



Kennington C.E. Academy

A member of Aquila, the Diocese of Canterbury Academies Trust



We are an Inclusive Community where Christian values empower us. With God's guidance we work with pride and passion to create life-long learners who fulfil their potential. If we work together, we will be the very best that we can be: achieving, celebrating and succeeding whilst having fun

Local Governing Body Meeting

MINUTES

5pm, Tuesday 1st April 2025

held at the school

Present:

Karen Godsell – Headteacher (HT)
Simon Ward – Chair (CoG)
Lauren (Staff Governor) (SG)
Jan Preece – (appointed governor) (JP)
Carrie Osborne – Parent Governor (CO)
Louis Blake – Parent Governor (LB)

Also, In Attendance:

Rachel L – Deputy Headteacher (DHT)

Clerk: – Julie Lowe

Apologies accepted:

Jamie Fox (vice chair)

Item:	Summary Description	Action
Procedural:		
1.	Welcome, Apologies & Prayer a) Chair's welcome b) Received and accepted apologies JF and CoG shared news of second child; JF will step down at the end of the year from the board with vacancy from September Discussed previous on-boarding of FG and HT confirmed she had to step back due to ill health of herself and her husband HT confirmed AC led the services yesterday; it was raised he has never attended LGB meetings;	JL to reach out to AC

	<p>nor sent apologies; HT confirmed what he did in church for children was super</p> <p>JL agreed to reach out to AC to see if there is anything we can do to support him to be able to attend LGB</p> <p>c) Prayer</p>	
2.	<p>Quorum</p> <p>The meeting was quorate</p>	
3.	<p>Declaration of Business Interests</p> <p>Any business or conflicts of interest relevant to the agenda</p> <ul style="list-style-type: none"> LB changing jobs in a couple of weeks' time; commercial waste and may deal with schools; HT is checking 	HT to confirm with LB
4.	<p>Governing Body Business/Membership</p> <ol style="list-style-type: none"> Governing Body Update – vacancies, term of service expiry <ul style="list-style-type: none"> Constitution: Much healthier: 1 x appointed and 1 x FG spaces <i>Will have another space given JF resignation</i> GH Docs: 3 x declarations and 2 x KCSIE not updated <i>Declaration: LB; AC; CO & KCSIE: LB & AC</i> <i>LB completed earlier today and AC also completed</i> Term of Office: No expiry this academic year Roles & Responsibilities: None are identified – SG and SEN are a statutory requirements to have lead named governors on LGB <i>JL confirmed that she had updated GH to show list of roles as listed in last mins as this had not been completed</i> Training Record: Only two governors identified any training; 5 governors have no training listed: JP & SW <i>Ran through how to upload certificates and need to do at least one extra training session over and above SG; discussed NGA and flexibility of courses</i> Training – Trust Exclusions Training 30.4.25 Chris Dale STN NO exclusion trained governors <i>Confirmed 1 currently signed up for April session – others very keen but unable to make the date; they will look out if available again, confirmed unlikely until next academic year</i> 	<p>All Governors to check their training record on GH</p> <p>JP is attending the exclusion training.</p>
5.	Approval of Previous Meeting Minutes	

	<ol style="list-style-type: none"> 1. To accept the minutes of the last Local Governing Body Meeting held on 27 February 2025 Minutes were approved 2. To accept any confidential minutes of the last Local Governing Body Meeting 27 February 2025 N/A 3. Actions/Matters arising from Minutes of 27.2.25 <ul style="list-style-type: none"> - Clerk to confirm revised date of next meeting 1.4.25 - Clerk to circulate list of agreed governor monitoring focus areas - Headteacher to upload the most up to date/populated SIP to G/Hub - Request access data for who visits the website - H/T to speak to BCTEC <p>A governor raised they wanted to note that not helpful getting mins until few days before the meeting; if provided after the previous meeting, would be more in our mind; second thing, word 'governors' always being used. Is it an Aquila policy as sometimes in our discussions it has been a governor or a few governors? Should be more specific and give a truer record; it was also raised about when should governors expect all documents to be uploaded for the next meeting</p> <p>JL outlined SLS agreement where draft Minutes should be with HT & CoG within seven school days of the meeting and then uploaded onto GH within 10 school days of the meeting. This would allow the information to be fresh in the governors' mind. JL also confirmed that all documents should be uploaded onto GH by seven days before the meeting and general agreement was that this does not happen.</p> <p>JL confirmed that it is not an Aquila expectation to use 'governors' as a body when comments have been made and can use one governor, or a few governors, if not a whole body context</p> <p>JL shared new AT schedule for Actions from previous minutes and confirmed wanted to introduce for LGBs from September and governors felt this format would be useful</p> 	<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Awaiting BCTech response</p> <p>Action point – JL and KG to check timings match expectations for Mins and docs for future meetings</p>
School Improvement:		
6.	1. Headteacher's Report T4: <ul style="list-style-type: none"> • Admissions 	

