



# **MINUTES OF A MEETING OF THE FULL BOARD OF GOVERNORS OF ST ANNE'S FULSHAW CE PRIMARY SCHOOL ON WEDNESDAY 19<sup>TH</sup> MARCH 2025**

GOVERNORS IN ATTENDANCE:	Maxine Drabble	(MD)	Chair of Governors
	Wendy Clark	(WC)	Staff Governor
	Matt Williamson	(MW)	Co-opted Governor (left the meeting at 8:15pm)
	Clare Daniel	(CD)	Headteacher
	Sally Petrie	(SP)	Co-opted Governor
	Angela Fitton	(AF)	Foundation Governor
	Steven Franklin	(SF)	Parent Governor
OTHERS IN ATTENDANCE:	Sarah Lomas		Clerk
APOLOGIES:	Eddie Roberts	(ER)	Foundation Governor

## **MINUTES – PART ONE: NON-CONFIDENTIAL BUSINESS**

The meeting commenced at 6:03pm.

ITEM		ACTION
1.	<p><b>APOLOGIES AND ANY OTHER BUSINESS (AOB) ITEMS</b></p> <p>a) Apologies were received and accepted from ER.</p> <p>b) There were no items of AOB tabled for discussion at this meeting.</p> <p>c) The Headteacher presented the annual report on SEND, setting out the summary of provision for 2024-25, as follows:</p> <p>The data provided illustrates that 27.3% of the school are in receipt of SEND support with 1.1% of the school in receipt of an EHCP. Governors noted that there is one EHCP application currently being processed which the school expect will be awarded. In terms of gender, it was noted that there are 15 boys on SEND support and 10 girls. The school highlighted that historically SEND has been weighted to boys despite the fact that there was not a heavily weighted male population within school.</p> <p>One pupil with an EHCP will be transferring into mainstream secondary provision in September.</p> <p>The number of pupils identified with SEND across each year group in the school is uneven. Governors noted that there are significant SEMH needs in Reception and Year 4 currently which remains the most significant need for the school. This is followed by speech, language and communication and then moderate learning difficulties. This ranking of need reflects the level of pupils joining in Reception who are already in receipt of support or are swiftly directed to support by the school upon joining.</p> <p>The CAHMS waiting lists are approximately two years with a further wait of 12</p>	

ITEM		ACTION
	<p>months for an ADHD medication appointment. Governors were informed that there also continue to be shortages of ADHD medication which is concerning.</p> <p>There are 11 languages spoken across the school.</p> <p>Governors were referred to the attendance data for SEND which was circulated within the report. Nationally, attendance for SEND pupils is significantly lower than non-SEND. At school however, attendance for SEND pupils is broadly in line with non-SEND pupils and higher than national.</p> <p>Actions undertaken this year include an increase in the number of pupils being placed on the SEND register from 24.6% to 28.6% of pupils. The proportion of SEND pupils within the school is double national average and the proportion of pupils in receipt of an EHCP is just below average.</p> <p>The gender imbalance in pupils identified continues to narrow.</p> <p>Key priorities going forward include attending a range of local cluster and multi-agency meeting along with engagement with the Diocesan SEND support. CD continues to complete and submit all paperwork for SEND pupils. There is investment in further training for staff through a range of facilitators.</p> <p>Frequent staff meetings take place to support staff with modelling how to complete thorough and effective SEND support plans. The school are currently trialling a new template for the support plans which has been provided by the Inclusion Quality team at the LA which has been a positive change and will be evaluated following the trial period.</p> <p>Meetings with high schools will take place as part of the Year 6/7 transition reviewing SEND provision to for pupil's specific needs.</p> <p>The performance of SEND pupils is monitored to analyse how the school can meet children's need to ensure progress through different adaptations to teaching for example.</p> <p>Paired audit work is undertaken with the Wilmslow Education Partnership (WEP) SENCO Cluster and the school have been paired with Styal Primary School which is a similar setting.</p> <p><b>Q: Is the increase in girls being identified with SEND a national trend?</b>  <b>A:</b> This cannot be confirmed. Girls often mask issues more than boys, but increased staff awareness of traits may be leading to earlier identification. The increased access children have to social media is also having a negative impact on mental health.</p> <p>Governors <b>raised the issue</b> of the workload for the SENCO which continues to increase. The school responded that the role remains a challenge for all small schools along with lack of funding. There are high levels of reactive work that have to be undertaken relating to chasing application delays or funding issues for example.</p>	
2.	<p><b>CONFLICT OF INTEREST</b></p> <p>a) There were no declarations made or anticipated conflicts of interest with the business of the meeting raised by governors.</p>	
3.	<p><b>ELECTION OF VICE CHAIR</b></p>	



