



Minutes of Governing Board (GB) Meeting 50

Held on Thursday 26th May 2022

At St Mary's Hampton CE Primary School, Oldfield Road, Hampton, TW12 5HP

Present:

Governor Category	Name	Additional Information	End of Term
Principal	Matthew White (MW)	Headteacher	
St Mary's Hampton PCC (7)	Revd. Ben Lovell (BL)	Chair of Governors; Vicar, St Mary's Hampton Church	Ex-officio
	Hilary Hart (HH)		1 April 2024
	Timothy Stephens (TS)		25 Nov 2024
	David Western (DW)		1 Dec 2025
	Andrew Parish (AP)	Chair, Resources	26 May 2026
Parent (2)	Alexandra Elwood (AE)		18 Apr 2026
LDBS (1)	Nicholas Woods (NW)	Vice Chair, T&L	24 Feb 2024
Co-opted (3)	Paul Adams (PA)		10 July 2023
	Sophie Tait (ST)	Chair, P&P	10 July 2023
Staff (1)	Alana Rowlandson (AR)	Year 6 Teacher	22 Nov 2024

Also Attended: Clare Struthers (Clerk to Governors)

Apologies: Paul Jeanes (PJ; PCC-nominated; 1 December 2025)
Jennifer Walker (JW; Co-opted Governor; 14 July 2025)
Robert Hodges (RH; Associate; 31 August 2021)
Benjamin Opoku (BO; Parent Governor; 8 November 2024)

Minute	Discussion & Decisions
574	BL welcomed everyone to the meeting at 7.32 pm, in particular AE with this being her first FGB, and opened with a prayer.
575	BL said that apologies for absence had been RECEIVED from PJ, JW, RH and BO, all of which were due to work commitments. The board ACCEPTED the apologies.
576	Governors CONFIRMED there were no declarations of Interest relevant to the matters for discussion.
577a	Previous meeting held on 31st March 2022 Minutes of the previous meeting Decision: All governors present at the March meeting AGREED, by a show of hands vote, that the minutes were a TRUE and ACCURATE record of that meeting. BL signed the minutes after the meeting.
577b	BL said that the matters arising from the previous meeting had been included with the relevant agenda items.
578	Any Other Business Items to be considered at the End of the Meeting: None were raised.
	Governance
579a	'Opportunity for All' – vision for 2030 BL said that himself and MW were attending the workshop being facilitated by the LDBS to gain school's feedback on the London Diocese response to the White Paper. BL said that this would

	<p>be an initial opportunity for feedback on significant points to consider, such as whether each MAT should consist of only church schools or schools local to each other.</p> <p>BL said that the MAT structure would provide opportunities to achieve economies of scale, as well as more defined career paths potentially providing enhanced progression opportunities for staff.</p> <p>A governor asked how being part of a MAT would affect the governance arrangements.</p> <p>CS said that the current board would become the local academy committee (LAC) that would report to the trust board. There would be a LAC for each of the schools in the MAT, which would function in line with the scheme of delegation. CS said that, for example, the school's budget would be recommended by the LAC to the trust board for approval. CS said that regarding the school's policies there would likely be model trust policies that the school would adopt.</p> <p style="text-align: right;">ACTION BL/MW: feedback from workshop – July FGB</p>
579b	<p>SDP Priority: To clearly define the mission, vision, values & strategy of the school and communicate these appropriately to all stakeholders</p> <p>BL THANKED RH for coordinating the feedback received through the wide consultation process from various stakeholders to date.</p> <p>BL explained that the three values, faith, hope and love expressed in the vision and mission statements stemmed from the biblical passage, 1 Corinthians 13; the meaning of which was that a good Christian community was one that used its resources for the benefit of everyone, including, in terms of St Mary's school, future pupils. BL explained that with:</p> <ul style="list-style-type: none">• Faith, members of the school community would grow in a healthy way;• Hope, the members of the community believed that tomorrow would be better than yesterday,• Love, everyone in the school's community would care about the needs of others. <p>BL said that the statements defining these three values were linked to Paul's letter to the Galatians, in which a set of nine Fruits of the Spirit are said to define a Christian character: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.</p> <p>A governor said that this background to the vision and mission statements was very insightful in understanding their roots, and in the absence of this biblical context, the vision felt diluted, its roots in the Christian faith were unclear, and its wording was not sufficiently distinctive to St Mary's school.</p> <p>BL said that the statement circulated with the papers was draft; the final vision and mission statement should include definitions of faith, hope and love in the context of St Mary's, as this was central to communicating the foundation of the vision statement. Essentially, they would be three deep-rooted values that were the three guiding principles of every decision made by the school and governing board. In the event that a decision did not support the values, the school and governing board should question whether it was the right decision to make.</p> <p>BL said that therefore the values would in future guide the agenda structure for meetings: items discussed would be considered against, for example, 'how are we being a school of love?'</p> <p>A governor suggested that 'in' was replaced by 'with' in the vision statement, so that it read: 'flourishing with faith, hope and love'.</p>

