

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

Executive Head Teacher: Mrs Karen Winterburn

Thursday 11th December 2025

Present:

Karen Winterburn (Executive Headteacher) (**KW**), Amber Batson (**AB**), Richard Priest (**RP**), Kyle Hutchings (**KH**), Nick Webb (**NW**), Wendy Bowring (**WB**), James Osler (Head of School, Langley Fitzurse (**LF**)) (**JO**) and Edward Buchan (**EB**)

In Attendance: Michelle Hocking (**Clerk**)

Apologies: Fiona Farquhar (**FF**), Sarah Matthews (Head of School, Stanton St Quintin (**SSQ**)) (**SM**)/¹ and Despoina Chatzikyriazi (**DC**)²

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

	Item	Action
OPEN		
	Opening Prayer Led by RP.	
1.	<p>Attendance and Apologies Apologies: Noted and accepted from FF, SM and DC. Quorum present.³</p> <p>Succession Planning It was reported: Leavers: Luke Facey resigned due to personal commitments New Joiners: Andrea Grafton’s diocesan application is in progress – it was noted that she has been a teacher and a governor (including a governor at LF some years ago). Vacancies:</p> <ul style="list-style-type: none"> • Military: Luke’s departure has left a vacancy – unlikely to be filled this academic year as change of CO (new CO in post from September 2026) – although the school will continue to explore when liaising with the barracks • Local Authority (LA): The Clerk has approached LA contacts – no candidates yet – all asked to consider/approach potential candidates as the governing body can nominate someone from the local community (to be approved by the LA) 	

¹ SM not due to attend as meeting held at LF

² Noted that, although DC was unable to attend meetings, her associate status remained as she continues to offer a valuable contribution to financial regulatory monitoring

³ Total 11 governors, 8 in attendance = more than 50%

2.	Declaration of Pecuniary Interests It was noted that the annual declarations of interest forms had been completed. No interests declared in this evening's agenda.	
STANDING ADMINISTRATIVE/COMPLIANCE ITEMS		
3.	Approval of last minutes (16th October) and matters arising (not covered elsewhere) The minutes had been circulated, and it was presumed that all present had reviewed them. The minutes of 16th October were unanimously approved as a true and accurate record of that meeting. ACTIONS: Clerk to affix AB's electronic signature and publish/file the last minutes as appropriate. Matters Arising LFSSQ FGB ACTIONS LOG 2025 2026.docx AB noted that these would be covered under agenda items below.	Clerk
4.	Safeguarding: (a) Training Review/compliance: <ol style="list-style-type: none"> a. Keeping Children Safe in Education (KCSiE) 2025 Acknowledgement – all complete b. Childcare Disqualification Declaration Forms – all complete c. Safeguarding & Child Protection Policy – reviewed by all except NW and EB d. Staff Behaviour Policy and Personal Use of Social Media Policy – reviewed by all except NW and EB e. Whistleblowing Policy – reviewed by all except NW, EB and AB f. Mandatory Training Requirements: <ul style="list-style-type: none"> Safeguarding Noted EB's awaited. Online Safety Noted EB's awaited. PREVENT: Prevent duty training - GOV.UK. ACTIONS: (i) NW to review policies when access to system permits (ii) EB to reviewed policies as required (iii) EB to complete mandatory training and upload his certificates/send them to the Clerk and (iv) all except AB, FF and RP (who have already completed) to complete PREVENT training (via the link above) and upload certificate here: PREVENT (b) School Update <ol style="list-style-type: none"> a. Single Central Record (SCR) Monitoring b. Audit tool kit c. EHT Detail CPOMS Comparative Data <p>It was noted:</p> <ul style="list-style-type: none"> • FF (as safeguarding governor) scheduled to visit school in January (including review of audit) 	NW EB KH, NW, WB and EB