ITEM		ACTION
	<p>a) Governors discussed the role of Vice Chair and the requirement for a Vice Chair to be appointed. The potential to appoint on a termly basis was considered and governors agreed that this would be a suitable option initially to enable governors to understand the role and commitments of the Vice Chair. MW was proposed and duly elected as Vice Chair for the summer term 2025.</p> <p><b>ACTION:</b> Update Governor Hub to detail MW's role as Vice Chair.</p> <p><b>ACTION:</b> Add election of Vice Chair to the summer term FGB meeting agenda.</p>	<p><b>Clerk</b> <b>Clerk</b></p>
4.	<p><b>MEMBERSHIP</b></p> <p>a) There were no changes to the membership of the board of governors to receive at this meeting.</p> <p>b) Current vacancies were considered. It was agreed that an election for the parent governor vacancy would be undertaken after the Easter holidays.</p> <p><b>ACTION:</b> Commence the parent governor election process after the Easter holidays.</p> <p>It was suggested that approaching local universities with education courses could be beneficial for the Local Authority governor vacancy as this could provide an important career development opportunity for candidates.</p> <p><b>ACTION:</b> MD and SP to discuss the potential advertisement of governor roles with local universities.</p> <p>c) Governors noted that there were no terms of office that are due to expire before the next meeting.</p> <p>d) There were no associate members to be appointed at this meeting.</p>	<p><b>CD</b></p> <p><b>MD/SP</b></p>
5.	<p><b>PART ONE MINUTES AND MATTERS ARISING</b></p> <p>a) The part one minutes of the previous FGB meeting on 13<sup>th</sup> November 2024 were confirmed as a true and accurate record of proceedings. Governors <b>approved</b> the minutes.</p> <p><b>ACTION:</b> Upload an electronically signed copy of the minutes 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"> <li>Item 5 – It was confirmed the item relating to link roles would be carried forward and an update provided at the next meeting.</li> <li>Item 11 – The discussion regarding parent ambassadors had been postponed due to changes in the PTA but this would be proposed at the next PTA meeting.</li> </ul> <p><b>ACTION:</b> Provide an update on the parent ambassadors initiative at the next FGB meeting.</p> <p>All other actions were marked as complete.</p>	<p><b>Clerk</b></p> <p><b>MD</b></p> <p><b>SP/SF</b></p>
6.	<p><b>CHAIR'S ACTION AND CORRESPONDENCE</b></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><b>PART ONE REPORTS FROM COMMITTEES AND GOVERNORS WITH SPECIAL RESPONSIBILITIES</b></p> <p>To receive:</p> <p>a) Minutes of committee meetings held during the spring term had been circulated to governors prior to the meeting. There were no questions raised on the minutes. All minutes from Committee meetings were <b>approved</b> by governors.</p> <p>b) There were no link governor reports to receive at this meeting.</p>	
8.	<p><b>FINANCIAL/COMPLIANCE MATTERS</b></p> <p>Governors were briefed on the deficit budget meeting between the school and Local Authority (LA). The meeting had been postponed numerous times and took place online. The school met with Claire Williamson, Director of Education and other members of the LA where the school provided a detailed briefing of the background and context of the school along with the financial issues. It was noted that there was</p>	