	<p>355 on roll; numbers of children joined across the year; left for relocation or closer to home places; 28 new children in; healthy numbers for school; attendance officer works exceptionally hard; shows we can still attract</p> <p><i>Are the healthy numbers for September?</i></p> <p>83 for September which is good and following year down to 60</p> <p><i>27 coming in does show you can get to where you need to be</i></p> <p>HT confirmed they had more in than left which is encouraging and those leaving were as a result of relocations or spaces becoming available at schools closer to home.</p> <ul style="list-style-type: none"> Attendance Continue with super hard work; 94.7 and national 93.4% Ran through national and school based numbers; three children on severe absence; one in hospital; one with KPAS referral; gone to statutory and parents not attended; things are progressing; another one only just put in KPAS referral and hope to see improvement; had additional illness with staff and children Pupils with SEN and LAC Numbers are quite stable; two more children issued EHCP in Y6 in readiness to go to SS; <i>There are only 5 EHCPs across whole school</i> Yes Behavioural Reports and pupil mental health and wellbeing No fixed term suspensions or exclusions; we know that this point last year we saw impact of opal <i>Any comparisons to exclusions?</i> No, very difficult ; having suspensions not a bad thing, but now recognition of evidence Pupil Premium UP to 111 – 31.4% which is above national; increasing across the year as well as we are getting more children in Details of interventions and innovations using the PP Shows actions taken; what areas are being addressed and how to spend money; School performance and standards See report below Christian Distinctiveness/SIAMS Discussed as part of report below with data Impact of PE & other Funding 	
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	<p>PE fund school trip for each year group across the year and comes from PP; will look at impact at the end of the year; put doors on Y6 block and they were very excited!</p> <ul style="list-style-type: none"> • Finance and Premises Have a list of things sent to Aquila for over next few years and some are quite expensive; continued investment in opal; new music area being installed; reflective sensory garden nearly finished; bench seating and planters coming; children make full use and embrace 'if you build it, they will come'; willows are growing; H&S toilet cubicles have been repaired • Staffing information, including mental health and wellbeing No changes; cleaners come on board today; they have been absolutely fine; whole team have come over and been successful and can have more control over quality; Training: Aquila took HTs up to Charles Dickens School in Southwark and DHT went recently; had BromCom report writing training recently and will reduce workload; subject leader networking and internal training; all teachers had a reading and research day off site to look at various aspects for their cohort and will feedback in staff meetings in T5&6; feedback has been positive from those who had taken part <p>2. Data Review (DHT) Colour coded to different levels and percentages with written questions at the back. Overall big concern with SEN children; with exception of art and PE; visit from CB who looked at assessment; revised assessment process; back to basics with NC; concerning that we have such a low amount of SEN achieving in foundation subjects; expect in core subject; are we relying on written evidence? PP children are doing well in foundation subjects as are EAL; what resources are we using? Large cohort of EAL; NHS and refugees children. Final column identifies in year group; asked SL to look at assessments alongside class teachers; MLT have been doing work alongside teachers; working on action plans. CB looked at assessment in Y6; firming up in assessment. T6 data is final and will be looked at closely with challenging questions; looking at books; verbal feedback; not always written evidence; speak with the</p>	
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	<p>children with their books; includes every subject from subject leader. Y3 PSHE interesting to see; PE leader in Y6 so why are children not achieving so well? Music, want to get ambers up. French has two years blacked out as only just introduced - Y5&6 all below there. DT some great things around school yet assessment data is low, Maths Y6 low cohort we are aware of; GDS very low; SEN incredibly worrying; most sitting on Y6 curriculum, nobody pre-key stage. Lots of work to be done in WW & GPS; all vulnerable groups are incredibly low; GPS is a focus so changing spelling scheme. Looking at how we are teaching it - discreetly/embedded? Will come into T6 action plan. Reading in Y3 is fairly low; 61 out of 90 sitting unexpected; volunteer reading with parents a possibility; currently looking at costs of on-line reading; about challenging subject leaders</p> <p><i>Were you surprised?</i></p> <p>Surprised with FS as have done all the work; music not just about playing instruments; also being able to compose and talk about composer</p> <p><i>Are there any trends?</i></p> <p>Haven't put on spreadsheet yet, but will do same as last time to show where they are; colour coded makes them look at it; then look at trends</p> <p><i>When we will be able to see these?</i></p> <p>Important questions is how it is in FS? I suspect lots of topics where there is some work; should not be that many working below in PSHE. Y3 is interesting and what is going on in that year group. Not reflecting in behaviour records; need to assess how judgements are being made, and are they accurate? Y3 very few SEN children; just worrying</p> <p>SG: Worth remembering they may have made amazing individual progress already;</p> <p>HT: PP meetings will show that</p> <p><i>We would expect to see colours on reading and writing and maths, do we have any benchmark against what we would expect to see?</i></p> <p>Won't be a benchmark per se; inherit a lot of our SEN children; rarely go on to register if already here; have tried to trim SEN register; can still do official paperwork such as IEP</p> <p><i>Take that cohort, do we have any way of defining expectation?</i></p> <p>Very tricky when talking about SEN; just because they have difficulty with literacy</p>	
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	<p>doesn't mean they will have difficulty with PE for example; always questions around foundation subjects and unconscious bias; important to ask the questions and moderate; would expect children in a church school where RE so strong; would expect higher achievements than in English and Maths</p> <p><i>Assessment question – are you being too hard?</i></p> <p>RE hard when we have SIAMs due next year or so; very precious about showing evidence but do have to be able to talk about it as well; need to look really closely at how we are assessing; going to impact somewhere but if WT on SEN register, do they join left hand column?</p> <p><i>Wanting to find evidence those children not being able to demonstrate their learning effectively</i></p> <p>Want to see their artwork and talk to them alongside; are we assessing writing or understanding? Haven't seen shift because they are not at that level or teachers are not as confident to use assessment framework</p> <p><i>What type of criteria are you using?</i></p> <p>Statements in SEN code of Practice</p> <p><i>Number of pupils who come off and be on monitoring register - no answer to define what colours should look like?</i></p> <p>No answer to benchmark children with SEN</p> <p><i>On other end of spectrum, are you happy with higher ability achievement?</i></p> <p>Maths in Y6, no. Current Y6 cohort don't have KS1 data as covid year</p> <p>Hard to know with Y6 if they are where they should be</p> <p>SG: Scaffold for lower ability and not sure if we do the other way of scaffolding up</p> <p>Next PP meeting will have greater depth in there; next challenging questions, If not, Why not?</p> <p><i>Next term you will have KS2 SATS – how will these results influence?</i></p> <p>Had to give AT our predicted grades; put all into BromCom; have been quite honest and fully prepared for what SATs will be this year; have some basic maths skills lacking given Covid cohort; don't have the stamina for writing; don't have ability to work independently; quite an immature group; knock on effect with Covid; impact is resilience and knowledge hit us hardest and building blocks of everything</p>	
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	<p>Always expected this year's results to be lower than last year; have booster groups; calling in everyone we can to support; picking up vulnerable children to do booster work <i>Where can you make the greatest impact?</i> Need to boost significantly; it will be our combined support Children scored well on arithmetic paper to show basic; fallen down on reasoning and doing lots of work around that; hopeful there will be a good chunk; sending out with parents at Parents Evening Not good at judging and getting to the end of the paper Resilience isn't there and will give up quickly <i>If available at next meeting can you look at trends and tracking developments moving up the year; try and catch any feelings in PE</i> Huge thank you to DHT as only data drop on Friday and lots of work to get this ready for today</p>	<p>HT & CoG Look at trends and tracking developments at next meeting</p>
7.	<p>School Improvement Plan:</p> <p>1. To receive any items on School Development Plan 2024-25 Data drop; subject leaders in process of action plan and will update as soon as ready either before Easter holidays or during. There will be a fuller document after staff have added this term data <i>Can we look at that when have catch up with HT and then feedback to LGB at next meeting?</i> <i>For our actions for next half term, would it be useful to look at an updated plan and then for each of our areas that the governors are responsible, talk to HT about what would be helpful?</i> Talk to you about what we are doing and looking at the impact Happy on the whole; around PP we had requested more benchmarking data and question raised about reasons for disadvantaged gaps; gives a little more information; notes on why there is a disadvantaged gap; reasons; not specific to us; can see reasons in list <i>CO: On visit we talked about SIP and what we wanted to improve</i> Our children to achieve age related expectations <i>CO: Have we got documented measurable attainment?</i> Expected to see children WT; nationally gap widens; trying to go against; haven't put figure on it and can do that; would have to look at our data to see across the whole the KS</p>	<p>HT/CoG to look at SIP and feedback at next meeting</p>

