

**MINUTES OF THE MEETING OF THE GOVERNING BOARD  
OF  
THE LANGLEY FITZURSE STANTON ST QUINTIN FEDERATION  
(‘Federation’)**

**Executive Head Teacher: Mrs Karen Winterburn**

**Thursday 12<sup>th</sup> June 2025**

**Present:**

Karen Winterburn (Executive Headteacher) (**KW**), Amber Batson (**AB**), Kyle Hutchings (**KH**), Richard Priest (**RP**), Fiona Farquhar (**FF**), Wendy Bowring (**WB**), Luke Facey (**LFa**) and Sarah Matthews (Head of School, Stanton St Quintin (**SSQ**)) (**SM**)

**In Attendance:** Nick Webb (Associate) (**NW**), and Michelle Hocking (**Clerk**)

**Apologies:** Adrian Cole (**AC**), Victoria Purton (**VP**), Tom Stables (**TS**), James Osler (Head of School, Langley Fitzurse (**LF**)) (**JO**), and Despoina Chatzikyriazi (Associate) (**DC**)

**KEY:** **Decisions: in bold** **Challenges: in red** **ACTIONS: underlined**

	Item	Action
<b>OPEN</b>		
	<b>Opening Prayer</b> Led by RP.	
<b>1.</b>	<b>Attendance and Apologies</b> Apologies: Noted and accepted from AC, VP, TS, JO and DC. Quorum present. <sup>1</sup>  WB briefly introduced herself: <ul style="list-style-type: none"> <li>• Taught in the state sector</li> <li>• Deputy headteacher in pre-prep school for 18 years</li> <li>• Full-time lead inspector for independent schools for 13 years</li> </ul>	
<b>2.</b>	<b>Declaration of Pecuniary Interests</b> It was noted that the annual declarations of interest forms had been completed – no updates declared from those present. No interests declared in this evening’s agenda.	
<b>STANDING ADMINISTRATIVE/COMPLIANCE ITEMS</b>		
<b>3.</b>	<b>Approval of last minutes (20<sup>th</sup> March) and matters arising (not covered elsewhere)</b> The minutes had been circulated, and it was presumed that all present had reviewed them. <b>The minutes of 20<sup>th</sup> March were unanimously</b>	

<sup>1</sup> Total 10 governors 8 in attendance from the beginning of the meeting =more than 50%



	<p>children's internet access</p> <ul style="list-style-type: none"> <li>○ Whether, without creating excessive additional workload burden, it is feasible to implement more creative methods of grabbing parents' attention to the importance of safeguarding and online safety e.g. through promotional videos starring current pupils</li> </ul> <ul style="list-style-type: none"> <li>● Allergies: <ul style="list-style-type: none"> <li>○ Emails sent to the parent community about specific nut allergy</li> <li>○ There is ongoing consideration of the best approach, although having taken advice from Anaphylaxis UK<sup>2</sup>: <ul style="list-style-type: none"> <li>▪ The federation is becoming 'nut aware' (rather than nut free)</li> <li>▪ The federation will: <ul style="list-style-type: none"> <li>• adopt the Anaphylaxis UK model policy</li> <li>• implement an up-to-date care plan written by healthcare professionals</li> <li>• have all staff trained by Anaphylaxis UK (session scheduled for the school disco day)</li> <li>• email all parents about arrangements by the end of term</li> </ul> </li> </ul> </li> </ul> </li> <li>● Pupil Voice: FF reported that she is hoping to conduct exit interview with Yr6 pupils about whether they feel safe in school</li> </ul>	
<b>STANDING SCHOOL AND COMMITTEE REPORTS</b>		
<b>5.</b>	<p><b>Headteacher Report</b></p> <p>Noted that the report had been circulated prior to the meeting by way of upload to SharePoint. Questions were invited.</p> <p><b>Q1: Are the leaving staff being replaced?</b></p> <p>A: There are two Teaching Assistants (TAs) leaving. One is being replaced by a current Named Pupil TA (<b>NPTA</b>) (whose named pupil is in Yr6 so imminently leaving the school) and the other leaver's role is being advertised via the Local Authority (<b>LA</b>) (the advert was sent to the LA today)</p> <p><b>Q2: Have you had any parental responses to/concerns raised about the class structure?</b></p> <p>A: No, despite anticipating concerns would be raised, there have been none so far and historically anyone with concerns have raised them fairly promptly after the notice of class structure has been published.</p> <p>The board discussed, noting:</p> <ul style="list-style-type: none"> <li>• Context will be linked to school priorities moving forwards</li> <li>• Demographics information is clear and without any surprises</li> <li>• There are clearly lots of wider curriculum opportunities at both schools with a phenomenal offer available at such small schools – thanks to all the team involved in this</li> </ul>	

