the report and this is now up to date and can be used for capacity
- Deployment and CPD of TAs, teachers, and specialist staff to meet high levels of C&I and SEMH need.
- Inclusion of SEND pupils with overlapping vulnerabilities (PP, mobility, behaviour).
- **Pupil Premium**
 - 38% of pupils are eligible for Pupil Premium, above the national average.
 - The school has a clear, annually reviewed strategy focused on:
 - o Curriculum quality
 - o Maths and SPAG outcomes
 - o Attendance and behaviour
 - o Combined attainment in reading, writing, and maths
 - Funding is used in line with EEF guidance, with proven impact through:
 - o Targeted academic interventions
 - o Pastoral and nurture support
 - o Enrichment activities
 - o Staff training
 - Challenges remain, especially in Key Stage 2 attainment gaps.
 - The school is committed to refining its strategy to meet evolving needs.

Sports premium

Please see the 2024/25 sport premium report breakdown as reported to the DfE at the end of the summer term.

Please follow link:

[https://app.governorhub.com/document/68de5633235f8c00f2fabce9/vi
ew](https://app.governorhub.com/document/68de5633235f8c00f2fabce9/vi
ew)

	• Details of interventions and innovations using the PP • School performance and standards (formal review of end of year data for previous academic year) HW attended the meeting and gave an overview of the core area of action plan which will be maths and attendance this year. The booklets which have been developed are proving very popular with the children and they are working well with them. It is has become very apparent across ks2 some children were using number lines whilst others hadn't touched it Gareth Metcalfe attended the school on Monday and monitored from year 1 through to year 5 and whilst he was in the class all teachers were released, this was to allow him to see where the children were working at. There was also a meeting with TA's and this was to ensure TAs are working the same as the staff. After revisiting and using the number line, it has been agreed that this will be a key focus for the year. Following the half-term break, tasks will be developed that can be shared as examples of good practice. It's positive to have a clear focus area and the opportunity to hone in on a specific aspect of maths teaching. Interestingly, Year 3 children were asked to count back on the number line and many found this challenging. This highlights the importance of continuing to develop understanding and consistency in how the number line is used across year groups. Parents will also be supported in understanding what their children are learning. A paper version of the maths booklet will be available for parents to refer to. After half term, the focus will shift to Year 1, who will concentrate on embedding their understanding and use of the number line. After half term there will be a paper version of the booklet for parents and they will be able to see where their children are. The school need to ensure it is right in KS1 as it will carry through to KS2 and give them a good foundation to build on. Dojos posts are put up for the parents, this is how it is shared and enables the parents to see what their child is doing. Hoping to do the pamphlet again so after the holiday everyone will know about what is happening with the school including Christmas activities.	
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	• Christian Distinctiveness/SIAMS Church and Community Links This term has seen the continuation and strengthening of our partnership with the local church. We are working together to support the promotion of the Youth Club for Year 5 and Year 6 pupils, and we are further developing the Flourish programme. This initiative will provide opportunities for pupils to engage in activities both within school and at the church, deepening their connection with the wider faith community. Our commitment to ensuring spirituality remains a core feature of school life is evident through the range of services and celebrations that have taken place this term, either in school or at church: • Education Sunday • Year 6 and EYFS Welcome to Church Day • Harvest Festival Looking ahead, we are delighted that the Confirmation service for our pupils has been arranged for 1.00pm, Wednesday 19 November 2025. Early indications suggest that as many as 20 children may be considering this important step in their spiritual journey. Action: Sarah Webb and Kathleen Webb to attend the Confirmation Service on 19 November 2025 to observe and support the school's Christian distinctiveness. • Impact of PE & other Funding • EYFS An EYFS information sheet was shared with Governors, including the results of the recent parent survey. The survey gathered feedback on how well children had settled into school, communication links with parents, and other aspects of the EYFS transition process. The survey achieved approximately a 50% response rate, with an even split between boys and girls. A range of questions was included, and on the reverse side of the information sheet there was a "You Said, We Did" section summarising the school's responses to parent feedback. Key findings included: Parents were asked about school tours and the information provided prior to starting. Many respondents had viewed the school website before attending, with most accessing the class pages.	
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100% of parents stated that their child had attended a stay and play session before starting school.

