



**MINUTES OF A MEETING OF THE
FULL BOARD OF GOVERNORS OF
ST ANNE'S FULSHAW CE PRIMARY SCHOOL
ON WEDNESDAY 13TH NOVEMBER 2024**

GOVERNORS IN ATTENDANCE:	Clare Daniel (CD)	Headteacher
	Maxine Drabble (MD)	Chair of Governors
	Natalie Lloyd (NL)	Co-opted Governor
	Matt Williamson (MW)	Co-opted Governor
	Angela Fitton (AF)	Foundation Governor
	Eddie Roberts (ER)	Foundation Ex-officio
	Steven Franklin (SF)	Parent Governor
	Wendy Clark (WC)	Staff Governor
	Sally Petrie (SP)	Co-opted Governor
OTHERS IN ATTENDANCE:	Sarah Lomas	Clerk

MINUTES – PART ONE: NON-CONFIDENTIAL BUSINESS

The meeting commenced at 6:00pm.

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<p>The meeting commenced with a presentation by the Headteacher, summarising the school's attainment data from statutory testing in 2023-24.</p> <p>The Headteacher provided an update on the school outcomes with comparison data from Cheshire East (CE) also presented:</p> <ul style="list-style-type: none"> • In Early Years 90% of pupils achieved a good level of development compared with an average across CE of 68%. Governors noted that there were 9 pupils in the Reception class. • It was confirmed that some pupils were disapplied from the Year 1 phonics check. Overall, the cohort achieved a 64% pass rate compared to CE of 85% and national of 80%. However, if the children disapplied from phonics were removed from the data, the pass rate would be 78% which is broadly in line with national data. 100% of Year 2 children who retook the test passed. • The school confirmed that the decision was taken not to undertake the optional Year 2 SATs tests and pupils were assessed internally using the NFER assessments. • The multiplication check taken by Year 4 pupils comprises 25 mixed questions with 6 seconds given to answer each question. The test is taken online. 45% of pupils achieved 100% compared to national data of 35% which is an increase on the 2022-23 results. There is no CE data available as the local authority do not collate this data. <p>Key Stage 2 SATs</p> <ul style="list-style-type: none"> • There were high levels of SEND in the Year 6 cohort which presented challenges with 7 out of 25 pupils on the SEND register. • There were 25 children in the cohort. One child left the school the week after completing the SATs tests however, the school still reported this data. One pupil joined the school the week following SATs and this child was not reported 	



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	<p>on by the school.</p> <ul style="list-style-type: none"> The results for Year 6 were outlined as follows: <table border="1" data-bbox="309 293 1331 472"> <thead> <tr> <th>Subject</th> <th>School Results</th> <th>National</th> <th>Cheshire East</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>96%</td> <td>74%</td> <td>78%</td> </tr> <tr> <td>Writing</td> <td>92%</td> <td>72%</td> <td>72%</td> </tr> <tr> <td>Maths</td> <td>75%</td> <td>73%</td> <td>76%</td> </tr> <tr> <td>Science</td> <td>96%</td> <td>81%</td> <td>83%</td> </tr> </tbody> </table> There were a cluster of pupils who were very close to achieving the level of achievement in maths. A further reminder was issued to governors to consider the context of data with very small cohorts where each child represents a high percentage, and each child therefore has a significant impact on data. <p>The school confirmed that it is anticipated that the current Year 6 cohort will achieve in line with national data.</p> <p>Governors noted that in the current Year 5 cohort, there are 12 pupils with high levels of SEND and social, emotional and mental health needs (SEMH).</p> <p>The school confirmed that it compares favourably to other local schools in terms of results and the results reflect the positive progress made by pupils.</p> <p>Q: Is the data published on the school website and can an explanatory note about pupil numbers be included? A: Yes, the data is published on the school website. Data for pupil groups smaller than 10 is not published but a caveat is included in all data sets about the impact of small pupil numbers.</p>	Subject	School Results	National	Cheshire East	Reading	96%	74%	78%	Writing	92%	72%	72%	Maths	75%	73%	76%	Science	96%	81%	83%	
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1.	<p>APOLOGIES AND ANY OTHER BUSINESS (AOB) ITEMS</p> <p>a) There were no apologies to be received, all governors were present.</p> <p>b) There were no items of any other Part One business tabled for discussion at the end of the meeting.</p>																					
2.	<p>CONFLICT OF INTEREST</p> <p>a) There were no declarations made or conflicts of interest with the business of the meeting raised by governors.</p> <p>b) Governors confirmed completion of the annual declarations of interest to be published on the school's website.</p>																					
3.	<p>ELECTIONS OF CHAIR AND VICE CHAIR</p> <p>a) MD was nominated for the role of Chair. No other nominations were received. Following a vote, MD was duly elected as Chair of the Governing Board for a one-year term of office to run until the first meeting of the autumn term 2025.</p> <p>b) No nominations for the role of Vice Chair had been received prior to or at the meeting. Governors were requested to consider the role, and it was agreed that this item would be added to the spring term FGB agenda.</p> <p>ACTION: Add election of Vice Chair to the spring term 2025 FGB agenda.</p>	Clerk																				
4.	<p>MEMBERSHIP</p> <p>a) The following changes to the membership of the governing board were received: <ul style="list-style-type: none"> SF was welcomed to the Board as a recently elected parent governor for a four-year term of office commencing from 10.10.24 – 09.10.28. </p> <p>b) Governors considered the following vacancies: <ol style="list-style-type: none"> 1 x parent governor – It was agreed that parents would be approached regarding the vacancy. 1 x co-opted vacancy – The school confirmed that there were no co-opted vacancies on the Board. The clerk referred to the constitution on Governor Hub which showed a vacancy, and it was identified that SP had not been added to </p>																					