ITEM		ACTION
	<p>disappointment from the school as some members of the Local Authority in attendance appeared not to have read the papers circulated in advance of the meeting as they did not have an understanding of the financial position of the school. Despite these issues, the meeting was beneficial as the Local Authority agreed to refund monies owed to the school, related to high needs funding including transport costs to alternative provision, which have been processed.</p> <p><b>Q: Why were the school liable for the transport costs at the time?</b>  <b>A:</b> The requirements for accessing alternative provision require that transport costs are paid by the school if the pupil does not have an EHCP. These costs do not automatically default to the LA. When the pupil began accessing provision their EHCP was not in place at the time and therefore accessing alternative provision was a choice which was in the best interest of the pupil to prevent permanent suspension. The issue arose following the EHCP being finalised which is the point at which the LA should take over responsibility for provision. However, this did not happen because the LA had not named a setting in the EHCP despite a place being available and offered. This offer of a place was subsequently postponed due to delays in the LA responding, therefore the pupil stayed at the AP for a full term longer than was necessary. Until the setting is named on any EHCP, the current school will remain liable for costs.</p> <p><b>Q: Does the LA have a requirement that all schools have a zero balance on their budgets?</b>  <b>A:</b> These are unprecedented times in terms of finances within education and a deficit position is very common. The school ensures that all monies are spent on pupils, but the SEND financial issues meant that the deficit position had increased. Costs are increasing in all areas and there is a declining birth rate. These factors are concerning but all schools are in a similar position.</p> <p><b>Q: Are schools in Cheshire East in a higher deficit than other schools nationally?</b>  <b>A:</b> This is unknown. The LA received additional government funding but remain in deficit. There is a recognition that the LA have struggled financially and services have been cut.</p> <p>a) Governors were unable to approve the draft budget for 2025-26 at this meeting as the budget shows a deficit position. A notice of failure to submit a balanced budget will be submitted to the LA.  <b>ACTION:</b> Complete the notice of failure to submit a balanced budget to the LA.</p> <p>b) Governors noted that whilst the school remains in a deficit position, the overall deficit has been reduced over the course of the three-year budget plan.</p> <p>c) The completion of the SFVS was discussed and the school and governors confirmed that work was underway to ensure completion in line with the deadline of 31.03.25. Approval delegated and this will be submitted by 31.04.25.</p> <p>d) Governors considered the proposed staffing structure for 2025-26. It was confirmed that there are no significant changes. One member of teaching staff is reducing their hours from full time to 0.9FTE after Easter and then a further reduction to 0.8FTE in September 2025.</p> <p>e) The Manual of Internal Financial Procedures (MIFP) was reviewed at the Resources Committee on 03.03.25. It was confirmed that a new template for the MIFP had been created by the school, and all references to outdated LA financial procedures have been removed to ensure accuracy. Governors <b>approved</b> the amended MIFP.</p> <p>f) It was confirmed that the FGB will be held prior to the budget submission deadline where an update will be provided on the 2025-26 budget position.</p> <p>g) Governors considered the funding for Pupil Premium pupils and the school</p>	<p><b>CD</b></p>