Some parents indicated that they lacked information about wraparound care offered through the nursery; however, there were specific reasons for this which parent had not been aware of at the time.

- **Staffing information, including mental health and wellbeing**

Year	Class	Teacher	TA's
Reception	Squirrel	Mrs Pursey	Mrs Spencer-Rogers & Miss Howes
	Hedgehog	Mrs Dunton/ Miss Hopper	Mrs Leyshon & Miss Williams
1	Otter	Mrs Fisher	Miss Cloke
	Badger	Miss Williams	Miss Evans
2	Hare	Mr Young	Mrs Smith (nee Carswell)
	Fox	Mrs Finch / Miss McHaffie	Miss Corbett
3	Rowan	Mr Dewey	Mrs Dale & Miss Johnstone
	Chestnut	Miss Kay	Miss Wayland & Miss Mattock
4	Birch	Mrs Thorn / Mrs Lee	Mrs Mitchell
	Beech	Mr Houghton	Miss Ellis
5	Maple	Miss Fellows	Miss Jupe & Miss Hyder
	Willow	Mrs Vasquez	Miss Frampton
6	Elm	Miss Welsh	Ms Liddell & Miss Hatwell
	Oak	Mrs Bader	Mr Ormondroyd

Staffing Update – Absence and Support

One member of the teaching staff has been referred to Occupational Health following a high level of absence since the start of the academic year (13 days out of a possible 19 to 30/09/25). This referral is intended to ensure that appropriate support and guidance is in place for the member of staff and to help the school plan effectively for continuity of provision.

A second teacher is currently subject to a formal monitoring process in line with school policy. This is being managed sensitively, with a focus on professional support, accountability, and the impact on teaching and learning.

Governors to be kept informed of any significant developments as appropriate - **ACTION**

Appointments – Supporting Pupil Needs

In response to increasing demand within EYFS, the school has started successfully the recruitment for two Teaching Assistant apprentices through the Apprenticeship Programme. These appointments will provide much-needed support to our youngest learners, in a setting that is oversubscribed, while also offering valuable training and development opportunities for the apprentices.

