



**Minutes of the Governing Body of Great Chart Primary School**  
**Held at the school on 12<sup>th</sup> February 2025**  
**Time 5.00pm**

**Present** Mrs S Windle, Chair, Mrs W Pang, Headteacher  
 Ms A Crosby, Mr S Fitch, Mrs P High, Mr Hughes, Miss J Keen, Mr Manek,  
 Mr P Mutabaruka, Mr A Parish

**In attendance**

**Governance Professional** Mrs L Page

**Absent** Mrs B Walsh

Agenda Item		Action Whom/by When
	<b>PROCEDURAL</b>	
1.	<b>Meeting opened &amp; Welcome</b> Meeting opened at 5.04pm.	
2.	<b>Apologies for absence</b> Mrs Walsh - family emergency Apologies accepted by the governing body.	
3.	<b>Declarations of business interests</b> Governors had no business interests to declare against the agenda items. Governors were reminded to consider anything that may have changed for them and to keep their business interests declaration up to date on the Governorhub.	<b>All Governors</b>
4.	<b>Quorum</b> Meeting quorate with 10 governors present.	
5.	<b>Constitutional Items/ Governing Membership</b> Terms of office coming to an end within next 6 months – Mrs High (30 <sup>th</sup> April 2025), Mr Manek and Mr Mutabaruka (31 <sup>st</sup> May 2025)  Vice Chair vacancy One self-nomination from Mr Parish received at the meeting. Mr Parish was unanimously elected as a Vice Chair from immediate effect for an interim period until the first meeting in October 2025.  Parent governor vacancy – Following a governor resignation, Governance Professional is conducting the election. The deadline for nominations is Monday 3 <sup>rd</sup> March 2025.	
6.	<b>Minutes of the previous meeting</b> The minutes of the meeting were confirmed and signed as a true representation of the meeting.	
7.	<b>Matters arising from previous meeting minutes</b> Report on visits for 23/24 outstanding from the July 2024 meeting. This will not be actioned due to resignation of the Vice Chair and also no longer relevant.	

SCHOOL IMPROVEMENT		
8.	<p><b>Headteacher's Report</b></p> <p>The Headteacher's report and related documents were available to all governors prior to the meeting. Following questions were raised:</p> <p><b>Q: With regards to High Needs funding and our group of schools we have been put in. Is there any indication of how this funding is going to be split between these schools?</b></p> <p>A: Not at the moment. We are still waiting for confirmation even though some elements of the funding were confirmed until April 2026.</p>	
9.	<p><b>Strong Foundations in the first years of school</b></p> <p><a href="https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school">https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school</a></p> <p>This latest document was released in October 2024 and is already becoming a focal point of recent inspections, identifying handwriting and inattention in particular. Although an easy read, the content raises lots of questions and discussion. Although titled for EYFS/KS1 the implications for pupils moving into KS2 without this foundational knowledge is huge. It is a whole school issue that needs to be unpicked.</p> <p>It also encourages us to go back to the National Curriculum, as this dictates what has to be taught.</p> <p>Over the last few years there has been an emphasis on the curriculum and subject leaders have worked really hard to develop progression of skills, end points, golden threads etc. However, pupils who have not got the foundational skills will not be able to access this learning effectively.</p> <p>It is important we assess effectively and ensure our curriculum meets the needs of the cohort we are teaching.</p> <p><b>The overall recommendations from the report are that schools should:</b></p> <ul style="list-style-type: none"> <li>• Make sure that the curriculum clearly identifies the foundational knowledge and skills, as outlined in the EYFS and national curriculum, that children will need for later learning;</li> <li>• Give children sufficient high-quality opportunities to practise using foundational knowledge and skills so that they become fluent;</li> <li>• Choose teaching methods that are suited to what is being taught and what children already know;</li> <li>• Make sure that assessment picks up children's misunderstandings quickly and gives teachers early opportunities to help children who need extra teaching and practice;</li> <li>• Make sure that end of key stage 1 assessments do not disproportionately influence decisions about curriculum and teaching methods.</li> </ul>	
10.	<p><b>Assessment</b></p> <p><b>Whole School pupil achievement and assessment update Term 2</b></p> <p><i>Please note the Term 2 data may not match the number of children in each contextual group as these numbers and targets have been updated to reflect the census and outcomes of the pupil progress meetings since the last data drop.</i></p> <p><b>EYFS</b></p> <p>At this point in the year the majority of pupils should be 'Reception Emerging'. PSED results are lower than last year and will impact our Good Level of Development percentage at the end of the year. Although a complex year group results for reading, writing and maths are positive for this time of the year. Nationally, schools have seen a decline with much research relating to the impact covid had on these children as they were babies and had restricted interaction with others.</p> <p>For reading boys results are higher but in all other strands girls are out performing the boys which is the usual pattern. Also we have 2 SEN pupils who are boys and they are extremely complex.</p> <p>By the end of EYFS pupils are expected to have achieved a Good Level of Development (GLD) and be 'School Ready'. A Good Level of Development doesn't take into account all 17 strands but to achieve GLD pupils need to be at the expected level in all the prime areas and some of the specific areas.</p>	

### **Year 1 Phonics**

Phonics continues to be a daily focus in KS1. There has been a slight dip in the overall results. The expectations for the end of Year 1 in the different phases have increased highlighting some children who are struggling.