ITEM		ACTION
	confirmed that any changes to funding for the forthcoming academic year had not yet been released.	
9.	<p><b>PART ONE HEADTEACHER'S REPORT AND MATTERS ARISING</b></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> <p><u>Quality of Education</u></p> <p>The school confirmed that due to the timing of the meeting, there was no recent progress and attainment data to report on, with the last data analysis taking place at the end of the autumn term. Assessments will commence in the summer term which will include the EYFS end of stage data, Year 1 phonics check and Year 2 phonics check resits, the multiplication check for Year 4 and the Key Stage 2 SATs. The school confirmed that Year 2 will not complete the optional SATs.</p> <p>The school profile summary within the report was highlighted which demonstrates the differences in cohort numbers and the percentage each child represents. The importance of the data was emphasised due to the small numbers of pupils and the increased impact this has on data. Governors noted that the length of time a pupil has been in school also impact their progress.</p> <p><u>Personal Development</u></p> <p>CPD for staff has continued including a half day of training with the Diocese on developing the theological Christian vision within school which was a very useful session. The school continue to attend and participate in the Diocesan cluster meetings which are very beneficial. The Diocese is significant in size in terms of geographical coverage and the range of experience and sharing of resources is useful and enables the school to understand a range of settings. For example, a Headteacher from a school in the Wirral presented on how children in their setting struggle to access education and how the school cater for these pupils which was very inspiring.</p> <p><b>Q: Are the presentations from these meetings only for staff attending the cluster meetings or can they be shared with governors?</b></p> <p><b>A:</b> The school have asked the Diocese if this presentation can be shared and will confirm at the next cluster meeting if the information can be shared with governors.</p> <p>The school highlighted that the difference in areas and school types has been interesting to learn about particularly where there are grammar schools and maintained high schools because schools have to consider carefully how to attract pupils. Governors raised the subject of the lack of choice of high schools in the Wilmslow area. The potential for an 'all-through' school in the Handforth Garden Village was raised and it was confirmed that should this come to fruition it would not be for a significant period of time (15 years).</p> <p>Governors <b>queried</b> if consideration had been given to an additional high school in the area at some point in time. The school responded that historically, there were four sites but pupil numbers fell consistently over time and the decision was taken to consolidate the sites and the land was sold off. However, the issue arose because the live birth rate had not been forecast and therefore the current site had to undergo multiple extensions to accommodate pupils.</p> <p><b>Governor Comment:</b> The importance of transition is paramount particularly when pupils are moving from a small school to such a large high school.</p>	

ITEM		ACTION
	<p><b>Governor Comment:</b> Following Covid, the high school took the decision to have a Year 7 only area to aid transition and this was very successful. Changes were also made to the staffing structure. The school may revisit this arrangement as numbers continue to grow.</p> <p>The subject of income generation was raised for discussion. Governors were briefed on additional discussions as part of the LA deficit budget meeting which centred around income generation. This included initiatives such as the school managing their own catering and wraparound care provision which are in place. There are additional monies in the budget from the wraparound care provision which continues to be a successful income generating initiative. At the meeting, consideration was given to additional Early Years provision with the LA highlighting the shortage of nursery places for 3 and 4 year olds in the local area. Nursery grants are also increasing for two-year old provision and there are questions over the quality of provision at some private nurseries in the area. The school was briefed on a scenario under s.27 of the Education Act whereby the school could provide a maximum of 10 places for 3 and 4 year olds within school which would form a community service under s.27 of the Act. It was clarified that the school would not be legally extending the age range of the school.</p> <p>Feedback from parents and colleagues who are accessing provision for their own children is very positive for provision in school which is viewed as providing a head start and giving children continuity. Governors noted that pupils would not be guaranteed a place at the school but given the current falling birth rate, there is likely to be reduced competition for places.</p> <p>Should the school decide to pursue this proposal, there are three streams of funding that the school can apply for:</p> <ul style="list-style-type: none"> <li>• 3-year old grant from the free childcare initiative for working or non-working parents which would likely take the form of a financial contribution per pupil likely received from the DfE.</li> <li>• Additional funding available for new resources;</li> <li>• Additional funding for increased staffing ratios.</li> </ul> <p>The school have contacted the LA for details on the funding streams and specific figures and is awaiting a response.</p> <p>The school confirmed that they are supportive of the proposals and feel it provides increased stability in pupil numbers. Governors noted that the funding provided for nursery pupils would be at a reduced level to school age pupils. The school proposed that should the initiative go ahead this would function as a combined EY and Reception class and would be for 38 weeks of the year.</p> <p><b>Governor Comment:</b> Parents in the local area are very familiar with pre-school provision in schools so it is felt that this would be welcomed.</p> <p>The school confirmed that there are no material changes required in terms of formal communication with or approval from the DfE but support of the Board is required to be formally minuted. The school have also contacted the Diocese as approval would be required from them. LA approval is also required.</p> <p>NL confirmed that she had direct experience with a combined EY/Reception cohort in a different setting and this benefited pupils significantly.</p> <p>Governors <b>highlighted</b> that a preschool provision with pupils taught by a qualified</p>	