	The school are also looking to recruit a Speech and Language Teaching Assistant to strengthen provision for pupils with Speech, Language and Communication Needs (SLCN). This role will enhance targeted interventions and ensure consistent support across the school. Additionally, recruitment for a Learning Mentor Assistant has started for a candidate to work alongside Mrs Gunn, helping to maintain the quality and impact of our pastoral and mentoring provision. This will ensure that existing support is not diluted as pupil needs continue to grow. Finally, we have two Lunchtime assistants stand down at the start of the academic year due to personal reason (other employment/family issues) and recruitment for their replacement has also started.																																					
8.	School Improvement Plan: Identify, in priority order, focus areas for this year As throughout the HT report																																					
9.	Governor Monitoring and other Reports & Visits: a) Confirm monitoring visits; subjects and governor/s as per schedule agreed T6 Governor Monitoring Opportunities Staff Meetings (Wednesdays, 3:30–5:00pm) <table><tr><th>Date</th><th>Focus Area</th><th>Linked Priority</th><th>Governor(s)</th></tr><tr><td>17/09/25</td><td>Pupil Premium & Spirituality</td><td>School Plan</td><td>PM</td></tr><tr><td>24/09/25</td><td>SEND meeting</td><td>School Plan</td><td>PM</td></tr><tr><td>08/10/25</td><td>Maths & English feedback</td><td>Expected RWM outcomes</td><td>JB</td></tr><tr><td>15/10/25</td><td>Science (booklets & experiments)</td><td>Curriculum</td><td>–</td></tr><tr><td>29/10/25</td><td>SEND (provision maps & attendance)</td><td>School Plan</td><td>–</td></tr></table> Pupil Progress Meetings <table><tr><th>Date</th><th>Phase</th><th>Notes</th><th>Gov to attend</th></tr><tr><td>29/10/25</td><td>KS2 (Y3–5)</td><td>Possible attendance by J Ashley-Jones and/or C Beyzade</td><td></td></tr><tr><td>12/11/25</td><td>KS1 (EYFS–Y2)</td><td>As above</td><td></td></tr></table> Additional Visit Opportunities - Before Staff Meetings (Wed afternoons): - Meet subject leaders - Learning walks (behaviour focus: JB) - On Governing Body Meeting Days: 15/10/25 & 11/12/25 – Learning walk at 9:00am (EH/JB) - Option to stay for lunch with pupils to observe lunchtime provision and gather pupil voice - (EH/JB) Following the Governor Audit, it was identified that many of you would like training on Exclusions. The details for this are as follows: Date: Thursday 6th November 2025 Venue: St Nicholas Primary Academy, New Romney.	Date	Focus Area	Linked Priority	Governor(s)	17/09/25	Pupil Premium & Spirituality	School Plan	PM	24/09/25	SEND meeting	School Plan	PM	08/10/25	Maths & English feedback	Expected RWM outcomes	JB	15/10/25	Science (booklets & experiments)	Curriculum	–	29/10/25	SEND (provision maps & attendance)	School Plan	–	Date	Phase	Notes	Gov to attend	29/10/25	KS2 (Y3–5)	Possible attendance by J Ashley-Jones and/or C Beyzade		12/11/25	KS1 (EYFS–Y2)	As above		
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	Time: 9:30am-4pm, lunch included Please inform Jessica Jefferies via Governor Hub if you wish to attend. b) Agree monitoring visits for next term c) Identify any other Reports or notes of visits schedules for current term CURRICULUM Curriculum Update – Autumn Term KS2 and other statutory data was reviewed in detail with members of the LGB at the end of the previous term As governors are aware, we have now started using the White Rose Maths resources across the school. These provide a structured, progressive approach to mathematics, with clearly sequenced units that support mastery and depth of understanding. The current units focus on place value, number operations, and reasoning, and staff have reported that pupils are engaging well with the materials. In addition, the school have introduced White Rose Science resources, which align closely with the national curriculum and support enquiry-based learning. These resources are helping to strengthen consistency in science teaching and provide clear progression across year groups. Our curriculum monitoring plan for the autumn term is in place and working effectively (see plans on Gov Hub). Monitoring activities have included lesson visits, pupil voice, and book looks, all of which are helping us to ensure high-quality delivery and identify areas for further support or development. There have also been Core group meetings and this involves subject leads meeting with year group colleagues and focusing on key areas of need within the pupil cohort. Governors are invited to attend the pupil progress meetings as highlighted in the monitoring part of the HT report.	
10.	Finance: a) To review Governor Report month/year Finance and Premises • Finance – setting the 2025 – 2030 budget • Building and grounds • Learning environment b) Budget Below is the end-of-year budget outturn for 2024/25. The school has managed resources effectively, with spending aligned to the priorities set out in the School Improvement Plan.	

Additional income streams (including Sports Premium and centrally provided NI funding) which have been noted previously have been reflected in forward planning.

Governors have already recognised ongoing pressures linked to rising pupil numbers, SEND provision, and staffing costs, and agreed that maintaining a balanced budget over the next 3–5 years will require continued close monitoring.

Governors to scrutinise the updated budget forecast in Autumn 1 to ensure that surplus/deficit positions are managed proactively, and that all restricted and ring-fenced funding (e.g., PP, Sports Premium, notional funding) is fully allocated and reported with clear impact evidence in T2 meeting.

