



**WITTERSHAM CHURCH OF ENGLAND PRIMARY SCHOOL**

**MINUTES OF THE FULL GOVERNING BOARD MEETING**

**Held at school on Thursday, 22<sup>nd</sup> May 2025  
at 6.30 p.m.**

*On a voyage of discovery, flourishing in God's love.*

**Christian Values of**

**Compassion**

**Courage**

**Cooperation**

**Present:** John Collins (Chair), Stephen Rogers (Vice Chair), Stella Coulson (Headteacher), Jane Burnett, Helen Farmer, Carly Catt, Alan Lloyd-Smith and Nick Barnett

**Observers:** Fran Rusbridge – LA governor nomination

**Governance**

**Professional:** Jane Phillips

The meeting commenced at 6.30 pm.

ITEM	PROCEDURAL	ACTION
<b>1.</b> <b>1a</b> <b>1b</b> <b>1c</b>	<p><b><u>WELCOME, APOLOGIES, QUORUM</u></b></p> <p>The Chair welcomed governors and Fran Rusbridge, local authority governor candidate to the meeting. Introductions were made The meeting was opened with a prayer.</p> <p>Apologies were received and accepted for Kerry Dean (work commitments) and Harry Lingfield (working away). There were no other apologies for absence.</p> <p>The governance professional (GP) confirmed the meeting was quorate.</p>	
<b>2.</b> <b>2a</b> <b>2b</b>	<p><b><u>DECLARATIONS OF BUSINESS INTEREST</u></b></p> <p>Foundation governor, Jane Burnett declared she was Chair of governors at Norton Knatchbull School in Ashford.</p> <p>There were no other declarations of business interest made against any agenda item.</p> <p>Governors were reminded to declare any business interests which became relevant during the meeting.</p>	
<b>3.</b> <b>3a</b> <b>3b</b>	<p><b><u>MINUTES OF THE FULL GOVERNING BOARD MEETING HELD ON 20<sup>TH</sup> MARCH 2025</u></b></p> <p><b>All minutes of the previous meetings were agreed as an accurate account which would be signed electronically by the Chair.</b></p> <p><u>A Review of Governor and Governance Professional's Actions Arising</u></p> <p><b>Item 1. Action:</b> The GP to include a SEN presentation within the agenda of the July FGB meeting when further information on the communities model would hopefully be known.</p> <p><b>Item 3. Action:</b> Newly appointed foundation governor HF to send the HT her pen portrait for inclusion on the school's website.</p> <p><b>Item 7. Action:</b> The HT to amend the designated lead on the Mobile &amp; Smart Technology policy, sending a copy to the GP for uploading. (Carried over)</p> <p>All remaining actions had been completed or would be discussed during this meeting.</p>	<p><b>GP</b></p> <p><b>HF</b></p> <p><b>Head</b></p>

## GOVERNANCE

<b>4.</b>	<p><b><u>LOCAL AUTHORITY GOVERNOR NOMINATION</u></b></p> <p>The Chair invited Fran Rusbridge (FR) to tell governors a little about herself to include why she would be interested in becoming a governor of the school.</p> <p>FR explained she had a background in education where she had been a teacher for more than thirty years. She had also lived in Kent for twenty five years having relocated from London.</p> <p>FR’s leadership career spanned eighteen years as the Headteacher of three schools based in and around the Ashford area. The candidate was now in her second year as a primary school Improvement Advisor which she thoroughly enjoyed. FR hoped to bring her professional skills to the governing board to include her knowledge and experience of strategic leadership.</p> <p>The candidate made governors aware she would move from fulltime to working two days each week from September 2025. This would provide her with the availability of time to actively commit to the school as a governor.</p> <p>The candidate explained she also had a number of family links with Wittersham CEP. FR’s daughter had attended the school as had the candidate’s two younger brothers. Her mother had been employed by the school as a Teaching Assistant and her father was Chair of governors many years before.</p> <p>FR was very pleased to have the opportunity to be considered for the role of governor.</p> <p>The candidate was asked to step out of the meeting whilst governors considered her nomination.</p> <p><b>Governors unanimously agreed Fran Rusbridge as their local authority governor nomination.</b></p> <p>FR rejoined the meeting when she was congratulated on the successful outcome of the nomination process.</p> <p>The Chair commented he would be delighted if FR were to join the governing board given her historical connections to the school coupled with her incredible knowledge and skills. She would undoubtedly be a real asset to the school.</p> <p>The governance professional would send extract minutes from this meeting and the completed governor nomination pack to The Education People’s Governor Services prior to the next closing date of 1<sup>st</sup> June 2025.</p>	
<b>5.</b>	<p><b><u>MEMBERSHIP</u></b></p> <p>The Chair reported at the time of the meeting, a vacancy remained for an ex officio foundation governor.</p>	
<b>SCHOOL IMPROVEMENT</b>		
<b>6.</b>	<p><b><u>SAFEGUARDING/ONLINE SAFETY TO INCLUDE FILTERING &amp; MONITORING</u></b></p>	
<b>6a</b> <b>6b</b>	<p>There were no items to report in respect of safeguarding, online safety or filtering and monitoring.</p>	
<b>7.</b>	<p><b><u>HEADTEACHER’S REPORT</u></b></p> <p>The HT provided her term five written report in advance of the meeting (filed electronically). Governor questions were invited.</p> <p><b>A governor was extremely pleased to note that the school was able to resource Forest School. It was understood from the HT’s report that it helped to build independence, curiosity and social skills. How was this formally or informally evaluated?</b> The HT explained this was done in a range of ways. The children’s wellbeing and involvement were assessed using the Leuven Scales during</p>	