<sup>2</sup> [Anaphylaxis UK | Supporting people with serious allergies | Anaphylaxis UK](#)

6.	<p><b>Governance Development</b></p> <p><b>(a) Training: TES (successful logon/watchlists)</b>  All have received logon details and watchlists <b><u>ACTION: All to complete watchlists/assigned training via TES as soon as feasible.</u></b></p> <p><b>(b) Strategy: 4<sup>th</sup> June Update</b>  AB noted that:</p> <ul style="list-style-type: none"> <li>• All present were also present at the strategy session – thanks extended for making the time to attend</li> <li>• Following brief discussion of succession planning and circle model of governance at the session, AB, KH and KW will discuss further and present on the circle model proposals at the next meeting</li> </ul> <p><b><u>ACTIONS: (i) Clerk to circulate notes of meeting (in a form approved by AB and KW) (ii) Clerk to add circle model of governance to the next agenda and (iii) AB/KH to present on circle model of governance at the next FGB</u></b></p> <p><b>(c) . School Development Plan (SDP) Review:</b></p> <p><b>SDP link governor updates:</b></p> <p><b><i>Curriculum LF Maths (LFa)</i></b>  LFa report uploaded and circulated.  LFa highlighted:</p> <ul style="list-style-type: none"> <li>• First visit – he'd learned a lot (about trends, changes and initiatives)</li> <li>• Clear that the team deliver a lot despite limited time and resources – really interesting and impressive</li> <li>• Attainment and monitoring particularly focused on entry (baseline), Yr4 multiplication check and Yr6 Standard Assessment Tests (<b>SATs</b>)</li> <li>• Proactive and flexible deployment of staff is part of a comprehensive plan to support the best outcomes for children (visiting gave a first-hand overview of the military precision orchestral dance this involves!)</li> </ul> <p><b><i>Curriculum Science (KH)</i></b>  Written report to follow. <b><u>ACTION: KH to upload science link governor visit report to TEAMS.</u></b></p> <p>KH highlighted:</p> <ul style="list-style-type: none"> <li>• He met with Laura Hunter (Science Lead, SSQ) – the meeting as enlightening and refreshing with Laura's energy and passion infectious</li> <li>• Initial general discussion around improving children's knowledge and recall</li> <li>• Discussed the School Improvement Adviser's (<b>SIA</b>) 'deep dive' into science (conducted in March at the schools' request due to science being a focus on the SDP) – very positive with good STEM visits, successful science week and observations of lessons</li> <li>• He will conduct a follow-up meeting when convenient – SM emphasised: <ul style="list-style-type: none"> <li>○ Understanding of children's recall of STEM-related sentences and inquisitiveness creates an onus on pupil voice (including those with Special Educational Needs &amp;</li> </ul> </li> </ul>	<p><b>All</b></p> <p><b>Clerk Clerk AB/KH</b></p> <p><b>KH</b></p>
----	---	--

