



Minutes of the Christ Church (Brondesbury) Church of England Primary School
Governing Board meeting held on Thursday 5 December 2024, at 5.30pm in school

Name	Initials	Attendance 22/05/24	Attendance 11/07/24	Attendance 26/09/24	Attendance 07/11/2024	Attendance 05/12/24
Governors		via Zoom	In school	via Zoom	In school	In school
Headteacher (1)						
James Kelly (head teacher)	HT	Present	Present	Present	Present	Present
Foundation ex officio (1)						
Mother Christine Cargill	MC	Present	Present	Present	Present	Part of mtg
Foundation PCC (2)						
Alison Schulte (Chair)	AS	Present	Present	Present	Present	Present
Tonye Oji	TO	Present	via Zoom	Present	via Zoom	Apologies
Foundation Deanery Synod (2)						
Lesley Daisley	LD	Apologies	Present	Present	via Zoom	Present
Ian Woolgar	IW	Present	Apologies	Present	Present	Present
Foundation LDBS (2)						
Davina Marie	DM	Present	Present	Present	via Zoom	Present
1 Vacant post						
LA (1)						
Rohin Murari	RM	Present	No	Present	via Zoom	Apologies
Elected parents (2)						
Tara Stroud	TS	Present	No	Present	Present	via Zoom
Alexandra Sandor	AL	Present	No	Present	No	No
Elected staff (1)						
Eman Yaseen	EY	Apologies	via Zoom	Present	Present	via Zoom
Associate members (3)						
Observer/advisers						
Jacqui Carrington	SBM	Present	N/A	N/A	Present	N/A
Parita Shah	PS	Present	N/A	N/A	N/A	Part of mtg
Jasmine Jude	JJ	Present	N/A	N/A	N/A	N/A
Wendy Baverstock	WB	N/A	N/A	N/A	N/A	Part of mtg
Clerk						
Lynda Rees	Clerk	Present	Present	Present	Present	Present

Part one - public

Item		Who	When
1.	<p>Welcome, Opening Prayer and Apologies for Absence</p> <p>The Chair (AS) welcomed everyone to the GB meeting and stated that apologies had been received from Tonye Oji (TO) and Rohin Murari (RM), which were accepted by Governors attending the meeting.</p> <p>Eman Yaseen (EY), Tara Stroud (TS) were attending the meeting via Zoom.</p> <p>The GB Chair opened the meeting with a prayer.</p>		



<p>2a.</p>	<p>Declarations of Interest and notice of confidentiality (relevant to items on this agenda)</p> <p>The Chair asked governors if they have any Declarations of Interest (DOI) to declare on anything that is to be discussed under the agenda items for this meeting.</p> <p>Governors had no declarations to declare for this meeting.</p> <p>The Chair reminded governors that any matters discussed under the confidential section of this meeting must remain confidential at all times.</p>		
<p>2b.</p>	<p>Governing Board Membership and Attendance record for all meetings to date</p> <p>The Chair asked governors to confirm the content within the Governing Board membership and attendance record spreadsheets. Any amendments are to be notified to the clerk and SBM.</p> <p>The Chair reminded governors that it is important that their contact details are up to date for the membership spreadsheet and also the SCR maintained by the school.</p> <p style="text-align: right;">Action – All Governors</p> <p>The Chair reminded governors that the Code of Conduct was agreed by all at the September GB meeting and the importance of respecting the rules of confidentiality in meetings and outside and around the school community.</p> <p>The Chair informed governors that the vacant LDBS Foundation Governor post remains unfilled, although she has contacted the LDBS to see if they have any applicants that they could recommend but this has been unsuccessful so far to date. There was an enquiry through the Governors for Schools website but this was from a university student who did not live in London.</p> <p>The Chair added that the school will have an additional vacancy with Mother Christine moving to Australia and it is unlikely that this Ex- Officio clergy vacancy will be filled in the foreseeable future.</p> <p>The Chair added that if the Ex-officio clergy role remains unfilled, it will be a double blow for not only the Governing Board but also the support that will not be available to the school for SIAMS, Christian ethos and guidance for the pupils through the worship sessions that were undertaken regularly by Mother Christine.</p> <p>The Chair was pleased to inform governors that the Dean has approved the reappointment of Lesley Daisley to her Deanery Synod Governor position from 7 December 2024 for another 4 year term.</p> <p>The Chair added that the nearby church of St Gabriel’s has asked its congregation but no one was interested in taking on the LDBS governor role.</p>	<p>All Gobs</p>	