Our Period 13 report shows the following headings for our budget at the end of the last financial year

Period 13 report – 31/08/25		
	Original budget	Current budget
Income	£2,735,138	£3,126,658
Total expenditure	£2,822,507	£3,118,512
Surplus /deficit	-£87,369	£8,146
capital balance C/F	£262,631	£0

Current cash amount - Money in the Bank: £518,604.75

For discussion

- Investments - £200k
- Diocesan board of finance (nursery/ Family Hub)
- Outside teaching space

The income figures above include:

Hardship Fund balance £5,592.67 – this is used to subsidise school visits, uniform & individual pupil needs

Fundraising Balance £17,259.69 – Inc monies already set aside for the pavilion & Christmas events

Nurture facility for children: The school plan to have an outside teaching space mobile; the school have been offered a cabin free of charge by Lowry's, it is large and be used for various reasons, at the moment the school have given Lowry's their wish list to see how much this would cost the school i.e., electric/plumbing etc.

The school have also approached Skinners sheds and Lowry's again, together with an online company for quotes.

The space will be used for parents who struggle to come into school so for instance having coffee mornings in there, we are also hoping to run nurture group. It will be a multipurpose space for various activities but we may also approach the New Romney Autistic Group as this has broken down and we could arrange for them to have use of the building.

Q: Governors asked when will this be undertaken?

HT stated as soon as ideally possible although we have to wait for the quotes. We will keep Governors updated when these come through but

	we would like Governors to agree to the school moving forward with this proposal to gain quotes. This was agreed by Governors Our beneficiary, despite saying there would be no more money has in fact topped the donation up to 5.5k for which the school is very appreciative and grateful. Planning has gone through for the Pavilion c) Consolidated cash flow d) To review Financial Report month/year	
11.	Safeguarding: a) Issues or concerns: The school continues to work effectively with its external partners and has made significant progress in reducing its overall safeguarding caseload. The commitment and hard work of the Safeguarding and SNIT teams have led to positive outcomes for families in an area of traditionally high need. Their proactive approach has helped ensure that vulnerable pupils receive timely and appropriate support. However, there are several ongoing concerns that governors should be aware of: • High Volume of DSL Recordings: This term, there have been 44 entries in the DSL (Designated Safeguarding Lead) recording system (yellow band), indicating a sustained level of safeguarding activity. • Section 47 Strategy Meetings: The school has participated in 5 Section 47 strategy meetings this term, reflecting serious safeguarding concerns requiring multi-agency intervention. • Family-Related Issues: There have been 23 recorded concerns involving family-related issues, with physical and mental health concerns, as well as sexualised behaviour, being among the most frequently reported. • Children's Social Services (CSS) Involvement: Currently, 20 pupils have active CSS involvement, with additional pupils receiving support through CSS Early Help. These figures highlight the continued complexity and intensity of safeguarding needs within the school community. While progress is being made, the volume and nature of cases, continue to underscore the importance of sustained support, resources, and oversight in this area Safeguarding Training & Policy Update	

	At the start of the academic year, all school staff participated in safeguarding training as part of the scheduled development day. This ensured that everyone is fully briefed on current procedures and responsibilities. Over the summer break, the Trust's Child Protection and Safeguarding Policy was reviewed and updated to reflect the latest statutory guidance outlined in Keeping Children Safe in Education (KCSiE) 2025. Key updates from KCSiE 2025 have been shared with staff, who are also required to complete mandatory online training covering both the revised safeguarding guidance and their duties under the Prevent strategy. This ensures a consistent and informed approach to safeguarding across the school. There will be an external 360 review of safeguarding process at the school on 25 February 2026 by Judicium, it would be good if a governor could join us on this date. b) Safeguarding outcomes:	
12.	Health & Safety: a) Issues or concerns: • Health and Safety – Verbal update from CS b) Premises update: An overview of the school H&S and site needs is recorded below. All general risk assessments are up to date and under constant review. Air Source Heat Pump The Trust, Swegon and members of the school have met and a discussion of the ASHP has taken place. Preliminary testing shows the 'boiler' is at capacity. We await the outcome when the pump is switched from summer setting to winter to see its efficiencies. CD has spoken with Abbie Snelling at the Trust and asked what mitigations have been put in place should we have another failure as we cannot go another winter as we did last year Pavilion Project Update – Discharge of Condition 4 The headteacher was pleased to confirm that Condition 4 has now been discharged and all elements of the planning application have been approved, which means we are authorised to begin works. We have amended the last tender drawings accordingly and are in the final stages of updating the Schedule of Works. The school aim to issue the revised schedule for tender by the end of the month. Please note the following regarding site infrastructure:	