	<p>Disabilities (<b>SEND</b>) and Disadvantaged children) – there are some very encouraging results so far</p> <ul style="list-style-type: none"> <li>○ Next year science will move off the SDP, but the team will have a subject-specific action plan and KH could be involved in monitoring progress of this in the autumn</li> </ul> <p>LFa added that he was aware of positive messaging from parents – particularly in relation to ‘mastery of number’ workshops this year throughout the schools.</p> <p><b>Wellbeing (VP)</b> In VP’s absence, it was noted that:</p> <ul style="list-style-type: none"> <li>• VP had visited school to discuss wellbeing</li> <li>• A questionnaire to staff had been suggested</li> <li>• Wellbeing continues to be a huge and priority topic which will remain on the SDP next year</li> <li>• Capacity is key – and governors’ awareness of how best to support and retain staff</li> </ul> <p><b>Q3: Does the wellbeing governor role cover staff and pupil wellbeing?</b> A: Yes – and it is acknowledged that this is a huge and crucial area of focus.</p> <p><b>Stakeholder Engagement (KW and NW)</b> It was noted that:</p> <ul style="list-style-type: none"> <li>• Lots of work has been conducted on travel plans</li> <li>• NW reviewed travel surveys and noted: <ul style="list-style-type: none"> <li>○ Use of cars to get to/from school: <ul style="list-style-type: none"> <li>▪ 80% at LF</li> <li>▪ 85% at SSQ</li> <li>▪ 63% nationally for rural areas</li> </ul> </li> <li>○ Percentage walking is very low due to: <ul style="list-style-type: none"> <li>▪ Few are living in the village (&amp; Chippenham is a commuter town with many dropping/collecting their children on way to/from work in Bristol, Swindon and beyond)</li> <li>▪ Lack of public transport (LA will not support dedicated transport)</li> <li>▪ Road safety (could encourage car sharing, parking more considerately/further away and walking buses but there is a lack of pavements, etc)</li> </ul> </li> </ul> </li> <li>• Travel plans have been reviewed to address concerns raised by local residents and there is a need to republish these plans, so the local community understand the prevailing limitations</li> </ul> <p><b>ACTIONS:</b> (i) NW/AB and KW to work to finalise and publish travel plans for both schools (including providing to the parish council) and (ii) ask LA road safety team for data arising from recent speed monitoring measures.</p> <p><b>Early Years Foundation Stage (EYFS) (WB)</b> Reports circulated.</p> <p>WB highlighted that she visited both schools:</p>	<p>NW/AB KW</p>
--	---	-----------------

	<ul style="list-style-type: none"> <li>• <b>SSQ:</b> <ul style="list-style-type: none"> <li>○ Visited at lunchtime (so no children in class)</li> <li>○ EYFS Lead explained how the provision is run (including how topics are chosen) and positives/areas for further development</li> <li>○ Noted significant number of Yr1 children – which restricts teachers' time but does provide role models (more balance between the two age cohorts is anticipated next year)</li> <li>○ The teachers would like to: <ul style="list-style-type: none"> <li>▪ further develop interventions with TAs</li> <li>▪ have more planning time with other teachers</li> </ul> </li> </ul> </li> <li>• <b>LF:</b> <ul style="list-style-type: none"> <li>○ Visited when children were in class and supported by TA</li> <li>○ Rapport between teacher, TA and children was clear and the children were very independent and exhibited great collaboration</li> <li>○ The teacher emphasised: <ul style="list-style-type: none"> <li>▪ the need for more reading books</li> <li>▪ even more development of the outdoor space (although significant positive work has been conducted on this area already) overhead space is leaking, shed is falling down, and round house is unusable</li> <li>▪ next year will bring challenges of a mixed class</li> </ul> </li> </ul> </li> </ul> <p>KW added that there have been significant shifts in EYFS at LF over the last twelve months – with the positive impact of these being externally validated by the SIA and (particularly re phonics provision) by the Ramsbury Hub as well as KW's internal quality assurance monitoring.</p> <p><b>(NB: SEND and DEI summary will be FGB 6 as not in SDP specifically)</b></p> <p><b>(d) Scheme of Delegation (SoD)</b> To be discussed in conjunction with proposed governance structure changes at the next meeting.</p>	
7.	<b>Teaching, Learning &amp; Development (TLD) Committee Report</b> Minutes circulated. No comments or queries raised.	
8.	<b>Finance &amp; Resources Committee (F&amp;R) Report</b> KH presented as per his earlier email: <ul style="list-style-type: none"> <li>• Budget summaries (5-year forecast) below for each school - distilling the income/expenditure information</li> <li>• Budgets must be approved ready for submission to the LA on 20<sup>th</sup> June</li> <li>• NB: <ul style="list-style-type: none"> <li>○ Financial year has commenced (from April) for 2025-26 (there is an offset with financial year and academic year)</li> </ul> </li> </ul>	

- Extremely challenging couple of years coming up for both schools given reduced pupil numbers, rising staff costs + partially unfunded teacher pay awards
- Further efficiencies have been discussed but cannot happen without impacting the function of the schools and meeting strategic priorities – certainly not at the numbers that are required longer term
- Figures have been adjusted for Teachers pay award (contribution from government).
- Amendments/fixes also implemented by Gwen with support from Jacqui (support accountant).