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	<p>the constitution following her appointment. ACTION: Ascertain SP's appointment date and amend the constitution on Governor Hub.</p> <p>c) It was confirmed that there were no terms of office due to expire before the next meeting.</p> <p>d) There were no associate members to be appointed at this meeting.</p>	Clerk
5.	<p>PART ONE MINUTES AND MATTERS ARISING</p> <p>a) The part one minutes from the previous meeting on 19.06.24 were confirmed as a true and accurate record of proceedings. Governors approved the minutes. ACTION: Upload a copy of the minutes marked as final to Governor Hub.</p> <p>b) The action log from the previous meeting was reviewed and the following items were noted:</p> <ul style="list-style-type: none"> Item 9 – MD confirmed that she had undertaken the link governor training and the slides from the training have been uploaded onto Sharepoint. As a result of the training MD and CD have been discussing potential changes to how link roles are assigned. It has been recommended that link roles should be aligned with the School Development Plan and the strategic priorities along with the statutory roles rather than having a link roles for every subject. The strategic priority areas are currently maths, oracy, behaviour and Early Years. <p>Q: How would the staff be linked to roles assigned in this way? A: Staff will retain a subject lead responsibility but there are additional whole school areas such as oracy. Early Years is a more strategic role and this would lie with CD. ACTION: Contact governors individually regarding link roles.</p> <p>Q: Is there more benefit for governors to have a consistent link member of staff to build relationships? A: Any link role assigned will have a member of staff linked for contact purposes. The curriculum works in a way that requires subject leads for each area however, a lot of the curriculum work has already been undertaken and there are now other areas of priority.</p> <ul style="list-style-type: none"> Item 15c) – Governor training requirements relating to prevent and safeguarding were discussed. Prevent training was confirmed to be on a two-year cycle. It was confirmed that CD would contact ER and SF with links to required training. ACTION: Send training links on safeguarding and prevent to ER and SF. Item 5 – It was confirmed that promotional funding for filming had been received and it was anticipated that this would be provided on an annual basis. <p>Q: Would it be possible to for CD to placed on the mailing list to receive the PCC meeting minutes? A: Yes, a link to the website can be sent. ACTION: Forward the link to the PCC minutes to CD.</p> <ul style="list-style-type: none"> Item 11 – The HTPM advisor for 2024-25 had not yet been finalised. The Headteacher has been liaising with other local heads in similar settings who have recommended Mark Whitehill, Diocesan School Improvement Lead, and the school are awaiting confirmation on his availability. Item 14 – The coordination of governor training on online safety was considered and the CE governor training course was recommended. Governors were requested to review the availability of this training in the spring term. <p>Q: How do governors know what training is compulsory and what is optional?</p>	<p>Clerk</p> <p>MD</p> <p>CD</p> <p>ER</p>