	<p>Governors discussed the mission statement: <i>‘to create a safe, loving and nurturing school community, where everyone flourishes in mind, body and spirit’</i>.</p> <p>A governor suggested that if ‘school’ was removed, the statement could apply to any type of business, therefore the statement should include wording to tailor the statement to the school setting in terms of education and delivering for the children attending St Mary’s.</p> <p>A governor added that there should be more reference to teaching and learning in the statements defining the values, currently of the twelve statements only one referred to teaching and learning.</p> <p>A governor asked whether the staff team had contributed to the consultation process. MW CONFIRMED.</p> <p>A governor pointed out the importance of the vision and mission statement being applicable for different uses. For example, consideration should be given to the information prospective parents and pupils would wish to glean from the vision and mission and should capture everything that makes St Mary’s unique, providing a snapshot of the school.</p> <p>Governors AGREED the draft vision/mission statement should be shared with both current and potential prospective parents to gain feedback on the wording; for the latter, parents/carers attending Oasis (St Mary’s church group for pre-school children) was a readily available group.</p> <p>A governor suggested that the vision, mission and values would form a useful benchmark should the school have a choice in the MAT that it joined as a result of The White Paper (minute 579a).</p> <p>BL REITERATED the board’s THANKS to RH and MW for having drafted the vision/mission statement from which a very worthwhile discussion had identified that incorporating the following into the wording would further enhance its scope and meaning:</p> <ul style="list-style-type: none"> • Explicitly refer to St Mary’s being a church school • More reference to teaching and learning • Values should be defined; what do faith, hope and love mean at St Mary’s? • SMART definitions of the values • Does the vision/mission statement serve different uses? • Include reference to the impact of attendance on learning (see minute 580d) • Having finalised the wording, seek advice from a volunteer graphic designer for the presentation style. <p style="text-align: right;">ACTION MW/RH: update vision/mission statement wording – seek feedback parents/prospective parents</p> <p style="text-align: right;">ACTION MW: five-year strategy – summer 2 FGB</p> <p style="text-align: right;">ACTION MW: 2022-23 SDP – summer 2 FGB</p>
579c	<p>(565b) Uniform Policy Review: MW said that the number of branded items had been reviewed, with the outcome being to make it optional for children to wear the branded polo shirt. MW said that Helen Vernon (HV, school business manager) was researching alternative providers.</p> <p style="text-align: right;">ACTION MW: alternative uniform providers – report with cost analysis– July FGB</p>

	<p>A governor asked whether parents could receive any support to purchase uniform. MW said that this was through the second-hand uniform sale, which many families utilised.</p> <p>A governor asked whether there were parents who struggled to pay for school trips. MW said that a good benchmark for this was Pupil Premium; families in receipt of pupil premium would be offered support with paying for school trips.</p> <p>A governor suggested that as the school had priced the uniform in the policy, the avenues of support should also be detailed in the policy. ACTION MW: update policy – avenues for support – July FGB</p> <p>BL summarised the governors discussion: the board had expressed their concern regarding the impact of the general cost of living increase on families and had asked the school to proactively signpost parents to all avenues of help, including, for example, the Hampton Fund for assistance with the Year 6 residential trip and school uniform grant for moving to secondary school. ACTION MW: uniform review– cost analysis – alternative providers - summer 2 FGB</p>
579d	<p>AfC’s Review of the School’s Procedures to handle Parental Confrontation</p> <p>MW said that that the review had been holistic through its consultation with all stakeholders and review of all relevant documentation, and the outcomes were helpful; positive feedback on the school’s effective practice had been provided, along with insightful and useful recommendations. MW said receiving independent feedback was welcomed.</p> <p>MW said that the recommendations would start to be implemented during the remainder of the summer term, with a significant reset of the school’s expectations for the start of the new academic year. MW said that one of the main outcomes was for the school’s policies to be streamlined, in order that the expectations and ways in which the school wished to engage with the community were clearly communicated. MW said that the pandemic had impacted the school’s communication and implementation of some policies; the new academic year would be the opportunity to reset the expectations in terms of ensuring dynamics were appropriate and respectful.</p> <p>Governors stressed the importance of MW and the team acknowledging the positive feedback from the review; there were significant elements of the school’s practice that had been recognised as positive. MW THANKED governors for this acknowledgement.</p> <p>A governor noted that 90% of interaction between staff and parents was currently via email and asked whether this contributed to interactions being less respectful and productive. MW said that there had been occasions when strong and hurtful language had been used in emails. MW said that the school was considering increasing the opportunity for more personal interaction between teaching staff and parents to enable more effective relationships to be established. MW said that returning to the practice of parents bringing their children to the classroom door each morning would support this aim. AR said that this personal interaction would be beneficial for both parties. AR said that this did, however, need to be carefully managed by the staff in the classroom, as time at the start of the</p>


