



ST KATHERINE’S SCHOOL AND NURSERY

PUBLIC MINUTES FOR THE TERM 6 2024/2025 MEETING OF THE LGB HELD ON MONDAY 7th JULY 2025

Governors present at the LGB meeting held on 6th October 2025 approved these minutes as a true and accurate record, and signed on Governor Hub electronically

PRESENT

Carina Cuddington(CC) – Co-opted Governor (Chair)	Ray Lang (RL) - Headteacher
Laura Payne (LP) - Co-opted Governor	Adrien Booth (AB) – Parent Governor
Holly Ashton (HA) – Staff Governor	Sarah Aikenhead (SA) - Associate Governor
Caroline Loveland (CL) - Associate Governor	

IN ATTENDANCE

Andy Lacey (AL) Governance Professional	Chris Ireland (CI) -Science Lead (part)
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PART A – PUBLIC MINUTES

1. WELCOME AND APOLOGIES FOR ABSENCE *(led by Chair)*

1.1 Welcome: CC welcomed all to the meeting.

It was noted that CL had been appointed as an Associate Governor.

1.2 Apologies: Apologies were received and accepted from Sarah Mulock (SM).

1.3 Quorum: The meeting was confirmed as quorate.

2. DECLARATIONS OF INTEREST *(led by Chair)*

2.1 Governors were given the opportunity to declare any interests against the agenda to which none were declared. There were no updates to declarations.

3. MINUTES FROM THE PREVIOUS MINUTES *(Led by Chair)*

3.1 Approval of Minutes: Governors approved the public minutes of the meeting held on 12th May 2025 subject to one amendment. Paragraph 5.3.5 the word ‘where’ to read ‘were’. The confidential minutes were approved without amendment.

ACTION: AL to publish the approved minutes.

3.2 Actions: Actions from previous meetings were noted as either complete or included as items for discussion on the agenda.

4. ANY OTHER URGENT BUSINESS NOT ON THE AGENDA

4.1 There was no other urgent business.

5. SCHOOL STRATEGIC MATTERS

5.1 Science – update from Chris Ireland (CI), subject lead

CI informed governors that she became the science lead in September 2024. Her primary focus had been to ensure teaching and learning was linked to the curriculum and focused on what was required, and to support the development of teacher assessment, so that it was consistently implemented across the school.

An exciting and engaging science week had been organised to provide a whole school focus on the subject, which centred on evolution, change and adaptation, which was based on Darwin's research. There was a lot of age-related practical demonstrations and experiments to ensure it was suitable for Year R through to Year 6.

Pupil and staff feedback was very positive, and the children were highly engaged and enjoyed the experiments.

RL advised that the plan for next academic year is to identify strengths to build on, review pupils books to assess the impact of teaching and learning, especially in relation to an increased understanding to science knowledge and key vocabulary.

CC asked if it would be a good subject for governor monitoring next year? RL confirm that it would form part of a broader objective in the SIP.

CI said that an objective was to further develop the delivery of the curriculum so that it was more practical. It has previously been stripped back to provide a basic learning need. Support would be provided to teachers to help bring the subject to life in an engaging way, without losing the core content.

RL advised that assessment was important as the outcomes and results will inform teachers what to focus on.

RL thanked CI for coming along to the LGB and providing an overview of what she had been taking forward.

CI left the meeting at 1725.

5.3 Headteacher's Report

RL provided governors with a summary of his HT's report focusing on the following key issues:

5.3.1 Mobility

The school continues to experience challenges associated with pupil mobility. Since September 2024, there had been 65 in-year admissions with 33 pupils leaving the school. Year 4 had seen significant pupil migration, which had an adverse impact on attainment levels compared to targets as transition has tended to see lower achieving pupils joining the school.

Of the 33 leavers, only 1 was linked to individual circumstances that suggested the school may not be the best fit for the pupil at that time. The rest were due to either moving out of the area, or due to there being a shortage of primary places in Maidstone and pupils were joining StK's for short periods until a place became available at their local school.