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	<p>A: Statutory training includes safeguarding and Prevent. There are also a set of induction courses that governors are encouraged to complete via the CE governor training package.</p> <p>ACTION: Send details of induction training to SF.</p> <ul style="list-style-type: none"> Item 14 – The pay policy had not been added to the meeting pack as this had not yet been published by Cheshire East. <p>ACTION: Circulate the pay policy once published by CE and arrange for the policy to be approved and minuted at the next FGB meeting in the spring term 2025.</p>	<p>Clerk</p> <p>CD</p>
6.	<p>CHAIR'S ACTION AND CORRESPONDENCE</p> <p>There were no actions taken by the Chair under the Chair's Power to Act since the last meeting and therefore no report to receive.</p>	
7.	<p>COMMITTEES AND NOMINATED GOVERNORS</p> <p>a) The membership of committees was confirmed as follows: Resources – MD, SF, CD, WC Aims and Achievement – NL, MW, AF, ER, CD Pay, Personnel and Performance – MD, SP, CD, WD HTPM – AF, MW, MD</p> <p>b) The Chair of Committees were confirmed as follows: Resources – MD Aims and Achievement – ER Pay, Personnel and Performance – MD</p> <p>c) Link governor roles were considered and confirmed as follows:</p> <ul style="list-style-type: none"> SEND Link Governor – It was confirmed that NL is the current SEND governor and it was raised that it may be useful for the Board if a non-staff governor took on this role. <p>ACTION: Governors to consider taking on the SEND link role.</p> <ul style="list-style-type: none"> Safeguarding Link Governor - SP <p>d) Governors confirmed that terms of reference for all committees had been reviewed and recommended for approval at committee level. Governors ratified the recommendation to approve the terms of reference for all standing committees.</p> <p>e) The terms of reference for the following committees had been circulated to governors prior to the meeting and it was confirmed that the templates used are standard Local Authority templates.</p> <ul style="list-style-type: none"> Pay Committee Headteacher's Performance Management Panel (including appointment of external adviser) Pupil Exclusions Committee <p>Governors approved the above-listed terms of reference.</p>	<p>All govvs.</p>
8.	<p>GOVERNORS CODE OF CONDUCT</p> <p>The clerk confirmed that all governors had confirmed their agreement to abide by the code of conduct for 2024-25 in accordance with the annual declarations.</p>	
9.	<p>PART ONE REPORTS FROM COMMITTEES AND GOVERNORS WITH SPECIAL RESPONSIBILITIES</p> <p>a) Minutes of committee meetings held during the autumn term had been circulated to governors prior to the meeting. There were no questions raised on the minutes. It was confirmed that Part 2 minutes are confidential but that not all standing committees have Part 2 items.</p> <p>b) There were no link governor reports to receive at this meeting.</p> <p>c) A report from the Safeguarding link governor had been circulated prior to the meeting. It was confirmed that relevant training had been completed and the visit was positive in providing an overview of the current systems in place.</p> <p>d) Link monitoring was discussed, and governors were encouraged to link with staff</p>	



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	and complete a visit once their role was confirmed.	
10.	<p>FINANCIAL/COMPLIANCE MATTERS</p> <p>a) The school confirmed that an independent auditor, James Chadwick, completed the audit of the school fund and a copy of the certificate had been circulated to governors for information. James Chadwick was confirmed as the auditor for 2024-25.</p> <p>b) An overview of the budget position for the current year was provided and it was confirmed that expenditure and income are in line with the forecast position which is positive. It was also reported that the in-year deficit has reduced.</p> <p>An issue relating to redundancy payments was raised and the school confirmed that they can apply to CE to recoup as much of the redundancy payments made to be returned to the budget to further reduce the deficit position. An application has been made and a decision should be received by 31.03.24. If the application is approved, this would assist in reducing the deficit further. The budget set last year was based on five classes but the school has moved to four classes which has an impact on the budget. Breakfast and after school clubs have a projected income of £8,000 – £9,000 which is very positive and allows for surplus funds to be transferred to the budget.</p> <p>Governors noted the change in school catering whereby, following CE ceasing to provide school catering, the decision has been taken that the school will provide catering from January 2025. The current staff member employed in the school kitchen will be TUPE'd across onto the school payroll from this time. The school has compiled costings for in-house catering including expenditure on food and staffing along with staff cover options in the event of absence. A current midday assistant has expressed an interest in joining the catering team and will complete food hygiene training. CE have increased their meal provision to £3.50 but following the costing exercise, the school are confident in achieving a meal price of £2.80. The school are feeling positive about the proposed change and will be utilising local suppliers contributing to sustainability.</p> <p>Q: Does the school have a number of meals that need to be purchased to ensure viability? A: Approximately 50% take up of school meals which equates to 40+ pupils. The school also continues to receive free school meal funding for eligible pupils.</p> <p>Q: There have been some concerns raised by parents about the inclusion of tuna on school menus due to the media coverage about mercury. Does the school have tuna on the school menu? A: This is not an item that the children like or request. It is offered for packed lunches on school trips but not very often within school.</p> <p>Q: Is tuna something that the school would consider removing completely? A: Yes, this could be reviewed.</p> <p>Q: With regard to the deficit position, there was a note regarding the school attending an LA deficit budget meeting, what was the outcome of this? A: The school was requested to attend the meeting, but this was postponed with a new date scheduled for 02.12.24. At the meeting, the school will meet the Director of Education and HR to discuss how the budget deficit can be reduced. The school have spoken with the HR team who have confirmed that they will be able to comment on the work the school has undertaken in terms of staffing to reduce the deficit. Staffing cannot be reduced further as this would then impact on children</p>	