	<p>school day was limited to ensure children were appropriately settled into the classroom and prepared for learning.</p> <p>Governors acknowledged that such less productive interactions were a society-wide and school-wide issue, which didn't make them any easier to manage, but should importantly not be seen as unique to St Mary's.</p> <p>MW said that, as communicated through the LDBS newsletter, incidents of specific examples from headteachers across the diocese were being collated in order to enlighten the DfE of this unfortunate, prevalent practice.</p> <p style="text-align: right;">ACTION MW: review relevant policies – update to July FGB on action plan</p>
579e	<p>Governors NOTED that the presentation slides from AfC's 'How to Handle Difficult Situations & Conversations' training event were saved on Governor Hub for reference.</p>
579f	<p>CS said that JW had advised there was not an update on whether the PTFA was able to Support the Purchase of an Item for the Staffroom.</p> <p style="text-align: right;">ACTION JW: PTFA – staffroom item? summer 2 FGB</p>
579g	<p>Governor Roles / Categories</p>
579g.1	<p>Committee Membership: BL said that with AE's special educational needs teaching experience the PROPOSAL was that she should join both the Personnel & Pastoral (P&P) and the Teaching & Learning (T&L) committees.</p> <p>Decision: Governors AGREED AE's membership of P&P and T&L with immediate effect by a show of hands vote.</p>
579g.2	<p>Health & Safety Link Governor: In reply to BL's request for nominations, HH NOMINATED herself.</p> <p>Decision: Governors THANKED HH for her nomination, which was AGREED by a show of hands vote.</p>
579g.3	<p>Second SEND Link Governor</p> <p>Decision: Governors AGREED it would be worthwhile AE working with HH in this role, to achieve effective succession planning.</p>
579g.4	<p>PCC-Nominated Governor:</p> <p>BL said that St Mary's Hampton PCC had nominated AP.</p> <p>Decision: Governors UNANIMOUSLY APPOINTED AP as a governor, by a show of hands vote, for a four-year term of office with immediate effect. Governors AGREED that AP should continue to be the Chair of the Resources Committee.</p>
579g.5	<p>BL THANKED governors for fulfilling their roles effectively, this was appreciated and was helping to build a strong board, but this did require regular attendance at governors' meetings. BL referred governors to the email circulated to the board recently regarding attendance, explaining that while it was understandable for unforeseen circumstances to disrupt attendance at a meeting, this should be the exception. BL said that with everyone contributing to the discussions the best outcomes for the pupils at St Mary's would be achieved.</p>

Committee Updates	
580a.1	<p>Personnel & Pastoral: Summer Term Meeting</p> <p>ST said that the main points of discussion were the SDP targets for which herself and RH had conducted a school visit; ST said that this demonstrated there was lots of positive practice for the school to celebrate, despite the challenges being faced.</p>
580a.2	<p>(MA567a) Safeguarding Audit by Link Governor</p> <p>MW said that PJ had conducted a very thorough audit based on the AfC template. MW said that the broad outcome was that the school was compliant, but there would likely be some recommendations to enhance the school’s practice and procedures.</p> <p style="text-align: right;">ACTION PJ: Safeguarding Audit Report – July FGB</p>
580a.3	<p>Single Central Register Monitoring Report</p> <p>A governor noted that for supply staff all aspects of monitoring had been coded ‘red’ and asked whether the school was dependent upon the agency to conduct the necessary checks. MW CONFIRMED and said that most supply staff were long-term placements with the school.</p> <p>A governor asked whether for the uncontracted long-term staff that were working with the school through an agency, the school assumed or was assured the agency had conducted the necessary vetting procedures. MW said that the school worked with a trusted supply agency and was assured the necessary vetting procedures were conducted. MW said that a record should be retained in the Single Central Register.</p> <p>A governor NOTED that volunteers were coded ‘red’ across all categories of the monitoring, which was concerning and said that an action plan should be shared with the board to outline the school’s approach to achieve ‘amber’ and subsequently ‘green’ in all areas of monitoring. BL pointed out that enhanced DBS (disclosure and barring service) checks could only be conducted on those who performed regulated activity, which did not include volunteers.</p> <p>MW said that volunteers worked at lunchtime and were never left unsupervised with children. Governors were reassured to know operational safeguards were in place in terms of volunteers who worked with the school, as their contribution to the operational functioning of the school was valued and suggested that the school’s procedures were outlined in a working document. ACTION MW: safeguarding procedures – volunteers – working document – summer 2</p> <p>A governor asked whether the relevant policies were enforced, such as safeguarding and safer recruitment, but the admin of keeping the SCR up-to-date had not been maintained. MW CONFIRMED and said that the admin backlog had been impacted by two changes in school business manager in the past two years, as well as the global pandemic.</p> <p>BL THANKED Helen Vernon (School Business Manager) for preparing the report and for her efforts in updating the SCR, noting the importance of giving the task its justified priority in order to achieve a completed record in all areas as soon as was practicable. ACTION MW: Action Plan – to achieve ‘green’ coding in all monitoring areas – July FGB ACTION MW: SCR Monitoring Report – July FGB</p>
580b	<p>BL NOTED that KCSIE (Keeping Children Safe in Education) effective from September 2022 had been published; governors were encouraged to read the changes in preparation for the start of</p>