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	<p>Governor K asked if there could be any interest from the local secondary schools – HT stated that he will approach St Augustine’s to see if any staff members may be interested.</p> <p>The Inclusion Leader, Wendy Baverstock (WB) and AHT, Parita Shah (PS) joined the meeting via Zoom at 5.45pm</p>		
2c.	<p>Minutes of GB meeting held on 7th November 2024</p> <p>The minutes of the GB meeting held on 7th November 2024 were reviewed, and governors agreed they accurately reflected the discussions and decisions taken at the meetings and were signed by the GB Chair.</p>		
2d.	<p>Proposed WhatsApp Governor contact group</p> <p>Governors discussed whether it would be helpful to set up a WhatsApp group which would be used for any important messages that need to be circulated quickly to Governors – for example if meetings changed at short notice, if a governor panel needed setting up etc.</p> <p>As some governors do not have access to their school emails on their phone, the WhatsApp messaging service would enable important messages to be sent without delay to governors.</p> <p>Governors agreed that as long as the WhatsApp group is used for essential, short messages when required, then governors were happy for this group to be set up. The GB Chair agreed to set up the WhatsApp group on behalf of the Governing Board.</p> <p style="text-align: right;">Action AS</p> <p>MC arrived at the meeting at 5.50pm</p>	AS	
3	<p>Headteachers report (T&L focus)</p> <p>a) Contextual Information</p> <p>The HT asked Governors if they had any questions on the contextual information report that had been circulated prior to the meeting.</p> <p>HT informed governors that there are currently 167 pupils on roll but there is a family of 3 children on the LA waiting list that will hopefully be admitted to the school in the next few weeks.</p> <p>Governor A asked about the numbers in the merged class that would increase to 39 and what is the limit for the numbers for this class – HT stated that he will check the capacity for this merged class and inform governors at the next GB meeting.</p> <p style="text-align: right;">Action HT</p> <p>HT informed governors that the average attendance figure as at 18 November 2024 was 94.3% and, as the school is not full, the percentage is higher due to the lower pupil numbers in each class.</p>	HT	



Governor K asked what constitutes a pupil who is a persistent absentee – HT explained that the attendance system produces a report that records any pupils who have an attendance figure that is below 90% - the most recent report identified 20 pupils that were below 90% attendance. These 20 pupils are then sent a warning letter which states that if their attendance drops further then the Education Welfare Officer will speak to the parents. If the attendance percentages do not improve, there are stage 1 and stage 2 processes that are then followed upon by the school/EWO.

HT added that letters are also sent to parents whose child has been absent from school due to valid reasons like being in hospital etc but the absence systems require all pupil absences lower than 90% must be sent the standard letter.

HT explained that he has a duty to inform parents when the absence letters are sent out but the focus is on the unexplained absences that are identified from the school attendance systems.

Governor K asked if the school has identified any commonality to the reasons that are being given by parents for why their child is absent – HT explained that some absences are due to families returning late from a holiday at the beginning/end of the term/half term and any repeated absences are followed up by the admin team by phone/texts and forwarded to the EWO.