	<ul style="list-style-type: none"> • SCR: <ul style="list-style-type: none"> ○ Since the last meeting, reviewed by both RP and WB ○ RP completed visit report – which has been circulated ○ WB has not yet circulated her visit report as she is passing it to staff member concerned first ○ Unanimously agreed that visit reports are not required for SCR monitoring moving forward, but the administrative team will note governor’s review in central monitoring log in school ○ KW reported that the SCR has become unwieldy and she would provide feedback of this to the LA as part of the safeguarding audit process ○ EB reported that he was commencing training: <ul style="list-style-type: none"> ▪ Completed 2 of 5 governor induction training sessions ▪ Will complete LA safeguarding for all governors e-learning as soon as feasible <p>KW reported that she, JO, and SM:</p> <ul style="list-style-type: none"> • Are completing TES Develop PREVENT training (which is more in-depth than the government’s awareness course – including elements of Martyn’s Law (lockdown processes), etc.) • Plan to use this training to inform their review of the federation’s critical incident response arrangements – governors invited to review the training modules: The Prevent Duty-PDF.pdf <p>It was noted that, following discussions at the last meeting, the CPOMS data provided in KW’s EHT reports since January had been pulled into one document (to facilitate trends analysis): CPOMS Comparative Data Overview Jan - Dec 2025.docx</p> <p>The board observed:</p> <ul style="list-style-type: none"> • Incidents of behaviour and contact with parents spiked in June and July • The data is an amalgamation of both schools and so is less meaningful • There has been a slight increase in incidents in the last couple of months • The safeguarding governor scrutinizes anonymized CPOMS data (including any trends) to provide oversight on behalf of the governing body • Any significant incidents/changes will be noted in EHT reports and/or safeguarding governor reports <p>It was unanimously agreed that CPOMs data was not required in EHT reports moving forward as it adds little to governors’ oversight.</p>	
5.	<p>Structure of Governing Body 2025/26</p> <p>(a) Succession Planning and Induction Above discussions noted.</p> <p>(b) Scheme of Delegation Document circulated noted. Specifically acknowledged that decisions cannot be delegated to working parties and that the Scheme of Delegation remained a ‘live’ document, subject to change to reflect</p>	

	<p>practices implemented. The Scheme of Delegation was unanimously approved in the form circulated.</p> <p>(c) Governor Monitoring:</p> <p>a. Visits and expectations</p> <p>It was noted that, upon the School Improvement Adviser's (SIA) advice, questions had been added to the governor visits form to specifically capture tracking and embedded of the education foundation five a day initiative. <u>ACTION: KW to explain meaning of the five a day initiative monitoring to RP and any other governors who wish to discuss.</u></p> <p>b. Efficiency plan Governor responsibility annual overview draft.xlsx</p> <p>AB explained:</p> <ul style="list-style-type: none"> • She had produced the spreadsheet linked above based on the LA annual planner recommendations • Whilst there is more fluidity in the curriculum monitoring, this gives a clear indication of the extent of monitoring responsibilities on governors, and she suggested that she would RAG-rate this document across the year <p>(d) Acknowledgement of approval of Pay Policy (via schoolaspect), Pay Panel decisions/completion of processes Subject to insertion of agreed definitions, the Pay Policy was unanimously approved <u>ACTION: KW to insert agreed definitions and file the Pay Policy as an approved policy.</u></p> <p>KH reported that he, WB and NW had met (as the pay panel), reviewed and approved KW's recommendations. KW confirmed that the salary adjustments had been implemented in the December pay run. <u>ACTIONS: KH (as chair of the Pay Panel) to sign letters provided by the school advising staff of their salary increases as relevant.</u></p> <p><i>KW and JO left the meeting at 7.14pm</i></p> <p>(e) Ratification of EHT Performance Management Panel recommendations</p> <p>Recorded in a confidential appendix.</p> <p>(f) Calendar of Meetings (Board and Working Parties)</p> <p>Noted.</p>	<p>KW</p> <p>KW</p> <p>KH</p>
<p>6.</p>	<p>Strategy</p> <p>(a) Agree session date</p> <p>(b) Allocation of provisional documentation production/elements to feed in</p> <p>Ab explained that strategy working party (comprising senior leadership team (KW, JO and SM), AB, KH and any other willing governors) planned to meet once or twice per annum to discuss longer term strategy and how the (predominantly annual) School Improvement Plans (SIPs) fit into that longer-term strategy.</p>	
<p>7.</p>	<p>Policies and Published Documents</p> <p>All reminded to review/comment on/approve documents assigned to them via schoolaspect.</p>	

STANDING SCHOOL AND COMMITTEE REPORTS

8. Headteacher Report

Report documents circulated

[Headteacher Report December 2025.docx](#)

[Wider Curriculum Opportunities SSQ.docx](#)

[Wider Curriculum Opportunities LF.docx](#)

[Demographics SSQ December 25.pdf](#)

[Demographics LF December 25.pdf](#)

KW noted the questions raised in the pre-meeting questions document copied in the appendix to these minutes.