	the new academic year.
580c	<p>Policies:</p> <ul style="list-style-type: none">• Safeguarding & Child Protection BL said that the updates to the policy were purely to update the names of the safeguarding link governors, the governor for Looked After Children and the list of relevant policies.• Complaints BL said that the update was to harmonise the quoted time period for a stage one investigation, as thirty days.• Children with Health Needs who Cannot Attend School <p>Decision: Governors AGREED the Safeguarding and Child Protection, Complaints and Children with Health Needs who Cannot Attend School Policies by a show of hands vote.</p>
580d	<p>DfE Attendance Guidance</p> <p>MW said that since the onset of the pandemic in March 2020, children’s attendance had been a challenge. MW said that there was now far less resilience in terms of illness or children overcoming the mind set of ‘not wanting’ to come to school. MW said that for the start of the new academic year, there would be a focus on building back resilience in the school community.</p> <p>MW said that the school’s overall attendance was currently 93%, slightly lower than pre-pandemic levels and there was a small cohort of persistent absentees. MW said that the school and Education Welfare Officer (EWO) would work with the families to identify the underlying cause and agree workable solutions to improve children’s attendance. MW said that there had been an array of new mental health needs as a result of the pandemic that had impacted school attendance.</p> <p>MW said that since the pandemic, the school had taken a gentle approach to improving attendance but leading up to the start of the new academic year, there would be stronger, clear messaging to communicate the expectation that all children were in school every day, unless there was a justifiable reason. MW said that the message would be for parents to avoid making appointments during the school day or to take their children out of school during term time for holidays.</p> <p>A governor asked the changes that would be implemented for September.</p> <p>MW said that the school’s attendance policy and practice would be aligned with the DfE’s guidance paper.</p> <p style="text-align: right;">ACTION MW: update attendance policy – autumn P&P</p> <p>A governor asked about the school’s relationship with the Educational Welfare Officer (EWO).</p> <p>MW said that a meeting took place termly to discuss the school’s approach to addressing persistent absentees. MW said that currently, a more liberal attitude was being taken, due to the impact of the pandemic; those children with lower than 80% attendance were being referred to the EWO in order to try to identify the barriers to attending school regularly. MW said that pre-pandemic the threshold had been below 90% attendance. MW said that there were about twenty children with below 80% attendance.</p> <p>A governor suggested that there be a statement in the mission/value statement regarding attendance, considering the school’s role in maintaining good attendance for all pupils, due to</p>