terms one, three and five. This provided a valuable insight into how activities such as Forest School contributed to emotional wellbeing and engagement in learning.

Class teachers also gathered feedback informally from the staff members who led the Forest School sessions. Observations were shared on the children's confidence, communication and willingness to take risks or to work with others. These reflective discussions helped staff to recognise progress that might not always be visible in classroom-based activities. The data also helped to inform and identify children for the nurture group given it's composition didn't always remain the same.

The HT commented that measuring the impact of such holistic experiences was complex, but these approaches helped to build a rounded picture of each child's development.

**A governor asked how members of the School Council were chosen, how often did they meet and how did they report back to their classes?** The HT explained School Council representatives were chosen at the beginning of the academic year. Those pupils who were interested in taking on the role would put themselves forward and deliver a short speech to their class, explaining why they would be a good representative. A class vote was then taken where two councillors were elected per class.

The HT further explained the School Council met every Monday to discuss whole-school issues, shared ideas and planned pupil led initiatives.

**A governor reported she had attended a School Council meeting the previous day where the children were considered a 'powerful' group. There had been in depth discussions about political issues such as the role of free school meals. There was also a suggestions box in every classroom which were then taken to the Monday meeting. The governor had asked the School Council if they felt heard and listened to where there was a very loud and unanimous 'yes'. The children were asked what was the evidence of that, to which they replied 'equipment'.** The HT said everything the children had wanted had been purchased through some of the school's Sports Premium funding allocation. The School Council also wanted the equipment stored in a particular way and how it would be shared where the equipment had lasted particularly well as a result.

**A governor asked if the HT always attended the School Council meetings.** The HT explained she generally facilitated the meetings where she would suggest an agenda and attend. The HT or a Year 6 pupil would then prepare the minutes. The Year 6 Head Boy and Head Girl and councillors would very much lead the meetings.

**A governor thought the 'Come learn with me' and 'Come dine with me' were great initiatives in terms four and five which involved parents and guardians. The HT was asked to briefly explain how they worked and what sort of numbers had attended.** The HT said 'Come dine with me' had concluded the previous day where one hundred and eight adults had attended these sessions. A Microsoft form had recently been released enabling parental review which captured the information from the 'Come learn' and 'Come dine' events. So far, there had been thirteen responses which were all overwhelmingly positive where parents had very much enjoyed eating with their children. Comments highlighted the value of seeing school expectations around mealtimes, the quality of food, the warm atmosphere and the strong relationship between staff and pupils. The HT would share the findings during the term six meeting.

The HT explained the 'Come learn with me' sessions provided an opportunity for parents to join their child in class for an activity or objective which was linked to their current learning. Teachers selected a variety of subjects such as art, maths and design technology, and provided a short input before the children and adults worked together on the task. For the larger classes, the families either worked in the hall or in the outside area. The sessions were considered particularly interactive which were again, well received.

The HT said the sessions were in direct response to parent feedback where they wanted to get in and be part of the school and to experience school whilst working with their children.