Pupils who are not meeting the required expectations will access additional phonics sessions each day.

Pupil premium pupils are progressing well.

Some SEN pupils are achieving well. As this does not involve using comprehension skills some of our SEN pupils do well within phonics.

There is little difference between girls and boys.

### **Year 2**

**17% of the cohort are on the SEN inclusion profile (5 pupils receive HNFunding and 2 have EHCPs)**

This cohort is the one we are most concerned about and have been historically. Maths seems to be the strongest subject. Within writing, handwriting has been a real focus so longer pieces of work have not been started yet for some children. Portage assessment books are also continuing for some children to highlight the smaller steps of progress some children are making.

### **Year 4**

**19% of the cohort are on the SEN inclusion profile (6 pupils receive HNFunding and 3 have EHCPs)**

Year 4 is also another very needy year group especially in terms of the girls with a high percentage being SEN or pupils being monitored. With a high number of pupils eligible for HNFunding all the children are being supported effectively by the additional adults already in the classroom.

Reading is the strongest subject.

### **Year 6**

**13% of the cohort are on the SEN inclusion profile (1 pupils receives HNFunding and has an EHCP)**

Results for Year 6 are quite strong, especially in reading. Progress measures for reading and writing are very positive. Maths is the weaker subject but not significantly. The year group has been split 3 ways for maths and English since Year 5.

### **Q: What are the exact issues in Y2 and Y4?**

A: Communication and language. Some are affected by Covid, but it's not all Covid related. Less parental interaction and engagement in general as children sit in front of screens more and therefore communication, speech and language are the issues the school is facing.

11.

### **Safeguarding**

#### **Child Protection Update - Governors - Term 3 2025**

The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk; help pupils reduce their risk of harm by securing the support they need or referring them in a timely way to those who have the expertise to help; manage safe recruitment and allegations about adults who may be a risk to pupils.

#### **Open Cases (06.12.24- 03.2.25)**

Type of support	Number of pupils
Social Services - Child Protection	0
Social Services - CHIN	0
Social Services - Child and Family Assessment	3
Early Help Intervention	0 - that I am aware of
Family Liaison support	17

**Training**

Prevent Training for staff took place on Wednesday 18th December 2024. An online parent information session will be organised with Rachel Murray (KCC) for Term 6 (18.06.25) and a child friendly session will be organised for Y6 and Y5 pupils in Term 6 too (06.06.25).

**Designated Safeguarding Leads meetings and supervision**

DSL meetings continue monthly with supervision sessions offered to staff. EYFS supervision is offered termly.

**Governor Monitoring**

Mr Manek will meet with Mrs Ostridge and Miss Adams during Term 4

**Single Central Register**

It is not the governors' responsibility to check the single central register themselves. Governors must satisfy themselves that the school's safeguarding policy and procedures are in place and meet requirements

Headteacher reviewed the SCR on the 20th January 2025. One outstanding check (disclosure number).

**Safe at School Analysis KS2**

A Safe at School survey was carried out by KS2 pupils. The majority of our children in KS2 feel safe coming to Great Chart Primary School and feel comfortable telling someone at school if they are subject to unkind comments or bullying either at school, outside of school or online. Children agree that at Great Chart Primary School, there isn't much bullying and if there is a case of it, the school is good at dealing with it. In terms of action the following has been shared with staff:

- Continue to educate children during computing, circle time, assemblies and any lesson that lends itself to it, about the use of social media such as needing permission for photos and how nasty comments can affect people's well-being.
- Continue to educate pupils the true meaning of bullying.
- Encourage pupils to continue to talk to adults in school to share their worries.

**Smartphone surveys - parents and pupils (KS2) - analysis shared with governors**

Pupil survey - it is very worrying that quite a few children have unlimited access to apps on their smartphones, feel as though they are addicted to their devices and feel anxious and have issues sleeping. 30% of them also have their phones in their rooms at night. Some of them highlighted that they had accessed inappropriate content or had a stranger contact them. Quite a few of them feel the pressure of a phone and some even said that they would prefer not to have one.