	• Electricity: There will be no mains electricity. Power will be supplied via solar panels supported by a generator. • Water: The site will be connected to mains water. • Sewerage: There will be no mains sewer connection; waste will be managed via a cess pit. HT will continue to keep you updated as the project progresses. Please don't hesitate to get in touch if you have any questions. Playground Condition Report The playground surface is currently in a deteriorated state, presenting several safety and usability concerns. The most notable issues include: • Uneven Surface: Multiple areas across the playground have become uneven, creating trip hazards and limiting accessibility. This unevenness appears to be caused by subsurface movement and poor drainage, which has led to ground instability over time. • Cracking: There are visible cracks throughout including the wet pour surface. These cracks are not only unsightly but also compromise the integrity of the surface, allowing water ingress which accelerates further breakdown. • Wet Pour Degeneration: The wet pour rubber surface has significantly degraded. In several places, the material has worn thin or broken away entirely, exposing the underlying base. This degeneration is likely linked to prolonged exposure to standing water and poor drainage, which prevents the surface from drying properly and weakens the bonding over time. • Drainage Issues: The site suffers from inadequate drainage, contributing to water pooling and prolonged damp conditions. This has a direct impact on the surface's lifespan, as moisture trapped beneath and within the wet pour accelerates wear and tear. In summary, the combination of poor drainage, surface cracking, and material degradation has led to a playground that is no longer fit for purpose. Remedial work will be required to address both the surface and underlying drainage to ensure long-term safety and usability. Headteacher asked the LGB to approve for the school to make an application to the Trust / Diocese for SCA funding, this must be completed by Friday 4 December and needs to have been shown to have been discussed and approved for submission. – the only one outstanding on the audit is the playground which they are aware of and so far, have three quotes in. Governors approved for the school to apply for SCA funding H&S is run with a little bit put by so you have the money there in order to manage the site We have received three quotes for the playground surface as the last company has gone bust so all repairs will now not be carried out under	
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	the guarantee. The quotes we have requested will include the climbing wall to be removed and replaced with benches. Two quotes have been received and these were given to the one from Playspaces and one from Teratherm Energy Resin or artificial grass is the choice – it was agreed by Governors to use Playspaces and also to use artificial grass rather than resin <i>Q: Governors asked considering all the improvements, the building works and the age of the school have you ever thought about building a new school?</i> Yes, we have and we have also thought about a three-form entry but it means Brooklands Brenzett etc would have their schools closed, believes it could harm communities Proposal for Outdoor Classroom Base to Support Nurture and Inclusive Learning SEE ABOVE To further support the wellbeing and learning needs of our pupils, we are proposing the development of an outdoor classroom base in the form of a garden office-style structure. This space would serve multiple purposes and offer significant benefits to both our children and the wider community. Purpose and Need • Nurture Groups: We have a growing need for a dedicated space to support nurture provision. An outdoor base would provide a calm, separate environment where pupils can engage in therapeutic and targeted interventions away from the busy main school setting. • Alternative Playtime Provision: Some pupils do not enjoy or benefit from traditional playtimes. This space would offer a safe and structured alternative, allowing them to engage in quiet activities, social skills development, or sensory breaks. Benefits • Enhanced Learning Environment: The garden office-style structure would create a flexible, inspiring space for outdoor learning, supporting curriculum enrichment and pupil engagement. • Wellbeing and Inclusion: A dedicated base would allow us to better meet the emotional and social needs of vulnerable pupils, promoting inclusion and positive mental health. • Community Use: Outside of school hours, the space could be made available for community groups, parent workshops, or local initiatives, strengthening our role as a hub for family and community support. This proposal aligns with our commitment to inclusive education and community engagement, and we believe it would make a meaningful difference to the day-to-day experiences of our pupils. We are currently gathering quotes for the project and will need governor approval once we have secured these quotes for governors to review. c) Review of Health & Safety and report on incidents recorded:	
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	d) Progress towards General Risk Assessment priorities:	
13.	Riskmate Risk Register a) Update from Headteacher regarding Riskmate Register This has recently been revamped by a Trust/ HT working party and condensed further in a bid to make it more manageable. A separate report will be distributed on these outcomes. b) Assess Riskmate return for current strategic risks and ensure appropriate mitigations are considered c) GDPR As not all Governors attended this Riskmate video will be available to watch on GH	
14.	Compliance (including website): Items for consideration:	
15.	Policy Review: To ratify/adopt the following policies due for review: Aquila Trust Policies: (Adopt only) • Governors Code of Conduct • LGPS Discretions Policy July 2025 • SEN Inclusion Policy 2025-26 • All above have been accepted School Based Policies: (Ratify) • All been ratified – Lettings costs changed	
16.	Any other business: Urgent Business to be notified to the Clerk and Chair in advance of the meeting •	
Other:		
17.	Confidentiality: Governors to decide which items, if any, should be regarded as confidential and recorded within the confidential minutes for this meeting • Final Process of LB redundancy this can be found under GH	
18.	Confirmation date of next meeting: 11/12/2025 Governors' responsibilities and visits - ACTION Riskmates bitesize - ACTION	
19.	Closing Reflections & Meeting Summary a) What was the theme of the key discussion during the meeting and what is the impact for the pupils? The key themes of discussion during the meeting were attendance and mathematics. Attendance: Governors and staff discussed the range of incentives and rewards in place to encourage improved attendance across all classes. These include weekly class competitions, certificates, cinema rewards, and 100% attendance celebrations.	