	<p><i>JP: Can you do it given multi factors?</i></p> <p>Very difficult and focus on individual children; would be a very general numerical figure and reason we don't tend to it would be how do you put that into number that is reliable</p> <p><i>LB: Reflecting on it, I think that would be understandable; previously very general and in contrast current SIP goes right in with narrowed attainment gap between boys and girls as number one priority; good to see</i></p> <p>Based on previous years data; hopefully you will see how that comes about; focus in on pockets where attainment is not so strong; would agree if you put in something as specific and identify where we are and nationally, there needs to be a discussion around what the ambition is?</p> <p>Ambition will always be zero but always a different cohort on children; not comparing like for like</p> <p><i>CO: Is aspiration feasible so what is feasible for us?</i></p> <p><i>LB: How do we track cohorts through; happy for tracker and don't think we can say different cohort?</i></p> <p><i>CoG: Would like to have the SIP when we next meet and then track the actual level of improvement made against each objective</i></p> <p>Discussed operational against strategic</p> <p><i>JP: Looking at individual children and their development can tell you more than data can</i></p> <p><i>LB: If that is mantra we have to keep SIP</i></p> <p>Headlines don't tell the story; look at PP they are massively underperforming; but 15% are also SEN; look at boys/SEN can go in 10-15 different ways to look at data; we are expected to be highlighting what we are looking at</p> <p>Use to inform priorities; don't have SATs results by time we have away day</p> <p>SG: In T6 use boys/girls column</p> <p><i>LB: Can't narrow attainment gap between cohorts; do think if we have objective to narrow need to look at some data we have and following cohorts through</i></p> <p>Cohort specific, you have children with multiple different vulnerable groups; address needs of individual children and some have all of those things</p> <p><i>LB: Are boys a vulnerable group?</i></p> <p>Our gap is not as wide as it is in some places; any disparity we will say they are more vulnerable; use data; use pupil voice; look at planning we look with the eye of those vulnerable groups; Y5 - boys lower than girls so will have boys in follow-up groups etc., and bring voice of vulnerable groups in as much as</p>	
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	<p>we can; have significantly higher number of boys on SEN register than girls</p> <p><i>LB: PP assumption is vulnerable before they reach the school; SEN different concept to talk about different populations to be vulnerable; positive school sees group as vulnerable and thank you for showing us small but significant difference in national as well as our school trend?</i></p> <p>Looking at context of our school and wider context in change nationally</p> <p><i>CoG: Monitoring visits around clarifying roles and leadership roles to understand how the school's strategy and SIP is communicated to the staff and clarifying the roles of those in the SLT and MLT and setting their objectives/appraisal goals to implement the actions in the SIP</i></p>	
8.	<p>Finance:</p> <ol style="list-style-type: none"> Budget Monitoring Report In processing of finalising next year's budget Governor Monitoring Report [this section 2 needs to be moved down to the next part of the minutes – and out of the finance section] Cash flow Forecast 	
9.	<p>Governor Monitoring/Other meeting reports & visits</p> <ol style="list-style-type: none"> Update of any monitoring visits undertaken, by governors since the last meeting: <ul style="list-style-type: none"> Monitoring Visit Report New Gov Familiarisation re Quality of Education 27.2.25 CO & LB Monitoring Visit Report – School Familiarisation observing school provision – Christian Distinctiveness, B&A & PD 27.2.25 SW/JF/JP Monitoring Visit Report – Safeguarding 24.2.25 JP Monitor Governor Visit Schedule – book further visits <ul style="list-style-type: none"> Flexible; good for you to be in together; welcome other visits as well; <i>JP: I would like to have at some point when somebody is doing monitoring in a class is to be able to come in with them and find out what they notice; would help improve my observations; if attached to another person</i> SATS week 12/5/25 – really good to have someone come in to see how we administer SATS (JP) HT to send TT and JP can stay and look at something else CO: will contact when have work diary 	