	<p>its positive impact on learning and attainment.</p> <p>Governors were concerned to learn that about 20 children’s attendance was currently below 80% and to assist their role of monitoring attendance requested that data, and accompanying commentary, be reported prominently in the headteacher’s termly report. Governors were keen to be kept informed of the steps the school was taking to improve children’s attendance.</p> <p>ACTION MW: Attendance – prominent position with HT’s report – summer & on-going</p> <p>Governors acknowledged that society, in general, was taking the opportunity to live life again, but this should not impact children’s regular attendance and suggested that the school should be addressing the importance of regular attendance with the whole school, as well as the twenty families with persistent absence, during the remainder of the summer term in preparation for the start of the new school year.</p> <p>MW said that attendance was reported in the children’s end of year report and that as a start, for children with persistent absenteeism, a letter outlining the school’s expectation for attendance to improve would be included with the report.</p> <p>Governors AGREED this was a worthwhile start to addressing absenteeism.</p> <p>MW said that he had been reassured by his recent conversation with the EWO that the approach from September would be an expectation for improvement and a return to considering below 90% attendance as persistent absenteeism.</p> <p>A governor suggested that the patterns of absence were discussed with families, such as was possible to identify with the Bradford Factor.</p> <p>ACTION MW: identifying & monitoring patterns of persistent absenteeism – autumn P&P committee</p> <p>As Chair of Resources Committee, AP said that consideration should potentially be given to budgeting for additional funding for the Nurture Room.</p> <p>ACTION AP/CS: additional funding – nurture room – summer Resources with budget discussion</p>
581a	<p>Resources: Summer 1 Meeting</p> <p>581a.1 (MAs 673a-673f): AP said that the focus of the finance monitoring discussion had been to understand the factors contributing to the £13,380K (thirteen thousand, three hundred and eighty pounds) deficit projected for the current academic year.</p> <p>(MA 673a.2) Boundary Fence: AP advised that Hampton Primary Partnership had agreed to pay the cost of felling the trees on the boundary. AP said three quotations had been received to replace the boundary fence; Watson’s Solutions (the most cost effective at a total cost of £8,080.67; eight thousand and eighty pounds and sixty-seven pence) was the preferred supplier.</p> <p>Governors CONFIRMED having RECEIVED the April 2022 expenditure, and accompanying finance, reports.</p> <p>Decision: Governors RATIFIED the replacement of the boundary fence by Watson’s Solutions (at the cost quoted above).</p> <p>BL reiterated the board’s appreciation for Helen Vernon’s (HV; School Business Manager) detailed level of reporting, it enabled the board’s effective monitoring of the school’s finances.</p>

581a.2	<p>(Minute 673i) Budget Assumptions: Governors CONFIRMED having reviewed the report prepared by HV that had been circulated with the papers for the meeting. AP THANKED HV and MW for the three-year budget plan. AP said that the 2022-23 draft budget presented to the Resources committee May meeting projected a small surplus and was based on assumptions regarding the Sports Premium (the same level of funding would be received) and pupil numbers (that these would remain constant). AP said that any unexpected spend would therefore result in a deficit end-of-year outturn. AP said that the budgets for years 2 and 3 of the plan each projected a large deficit. AP said that the committee had discussed the assumptions in depth, which were:</p> <ul style="list-style-type: none">• Pupils numbers would remain constant over the three year period• The school would not receive funding to cover the additional salary costs of all teachers receiving a starting salary of £30K• There were two years remaining of the governments three-year plan for all teachers to be on the minimum starting salary, which necessitated a 5.5% salary increase in Year 2 of the budget plan• Increased employer pension contributions of 1% in Year 2. <p>AP said that the next step was for HV to prepare three additional three-year budget plans to reflect the difference in the time period over which the minimum teacher salary was to be achieved (either two or three academic years from September 2022) and whether funding or no funding was to be received. AP reminded governors that it was not possible to submit a deficit budget to the ESFA and therefore some potentially difficult decisions/conversations would have to take place.</p> <p>BL reminded governors that the amount of the school’s main income stream, GAG (General Annual Grant) was delayed by almost 2 years; the census in October each year set the funding for two years in advance and was based on the number of children on the school’s roll on the date of the census.</p> <p>Governors THANKED HV for having prepared the three-year budget plan, as this demonstrated the importance of making carefully considered decisions for the best interests of the children attending the school.</p>
581b	<p>Audit and Risk Committee</p> <p>(MA674a) AP referred governors to the report of the first internal audit and explained that this had involved a day’s attendance at the school to audit the school’s payroll and HR procedures, followed by half a day writing up the findings.</p> <p>(MA 674b) Risk Register: AP said that a thorough review of the Personnel & Pastoral and Resources committees’ risks had taken place this half term. BL reiterated the importance of risks being reviewed in a timely manner, as this ensured the risk register remained a powerful, monitoring tool.</p>
582	<p>AOB: None had been raised.</p>

583	Governors' meeting dates 2022 Summer Term: Resources: Thursday 23rd June at 4pm T&L: Thursday 7 July at 4.30pm FGB: MONDAY 18th July at 7.30 pm
584	BL closed the meeting at 8.58pm, thanking governors for their contribution to the discussion, particularly in regard to the mission/vision/values project and pupil attendance ; both had been thought provoking and worthwhile in terms of next steps.
	<p style="text-align: center;">The board formally AGREED these minutes to be a TRUE and ACCURATE record at the next meeting on 18th July 2022.</p> <p style="text-align: center;">Signed by the Chair </p>