ITEM		ACTION
	<p>teacher would be seen very positively by parents and would be a beneficial marketing opportunity.</p> <p>The school confirmed that having a pre-school as part of the school will allow staff to make professional judgements about need on a case-by-case basis at the earliest opportunity to ensure progress.</p> <p>Governors raised the issue of parent awareness of the school through private nursery settings.</p> <p><b>Q: When the school flyers were issued to local nurseries, is there confirmation that they were distributed to prospective parents?</b>  <b>A:</b> This cannot be confirmed but the school can check with the nurseries.</p> <p>The school confirmed that there are genuine concerns about some private nurseries and the lack of action taken for pupils who demonstrate significant need upon joining Reception.</p> <p>Governors agreed that there is an unmet demand and community need to be fulfilled by the additional provision within school and the proposal is a very positive opportunity.</p> <p>Governors confirmed their in-principle support for the proposals but requested that the additional information on the finances be obtained to allow thorough due diligence of the proposals to be completed. Governors <b>approved</b> the proposal for 10 EY 3-4 year old places within school subject to satisfactory financial due diligence.  <b>ACTION:</b> Circulate the financial data for the proposed 3-4 year old provision for review by governors.</p> <p><b>Q: Does the school have enough time to complete the work and implement the proposal for September 2025?</b>  <b>A:</b> Yes. There is a two-month notice period at most private settings.</p> <p>Governors gave consideration to how the proposal could be marketed at minimal cost. In terms of marketing, once the key messages in terms of selling points to parents have been agreed, it was agreed that social media would be a positive marketing opportunity. The website could also have a banner put in place to advertise the new provision along with a physical banner on the school building facing the main road.</p> <p><b>Q: In terms of staffing, will additional staff be required given the reduced age of pupils within the class and how would this be managed?</b>  <b>A:</b> An additional staff member would need to be employed which may be a HLTA who would be qualified to teach small groups. There would be a class teacher who would teach the class to a carousel of activities. Ratios state that a teacher can have 30 pupils without support. The current staff structure supports the proposal with one additional member of staff. The pupil admission number (PAN) for Reception is 19 which means that should Reception achieve PAN, there would still be capacity for the 10 EY places.</p> <p>Governors <b>challenged</b> that it will be important to manage the perception of a class of 19 changing to a class of 29 for prospective parents. It was countered that private nursery settings do not have staff who are qualified teachers which may counter any negative perceptions of the size of the class.</p>	CD

ITEM		ACTION
	<p>The school confirmed that in nursery settings, a degree qualification is not required to teach Early Years.</p> <p><b>Governor Comment:</b> Parents are likely to be supportive of the provision but it must be made clear that attendance at the pre-school does not guarantee a place in Reception class.</p> <p><b>ACTION:</b> SP, CD and SF to meet to discuss a communication and marketing strategy for the proposed EY provision.</p> <p><u>Attendance</u> All data is now recorded on Insights which is an online data system. The overall attendance rate to date is 95.4% compared to the national rate of 94.8%. Governors noted that this is a slight reduction from the autumn term as winter illnesses have impacted data.</p> <p><b>Q: Does the online system track lateness?</b> <b>A:</b> Yes, if a pupil arrives after 9am, they are marked as late in the register and this impacts attendance.</p>	<p><b>SP, CD, SF</b></p>
10.	<p><b>SCHOOL DEVELOPMENT PLAN</b> An update on the progress of the School Development Plan (SDP) (approved on 13.11.24 at FGB) was provided as follows: Governors noted that a significant part of the SDP relates to curriculum areas which is different to previous years. Work is continuing on the embedding of the Little Wandle phonics programme. The school has also purchased and is implementing the use of additional fluency materials from the White Rose maths scheme. The oracy project also remains a focus along with behaviour.</p> <p><u>Phonics</u> Governors were briefed on the ongoing work following the purchase of the Little Wandle phonics scheme. Staff led an INSET day on the package and available resources. Governors were shown the online resources available to staff during the meeting and it was confirmed that there is a range of ordered and progressive work available for pupils.</p> <p>There is also a rapid catch-up intervention programme and resources available aimed at pupils who did not pass the Year 1 phonics check or other pupils who have been identified as not fully secure in their phonics knowledge. Daily 'keep-up' sessions are held for pupils where required and the work can be tailored to individual needs.</p> <p>Once pupils are able to read 60 words per minute, fluency books are introduced. This generally takes place in Years 2 and 3 and provides additional structure to the reading programme in place.</p> <p>Anonymised phonics assessments were shown to governors, and it was noted that following assessments, additional input on areas of concerns is provided. All assessments are recorded online and where areas are flagged for intervention, the system identifies resources to utilise. This system is in place for younger pupils, and it is anticipated that, following the embedding of the programme, only exceptional cases of older pupils will still require support beyond Year 3.</p> <p>The school confirmed that initially, there was scepticism about the government requirement for all schools to select one of 8 schemes and it has been expensive to purchase all the required resources. However, the impact has been very positive and</p>	