	3. Receive any Note of Visit Reports/Other reports <ul style="list-style-type: none"> No 	
10.	Safeguarding: <ul style="list-style-type: none"> a) Issues or concerns: None b) Safeguarding outcomes: None Nothing from JP as no contact from HT; JP to produce a report three times a year	JP to produce SG report 3 x yearly
11.	Health & Safety: <ul style="list-style-type: none"> a) Issues or concerns: None b) Premises update: See HT report referred to list of areas being looked at with capital budget c) Review of Health & Safety and report on incidents recorded: d) Progress towards General Risk Assessment priorities: 	
12.	Riskmate Risk Register <ul style="list-style-type: none"> a) Update from Headteacher regarding Riskmate Register Gave update on RiskMate; demonstrated current format with school current position and how information can identify different areas; timeframes need to be realistic; <i>JL: Bite size video being produced with TH and LGB very keen to see this</i> b) Assess Riskmate return for current strategic risks and ensure appropriate mitigations are considered <i>Good, it nudges you to check policies to address the risk</i> HT completed IOSH training so much bigger piece of work for me to do to ensure detail is included <i>Do you define risk as anything that would have adverse effect on school?</i> Measure against likeliness against severity <i>Who does assessment with you?</i> Some will be just me and some will be staff <i>JL: TH (Aquila central team) produces the reports and first one this term and TH will then look at trends and patterns and question where appropriate</i> c) GDPR Nothing to report 	
13.	Compliance (including website):	