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	<p>and their needs would not be met.</p> <p>Q: Was there a particular reason that the school was requested to attend? A: These meetings are held each year and schools who are in deficit can be requested to attend. The school has been in deficit for the last few years but was not invited to attend but has attended historically when requested. The meeting centres around the school providing evidence of what can be done to reduce the budget deficit. However, the school received the highest level of assurance in the most recent SFVS which is contradictory as on the one hand the LA view the school as being financially responsible but they are then requested to justify the budget position. The school is fully aware of the financial position and have evidence to support the work being done to reduce the deficit. CE have financial issues which have increased following the refusal of the Safety Valve funding application. The school confirmed that feedback will be provided to governors following the meeting.</p> <p>c) Governors acknowledged receipt of the 3-year budget plan and noted the deficit position forecast.</p> <p>d) The school confirmed that there is a three-year Pupil Premium (PP) plan in place which is updated annually. Governors confirmed receipt of the updated plan for 2023-24. It was explained that PP is a stream of funding for families who are eligible for free school meals or have been eligible in the previous six years; have been looked after or are previously looked after or for pupils who have a parent serving in the armed forces. Traditionally, these are groups of children who have underperformed in education and may have additional needs which the PP funding can support. Within school, there is a consistent focus on PP pupils within each are of the school development plan. It is important when considering PP pupils that any additional needs are considered, and the school always considers all elements of groups such as solely PP and PP pupils who also have SEND as this has an impact in terms of progress and attainment. The school do not include the numbers of pupils within the report because the numbers are so small they cannot be reported on for identification purposes. Due to the small number of pupils, there are significant variations in the levels that pupils are working at, and the SEND needs have a significant impact on this. Governors noted that pupils SEND needs make the difference in progress and attainment and not the fact that pupils are disadvantaged. The school have closed the gap between PP and non-PP pupils and all PP pupils perform in line with or above their peers in some cases.</p> <p>It was noted that the report is updated at the end of each academic year and evidence linked to research from the Education Endowment Fund must be included. Overall, the school are pleased with the PP data and the data has been published on the school website.</p> <p>e) The school confirmed that they are awaiting confirmation as to whether sports grant funding will continue to be received.</p> <p>A discussion took place regarding the swimming experience of pupils and governors expressed surprise that school swimming lessons were more commonly pupils first experience of swimming. The school confirmed that this is a common occurrence.</p> <p>Q: At what age do pupils undertake school swimming lessons? A: Pre-covid, lessons were scheduled for Year 4 and 5. However, following covid the lessons were increased from 30 minutes to one hour which made a significant impact on pupil's progress. In 2023-24, Year 4 and 5 resumed the normal timetable of swimming lessons and there was additional provision for Year 6 pupils</p>	