	Impact for pupils: These initiatives promote a culture of good attendance, helping pupils to develop a positive attitude towards school and ensuring they have consistent access to learning and social opportunities. Mathematics: The school is focusing on the use of number lines as a consistent teaching tool across year groups. After half term, staff will develop and share good practice activities linked to this focus. Impact for pupils: A consistent approach to using number lines will strengthen pupils' understanding of number, improve fluency, and support progression in mathematical reasoning and problem-solving across the school. a) What was the key challenge facing the School/Trust during this discussion? Attendance: Ensuring that all pupils attend regularly and punctually remains a challenge. While overall attendance is improving, early absences at the start of the academic year have a significant impact on percentages. Persistent absence among a small number of families also continues to affect overall figures. The challenge is to maintain engagement with families and ensure that the incentive schemes lead to sustained improvements. Mathematics: Developing consistency in the use of the number line across all year groups was identified as an area for improvement. Some pupils, particularly in Year 3, struggled with counting back on the number line, indicating gaps in understanding or inconsistency in prior teaching. The challenge is to embed a shared approach and ensure progression in pupils' mathematical skills across the school. b) What are the areas for celebration in this discussion? EYFS Feedback: Governors reflected on the feedback from the EYFS parent survey, which was overwhelmingly positive. Parents commented favourably on how well their children had settled into school, the quality of communication, and the support provided during transition. The high engagement rate (around 50% of families responding) was also noted as a strength, demonstrating positive parental involvement and confidence in the EYFS provision. Governors commended the EYFS team for their strong relationships with families and for responding to feedback through the "You Said, We Did" approach, which shows the school's commitment to continuous improvement.	
Summary of Identified Actions		
Item	Action	Action owner

7	27/11/2025 – 0930 Policy meeting regarding capacity analysis together with reviewing the sibling policy	SD/S W & HT
7	Receive a termly admissions and mobility update so governors can monitor pressure on year groups, especially EYFS where numbers exceed PAN.	HT
7	Governors to attend the Confirmation Service on 19 November 2025 to observe and support the school's Christian distinctiveness	SW & KW
7	Governors to be kept informed of any significant developments as appropriate regarding staff sickness	HT
18	Governors responsibilities and visits to be discussed at next meeting	ALL
18	Riskmates bitesize will be available on GH and Governors will be required to watch this	ALL