	Items for consideration: TH will be contacting all HT with regard to governance website as all need some work; discussed children drawing governors faces for website in view of AI threat and HT to organise	HT or organise children to draw governors for website page
14.	Policy Review: To ratify/adopt the following policies due for review: Aquila Trust Policies: (Adopt only) <ul style="list-style-type: none"> • None School Based Policies: (Ratify) <ul style="list-style-type: none"> • None 	
Other		
15.	Any other business: Urgent Business to be notified to the Clerk and Chair in advance of the meeting <ul style="list-style-type: none"> • 	
17.	Confidentiality: Governors to decide which items, if any, should be regarded as confidential and recorded within the confidential minutes for this meeting <ul style="list-style-type: none"> • Confirmed areas for confidential minutes 	JL to move agreed areas to confidential minutes
18.	Confirmation date of next meetings: <ul style="list-style-type: none"> • 22 May 2025 • 3 July 2025 (afternoon working at Women's Institute Hall with SLT on priorities for next year and then into LGB meeting back in school) 	
19.	Closing Reflections & Meeting Summary <ul style="list-style-type: none"> a) What was the theme of the key discussion during the meeting and what is the impact for the pupils? <i>Input in terms of data analysis of pupils progress and approaches on SEN pupils; ties in with TG coming in to discuss SEN</i> a) What was the key challenge facing the School/Trust during this discussion? <i>Need to show progress of pupils and how we can look at pupil coming off SEND; also checking pupils are able to demonstrate knowledge and understanding in assessment</i> b) What are the areas for celebration in this discussion <i>Very open discussion and we are collaborative on discussions and using own skills; pleased to hear how the results are going to be discussed with staff and collaborative effort on how they are going to work collectively and feed into the school action plan</i> 	
Summary of Identified Actions		
Item	Action	Action owner
1b	JL to reach out to AC to enquire if needs support to attend meetings	JL

4	All Governors to check their training record on GH	All
5.3	To check timings match expectations for Mins and docs uploaded for future meetings	HT & JL
6.2	Look at trends and tracking developments at next meeting	HT & CoG
7	To look at SDP and feedback at next meeting	HT & CoG
7	CO (as governor responsible for leadership and management) and HT to look at clarifying the roles of those in the SLT and MLT and setting their objectives/appraisal goals to implement the actions in the SIP	CO and HT
10	SG Lead governor to produce SG report 3 x yearly	JP
13	Organise children to draw governors for website page	HT