Q1: High interest/school visits for reception 26 intake – have we made any changes to our marketing strategy this year i.e., championed mixed classes, raised the profile of the federation and its benefits, and focused on school identity/strengths e.g. music at LF. Have there been any follow up questions from parents?

A: In addition to the answer in the appendix, this must be seen in the context of national birth rates dropping. Parents are choosing to view multiple schools and, whilst we champion certain things (e.g., the positives of mixed classes), SSQ is hampered by its locality and transport options. LF is slightly more accessible, but another local school has, unlike LF, secured council transport from Chippenham suburbs.

The board noted that:

- More focus on the positives of mixed classes could be added to the SSQ website
- Following up post-visit feedback via email may help to understand parents' reasons for choice of school and whether anything further could be done to encourage them to choose the federation schools

Q3: LF persistence attendance seems high (13.5%); do they tend to be the same pupils? Are parents aware of the school attendance policy and do they understand what is expected of parents?

A: In addition to the answer in the appendix, KW explained that unauthorised absences have a significant impact on the data and both absentees and latecomers impact learning. Attendance and punctuality are key foci – staff are trying hard to support, often helping children get ready for learning (brushing hair, etc) as well as giving them breakfast.

Q3A: Are there various reasons for absence/persistent lateness?

A: Yes.

Q3B: Has the level of absenteeism and persistent lateness increased?

A: Yes.

Q3C: Is it seasonal?

A: No.

KW added that staff continue to work within good partnerships with parents – adopting a supportive rather than judgmental approach

Q3D: Is there a direct correlation between lateness and attainment?

A: Yes, particularly in maths (which is done first thing). JO had to have

<p>a conversation about this with a specific parent recently.</p> <p>Q3E: How was your (JO's) approach received by the parent? A: Quite defensively.</p> <p>KW explained that the staffing team continue to employ various strategies to get children into class.</p> <p>Q6: Huge amount of pressure and restructuring this term re: staff – there is no mention of staff wellbeing. Have you had feedback from staff about challenges/difficulties they may be facing? What is the general feeling at both schools? A: In addition to the answer given in the appendix, KW noted that she has previously spoken about staff wellbeing and AB, RP and WB are regularly in school having conversations with staff. She acknowledged how supportive the governing body is – which is much appreciated – but she is unsure what can be done to improve staff wellbeing any more given that all are working at maximum capacity and within tight budgetary constraints. Senior leaders talk to staff every day about what is challenging them and support is offered. It is acknowledged that there are a large number of tasks requested of staff, given the limited time they have available, and measures taken to help address this include staff being asked:</p> <ul style="list-style-type: none"> • Not to come into school on the January TD Day but to use this time to catch up with subject leadership work and administrative tasks • To help at the school disco rather than attend a formal staff meeting <p>Q7: Strategic priorities/SDP objectives not all mentioned in EHT report – is there an update on progress? A: In addition to governor monitoring (as noted in the appendix), progress will be tracked via the RAG-rated SDP (which will come to the next meeting).</p> <p><u>ACTIONS:</u> (i) Clerk to add SDP Progress to the next agenda and (ii) KW to circulate RAG-rated SDP for the next meeting.</p> <p>(a) Pupil Premium Reports (publication deadline 31.12.25) AB noted that pupil premium data review will also be provided in term 3 (noting that she remained pupil premium link governor and reference to FF in the pupil premium reports circulated was an error). <u>ACTIONS:</u> (i) KW to correct references to the link governor in the pupil premium reports to AB (ii) Clerk to add Pupil Premium Review to the next agenda and (iii) AB to circulate pupil premium report for the next meeting. Subject to correction of the link governor referenced, the pupil premium reports were unanimously approved for publication in the form circulated.</p> <p>Q9: PP report. For LF, the budget for “Wider Strategies” is low ~£500 but supported further by other revenue streams. SSQ ~ £2320. Do all disadvantaged pupils participate in extra-curricular activities, school trip etc; or do we need a greater focus on this area for the disadvantaged pupils? A: As noted in the appendix, vulnerable pupils are never excluded from participation. The £500 contribution is supported by further finance and</p>	<p>Clerk KW</p> <p>KW Clerk AB</p>
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	<p>represents the remainder after allocation to priorities.</p> <p>Q10: PP report: LF funding allocation £17,400 vs budgeted total £17,800? Review date incorrect.</p> <p>A: As noted in the appendix, this is correct – the spending exceeded the funding allocation and part of the school budget share was used for this.</p> <p>The board highlighted concerns about the pressure on teaching staff and queried the current status of the Teaching Assistant (TA) provision at SSQ following the rapid departure of a new recruit. KW reported that, as previously noted, a new recruit quickly decided the TA role was not for her and left. The vacancy is currently being covered by redeployment:</p> <ul style="list-style-type: none"> • Another TA, who had been appointed to work three days a week as a Named Pupil TA has been moved into a classroom and, as she has proved to be excellent, is due to stay in the classroom • The other two days of the week are being covered by: <ul style="list-style-type: none"> ○ Temporary TA for one day ○ Emotional Literacy Support Assistant (ELSA) TA for one day • The schools are also investigating the potential of the ‘Step into Teaching’ scheme – pursuant to which graduates interested in moving into education can be deployed on a long-term placement via an agency-type arrangement – it is hoped that a Named Pupil TA can be recruited for two children with significant needs via this method but if not an advertisement will be placed over the Christmas holidays <p>(b) Special Educational Needs and Disabilities (SEND) Annual reports</p> <p>AB reported:</p> <ul style="list-style-type: none"> • She met with LF SEND Coordinator (SENDCo) who has been working one day a week but is leaving at the end of this term to pursue forest school opportunities – succession plan is being formulated with a teacher within the school • SSQ SENDCo is under great pressure as there are children with complex needs in each class – everyone has worked exceptionally hard and kept everyone safe (the challenges are in hand and being dealt with extremely well by all concerned) • The SEND Reports are positive at both schools <p><u>ACTIONS:</u> (i) AB to circulate SEND Visit Reports for both schools and (ii) all to review SEND Annual Reports circulated via schoolaspect.</p> <p>(c) Briefing Highlights</p> <p>Notes circulated.</p>	<p>AB All</p>
<p>9.</p>	<p>Curriculum Working Party Report – including</p> <p>(a) Maths Link vacancy AB reported that, pending further governor recruitment, maths would be monitored in other ways.</p> <p>(b) Filtering & Monitoring Link Governor vacancy AB reported that, pending further governor recruitment, filtering and monitoring would be monitored in other ways.</p> <p>(c) SEND Report (AB) Verbally reported above.</p>	