**Action:** The GP to include the findings of the parent review on 'Come dine with me' and 'Come learn with me' as an agenda item for the July FGB meeting.

GP

**A governor referenced the demographics report which compared the school's attendance to national. When reviewing the DfE's comparison percentages and, whilst accepting the impact on the figures for small cohorts, the difference between the school and the median attendance of similar schools was less than one pupil. In respect of persistent absence (90% absence or below), the difference was greater which would roughly equate to seven pupils. Was the HT able to provide further context for this?** The HT explained the number of persistent absentees had decreased from twenty six to twenty three children across the school where absences related to term time holidays rather than patterns of illness or disengagement. Penalty notices had been requested for those children who missed more than ten school sessions. The school also worked closely with the local authority Attendance Officer. During a recent visit, the Senior Improvement Advisor had said this was generally a village school problem which was being seen across the county. The HT commented part of the reason to change term dates was to hopefully counteract this.

**A governor sought further information on what sanction would be imposed.** The HT explained that if ten sessions/five school days were missed due to unauthorised absence, a penalty notice would be requested from the local authority for individual parents. The HT outlined the penalty notice implications for further unauthorised absence.

*(GP's note: The DfE currently advised on their website that the local authority were able to give each parent a fine of £80, rising to £160 if the fine wasn't paid within twenty one days. From the 2024/2025 school year, each parent would only receive up to two fines for the same child in a 3-year period. If a second fine was received within 3 years, the fine would be £160 per parent. If the fine remained unpaid for twenty eight days, a parent might then be taken to court for keeping their child out of school. If a child was off school for three or more occasions within the three years, the parent would not be fined but court action might again be considered. A fine of £2,500 could potentially be imposed.)*

**A governor asked if there was any feedback from parents on the changes in term dates.** The HT said the feedback she'd received had been very positive.

**A governor referenced the CPOMS behaviour related log which reported one hundred and fifty eight incidents. The HT was asked what type of incident would fall within this category.** The HT explained the incidents were from January 2025 to date which largely consisted of small, isolated incidents between pupils, typically occurring during playtimes or lunchtimes. They included unkind behaviour, physical incidents, difficulties with social interactions or friendship issues.

The HT reported that everything was logged on CPOMS, even if it was a very minor incident as it would build up a bigger picture for a particular child. There were very few safeguarding logs where most incidents were behaviour related or communications with parents.

**A governor commented that during visits, some very positive observations had been made of the children during break and lunchtimes when behaviour had been exceptional.**

**A governor said the pupil progress data for Windmill and Oast very clearly showed the impact of being able to have the Oast provision this year. As it wasn't possible to resource Oast for the next academic year, a governor asked if there were alternative interventions being planned.** The HT explained that whilst the new staffing structure from September 2025 would be discussed later

in the meeting, the intention was to return to the original structure of two class; EYFS and Key Stage one. There would also be smaller focussed groups on Year 1 phonics and maths where the children's experience would be very similar to that of the current year whilst there would be a different class base. A meeting would take place with parents during the first week back of term one when the HT would explain the hybrid model of what the school already had. Fifteen or sixteen children would join EYFS at the end of August 2025 when it would be possible to facilitate these classes particularly well.

The HT commented that Oast class were in the mobile building where they were somewhat isolated at times from the main school building. Under the new structure, they would remain in the school building where they would go to a satellite for a lesson or activity and then come back. It was thought this would be a much more nurturing experience for them.

**A governor commented it was great to see the very positive impact of changes to the Key Stage one curriculum and structured approach to Key Stage two maths. The governor thought it would be interesting to see the impact of the formative assessments being introduced next year, particularly in reading.** The HT reported the formative assessments had been ordered and would be trialled in term six which would then be carried over with staff input to the next academic year. Referencing pupil progress meetings, the HT said she had the standardised data from Year 6. However, whilst there were teacher assessments, there wasn't a strong enough understanding across the school where there needed to be a correlation of both moving forward.

**A governor referenced the Year 3 data and asked if the HT could provide more details of the types of interventions being used to address the attainment gap for this cohort.** The HT said a range of targeted interventions had been implemented to support the attainment of the Year 3 cohort, with a focus on closing gaps and ensuring access to age-appropriate learning.