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	<p>who were identified as non-swimmers. There are catch up sessions provided in school holidays by the local leisure centre which the school can use funding to support but parents have not taken up this offer to date.</p> <p>The school confirmed that following the change in class structure from 5 classes to 4, there are increased swimming opportunities for children as mixed age groups will attend. Year 3/4 will attend followed by Year 4/5 and then Year 5/6 if there are any pupils not meeting the target.</p> <p>The school confirmed that the proximity of the leisure centre to the school is very fortunate as there are no transport costs which is a significant issue for many schools due to the price increases.</p> <p>f) It was agreed that the SFVS completion arrangements will be considered in the spring term.</p> <p>g) The MIFP had been reviewed at the Resources Committee meeting and it was noted that the links within the document do not currently work.</p>	
11.	<p>PART ONE HEADTEACHER'S REPORT AND MATTERS ARISING</p> <p>The Headteacher's report had been circulated to governors prior to the meeting for review. A summary of the report was provided as follows:</p> <ul style="list-style-type: none"> • Staff continue to undertake a wide range of CPD and positive feedback was received from governors on the recent SIAMS training. CD has attended the Diocesan cluster training meetings and conferences. The next conference will be held in Manchester and has been planned by Mark Whitehill. Staff continue to attend CE training. Positive handling training is scheduled for this term to ensure that staff can safely handle pupils who may pose a risk to themselves or others. • The school continues to be involved in community events and recently took part in the celebration of Lindow Moss. The school were also involved in the Wilmslow in Bloom competition (the only school to enter) and achieved a gold medal for the garden at the front of the school. Pupils were very enthusiastic about this project and excited to receive the award. The school is also involved with Wilmslow Youth to support children who may be suffering from anxiety during the transition to high school. • The school achieved the My Happy Mind silver award for PSHCE and pupil wellbeing and is working towards the gold award. Governors noted that there are very few schools nationally who have achieved this status, and it is a very positive accolade for the school. • In terms of pupil numbers, there have been six new pupils join and one pupil has left. There are a small number of EAL pupils from Kosovo and Albania. Some pupils are only in attendance for a short period of six months and this has a financial impact because there is no funding received for these pupils. • In terms of attendance, this was an area of focus last year with an overall attendance rate for 2023-24 of 94.5% with one non-attender. The current rate for 2024-25 is 96.3% which is very positive and sees a return to pre-covid levels of attendance. The school has a target of 97% for the end of the 2024-25 academic year. • The Voice 21 oracy project has recently commenced which will be developed over the course of the year to improve children's speaking and listening skills. • Marketing work is ongoing to promote the school within the local community including new signage. There is also a new PTA website set up by the PTA themselves which will aid fundraising drives and extend the reach of the PTA. <p>Q: Are the PTA events items that can be shared within the parish through the church?</p> <p>A: When fundraising events are scheduled, the church do communicate with parishioners to raise the profile of the school and this work will continue.</p>	



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	<p>Q: Does the church have a parish email address that could be used to circulate information? A: Yes, all events will be advertised by email or in newsletters where appropriate and via social media as well.</p> <p>Q: When will the new website go live? A: There are a number of PDFs awaiting review as part of the design brief and once this work has been completed the website will go live. It is anticipated that this will be in two weeks time.</p> <p>Governor Comment: It could be useful to ask members of the PTA to undertake Google reviews of the school to help raise the profile of the school.</p> <p>It was explained that SP has a background in school admissions and has previously developed a parent ambassador system whereby existing parents would support new parents, and this was undertaken in conjunction with the PTA. This was a very successful initiative, and parents were happy to be asked to support. It was agreed that this could be beneficial to introduce at St Anne's Fulshaw and would demonstrate confidence in the school. ACTION: SP and SF to liaise regarding setting up a parent ambassador initiative for the school.</p> <p>Governor Comment: It has been identified that informally, parents are very good at meeting the needs of other parents through Whatsapp groups for example. ACTION: Contact the PTA to add this initiative to the next PTA meeting agenda for discussion.</p> <p>It was noted that the PTA is a key area for developing relations but engagement has been sporadic over the years, whereas Whatsapp groups are very active but not an official method of communication that can be monitored. There is a gap between these two areas and discussions are ongoing as to how to increase the level of engagement from parents in the PTA. The school confirmed that it felt that engagement was improving at the present time which is positive.</p>	<p>SP/SF</p> <p>SF</p>
12.	<p>SCHOOL DEVELOPMENT PLAN The SDP had been circulated to governors prior to the meeting for review.</p> <p>The school confirmed that there are four focus areas within the plan, and these have been discussed in detail at committee meetings.</p> <p>Key areas of focus include EYFS particularly the current Reception cohort and the level of additional need. The increased levels of need bring into question why further progress has not been made with SEND needs prior to pupils joining the school and the impact of this delay on pupils. The school are investigating how they can provide additional support to pupils and this is also the main agenda item at the local cluster SENCO meetings and is an issue being experienced by all schools.</p> <p>Maths is a focus and the White Rose scheme that the school follow is beginning to release intervention support materials which the school can utilise alongside the already comprehensive provision in place. There are also specific materials for teaching assistants. There has been time taken to develop staff skills in the use of these materials and a focus on pupils who have a lack of confidence to provide additional scaffolding to enable them to reach their potential.</p>	