Parent survey - the majority of parents who responded said that they feel pressure to provide a phone by Year 6 and need to know that their child is safe if they walk to and from school. Most parents felt that they were aware of what their child was accessing and restricted their child's access to certain apps. The majority said that they would welcome extra support.

From the 2 surveys it is clear that pupils have more access to certain apps than perhaps their parents realise. It is also clear that parents don't realise the negative impact having a smartphone potentially has on their child.

The school has joined a local group of schools who are supporting a national initiative "Smartphone free childhood." The CoGs attended a meeting recently with Miss Adams. They will be using our surveys to send to their school communities.

The HT has accessed webinars as part of the Smartphone free Childhood initiative.

We are also continuing to highlight our 'Mobile Free Zone' at pick up times.

**Safer Internet Day - 11th February 2025**

The school recognised Safer Internet Day with age appropriate Assemblies and classroom activities. Miss Adams organised an Online Safer Internet talk with parents which was run online. She was joined by Mr Manek and another parent to raise awareness of the dangers online and to recommend how parents can monitor their children and keep them safe. Although this event was online and started at a slightly later time only 10 parents accessed the session. This doesn't reflect the number of issues parents bring to our attention.

**Behaviour (06.12.24- 03.2.25) 20.01.25**

Bullying allegations	0	
Racist incidents	1	1x Y5 child - an inappropriate word was used as a form of retaliation due to being annoyed. Children spoken to and parents informed. A log was made via KCC.
Online Safety Incidents	11	2x Y2 pupils accessing inappropriate games. Parents informed and information given to KS1 parents about recommended age restrictions on certain games. 1x Y3 pupil playing GTA. Parents were notified and advised about age restrictions. 4x Y6 pupils - lightspeed notifications due to some research work relating to WW2 - no action required 1x Y5 pupil - lightspeed notification. Pupil was looking up a word connected to a game being played at home. Incident was dealt with in class. 1 x Y5 pupil - lightspeed notification. Pupils were researching careers – rappers - misspelt the word. 1x Y5 pupil - unkind messages via WhatsApp. Parents informed and children spoken to. 1x Y4 pupil - reported that a child has their YouTube channel with no security settings. They have included their own name. Parents were informed and this has now been restricted.

12.

**Compliance Audit**

The school finance team had their Compliance Audit carried out by the KCC Compliance team on 22<sup>nd</sup> January 2025. Full report is attached and filed with these minutes.

**Compliance Visits covered the following areas:****Governance**

Out of a total of 34 questions asked relating to Governance and Finance Policy, the school was fully compliant.

**Financial Planning**

Out of a total of 15 questions asked relating to Financial Planning, the school was fully compliant.

**Financial Control**

Out of a total of 33 questions asked relating to Financial Control, 31 were compliant. To Be Fully Compliant in this area, please see recommendations.

**Payroll**

Out of a total of 7 questions asked relating to Payroll, the school was fully compliant.

**Procurement**

Out of a total of 13 questions asked relating to Procurement, 12 were compliant. To Be Fully Compliant In this area, please see recommendations.

**Assets and Loans**

Out of a total of 8 questions asked relating to Assets, your school was fully compliant.

The table below shows Compliance headings covered and where the school is fully compliant.

<b>Governance</b>	20	out of	20
<b>Finance Policy</b>	14	out of	14
<b>Financial Planning</b>	15	out of	15
<b>Bank Accounts &amp; Cash</b>	11	out of	12
<b>Financial Control</b>	20	out of	21
<b>Payroll</b>	7	out of	7
<b>Procurement</b>	12	out of	13
<b>Assets</b>	8	out of	8

Summary of recommendations:

**Petty cash -**

There were occasions when there was no evidence of the Petty Cash amount being checked against the accounting records monthly and evidenced with a date.