HT informed governors that the e-safety/filtering and monitoring report is being changed by LGfL and the latest report is being trialled by schools. This report shows what websites are being blocked by the LGfL filtering/monitoring system within the school's website.

b) Pupil Progress reports- Data tracking Autumn 1st half term

PS asked governors if they have any questions on the Autumn term 1st half term data tracking report that has been shared with them for this meeting.

PS explained to Governors that this report been based on data from October 2024 and there will be further progress identified from the summative data testing that will be produced next week.

Governor A commented that the data report outcomes are very positive especially as these figures are for the first half term for the new academic year.

PS added that she is not overly concerned with the Year 6 data at this stage – as the school have already started the booster sessions to support those pupils who need the extra support.

Governor C asked about the good writing percentages for Year 2 – PS explained that Year 1 and Year 2 are a strong cohort which includes pupils who started in the Nursery/Reception classes at Christchurch which has helped them being exposed at the earliest opportunity to the schools education system and opportunities. There are also a few SEND pupils in this class that are being supported. The Year 2 pupils



also have very good composition skills and the reading is generally higher than the moderated scores show.

Governor A asked if the Year 4 class are the cohort that were at a lower attainment level at KS1 – PS explained that the class teachers have introduced measures such as streaming for maths which is working well and having 2 groups for the mixed ability for writing which is also going well. The Year 4 pupils are working on the core skills and it is anticipated they will continue to make good progress as they head towards Year 5.

PS added that from January 2025, the plan is to target certain pupils with booster sessions from 8.35am each day to plug the gaps across the board for reading, writing and maths. The pupils as a cohort love reading.

Governor A asked whether the child who is at the attainment level for both reading and writing is the same child – which was confirmed as being the position by PS.

Governor A asked about the Year 4 boys performing better in Maths than reading and writing – PS explained that the Year 4 cohort are a complex group – and now that the behaviour issues have been sorted, some pupils are still displaying social, and emotional challenges in the playground.

Governor C asked if these were the pupils who were in reception class in 2020 when the COVID pandemic started and then had the class teacher issues when they were in Year 2 – PS added that this cohort also had very high mobility from Reception to Year 2 which included an influx of pupils who were new to English with little former schooling and higher special needs.

PS added that both herself, JJ and SH love teaching the merged classes (Years 4 and 5) and are working well as a team and the target is the improvement in progress by the time the pupils reach Year 6.

Governor L asked if there are interventions being planned for pupils in Year 5 - PS explained that there will be booster sessions commencing from 8.35am and the HLTA is now taking intervention classes for Maths and reading in the afternoons and SPAG will commence later in the year.

Governor M asked if there is anything governors can do to ensure that the Year 4 parents are supporting their pupils' education opportunities – PS stated that she has spoken to the parents to inform them that school is doing all it can to provide the educational opportunities while they are at school but it is important that the parents help pupils do extra work at home.

Governor M asked if there are books the parents can buy to help their child with more learning at home – PS has given parents details of books that can be bought and explained that for the pupils to do well they do need the extra help from parents to achieve this.



Governor A asked if parents are offered the books at a reduced rate or free if they cannot afford to buy the books – PS stated that this will be provided where parents cannot afford them but some parents have started to buy the recommended books.

PS added that the school are continually looking at the most appropriate interventions to put in place but although the school have 3 HLTA's there are 2 pupils that need HLTA's support which leaves 1 HLTA across Year 1 to Year 6 and all the teachers are doing very well to support the pupils in each class.

Governor L asked about the low numbers in Nursery (10 pupils) and how they were doing – PS explained that although there are lower numbers, it is anticipated that more will attend from January. Those in the class are making progress and are engaging with books/ carpet sessions and the staff are working with the parents to support the pupils.

