



## Christ Church (Brondesbury) C of E Primary School

### MINUTES:

**BOARD:** FULL GOVERNING BOARD (FGB)

**SCHOOL:** Christ Church CofE Primary, Brondesbury

**DATE:** 18 March 2026

**TIME:** 17.34-19.39

**VENUE:** on site

**ATTENDED:**

Alison Schulte (AS)	Chair
Tara Stroud (virtual) (TS)	Parent Governor
Lesley Daisley (LD) (virtual)	Foundation Deanery Synod Governor
Theo Hobson (TH)	Foundation LDBS Governor
Ian Woolgar (IW)	Vice Chair
Tonye Oji (TO) (virtual)	Foundation PCC Governor
Rev. Pete Hopkins (PH)	Ex-officio
Alexandra Sandor (ASa)	Parent Governor
James Kelly (JK)	Head Teacher
Davina Marie (DM)	Foundation LDBS Governor
Tina Ryan (TR)	Staff Governor

**ATTENDING:**

Jane Ireland (virtual) (JI)	Judicium Governance Professional
Jasmine Jude (JJ) (virtual)	Assistant Head (AHT)
Wendy Baverstock (WB) (virtual)	Inclusion Manager

**QUORUM:** 50% of the filled spaces

**MEETING FOLDER:** [180326](#)

The use of the term Governor for this purpose refers to, but is not limited to; Governors, Trustees, Directors and Members. The Code of Conduct for Governors requires governors to be honest and open with regard to conflicts of interest (either real or perceived). Governors must not use their position for personal gain in business, political or social relationships. Therefore, a governor who has, or may be perceived to have, such a personal interest in a particular matter under consideration should declare that interest, withdraw from all discussions relating to it and take no part in any vote on such matter.

Items marked \* are those in which a majority of Governors may have an interest because of some shared attribute. When considering these items, Governors should aim to achieve a balanced view, paying particular attention to the sources of information and advice, and remind themselves of their duties as governors and to act in the public interest.

Item	
1	<b>Welcome and Introductions:</b> Those present were welcomed by the Chair and PH opened with a prayer.
2	<b>Procedural items:</b>
2.1	<b>Apologies for absence</b> There were no apologies.
2.2	<b>Confirmation of Quorum</b> The meeting was confirmed as quorate.



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2.3	<b>Declarations of interest for this Meeting:</b> No declarations were made.
2.4	<b>Confidentiality Statement:</b> All matters discussed during the meeting are confidential until the Minutes have been approved. All confirmed they were in a secure environment.
3	<b>Any Other Business:</b> Three items were identified.
4	<b>Pupil Progress Data:</b> JK presented the <a href="#">report</a> and took questions. There are no Pupil Premium (PP) pupils in reception. <b>Q:</b> Why are the results for Reading, Writing and Maths uniform across the board? <b>A:</b> JK said that those who don't achieve in one area tend not to achieve in the others as well. <b>Q:</b> Could we have the number as well as the percentage for the next report as it's a small cohort? <b>A:</b> JK said he will do this and it will provide a progression.  <b>JJ arrived 17.44</b>  Governors agreed that the results look quite encouraging as these children are in a mixed class with Year One. <b>Q:</b> How do the reception children cope with being with older children? <b>A:</b> JK said that it depends on the child. Some children respond at a higher level but some are not able.  The results for English as Additional language (EAL) pupils in Years Two and Three are encouraging. There is a big spread of ability and high mobility in Year Three – the new children are less able in reading and writing and are EAL pupils. Moderation of the assessment data will be looked at. <b>Q:</b> As Year Three is the largest class, what strategies are used to help these pupils cope? <b>A:</b> JJ listed Phonics with younger classes, Flash Academy, Maths Mastery, basic vocabulary and said that the gap was closing but probably not completely in this year. Higher Learning Teaching Assistants (HLTA) were supporting children with Maths.  The whole school are working on writing, using national workshops and more local expertise. JJ has attended some moderation exercises and is also training as a SATs moderator. Parita Shah (PS) and JK will be visiting another school to look at writing.  WB explained that thorough screening and identification of children with blocks on reading and writing take place and bespoke interventions are put together for them. WB is also using investigation tools to support this and to undertake research on EAL and dyslexia. Younger children learn English quicker than older children. Overall, EAL is a challenge and sometimes the issue is finding out if an issue is EAL or SEND.  JJ added that children who enter the school at an older age (particularly if they have arrived from outside the country) have missed out on learning basic hand writing skills so hand writing patterns are taught daily at the beginning of each writing lesson. The school hopes to close any handwriting gaps before children reach Year Six.  Governors observed that on a recent learning walk, children were encouraged to write in full sentences but the Science workbooks seen did not facilitate that.  <b>Q:</b> Why is the SEN children percentage at zero in Year Four?