- **Reading:** A small group of children received daily 1:1 reading support to build fluency and comprehension. These pupils were typically those who did not read regularly at home, and the sessions aimed to increase confidence and consistency. Whilst reading scores were really strong, independent reading across the school wasn't a strength. Reading would therefore be a real focus in next year's School Improvement Plan (SIP) to include reading at home and how to incentivise that.
- **Writing:** To support stamina and accuracy in writing, children regularly used short picture-based writing starters throughout the week. This helped to build vocabulary and sentence structure in a manageable way.
- **Recording Difficulties:** Some pupils who experienced difficulty with written recording had started a touch-typing programme, enabling them to access learning and express their ideas more fluently.
- **Maths:** Small group or 1:1 maths catch-up sessions were taking place in the afternoons, targeted at addressing misconceptions or difficulties that arose during earlier maths lessons.
- **Classroom Support:** The class teacher was making effective use of scaffolding strategies, including Widgit software, visual prompts, and manipulatives, to ensure all learners were supported to access the curriculum. These layered interventions would help to meet the diverse needs of the cohort and ensure that support was timely, personalised, and purposeful.

**A governor asked if the new role of Wraparound Care Leader and Learning Support Assistant (LSA) for Oxney class had been advertised as yet? If so, had there been any interest?** The HT said the advert was due to go live the following day.

**A governor referenced the staff survey (filed electronically). As stated in the survey results, it was carried out at a challenging time in the school and so**

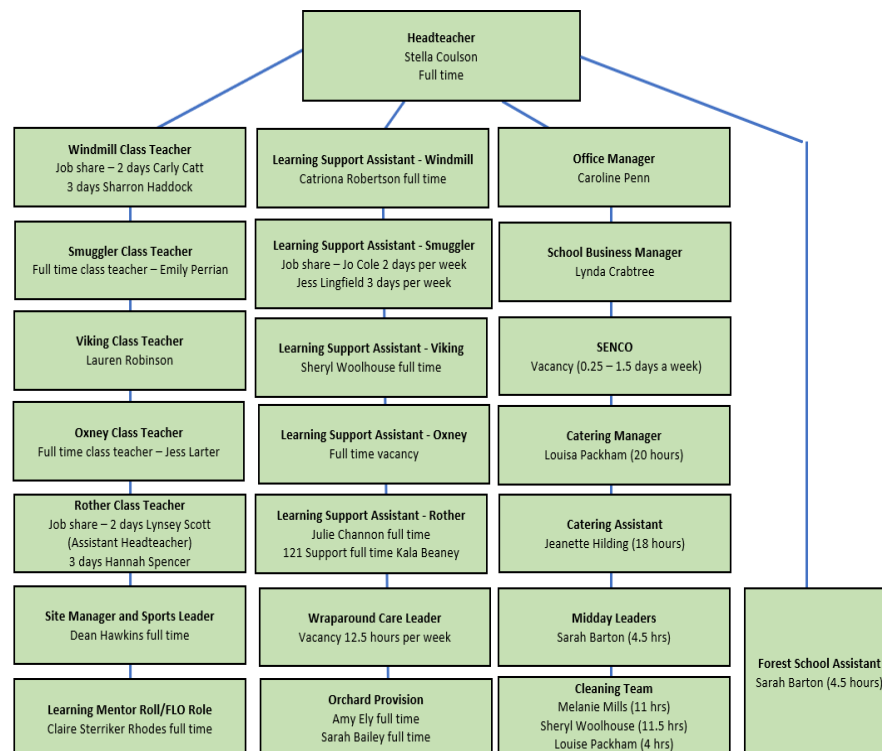
**highlighted a range of issues within that context. The analysis had provided leadership with a very good plan of action, which addressed the concerns raised. As the survey was one sent out on behalf of governors, it was thought important that when informing staff of the results etc., this should be sent out by the wellbeing governor.** The HT explained the targeted action plan had been incorporated into the wellbeing charter (a supporting paper for this meeting). The HT highlighted that it wasn't the best time to have sent out the survey following a period of instability and restructuring. The HT had also underestimated the impact of 'Acting' in front of her title where staff felt less settled and less secure.

**In terms of the timing of the annual survey, the HT was asked if she had a suggestion as to the best term when this would take place.** The HT said she was unable to suggest the best term and welcomed guidance from governors on when to issue the annual survey in future to ensure it captured meaningful feedback at a balanced point in the school year.