C) Data targets for the year ahead

PS outlined the data targets for 2024/25 which are as follows;

- Early Years – final GLD 70%
- Year 1 Phonics 82%
- Year 6 Targets – Reading (72%); Writing (64%); Math's (81%); SPaG (72%) and Combined R,W,M (59%)

Governor E asked why the Combined SPaG target was lower than the individual targets at 59% - HT explained that often pupils achieve 2 out of the 3 targets and this target is in line with the national expectations for the combined score.

d) Inclusion update – St Joseph's class and Flash Academy

Wendy Baverstock (WB) shared her presentation to governors on the new SEND resource unit (St Joseph's class) which covered the 4 sections.

- **Rationale for setting up St Joseph's SEND Resource Base**
- **How the Resource is delivered including Flash Academy scheme**
- **Impact (so far) with case studies**
- **Financials and forward planning**

WB outlined the key points to note from her presentation under the above 4 sections.

1) Rationale for setting up St Joseph's SEND Resource Base

- The number of children with EHCP in Brent in mainstream schools has increased from 46% in 2020 to 65% in 2024 and this equates to an additional 188 additional primary school special school places which are needed to meet current demand
- There has been investment in 427 special school places across the borough, but these schools are now full and these pupils with Special needs are being



placed within mainstream primary schools or placed in out borough special schools.

- As a school, Christchurch is very inclusive but remain extremely concerned about how to best support the pupils with complex special needs, although we do not receive adequate funding to support these pupils needs.
- For example, some pupils are non-verbal; autistic; wheelchair based; or not toilet trained

2) How the Resource is delivered including Flash Academy scheme

- Previously, the EHCP structure involved having individual TA's delivering one to one support but as pupils SEND needs become more complex and specialised, often the pupils become dependent on the one to one support and these agency TA's often do not have the specialist skills to deliver the required specialist support for SEND pupils
- Research by Blatchford in 2006 provided evidence that support by a one to one TA's very often decreased the academic progress for a pupil with an EHCP rather than improve it and therefore not the best outcome for pupils.
- The key aims of the St Joseph's SEND resource base is to increase the range of functional, spontaneous and reciprocal language; to support academic progress at a pace and in the developmentally appropriate way for each child and to support wellbeing by offering engaging learning opportunities aimed at equipping pupils with skills to manage their own learning and emotions
- The structure of the St Joseph's class focuses on the communication challenges experienced by some pupils .The language is explicitly taught and embedded in activities and although the focus on academic progress is based on the Year 1 curriculum, it is taught at a slower pace for pupils
- The resource base is staffed by a teacher and 2 specialist SEND TA's with the teacher constantly directing the work of the 2 TA's to make sure what they are doing is at the required quality level
- There are 7 pupils in the morning sessions with SEND needs such as Autism, GDD, developmental language delay and EAL and many have limited attention spans
- 4 of the 7 pupils who have less complex needs go into the mainstream classes in the afternoons
- 15-20 pupils from across the school attend the resource base in the afternoons for interventions
- The pupils have predictable/structured routines that mirror the mainstream lessons but are more shorter/bite sized lessons
- There are also carpet session times; sensory circuits each day; Makaton – sign language is also taught with speech to help pupils who are non verbal
- The afternoon sessions also use the Flash Academy system which is an online platform offering 48 plus home languages which helps pupils lean the basics of the English language
- The Flash Academy system is very interactive and also has a facility for pupils to use games to start to learn English. For new pupils, they will do a 6



week crash course which enables them to access the online system from home.