	<p><b>School's response:</b> We are a contactless school and have very little Petty Cash transactions. Petty Cash is locked in a cash box and the cash box is locked in the safe. Staff in general have no access to this. We were not aware that petty cash should be reconciled even when there are no transactions. This will be easily addressed and remedied immediately.</p> <p><b>Lettings Agreements –</b> There were three lettings that had not been authorised and documented on signed agreements that were dated within the last 12 months.</p> <p><b>School's response:</b> We were not aware the lettings agreement needed to be re-signed every 12 months. We will do this from now on. All letting agreements will be signed annually.</p> <p><b>Orders –</b> From a sample of twenty, there were eleven purchases that did not have authorised orders dated in advance of purchases being initiated.</p> <p><b>School's response:</b> We are aware of this issue and have been trying to address this with staff. Some orders are not put forward to the finance team before the invoice is raised (for example: due to an emergency, annual renewal of a subscription, credit card purchase). We will re-address these and re-train staff to highlight the importance of this.</p> <p>Governors passed a well done to the finance team.</p>	
13.	<p><b>Finance Update</b> <b>Budget monitoring –</b> December 2024, January 2025 The budget monitoring for December was shared with governors via email at the beginning of January. Following questions were raised: <b>Q: I05. Do we know why Pupil Premium income is £1.8K lower than expected? This may have been covered previously but isn't mentioned under the comments section.</b> A: I budget on estimated figures. Funding is confirmed later on in the year once Census taken place on the actual figures. Some PP left the school and perhaps not as many became PP as I expected at the time of budgeting. <b>Q: E03. There is an increased cost of £1.1K. The comments section states this is due to a TA leaving so a saving on the November figures. The November figures state an increased cost of £0.8K. So the costs are increasing, not going down as I read it. Do we know why there is an increase not a reduction?</b> A: We have 8K overspent on the first monitoring (August and September) due to increase in HNF and employment of a TA. I'm highlighting that there is now some saving due to someone who left, so the overspent is reduced from 8K. We have increased small amount of hours to current TA, so this is reflected in extra overtime. But the overtime predicted will be a lot less than initial 8K over. <b>Q: E04. There is an increase in premises staff costs. i) Do we know why? ii) Is this likely to increase further?</b> A: Just a cover for Site Managers' holiday, so overtime claimed by covering staff. They have further leave booked, there might be a small increase.</p> <p>Budget monitoring for January 2025 was not available in advance of the meeting. School Business Manager feedback to say that there are no huge variances between December and January. Governors to look through January monitoring and email any questions if they have any.</p> <p><b>SFVS</b> The document was put together and finalised during the last finance visit. See the attached visit report. Governors had an opportunity to read through this document and suggest any amendments. The Actions suggested by the finance governors and School Business Manager correspond to the recommended action by compliance team. Governors were happy with this document and it is ready for approval at the next meeting.</p> <p><b>Breakfast Club Debt</b> Circumstances discussed and governors agreed to offer a payment plan. If this is not paid, governors will discuss this further at the next meeting.</p>	Finance Governors
14.	<p><b>Review of policies</b> The following policies were reviewed. Governors discussed and reported on changes within different policies. Dignity &amp; Respect Discipline &amp; Conduct Managing Allegations against staff SEN</p>	



	<p>Proposal: To agree the updated policies. The changes were highlighted for governors and they were happy with these.  Proposer: Mr S Fitch  Seconded: Mr P Mutabaruka  These were unanimously approved.</p> <p>CCTV policy was also reviewed.</p>	
15.	<p><b>Governing Body reports</b>  Received reports from governors' statutory visits as per the visit schedule:</p> <ol style="list-style-type: none"> <li>1. Finance (covered in item 13)</li> <li>2. Inclusion - to follow</li> <li>3. Sustainability</li> </ol> <p>Year group visits taken place – Y4 - to follow</p> <p>Website review needs to take place. Miss Keen will conduct this one.</p> <p><b>All governors are reminded to check the Governors' Visit schedule and book their visits.</b></p>	<i>Miss Keen</i>
<b>OTHER</b>		
16.	<p><b>Chair's Actions / Correspondence</b>  Chair had her monthly catch up meeting with the headteacher. She also reported that she attended the Friends' AGM and thanked them for an amazing fundraising this year.  She attended the meeting about Smartphone usage also.</p>	
17.	<p><b>Training</b>  The Training and Development governor reported on following training undertaken by the governors:  Ms Crosby attended the Attendance training and would highly recommend it as it would be useful for all governors to attend. She also completed her Induction training.  Ms Crosby to attend the Attendance meeting at school on 26th March at 9.30am.</p> <p>Chair has attended the Greener Governance training.</p> <p>Some reports from recent training and PowerPoints are included for all to read in the training folder on the shared google drive.</p>	<i>Ms Crosby</i>
18.	<p><b>Confidentiality / Publication of Minutes</b>  The governors considered that all parts of the proceedings could be released for communication.</p>	
19.	<p><b>Any Other Urgent business</b>  None.</p>	
20.	<p><b>Dates and times of future meetings and other events</b>  Friday 28<sup>th</sup> March 8.40am – Governing Body Meeting  Wednesday 21<sup>st</sup> May 5pm – Governing Body Meeting  Saturday 21<sup>st</sup> June – School's Summer Fete – help welcome  Friday 4<sup>th</sup> July 8.40am – Governing Body Meeting</p>	
21.	<p><b>Meeting closed at 18.43</b></p>	

Signed ..... Chair of Governors

Date .....