**A governor commented the staff survey had taken place during the same term for the past three surveys. Whilst there were challenging times this year, it threw up a number of things which the HT was now able to address which should be considered a positive. Therefore, it might not be necessary to change the timing in the future.**

**A further governor thought it unwise to leave the survey too late as it would then run into the Summer holidays. Staff were then entering a new year rather than going back over the previous year which wasn't good in some respects.** The HT thought it appropriate to leave the timing as is but for the HT and the wellbeing governor to look at the survey questions again to include how they were structured and worded and how they correlated with the wellbeing charter.

Staffing Structure for the 2025/26 Academic Year



The proposed staffing structure had slightly changed since discussions during the Finance Committee meeting held on 8<sup>th</sup> May 2025 and following further recruitment. The HT explained the changes.

- The EYFS class teacher would reduce her hours from fulltime to two days each week. Originally, the intention had been for the EYFS teacher to move to the Year 1/2 class. However, it was thought the teacher was best placed to remain in EYFS due to the six transition visits for new pupils which would take place leading up to September 2025. This would provide new parents with the opportunity to meet one of the EYFS teachers prior to their child starting in September.

The remaining three days would be covered by a further fulltime teacher as part of a job share. The person was the parent of a former pupil at the school and a former TA prior to completing teacher training at the same time as the other EYFS teacher.

- There would be a fulltime teacher (Early Career Teacher - ECT) in Year 1/2 who was a new member of staff.
- There would be no change to the current teacher in Year 3/4 who would continue to provide that Key Stage two stability.
- There would be a further new fulltime ECT in Year 4/5.
- In Year 6, there would be a job share of two days each week (Assistant HT) and three days from a teacher returning from maternity leave.
- The Site Manager/Sports Leader remained unchanged who would continue to work fulltime.
- The Family Liaison Officer (FLO)/Learning Mentor would move from part-time to fulltime.
- The ECTs in Year 1/2 and Year 4/5 would both require release time. This would be covered by the fulltime EYFS teacher's remaining capacity. On one day each week, the EYFS teacher would cover ECT time whilst on the other day, she would support the groups in Year 1 together with some subject leadership time.
- On the days when the 0.4 FTE (fulltime equivalent) EYFS teacher wasn't at school or the EYFS teacher was unavailable whilst covering another class, the FLO/Learning Mentor would dip in to support groups of pupils to include Key Stage one maths groupings.
- TAs would be known as Learning Support Assistants (LSAs) as of September 2025 where contract changes were in the process of being made to reflect this. As HNF was no longer guaranteed, there wasn't the need to have 1:1's. All staff were fully aware of the new communities of school funding model and the change which would take place.
- All LSAs were employed on permanent contracts as they had been employed by the school for more than two years. This would provide greater job security for two members of staff in particular who were previously attached to specific children. There were no longer any fixed term or temporary contracts.
- Currently, there was an additional fulltime vacancy for an LSA.
- The LSA in Year 3/4 would move from part-time to fulltime.
- There would be an LSA job share in Year 1/2 (two days and three days).
- There would be a new role of Wraparound Care Leader for 12½ hours each week. The provision would be available from 8 am to 5.15 pm which parents had indicated they were happy with.

**A governor asked if wraparound care was currently operating at a loss with five children attending.** The HT said the provision was breaking even.

**A further governor asked about the costs of the provision.** The HT said the morning session would be charged at £3 whilst the afternoons would be split into two hour slots which would each be charged at £4.