## SSQ

Key takeaways/questions here:

- Running at an in-year deficit for the next 2 years. Current school reserves (or “carry overs”) offset this deficit but will run very low within 2-3 years; then pick up from 2028-29 AY which is encouraging!
- **Huge reliance on pupil numbers increasing** from 2027-28 AY to generate increased income and improve financial viability; figures suggest pupils on roll should be nominally 85 (certainly >80) – how certain can we be that these numbers will increase to this level? This does feed into our discussions at the strategy meeting.
- Capital Inc/Exp seem fairly steady year on year – is this an accurate picture or are we expecting fluctuations?
- Additional revenue streams seem key here over the next couple of years to minimise further/unexpected deficit or lower than expected pupil numbers with less reliance on reserves – application for grants (Military fund etc) and increased Lettings offerings; some options that we discussed last week.

	2025-26	2026-27	2027-28
Pupil Numbers	73	71	82
<b>Revenue Income (Total), £</b>	607,315	610,433	664,372
<b>Revenue Expenditure (Total), £</b>	621,875	652,160	644,520
In Year Surplus/Deficit (+/-), £	-14,560	-41,727	19,852
Surplus/Deficit C/Fwd (+/-), £	60,302	45,742	4,015
Cuml. Surplus/Deficit C/Fwd (+/-), £	45,742	4,015	23,868
<b>Capital Income (Total), £</b>	4,891	4,891	4,891
<b>Capital Expenditure (Total), £</b>	5,476	4,891	4,891
In Year Surplus/Deficit (+/-), £	-585	0	0
Surplus/Deficit C/Fwd (+/-), £	585	0	0
Cuml. Surplus/Deficit C/Fwd (+/-), £	0	0	0

## LF

Key takeaways/questions here:

- Running at an in-year deficit for the next 5 years. Current school reserves will be fully spent within 4 years; LF have a healthy reserve at the moment, but it is clear going forward the school will be running at an in year loss each AY and we are reliant on the reserve funds to keep us effectively afloat up until 2028-29.
- Importantly here, pupil numbers are healthy, fairly steady and projected to be at a constant level – capacity for the school is 116; if we hit 116 would this benefit us? It would bring in ca.> £40k which would offset some of the deficit but does staffing structures/costs change dramatically here? Even if we are at max numbers, with staffing costs rising year on year, this will not bring us out of deficit, which paints a different picture compared to SSQ.
- Capital Inc/Exp seem fairly steady year on year – again, is this an accurate picture?
- Again, additional revenue streams seem key here over the next 2-3 years to minimise further/unexpected deficit – perhaps even more importantly for LF than SSQ longer term.

	2025-26	2026-27	2027-28
Pupil Numbers	105	104	101
<b>Revenue Income (Total), £</b>	791,756	799,672	800,133
<b>Revenue Expenditure (Total), £</b>	795,829	810,592	830,423
In Year Surplus/Deficit (+/-), £	-4,073	-10,920	-30,289
Surplus/Deficit C/Fwd (+/-), £	88,002	83,929	73,009
Cuml. Surplus/Deficit C/Fwd (+/-), £	83,929	73,009	42,720
<b>Capital Income (Total), £</b>	5,181	5,181	5,181
<b>Capital Expenditure (Total), £</b>	7,493	5,181	5,181
In Year Surplus/Deficit (+/-), £	-2,312	0	0
Surplus/Deficit C/Fwd (+/-), £	2,312	0	0
Cuml. Surplus/Deficit C/Fwd (+/-), £	0	0	0

The board noted:

- SSQ:
  - Forecast to be running at a deficit by the end of the year and following year
  - LA have said they wish to work on a recovery plan with the school
  - Urgent need to look at other stable, reliable income streams first
  - Military housing stock potential impact also needs to be considered and promoted
- LF:
  - Budget pre-submitted to LA
  - Slightly more stable position at present