	<p>(d) English Report (RP) RP reported that:</p> <ul style="list-style-type: none"> • He had visited LF this term and planned to visit SSQ next term • English is really, really encouraging – the team have worked so hard on Sounds, Write and is rolling this out on writing • Anecdotally, the provision is streets ahead of where it was – there is quality and enthusiasm, a real buzz and very positive atmosphere with provision very much ethos-driven <p>(e) Early Years Foundation Stage (EYFS) WB reported that:</p> <ul style="list-style-type: none"> • She had reviewed the EYFS action plan for SSQ <u>ACTION: JO to send LF EYFS action plan to WB</u> • She discussed with the SSQ EYFS lead: <ul style="list-style-type: none"> ○ The EYFS/Yr1 class mix – the benefits for the children and different levels of planning required of staff ○ The impact one child is having on the class (the school is very much on top of nurturing better behaviour and the position is improving) <p><i>KH left the meeting at 8.05pm</i></p> <p>KW reported that:</p> <ul style="list-style-type: none"> • There are children on reduced education plans • Behaviour strategies are being employed both at school and at home (for consistency) • An Education Health Care Plan (EHCP) is being considered, but there are concerns threshold will not be met <p>WB emphasised the immeasurable impact the behaviour was having and extended credit to the staffing team for managing this so well, noting that her conversation with the EYFS lead was very much focused on management strategies employed.</p> <p><u>ACTION: WB to upload her EYFS visit reports when completed.</u></p> <p><i>KH returned to the meeting at 8.07pm</i></p>	<p>JO</p> <p>WB</p>
<p>10.</p>	<p>Finance & Resources Working Party Report – including Health & Safety Report Minutes circulated. KH highlighted:</p> <p>LF</p> <ul style="list-style-type: none"> • Budgeted deficit: £4K • Current year end forecast: £23.5K surplus (mainly due to wraparound care/sports clubs – fees increase has not impacted demand) • Carry forward: £88K (total carry forward, including forecast in-year surplus £111K) <p>SSQ</p> <ul style="list-style-type: none"> • Budgeted deficit: £14K • Current year end forecast: £6K deficit (based on October budget) 	