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	<p><b>A:</b> JK said that those children were not performing at the expected age range although they were making progress. Senior Leadership Team (SLT) need to think about how that progress can be reported clearly.</p> <p><b>Q:</b> Why are the Year Five girls achieving less in Reading and Maths?</p> <p><b>A:</b> JJ said she will take another look at the data.</p> <p>Year Six pupils are attending booster classes (including booster plus) to achieve Greater Depth (GD). Attendance at these sessions is very good. Governors observed that these children are very articulate (at a recent pupil parliament visit).</p> <p><b>Q:</b> Is the 52% achievement in writing expected to increase?</p> <p><b>A:</b> JJ said that handwriting and spelling are barriers to children reaching higher levels. WB added that these children entered the school system during Covid and missed out on some basic fundamentals such as handwriting.</p> <p>Other issues such as lack of sleep leading to a lack of focus were also discussed as a barrier to attainment.</p>
5	<p><b>Walkthrus:</b> JK explained the purpose of <a href="#">walkthrus</a>.</p> <p><b>Q:</b> What is the cost?</p> <p><b>A:</b> JK said that it was approx. £400 for the licence and resources. It works with the coaching that is already in place and formalises and monitors the approach.</p> <p><b>Q:</b> How are the staff feeling about it?</p> <p><b>A:</b> TR said that it makes sense and is helpful. JJ added that staff are reflecting more on what they are doing and why.</p>
6  6.1  6.2    6.3	<p><b>Head Teacher's Report:</b> JK is currently adding a piece of information about online safety to the newsletter and school website each week.</p> <p><b>Contextual Data:</b></p> <p><b>Q:</b> What are the causes of absence?</p> <p><b>A:</b> JK said that only 2.8% was due to illness and the rest was unauthorised, e.g. for holidays which automatically caused a penalty notice to be sent. Conversations were held with parents about future absence which would be unauthorised even if due to illness.</p> <p><b>White Paper Review:</b> The board noted the review including key actions for primary leaders.</p> <p><b>Q:</b> Would the school like help from parent governors with parental engagement?</p> <p><b>A:</b> JK accepted but said that this was for future implementation.</p> <p><b>TO joined 18.29</b></p> <p><b>SEND Update:</b> WB presented the summary. More mainstream settings will be dealing with SEND children with more complex needs Specialist bases will be formed in secondary schools and perhaps some primaries More funding Immediate problems will not be solved as this is a three to four year plan Big changes will be made to the Educational Health Care Plan (EHCP) system Priorities for Christ Church are: Behaviour regulation and safe practice EAL and high mobility Writing outcomes Sustainability of St. Joseph's provision</p> <p><b>Q:</b> IF St. Joseph's is outsourced to the Local Authority (LA), will those children be able to return to the mainstream?</p>