5.3.2 Attendance

Overall attendance remained at 94.2%, which is slightly below the national average of 94.8%, and above that compared to the same period last year 94.1%). RL said everything possible continues to be done to improve attendance, however figures are being affected due to lateness, which if after the cut off time is classed as absent. RL informed governors that there is an action plan to reduce lateness.

CC commented that the data provided helps to explain the challenges regarding attendance, and governors are aware all is being done to manage such.

5.3.3 Behaviour

RL highlighted that behaviour is generally outstanding, and as a result of better engagement with pupils and parents, there has been a reduction in the number of suspensions. However, for the first time it had been necessary to exclude a nursery child.

Governors noted that 44% of suspensions related to children that had joined the school within the last two years.

5.3.4 Personal Development and enrichment

RL informed governors that he had been challenged by a parent regarding how pupils are selected to use the Forest School. Presently, EYFS and KS1, bespoke vulnerable groups and Year 6 pupils are timetabled to access the area. CL added that all pupils will have access as they move through the school i.e. those in Years 2 – 5 when they are in Year 6. RL advised that the school are seeing how they can increase access to the Forest School.

LP asked if there was any data on the number of clubs offered by the school and how many children participated? RL did not have the data too hand but in response to feedback from the pupil / parent surveys

several new clubs had been set up, which are run by both school staff and parents. He also drew the governors attention to the club analysis that Miss Aikenhead performs on a termly basis.

RL said that the school was fortunate to have such a pro-active and supportive PTA who raise significant funds through innovative activities and events that go a long way to facilitate the breadth and depth of enrichment activities and clubs available to pupils.

5.3.5 Staff absence

RL informed governors that staff absence is well managed – cover is arranged where needed, staff welfare is a priority with return to work meetings, and where it relates to long term teacher absence there is clear communication with parents.

5.3.6 Data

RL advised governors that the SATS data would be available from Tuesday 8th July. RL provided governors with a verbal update on the emerging data saying that early indications offer no surprises with some outcomes lower than the national average, as expected, which were expected. However, both phonics outcomes and Year 4 MTC outcomes were above the projected national outcomes, which should be celebrated.

There were also areas such as Year 5 maths outcomes that showed very good progress in the summer term, as a result of the rapid improve plans that had been implemented.

Year 4 outcomes were lower due to the impact of in-year pupil mobility, and plans were being put in place to focus on their teaching and learning to fill their knowledge gaps.

5.3.7 Governor Monitoring

- Governors noted the report following the governor visit to observe how culture and diversity are incorporated into teaching and learning.
- Verbal feedback was provided following the immersion day on 30th June when CC, LP and SM visited the school to look at maths teaching and learning. The report will be made available to governors when finalised. RL said that due to staff absence, governors did not see all that had been planned for their visit. CC felt that the monitoring was very productive, and LP said that she observed a good level of teaching and learning.

5.3.8 Other Matters

SEE CONFIDENTIAL MINUTES

RL was pleased to inform governors that the school had retained its Platinum School Games Award, which reflected the high-quality PE provided, including the work in promoting healthy lifestyles. In addition, the StKaths was the first school in Kent to receive the Young Carers Awards.

6. SCHOOL SPECIFIC POLICIES

6.1 Governors received the following policies for review:

- Young Carers Policy – ratified changes agreed via email
- Attendance, Lockdown, Emergency Evacuation, Behaviour and School Uniform - approved
- Minibus Policy was deferred to T1.

ACTION: AL to note minibus policy for T1 agenda

7. FINANCE UPDATES

7.1 May 2025 Management Accounts

CC provided governors with an update on the current financial year projected out-turn. In summary, there were no surprises as the plans included for an in-year deficit, which will be met from reserves. CC advised that the school had significant reserves – 24% of income compared to target of 5%.

7.2 2025/26 Budget

CC informed governors that both next and the following years' budgets were challenging as funding was flat, and income was falling due to reducing pupil numbers following reduction in PAN.

Fortunately, StK has significant levels of reserves that will fund the budget deficits for the three years, and also enable investment to support the SIP such as extending the additional Year 5 teaching resource (additional intervention teacher), and increase PPA time for teachers to facilitate staff training and development.