3) Impact so far with Case studies and Flash Academy

- **Case study – child S (Year 3)** who has a diagnosis of Global Development Delay and is minimally verbal and was regularly spitting at adults and children. The team worked out child S needed constant engagement at a level that suited him developmentally and academically. Child S was engaged in the structured timetable, which included sensory circuits which has led to a total transformation in his behaviour and he has stopped spitting.
- **Case Study Child J (Year 2)** has developmental language delay and general learning difficulties, has always struggled to access learning in the mainstream and with social situations. Child J has been exposed to a rich language curriculum pitched at her level of understanding. She is encouraged to speak in full sentences and the team have time to develop these oral skills carefully. Child J is regularly using full sentences including a conjunction when reminded and is working her way through Year 1 curriculum. Child J will continue to need extensive support as her peers make progress at a different pace.
- **Case Study Child M (Reception)** has a diagnosis of Global Developmental Delay and is working on pre-key stage targets and is non-verbal and spends all his time in the base. He is also hyper- movement and has short term attention span. Since being in the resource base, this child has benefitted enormously and is now able to maintain focus for up to 15 minutes, which includes sitting at a table, mark making and following simple instructions. Although not yet speaking, he is beginning to form recognizable sounds into words.
- **Case Study Child R (Year 2)** – this child joined the school 3 weeks ago from Ukraine and he is at language acquisition level A which means he is in the 'silent' phase. We set him up with a login to Flash and he has been accessing it in the base with support from the team. He has completed 4 lessons and already learnt 12 new words.
- **Pupil Voice and parent feedback** has been very positive, with parents stating that their children are very happy being in the resource base and how well their children are responding to the learning being provided in this Centre. Parents are also pleased that their children are in an inclusive setting but also have the opportunity to join the mainstream class during the day.

4) Financials and Forward Planning

WB gave 3 scenarios – to remain at the current position, to replace the Supply teacher with a permanent teacher on M6 or to have a part time teacher and train a TA to take on a HLTA role, with the costings ranging from £127k to £119k which would result in a saving of £8k.



WB explained that the cost for having the 7 pupils in the Resource Base equates to £17,857 per child when the average cost to the LA for a special school place is £23k to £30k and the average cost to the LA for a private special school place is £40k to £70k per child.

Other options to consider;

- Specific public information on funding internal AP in primary schools is limited, schools typically utilise a combination of delegated budgets, high needs funding (EHCP) and pupil premium to fund AP
- Increase number of EHCPs for children without increasing staffing costs (n=3) with two accessing in the afternoons
- Cost out all our EHCPs - we are more than likely underfunded, use the law to request the full amount we need e.g. to cover staff costs
- Apply for tapered funding from the charitable trust for a further year to work on a sustainable plan
- Explore additional funding from charitable organisations or through partnerships
- Apply to Brent LA about ARP provision (they will control the admissions process)

The Chair thanked WB for her very comprehensive and informative presentation and governors can see clearly the impact and justification for having the Resource Base in place within Christchurch.

The Chair suggested that at the next GB meeting with a finance focus(6th Feb.2025) can consider in more detail the financial options, the bigger context for the Resource Base and the how to best move forward for the future.

Governors had a break at 6.55pm to have a presentation for Mother Christine and to thank her for the contribution and support she has given the school and the Governing Board over the past 6 years in her role as Ex- Officio governor and the clergy and pastoral support she has given the school.

MC thanked governors for their generous gift and kind words and that she has enjoyed working with Governors and the school and wished everyone all the best for the future.

MC and EY left the meeting at 7pm

Governor E thanked WB for a great presentation and asked if the resource base had the capacity to expand the number of pupils that could attend – WB explained that the 7 pupils that currently attend need the space and the adult ratio currently in place to meet their complex needs. The Base could possibly take on 1 more pupil but would then need to look at the indoor and outdoor space and staffing to consider expanding the Resource Base and also the impact on the current quality of provision.



Governor K asked whether the number of children with an EHCP is likely to stabilise, having increased from 46% in 2020 to 65% in 2024 – WB stated that the numbers have grown in recent years due to factors such as a better understanding of the medical understanding of pupils complex needs but ,although the birth rate is dropping, there does not seem to be any slowdown in numbers for pupils with EHCP needs.

Governor M spoke to governors about the excellent music show that was put on by the school recently which included pupils from St Joseph’s joining in the celebrations – it was lovely to see the pupils enjoying themselves and looking so happy on stage. She added that the parents and staff looked very happy and proud with how much the pupils from St Josephs enjoyed their moment with being part of the music show.