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	<p><b>A:</b> JK said it depends on the model used. WB explained that the LA would take on the admissions which could pose a risk to any future pupils who may benefit. JK said that a plan would need to be written for who the unit would be suitable for, e.g. Autism with Speech and Language Therapy needs (SALT).</p> <p><b>Q:</b> Would speakers of other languages be useful in St. Joseph's?</p> <p><b>A:</b> WB said that a buddy system operates and another child who speaks the same language can usually be found to help out although more work can be done.</p> <p><b>Q:</b> Do EAL pupils get any extra funding?</p> <p><b>A:</b> JK said they do not.</p> <p>Governors thanked WB for her presentation.</p> <p><b>WB and JJ left 18.59</b></p>
6.4	<p><b><u>School Action Plan (SAP)</u> and Self Evaluation Form (SEF):</b> This was noted.</p>
6.5	<p><b>Nursery:</b> The nursery is running well with more children being taken on. The next step is to build upstairs so younger children can attend. The diocese have given the initial go ahead and JK has contacted architects and surveyors. A parish bid would be needed for the work to go ahead and rent review would go ahead when the week had been finished.</p>
6.6	<p><b>Christian Ethos Group:</b> The group has reconvened and looked at the first questions in the <a href="#">SIAMS self-evaluation</a> form. The group would meet again in the summer term to look at the next question.</p>
7	<p><b>Governance:</b></p>
7.1	<p><b>Vacancies on the Governing Board:</b> There is one LA vacancy and JK and AS are due to meet with a prospective candidate.</p>
7.2	<p><b>Strategic Planning:</b> The board noted the draft <a href="#">strategic plan</a>.</p>
	<p><b>ACTION: JK and AS to liaise about the next step</b></p>
7.3	<p><b>Link Governor Visits:</b> The board noted several visits – reports will be filed at a later date. Governors were reminded to check curriculum areas on the school website before any visits. Governor feedback included an excellent learning environment and very positive focus and behaviour. The new curriculum has been designed to learning becoming more practical. DM gave a verbal update on the pupil parliament visit: There was a consensus across many age groups that they are proud of their multi cultural community, “inclusivity” and “democracy”. They are confident in the school’s Christian values and that their voices are heard. Pupils feel confident they have strategies to learn and they all had confidence in their teachers.</p>
	<p>There were some comments that some children didn’t feel challenged enough at points. Children felt confident in PSHE and computing, feeling strong on online safety. Pupils feel confident that teachers will and do deal with any behaviour or bullying incidents.</p>
	<p>There are gaps in playground equipment for Years Two and Three. Some children were interested in a quiet area for break times to play board games etc.</p>
7.5	<p><b>Training:</b> PH has completed prevent training. AS TH LD ASA TS attended and completed complaints training. JI encouraged governors to upload their training into GovernorHub.</p>