8. SAFEGUARDING, HEALTH & SAFETY AND ACCESSIBILITY MATTERS

8.1 Safeguarding

RL informed Governors that there had been a second LADO query, which had been submitted since providing his HT report for the meeting. The latest enquiry is ongoing but he hoped the matter would be resolved in the next day or so.

8.2 Health and Safety

Governors noted that there had been two accidents during term 6 that required RIDDOR reports to be submitted. Actions have been put in place as necessary.

RL informed governors that the termly H&S Audit (report included with the meeting papers) did not highlight anything of concern or urgent. CC commented that actions were reported as being completed in a timely manner.

9. Any Other School Matters

9.1 FAW contract

RL informed governors that the agreement for FAW to use three classrooms will continue for 2025/26. FAW had wanted use of a fourth classroom. RL had refused the request as there were plans to make use of such next academic year for interventions, but that there is a possibility an additional room would be available from 2026/27.

CL provided an overview of the intervention proposals advising that LSA resources were going to establish an internal provision to provide support for a small group of Year R with complex needs. The Year R pupils are those who are not ready to go into a formal learning environment and require highly personalised teaching and learning

CC asked if the provision could be offered to a wider age group, and how would the provision be resourced?

CL advised that only those pupils with agreed and identified needs would be taught in the provision as it was not seen as a place where teachers could simply send children. The provision would be staffed by LSAs with oversight by CL. **CC questioned whether LSAs would be sufficiently experienced to deliver teaching and learning in the provision?** RL advised that they would as the pupils are those who need close support and make small steps of progress, which can be clearly identified and tracked.

HA asked if the pupils in the provision had an EHCP, which stated the appropriate school environment for their teaching? CL advised that they would not necessarily have an EHCP but a mainstream school was not a suitable environment for these pupils. CL added that the plan was to trial the provision for a year, and then seek HNF via the new community-based arrangements. CC added that CPS were trialling a similar arrangement and had established an in-school provision for a group of Year 3 pupils.

CL said that she had visited a local primary school that had a similar provision to see how they had established and managed such.

LP asked if the provision would impact on the availability of resources for the rest of EYFS and Year 1? CL advised that it would but this would be mitigated as EYFS reduced from 3 to 2 classes and, she had set aside some SEN budget to support the provision.

AB asked if the EYFS pupils being taught in the provision would release spaces within the mainstream classes?

RL advised that no places would be freed up as the children would still be on the school roll, and the aim is to integrate them into class whenever possible for some activities.

LP asked would HNF would be available to resource the provision? CL advised that not for the first year, but the plan was to apply for such the following year as the trial would provide a case study on which to make the case. CC said that the new HNF arrangements were looking to schools to develop innovative ways of utilising funding to provide support to groups of pupils, and moving away from 1-2-1 support.

9.2 PE and Sports Premium report to the DfE

RL informed governors that the DfE submission would be completed on time but the new online arrangements required a different way of reporting. RL provided the governors with summary of the DfE requirements, offering to provide further information to the LGB should they require such.

ACTION: Publish and submit PE and Sports Premium report

9. TRUST MATTERS AND POLICIES

9.1 **Governors noted** the minutes of the T5 Trust Board meeting and the policies that had been approved.

10. ANY OTHER GOVERNANCE MATTERS

10.1 CC informed governors that this would be her last meeting as both Chair and a member of the LGB. RL thanked CC for her support to both himself and the school, saying that she will be sorely missed.

SEE CONFIDENTIAL MINUTES

10.2 It was noted that all Governors would be required to complete cyber security training during T1. This was to comply with a requirement of the insurance provided RPA. AL will be sending details to Governors at the start of Term 1.

12. CONFIDENTIALITY

12.1 Governors confirmed that paragraphs 5.8 (part) and 10.1 (part) would be recorded as confidential.

13. CLOSING REMARKS

13.1 **Dates of next meeting:** The 2025/26 Governance calendar will be available for the T6 LGB meeting. All to be held at St Katherine's School commencing at 1700.

13.2 **Other Dates:** Dance for Culture Day – Thursday 17th July 2025. It was noted that dates for 2025/26 Immersion days need to be set.

13.3 **Meeting close:** The meeting concluded at 18:45 and CC thanked all parties for their attendance and contribution.