WB added that the staff team in the Resource Base constantly interact with the pupils and are very passionate about the work they do in the Base.

Governors thanked WB for a very inspiring presentation and will arrange to come in and meet the St Joseph’s pupils and staff when a learning walk is scheduled for next term.

WB and PS were thanked for their contribution to the GB meeting and left at 7.05pm

e) SEF/SAP updates

HT informed governors that he has merged the Self-evaluation form with the Action plan to make a clearer more streamlined document with an evaluation being included under each sub section.

The SELP officer (Helen Tyler) is due to visit the school in January where this updated document will be shared with her.

f) Premises and H&S updates

HT informed governors that he has uploaded the template and forms for the inhouse bi-weekly monitoring of H&S matters and year end monitoring which will link into the termly and end of year audit that would be undertaken by the H&S governor.

HT added that these templates and forms have been recently produced and are based on the guidance from The Key and has shared these documents with the H&S governor (DM) for their comments/feedback.

DM suggested that the policy includes any references to allergy management that may require allergy labelling for food ingredients (as recommended under Natasha’s Law)- HT explained that the school serves fresh food with the Chef having a list of any pupils/staff with allergies with a separate packed lunch made for pupils on school trips etc.



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	<p>HT added that although the allergy management does not currently apply, he can put this as an Appendix to the H&S audit and policy documents.</p> <p>HT thanked DM for reviewing the H&S forms/templates and the new forms/documents will be introduced from January 2025.</p> <p>g) Parish Trust bids</p> <p>HT stated that there are no further updates to share with Governors at this time.</p> <p>h) Christmas events and dates</p> <p>HT shared the school events that are taking place for the weeks leading up to the end of term.</p> <p>HT was disappointed to report that the annual Christmas Fair would not be taking place this year as there had been very little response from parents in organising this event.</p> <p>HT added that the school do not have the capacity to organise this event and rely on the goodwill of parents to organise and set up the stalls and activities but this year there has been very little response this term from parents.</p> <p>HT suggested that an event could be organised in the Spring term.</p> <p>Governor M added that previously there was a small core group of parents who have been involved in previous school events but the PTA needs more parents to support any future events and perhaps to try and find nominated parents to help from each class.</p> <p>Governor M also suggested having the provisional dates for fairs/events months in advance so that the parents can be encouraged to support the events at the earliest opportunity and parents are reminded that these events will not take place unless more parents get involved.</p>		
<p>4.</p>	<p>Governance/Chairs update</p> <p>a) Governors' Strategic Plan priorities for 2024/25</p> <p>The Chair stated that the Governors Strategic Plan is being updated and is work in progress and the latest version will be shared with Governors at the February GB meeting.</p> <p style="text-align: right;">Action AS</p> <p>AS</p> <p>The Chair thanked governors for sending their responses to the online survey for how best to plan the Governing training sessions and learning walks for the next term. She will analyse the results of the survey and send suggestions out to governors by the end of term.</p> <p style="text-align: right;">Action AS</p> <p>AS</p> <p>The Chair suggested that the first learning walk could look at the St Jospeh's class in action and look at the writing focus in the next term.</p>	<p>AS</p> <p>AS</p>	