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7.6	<p><b>Skills Audit:</b> Governors were reminded to complete the <a href="#">skills audit</a> and email to <a href="mailto:jane.ireland@judicium.com">jane.ireland@judicium.com</a>. <b>ACTION: IW, ASa, TS, TR, TH to complete skills audit.</b></p>																																																						
8 8.1 8.2	<p><b>School Financial Value Standard (SFVS):</b> The board approved the <a href="#">SFVS</a>. AS to sign. Benchmarking moved to the next meeting. <b>ACTION: JI to move to next agenda</b></p> <p><b>DM left 19.29</b></p>																																																						
9 9.1 9.2 9.3 9.4 9.5 9.6 9.7 9.8	<p><b>Policies</b> The following <a href="#">policies</a> were approved:</p> <ul style="list-style-type: none"> <li>9.1 Accessibility</li> <li>9.2 Attendance</li> <li>9.3 Behaviour for Learning</li> <li>9.4 Complaints</li> <li>9.5 Early Career Teachers (ECT)</li> <li>9.6 Equalities and Equal Opportunities</li> <li>9.7 Exclusions</li> <li>9.8 SEND</li> </ul>																																																						
10	<p><b>Minutes:</b> The Minutes of the previous meeting on <a href="#">5 February 2026</a> were approved.</p>																																																						
11	<p><b>Matters Arising from the Minutes:</b></p> <p>5 February 2026:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Item</th> <th style="width: 45%;">Action</th> <th style="width: 20%;">Actionee</th> <th style="width: 25%;">Status</th> </tr> </thead> <tbody> <tr> <td>5.2</td> <td>Add walkthrus to next agenda</td> <td>Jl</td> <td><b>COMPLETED</b></td> </tr> <tr> <td>5.6</td> <td>Add SAP SEF to next agenda</td> <td>Jl</td> <td><b>COMPLETED</b></td> </tr> <tr> <td>5.7</td> <td>Liaise with JC JK on SFVS meeting</td> <td>IW AS TS</td> <td><b>COMPLETED</b></td> </tr> <tr> <td>6.2</td> <td>Produce draft strategic plan</td> <td>AS</td> <td><b>COMPLETED</b></td> </tr> <tr> <td>6.5</td> <td>Confirm attendance at the complaints panel meeting</td> <td>All</td> <td><b>COMPLETED</b></td> </tr> <tr> <td>9</td> <td>Add Martyn's law to Health and Safety Policy</td> <td>JK</td> <td><b>COMPLETED</b></td> </tr> </tbody> </table> <p>10 December 2025:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Item</th> <th style="width: 45%;">Action</th> <th style="width: 20%;">Actionee</th> <th style="width: 25%;">Status</th> </tr> </thead> <tbody> <tr> <td>5.2</td> <td>Prepare data on pupil progress for next Teaching and Learning FGB Add to next Teaching and Learning agenda</td> <td>PS Jl</td> <td><b>COMPLETED</b></td> </tr> <tr> <td>6.4</td> <td>Send suitable days and time to AS (via WhatsApp) for an OFSTED focused governor training day</td> <td>All</td> <td><b>OUTSTANDING – CARRIED FORWARD TO SUMMER TERM</b></td> </tr> </tbody> </table> <p>23 October 2025:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Item</th> <th style="width: 45%;">Action</th> <th style="width: 20%;">Actionee</th> <th style="width: 25%;">Status</th> </tr> </thead> <tbody> <tr> <td>5.6</td> <td>Health and Safety Walk</td> <td>AS DM</td> <td><b>COMPLETED</b></td> </tr> <tr> <td>6.5</td> <td>Complete skills audit</td> <td>ASa TR IW TH</td> <td><b>OUTSTANDING</b></td> </tr> </tbody> </table>			Item	Action	Actionee	Status	5.2	Add walkthrus to next agenda	Jl	<b>COMPLETED</b>	5.6	Add SAP SEF to next agenda	Jl	<b>COMPLETED</b>	5.7	Liaise with JC JK on SFVS meeting	IW AS TS	<b>COMPLETED</b>	6.2	Produce draft strategic plan	AS	<b>COMPLETED</b>	6.5	Confirm attendance at the complaints panel meeting	All	<b>COMPLETED</b>	9	Add Martyn's law to Health and Safety Policy	JK	<b>COMPLETED</b>	Item	Action	Actionee	Status	5.2	Prepare data on pupil progress for next Teaching and Learning FGB Add to next Teaching and Learning agenda	PS Jl	<b>COMPLETED</b>	6.4	Send suitable days and time to AS (via WhatsApp) for an OFSTED focused governor training day	All	<b>OUTSTANDING – CARRIED FORWARD TO SUMMER TERM</b>	Item	Action	Actionee	Status	5.6	Health and Safety Walk	AS DM	<b>COMPLETED</b>	6.5	Complete skills audit	ASa TR IW TH	<b>OUTSTANDING</b>
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12	<p><b>Correspondence:</b> None.</p>																																																						



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13	<b>Any Other Business:</b>
13.1	Payments: BACS and online payments have now been set up and there is a new <a href="#">policy</a> and <a href="#">financial procedures</a> have also been updated. These were approved.
13.2	Upcoming Events: Red Nose Day St. Joseph's Day Easter Bonnet Parade and fete Monday 30 March RE ay on 1 April Early finish for Easter 2 April
14	<b>Meeting Dates:</b> The next meeting will be in person on 29 April 2026.
<b>The public part of the meeting was closed by the Chair at 19.39</b>	

### **Actions arising from the Minutes of the Full Governing Board meeting held on 18 March 2026:**

Item	Action	Actionee	Status
7.2	Meet to discuss next step with strategic plan	JK AS	
8.2	Add benchmarking to next agenda	Jl	

### **Outstanding actions arising from the Minutes of the Full Governing Board meeting held on 10 December 2025:**

Item	Action	Actionee	Status
6.4	Send suitable days and times to AS (via WhatsApp) for a governor training day on OFSTED	All	<b>CARRIED FORWARD TO SUMMER TERM</b>

### **Outstanding actions arising from the Minutes of the Full Governing Board meeting held on 23 October 2025:**

Item	Action	Actionee	Status
6.5	Complete skills audit	ASa IW TS TR TH	<b>OUTSTANDING</b>