	<p>monitoring – unsure of changes since)</p> <ul style="list-style-type: none"> • Carry forward: £60K (total carry forward, including forecast in-year deficit £54K) • Attributable to low pupil numbers, SEND costs, lack of demand for wraparound care and higher staff costs 	
11.	<p>Christian Distinctiveness Working Party Update Minutes circulated.</p> <p>RP noted the positive link governor reports circulated.</p>	
12.	<p>Stakeholder Engagement – including:</p> <p>(a) LF Magazine rota Noted that WB will focus on forest schooling.</p> <p>(b) Travel Plan Updates NW has drafted excellent parking policy <u>ACTION: NW to circulate draft parking policy to governors and also the Parish Council.</u></p> <p>(c) Meeting with Parish Council at LF NW summary circulated. Noted:</p> <ul style="list-style-type: none"> • Positive meeting • Strategies to address parking issues discussed • Potential to have common land at the front of the school by the willow tree for recreation activities (forest school, etc) – in-keeping fencing, etc to be discussed and funding streams to be identified <p>NB:</p> <ul style="list-style-type: none"> ○ Nature Park Grants up to £5K – application deadline of 11th February ○ Small grants trusts are also potentially available ○ Funders require precise information in applications, so surveys and costings are required first <p>(d) Parent survey plans and wraparound care provision parent consultation at SSQ AB reported that:</p> <ul style="list-style-type: none"> • As previously discussed, having acknowledged that there is insufficient demand for wraparound care and the provision must be self-funding, AB wrote a letter to parents explaining this and invited responses • Four responses received: three linked to necessity for breakfast club and one expressing intermittent need for extended after school care after 4.15pm <p>KW explained that she had met with the LA this week and explained the processes to date – the LA agreed that the demand was not there, particularly after 4.15pm, but if wraparound care is not offered, the school must offer solutions e.g. refer to other local schools' wraparound provision (obviously the school would prefer not to promote competitors) or supply transport (costs and practical challenges e.g. taxi/staff transport to LF) or local childminders (there are none).</p> <p>KW noted:</p> <ul style="list-style-type: none"> • That potential for a childminder to come into school is being investigated, but the continuing provision remains uncertain at present • Changes to payment terms will need to be implemented – to 	NW

	<p>support planning of staffing, etc – with parents being asked to make a termly commitment to pay in advance – propose offer:</p> <ul style="list-style-type: none"> ○ 8.00am – 8.45am: Tuesday – Thursday ○ 7.45am – 8.45am: Monday and Friday (higher rate – also paid termly) ○ 3.15pm – 4.15pm Monday – Friday (paid termly) <p>The board unanimously agreed the proposed hours and termly payment with effect from Term 4. ACTION: KW to send communication to parents re changes to wraparound care provision after Christmas – for implementation from the start of term 4.</p> <p>(e) Website audit update (including pen profile collation) Deferred.</p> <p><i>EB left the meeting at 8.27pm</i></p>	
STANDING GENERAL ITEMS		
13.	<p>Governor Participation/Monitoring:</p> <p>(a) Governors’ Briefings Notes circulated – nothing to highlight.</p> <p>(b) Current Training/CPD Plans Discussion deferred.</p>	
14.	<p>AOB None.</p> <p>AB extended huge thanks to all for their efforts – staff (teachers, TAs and administrative team).</p> <p>KW extended thanks to governors – particularly during this time of transition (change of governance model with different roles and responsibilities) – everyone is working together and showing lots of willingness to contribute.</p>	
CLOSE		
15.	<p>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?</p> <p>Tracking and monitoring:</p> <ul style="list-style-type: none"> • Curriculum • Enrichment opportunities • Ways in which children’s emotional needs are being met – including pupil premium and SEND strategies and spending. 	
16.	<p>Date of next meeting (6.00pm start): 12th January 2026 at SSQ</p> <p>Meetings for the year: 12th February 2026 23rd April 2026 4th June 2026 9th July 2026</p>	All note

The meeting closed at 8.30pm.