ITEM		ACTION
	<p>the school are very impressed with the resources, training and outcomes for pupils. Reading fluency is also assessed throughout school and progression can be seen for the majority of year groups in school. Year 4 is the exception to this with a high needs cohort.</p> <p><b>Q: Can children access any online resources?</b>  <b>A:</b> Hard copy books are provided, there are no audio options available. The books are pitched well and engaging for pupils. All staff have access to the online resources for teaching.</p> <p><b>Q: Do children take the books home?</b>  <b>A:</b> Yes, books are taken home and children undertake the process of reading the book three times and logging their reads in a home reading record.</p> <p><b>Q: Does the scheme require parental engagement?</b>  <b>A:</b> Yes, without parental engagement, progression may be impacted. However, the school acknowledge that there will be children who do not have this support.</p> <p><b>Governor Comment:</b> The quality of the resources and clarity of assessments are excellent.</p> <p><u>Maths</u>  A discrepancy in results was identified in 2023-24 with a group of children scoring just under the required mark for expected achievement. This was attributed to a lack of confidence in test situations and most commonly occurred on the arithmetic paper. As a result, the school have explored the support resources available. The school already utilise the White Rose maths programme but have now subscribed to the Teaching Assistant Hub for additional support resources. These have been beneficial for pupils particularly those who require an element of pre-teaching before commencing a new topic. Fluency resources are also available which is a structured teaching programme that develops pupil's confidence.</p> <p><b>Q: What form does the additional input take?</b>  <b>A:</b> These are screen based 'one-minute' sessions with direct teacher input then pupils work out of books for the main lesson.</p> <p>The school highlighted that they have been impressed with the planning preparation changes made by White Rose this academic year. The pace of progression through content has been reduced to allow additional time to embed concepts. There is also an increased amount of repetition and revisiting of topics to ensure that pupils are retaining prior learning.</p> <p><b>Governor Comment:</b> The subscription packages the school are utilising provide better value than the previous textbook approach.</p> <p>Governors thanked the school for providing an introduction to the resources available.</p> <p>The school confirmed that a subscription to an online resource called Times Table Rock Stars (TTRS) has been purchased to further support arithmetic fluency. This resource is aimed at Key Stage 2 pupils with Key Stage 1 pupils having access to an alternative programme called Numbots. This is a package that pupils access at home and is set as homework for 20 mins a week with children encourage to undertake a small amount every day. There are records provided on access and performance. This new package has been very popular with pupils.</p>	