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	<p>In phonics, Little Wandle continues to release accelerated reading and support materials and work now needs to be implemented to extend this into older year groups. This is the first year that such resources have been available and therefore the school will be monitoring the impact.</p> <p>As previously mentioned, the Voice 21 oracy project is a significant focus and has been developed following the identification of a high rate of decline in children's abilities to use and understand complex language. Ashdene Primary School in Wilmslow is in its second year of implementation and Wilmslow Academy are in the third year and SAF have been invited to visit and view the project in action. The scheme can be adapted for different settings and the package was purchased at a significant discount as a small school with the option to extend into a second and third year depending on the impact.</p>	
13.	<p>SCHOOL IMPROVEMENT PARTNER (SIP) The school confirmed that they do not employ an external SIP for school improvement but do retain external support for the HTPM.</p>	
14.	<p>GOVERNANCE STATEMENT It was confirmed that the Governance statement had been previously approved and has been published on the school website.</p>	
15.	<p>DIRECTOR'S REPORT The director's report had been circulated prior to the meeting for review. The items on training and internal audit were highlighted for information.</p>	
16.	<p>GOVERNOR DEVELOPMENT AND TRAINING</p> <ul style="list-style-type: none"> a) It was confirmed that the Board do not have a training link governor. b) There was no feedback to receive on training courses attended since the last meeting. c) Confirmation of training requirements for safeguarding and Prevent had been communicated under Item 5 of this meeting. d) It was confirmed that a skills audit was not required at this time. 	
17.	<p>SCHOOL POLICIES The following policy had been circulated to governors prior to the meeting for review:</p> <ul style="list-style-type: none"> a) Child Protection Policy and Procedures (revised to reflect updated statutory safeguarding guidance) Governors approved the policy. b) It was confirmed that the Pay Policy for Teachers has not yet been published by CE and would be circulated for review upon receipt. 	
18.	<p>PLANNED RESIDENTIAL VISITS The following residential trips were brought to governors for approval:</p> <ul style="list-style-type: none"> • Year 5 and 6 residential visit to Ghyll Head 24th – 26th March 2025 • Year 2 and 3 residential visit to the Anderton Centre 23rd – 24th June 2025 <p>The school confirmed that consultation was undertaken with parents regarding the preferred age range for residential trips and the overwhelming preference was to continue with trips in Year 2 and 3 but that Year 1 was too young.</p> <p>Governors noted that all risk assessments had been undertaken and the centres have all been visited previously. The only change to the trips is the potential to ask parents to transport pupils to the Anderton Centre as using a coach would double the cost of the trip. This option was raised at the meet the teacher evening and there were no objections raised by parents.</p> <p>It was confirmed that there would be 32 pupils attending the Year 5 and 6 trip and 70 pupils attending the Year 2 and 3 trip.</p>	



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	<p>Q: Have any parents communicated that the overall cost of the trips is too high? A: No, and any reasons for non-attendance is not due to cost. The school provide extended payment periods but would support families to subsidise the trip where possible if finances were an issue for attendance.</p>	
19.	<p>TERM DATES 2025/26 It was confirmed that the term dates for 2025-26 had been previously approved and had been published on the school website.</p>	
20.	<p>MEETINGS The dates for the remaining FGB meetings in 2024-25 were confirmed as follows:</p> <ul style="list-style-type: none"> • Wednesday 19th March 2025 at 6pm • Wednesday 18th June 2025 at 6pm 	
21.	<p>ANY OTHER BUSINESS Q: Are staff happy with the new class structure? A: Yes. The planning also matches the new structure so there has been no adverse impact on workload.</p> <p>Q: Are parents happy with the new structure? A: Yes, there has been no negative feedback.</p> <p>Q: Would the school consider including an FAQs section on the school website for new parents to explain the structure clearly and how this impacts the curriculum? A: Yes, this would be a positive addition. ACTION: Compile a list of FAQs for the school website centred around the school structure.</p> <p>Governor Comment: This is a key area to highlight as it is a common concern for parents choosing a small school to understand how the structure works.</p> <p>The school agreed that this is a common question asked by parents.</p>	CD
22.	<p>IMPACT STATEMENT Governors helped to move the school forward in the following ways:</p> <ul style="list-style-type: none"> • Governors considered changing the structure of link governor roles to link strategically with the school priorities. • Committee membership and terms of reference for 2024-25 were agreed. • School finances were discussed, and governors challenged the deficit position and involvement of the LA in deficit budget meetings. • The school catering arrangements were discussed with governors challenging the financial viability and assurance received on the due diligence and sustainability of the proposals. • The increasing profile of the PTA was highlighted with consideration given to extending the profile of the PTA and fundraising opportunities. 	

The meeting moved to Part 2.

.....Chair

.....Date