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	<p>The Chair suggested that Governors could perhaps look to attend an event at the school for this term.</p> <p>b) Skills Audit reminders/ Training and governor visits</p> <p>The clerk reminded governors to complete their skills audit questionnaires so that an anonymised analysis can be made which will enable an action plan to be produced to identify any skills shortfall that could be addressed through training or other methods.</p> <p>The clerk agreed to send a reminder to the individual governors who still need to send back their completed skills audit questionnaire. Action clerk</p> <p>LD spoke about recent governor training session she had attended on anti-racist/challenging your biases which was a very good course which was presented by an excellent external consultant (Orlene Baddu) through the LA.</p> <p>DM has recently undertaken an online H&S course that was very useful.</p> <p>HT informed governors that the Inset Day on Monday 6th January 2025 will include a session on Prevent training – he will send the link to governors if any wish to attend. Action HT</p>	<p>Clerk</p> <p>HT</p>	
<p>5.</p>	<p>Policy Review</p> <p>HT outlined the policies that have been uploaded onto Governor Hub and asked governors if they had any questions on these policies</p> <p>a) Lockdown Procedures b) Volunteers Policy c) RE & Collective Worship d) Spirituality Policy e) Relationships Education Policy</p> <p>Governors had no questions on the above policies and unanimously approved them.</p> <p>TS left the meeting at 7.35pm</p>		
<p>6.</p>	<p>Matters arising from GB meeting held on 7th November 2024</p> <p>The majority of the action points have been addressed within this committee meeting and any outstanding action points were discussed and noted as follows;</p> <p>a) An action point from 7th Nov GB for the next Finance focus meeting – Governor E suggested that the sickness insurance options be added to a future agenda which could include some background information on the past few years to show the cost of sickness cover when compared against</p>		



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	<p>the annual scheme subscription costs to see if it would be value for money to buy into a scheme in the future. Action SBM</p> <p>b) HT stated that he has contacted other HT in the Kilburn cluster and their responses were of a mixed bag – some were fuller than others and this was for both Nursery and reception classes</p> <p>c) An action point from 7th Nov GB for the next Finance focus meeting – the SBM will bring some benchmarking exercises to the next GB meeting with a finance focus. Action SBM</p> <p>d) Action point outstanding from previous GB meeting – HT is in the process of preparing a bid for a larger project for the Early Years area and will submit to a future GB meeting. Action HT</p> <p>e) AS stated that she still needs to write the letter to express the Governing Boards concern in the way that Church schools are being excluded from the list of Brent Primary schools when prospective parents begin their search for schools in the area. The letter will be sent to the local MP and also the Director of Children and Families for Brent Council to highlight this issue. Action AS</p> <p>f) AS will circulate some dates for a meeting for the Sustainability group to meet in the new term. Action AS</p> <p>g) AS stated that she has met with LD to discuss the Governors Maintenance fund and suggested that the fund be renamed as Governors School development fund. The signatory for Jason Kosky also needs to be removed from the bank mandate. LD also asked that she be given access to the bank statements. AS will follow up on this and the signatory removal with the SBM. Action AS</p> <p>h) Action point from previous GB meeting – Governors suggested that a video could be produced to inform parents on the role of Governors and how the contributions for the maintenance fund are used to support the school maintenance projects etc. TS agreed to lead on the preparation work for this video. Action TS</p> <p>i) HT stated that new pupils have been appointed to the Pupil Parliament and he will ask them for their views on what they would like included to enhance the outdoor play facilities if the received additional funding this year. Action HT</p>	<p>SBM</p> <p>SBM</p> <p>HT</p> <p>AS</p> <p>AS</p> <p>AS</p> <p>AS</p> <p>TS</p> <p>HT</p>	
<p>7.</p>	<p>Dates and Times of the next meetings</p> <p>The following Dates were arranged for the meetings in the Spring Term</p> <p>Governing Board meeting – Thursday 6th February 2025 at 5.30pm Thursday 27th March 2025 at 5.30pm</p>		



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8.	AOB No matters were raised under this agenda item DM left the meeting at 7.45pm		
	The public meeting closed at 7.45pm		
9.	Confidential matters a) Confidential minutes of the GB meeting held on 7 th November 2024 b) Any other confidential matters c) Complaints – note those completed		

APPROVAL OF MINUTES BY THE CHAIR OF THE GB

These minutes are an accurate representation of the GB meeting which took place on Thursday 5th December 2024 at 5.30pm in school

Signed..... Date.....

Alison Schulte Chair of the GB

Christ Church (Brondesbury) Church of England Primary School