ITEM		ACTION
	<p><u>Voice 21 Oracy Project</u> The school are in the first year of this project which is aimed at improving pupils' spoken language skills. A survey was undertaken, and the school are now responding to this in terms of identified areas for development for staff and pupils. For example, conversation skills have been recognised as an area for development. When the programme has been completed, the skills and structures for language use will be utilised in all areas of the curriculum in terms of how children communicate issues and listen to each other.</p> <p>There are a mixture of primary and secondary schools taking part in the project. Governors noted that most learning takes place through oracy, so these skills are fundamental for pupils progress and development.</p> <p><b><i>MW left the meeting at 8:15pm</i></b></p> <p><u>Behaviour</u> There has been an increased use of visual prompts for pupils with additional needs and teaching assistants have been reassigned to deal with more challenging behaviours when required. Part time timetables (transitional timetables) have also been put in place for a small number of pupils who are struggling to cope with full time education. In these cases, there will be a slow increase in timetable which will be closely monitored.</p> <p><b>Q: Has the behaviour in the Reception class improved?</b> <b>A:</b> Yes, there have been improvements noted recently following the actions taken by the school. The cohort are a very young cohort so there is context to behaviour.</p> <p><b>Q: Does the summer born issue track throughout the primary phase?</b> <b>A:</b> In some cases it does but in Year 4 for example, the issues are more related to need rather than age. However, summer born and additional need can have a double impact because there have been previous summer born cohorts with no SEND and no additional behaviour issues.</p>	
11.	<p><b>STRATEGIC GOVERNANCE – ORGANISATIONAL ARRANGEMENTS AND CLERKING ARRANGEMENTS FOR 2025/26</b> Governors discussed the clerking requirements for 2025-26. Governors <b>approved</b> the buy-back of clerking services for three FGB meetings as per the current structure.</p>	
12.	<p><b>DIRECTOR'S REPORT</b> Governors confirmed receipt of the spring term Director's report and provided positive feedback on the revised structure of the report.</p>	
13.	<p><b>GOVERNOR DEVELOPMENT AND TRAINING</b></p> <p>a) The following updates on training were provided:</p> <ul style="list-style-type: none"> <li>• SF has completed all mandatory training relating to safeguarding and Prevent.</li> <li>• SP has completed the digital monitoring course through Cheshire East and recommended this course to other governors.</li> <li>• SP has also undertaken training on the purpose of governor visits.</li> <li>• AF undertook complaints training this week and highlighted the importance of having an effective policy in place which is carefully followed.</li> </ul> <p>b) It was confirmed that a skills audit for 2024-25 is currently underway and results would be shared at a later date.</p> <p><b>ACTION:</b> Add review of skills audit results to the next FGB agenda.</p>	Clerk
14.	<p><b>SCHOOL POLICIES</b> The following policies had been circulated to governors prior to the meeting for review:</p>	



ITEM		ACTION
	a) Pay Policy for Teachers b) Whistleblowing Policy c) Critical Incident Management Plan 2025 Governors <b>approved</b> the above-listed policies a) to c).	
15.	<b>MEETINGS</b> The next FGB meeting to be held during 2024-25 was confirmed as: • Wednesday 18 <sup>th</sup> June 2025	
16.	<b>ANY OTHER BUSINESS</b> Governors <b>queried</b> if the training days for September 2025 had been scheduled. The school confirmed that governor training will be coordinated with the mandatory training requirements for the school. Governors <b>requested</b> that these dates be set as far in advance as possible. <b>ACTION:</b> Issue governor training dates for September 2025 to governors once confirmed.	<b>CD</b>
17.	<b>IMPACT STATEMENT</b> Governors helped to move the school forward in the following ways during this meeting: <ul style="list-style-type: none"> <li>• The financial position of the school was discussed and with an action taken for the school to submit a notice of failure to submit a balanced budget.</li> <li>• Income generating initiatives were considered with governors approving, in principle, the proposal to provide additional EY places as part of a combined EY/Reception cohort.</li> <li>• Governors proposed marketing strategies to promote the additional EY provision with an action taken to develop this following the meeting and financial due diligence completion.</li> <li>• Policies were reviewed and approved in line with school review cycles.</li> </ul>	

The meeting moved to Part 2.

.....Chair

.....Date