APPENDIX

THE LANGLEY FITZURSE STANTON ST QUINTIN FEDERATION

Agenda

Full Governing Board

Thursday 11th December 2025 at 6.00pm

QUESTIONS ON AGENDA ITEMS

Item	Agenda Item	
1.	Attendance & Apologies - N/A	
2.	Pecuniary Interests - N/A	
3.	Previous minutes and matters arising – N/A	
4.	Safeguarding – N/A	
5.	Structure of Governing Body – N/A	
6.	Strategy – N/A	
7.	Policies	
No.	Question	Answer
1	[KH] Does date of review/release need to be amended for school emergency policy to reflect 2025 release date and next review for 2026?	
2	[KH] Observation: many policies are either single school or federated – can we agree to have a universal format?	Local policies are school specific and so need to be kept separate – ie accessibility plan. Publishing this as an example if it was federated on the website would have information not relevant to a specific school. The aim is to have federation policies as much as possible and where appropriate as this will reduce admin – number of policies to review, read and ratify
3	[KH] Document control – to streamline the process and help SLT/EHT workload, we could implement document control with a comments	

	box of what has been added each year. A good example of this template is the “Business continuity Plan LF” - governors do not then need to reread the whole document and send comments; just approve the implemented changes	
4	[KH] Pay policy – “insert agreed definition” throughout document – does this need to be populated or removed?	
8.	EHT Report	
No.	Question	Answer
1	[KH] High interest/school visits for reception 26 intake – have we made any changes to our marketing strategy this year i.e. championed mixed classes, raised the profile of the federation and its benefits and focused on school identity/strengths e.g. music at LF. Have there been any follow up questions from parents?	Not to the extent that was discussed at a strategy meeting. If you remember, the number of showarounds last year was high but uptake disappointing. It seems parents are making more visits to schools, but there are limited children for places.
2	[KH] Neither school has any outstanding in-year transfer applications – are we expecting any children to leave in-year that may impact pupil numbers next AY?	The is crystal ball gazing. At SSQ we can predict due to trickle posting. Most In Year movement is because current setting is not meeting need or relocation.
3	[KH] LF persistence attendance seems high (13.5%); do they tend to be the same pupils? Are parents aware of the school attendance policy and do they understand what is expected of parents?	Persistent absence includes families which have taken unauthorised holiday leave early in the school year – having a higher impact on absence percentages. My plan is to share attendance certificate with parents of attendance below 95% for awareness.
4	[KH] How are staff supported to consistently communicate the importance of attendance to parents and pupils?	Discussions generally take place between class teacher and/orSLT and parents. Class teachers are aware of attendance and punctuality as children are either late or missing learning, and this then needs catching up.

		Positive partnerships enables these open discussions. Should this need to be escalated then SLT are involved through school attendance meetings (SAMs)
5	[KH] Do staff have access to the CPD they need to achieve their objectives based on recent appraisals and support professional growth?	Yes – through right choice, rural hub and wider CPD opportunities. There is an expectation that objectives and CPD to be the responsibility of the member of staff.
6	[KH] Huge amount of pressure and restructuring this term re: staff – there is no mention of staff wellbeing. Have you had feedback from staff about challenges/difficulties they may be facing? What is the general feeling at both schools?	No formal staff wellbeing questionnaire is planned right now, especially at the end of a long term. Responding to staff concerns and checking-in by SLT is done daily/as needed with any/all staff.
7	[KH] Strategic priorities/SDP objectives not all mentioned in EHT report – is there an update on progress?	Covered through gov monitoring.
8	[KH] PP reports – what evidence do we have to show that our PP strategy is working; is there progress and attainment data for PP eligible pupils, and how does this compare with other pupils at the schools?	PP gov visit will explore and feedback
9	[KH] PP report. For LF, the budget for “Wider Strategies” is low ~£500 but supported further by other revenue streams. SSQ ~ £2320. Do all disadvantaged pupils participate in extra-curricular activities, school trip etc; or do we need a greater focus on this area for the disadvantaged pupils?	£500 is supplemented through other streams to ensure disadvantaged chn receive appropriate support.
10	[KH] PP report: LF funding allocation £17,400 vs budgeted total £17,800? Review date incorrect.	This is correct. The received funding was 17400 and actual spend was 17800.
11	[KH] Wider curriculum opportunities – this is an impressive list for both schools; we need to showcase this more on the website and open days/visits	Yes. We can investigate promoting more of the wider opportunities on the website.
9.	Curriculum Working Party Report – N/A	
10.	Finance & Resources Working Party Report – N/A	
11.	Christian Distinctiveness Working Party Update – N/A	

12.	Stakeholder Engagement – N/A
13.	Governor Participation/Monitoring – N/A
14.	AOB – N/A