**The board unanimously approved both the SSQ and LF budgets in**



	<p><b>the form recommended by F&amp;R/circulated and summarised above.</b> Thanks were extended to Gwen, KH and LFa for their work in putting together the budgets and summaries.</p> <p><b>Schools Financial Values Statements (SFVS)</b> It was noted that the SFVS for both schools, in a form approved by F&amp;R Committee, had been submitted as required. <b>The SFVS for each school was unanimously ratified and approved in the form circulated.</b></p> <p><b>Income &amp; Expenditure Reports (I&amp;E)</b> It was noted that the I&amp;E for both schools, in a form approved by F&amp;R Committee, had been submitted as required. <b>The I&amp;E for each school was unanimously ratified and approved in the form circulated.</b></p> <p><b>Compliance notes:</b></p> <ul style="list-style-type: none"> <li>• <b>School Census (both schools)</b></li> <li>• <b>Funding Certificate 25/26</b></li> <li>• <b>Schools Leasing Returns</b></li> </ul> <p>It was noted that the school census and leasing returns for both schools had been submitted as required. The funding certificates for both schools were noted.</p>	
9.	<p><b>Christian Distinctiveness Committee Update</b> Minutes circulated.</p> <p>RP highlighted:</p> <ul style="list-style-type: none"> <li>• Prospective new foundation governor – application in progress and being proactively followed up</li> <li>• Given TS's current term of office expires next year, need to commence process of recruiting replacement as soon as feasible</li> <li>• As noted above, RP's renewal in progress</li> </ul> <p>The board acknowledged that the Christian Distinctiveness Committee would remain regardless of proposed changes to the current governance structure (i.e. move towards circle model of governance).</p>	
<b>STANDING GENERAL ITEMS</b>		
10.	<p><b>Governor Participation/Monitoring: Cascaded Training – governors' briefings Term 4 and Term 5</b></p> <p>The board noted that:</p> <ul style="list-style-type: none"> <li>• The governors' briefings are similar to the termly headteachers' briefings</li> <li>• There is a mismatch between timings of briefings and FGB meetings such that reports lack impact by the time they are delivered</li> <li>• Many of the briefings are repetitive</li> <li>• It may improve impact if one governor, e.g., chair of governors, attended all briefings and discussed strategically with KW – bringing any proactive proposals to FGB moving forward (to be considered further alongside proposed structural changes being discussed at</li> </ul>	

	<p>the next meeting)</p> <p><b>Governor Monitoring – visits and expectations</b> <a href="#">Governor Visits</a> Discussed above.</p> <p><b>Calendar of Meetings (Board and Committees)</b> Meetings in LFSSQ Govs calendar and linked in tonight's agenda for everyone's ease of reference: <a href="#">2024 25 Meeting Dates.docx</a></p>	
11.	<p><b>Governor Training – schedule of LA course on Teams</b> <a href="#">Training Brochure June 2025.pdf</a> Noted.</p>	
12.	<p><b>Standing Items by Exception:</b></p> <p><b>(a) Marketing Activities</b></p> <ul style="list-style-type: none"> <li>- website update</li> <li>- Kington Langley Magazine Deadlines – rota <a href="#">Kington Langley Village Magazine Articles Rota.docx</a></li> </ul> <p>Noted that the remaining magazine pieces are being covered by staff – JO and KW. <b>ACTION:</b> Clerk to add next year's rota to the next agenda.</p> <p><b>(b) Health and Safety (including travel plan questionnaire responses)</b> No further updates save as discussed above.</p> <p><b>(c) Equalities + Accessibility</b> No specific update at present save for upskilling via use of TES online resources.</p>	Clerk
<b>CLOSE</b>		
13.	<p><b>How have we added value to/contributed to the vision of the federated schools for the benefit of the children at Langley Fitzurse and Stanton St Quintin?</b></p> <ul style="list-style-type: none"> <li>• Ratified budgets</li> <li>• Received and discussed very positive SDP link reports</li> <li>• WB being onboarded and making a great positive impact already</li> <li>• Safeguarding assurances</li> <li>• Useful discussions around marketing, parental engagement, housing and grants</li> </ul>	
	<p><b>AOB</b> WB to attend the next meeting virtually. <b>ACTION:</b> Clerk to send WB a virtual meeting link to attend the July FGB.</p>	Clerk
14.	<b>Date of next meeting (6.00pm start): 10<sup>th</sup> July 2025 at LF</b>	<b>All note</b>

The meeting closed at 8.23pm.

Signed:.....  .....(Chair) Date:.....10.07.25.....