	<p><b>A governor asked if the Wraparound Care Leader would be on their own with the children.</b> The AHT said they would up to a maximum of ten children. However, there would always be another member of staff on hand if needed. The Wraparound Care Leader would also receive Designated Safeguarding Lead (DSL) training. If the provision proved to be a huge success, an advertisement would be placed for an additional person.</p> <ul style="list-style-type: none"> <li>• There were no particular changes to the Office Manager and School Business Manager roles.</li> <li>• The Catering Manager and Catering Assistant had recently been appointed. Both had previously undertaken these roles as overtime given the former Catering Manager had been on long term sick leave.</li> <li>• The Forest School Assistant would continue for 4½ hrs each week as the school was able to commit to a further year of Forest School.</li> <li>• The SENCo role was currently being formally advertised internally for 1½ days each week. In order to adopt the communities of schools funding model where meetings would take place on a Thursday, the SENCo would work one week on a Wednesday and the following week on a Wednesday and Thursday.</li> </ul> <p><b>A governor sought further information on the internal vacancy for a SENCo.</b> The HT explained the staff governor (EYFS teacher) was currently in the process of completing her SENCo National Professional Qualification where the staff governor indicated an interest in applying. If her application was successful, she would spend two days in EYFS and a further 1½ days each week as SENCo.</p> <p><b>A governor asked how the SENCo role was currently being covered.</b> The HT explained she was currently covering the role given she was originally appointed as SENCo/Inclusion Lead/Assistant Head.</p> <ul style="list-style-type: none"> <li>• The school had committed to a further year for the Orchard (nurture) provision.</li> </ul> <p>The HT summarised she was very excited about moving forward into the next academic year where the school was considered to be in a strong budgetary position. All staff had pulled together to ensure that the staffing structure would work. There was a similar financial buffer at the end of 2025/26 which would enable the proposed staffing structure to be sustained for the following 2026/27 academic year. The budget provided more provision and more capacity which would also include an additional Mid-Day Leader who would hopefully come from the local community.</p> <p><b>On behalf of governors, the Chair thanked the HT for her detailed report.</b></p>	
8.	<p><b><u>REPORT TO GOVERNORS</u></b></p> <p><u>High Needs Funding (HNF) and Communities of Schools Update</u></p> <p>A detailed explanation of the changes from 1<sup>st</sup> September 2025 were contained in the HT’s written report (filed electronically).</p> <p>The HT said there would be a completely different funding model. Education and Healthcare Plans (EHCPs) would be funded completely differently when compared to how they currently were. The school was in a new community of schools which would take it away from the Ashford schools and into the Romney Marsh area.</p> <p><b>A governor asked if an explanation was provided on why schools were chosen to join a particular community of schools.</b> The HT explained it was originally based on the NHS groupings. However, as there were too many Ashford group rural schools, some schools were moved to another group. The school was also close to the East Sussex border. The HT commented that the relationships built with the Tenterden Rural Alliance were no longer as valid as they were before. This had been raised with the SIA in term one where the school had requested to move groups. However, this wasn’t possible to move. By joining a different community, the HT said it had widened the school’s support network and had provided an opportunity to meet a whole new set of practitioners. The HT had attended a meeting of the community of</p>	

	<p>schools to which the school belonged several weeks before when everyone had been the loveliest group of people who were extremely welcoming. Many already knew each other where they had been working together in their LIFT (Local Inclusion Forum Team) groups for a number of years. Wittersham CEP had been welcomed with open arms. The school would also host a further meeting in September 2025.</p> <p>The HT reported there were a significant number of children with EHCPs at the school where 100% of the funding would continue. Moving forward, it had been made very clear that 2025/26 was a transitional year where it was unknown what the following academic year would hold. It was also hoped that if the school had a good year financially in 2025/26, this would provide more of a buffer for the following year. The HT said the same level of support and SEN provision would remain in place for the next academic year.</p> <p><b>A governor sought clarification on whether the communities element would only be funded. There was also some uncertainty as to EHCP funding from September 2026.</b> The HT said it hadn't been confirmed whether EHCP funding would continue after that time or whether the funding would be reduced. 75% of the communities funding was also protected for 2025/26. It wasn't known what would happen thereafter.</p> <p><b>A governor commented there might also be changes within Kent County Council now that it was being run by a different political party. The impact of that was as yet unknown.</b></p>	
<p><b>9.</b></p>	<p><b><u>SEF/SCHOOL IMPROVEMENT PLAN (SIP) 2024-25</u></b></p> <p>The Chair explained the SIP would be looked at in more detail during the term six meeting.</p> <p><b>A governor asked if the school self-evaluation (SEF) was being kept up to date.</b> The HT said there had been a mid-point reflection session the previous day to include feedback on restorative approaches.</p>	
<p><b>10.</b></p> <p><b>10a</b></p> <p><b>10b</b></p>	<p><b><u>GOVERNOR MONITORING</u></b></p> <p>Reports of monitoring visits undertaken since the last meeting were available for review in advance of the meeting on GovernorHub (filed electronically).</p> <p><u>Term Six Governor Monitoring Priorities</u></p> <p><i>(GP's note: The Chair subsequently advised governors that given the HT and staff had recently experienced the rigours of an Ofsted inspection, there would be a period of respite from governor monitoring for the remainder of term five and all of term six . All visits scheduled on the monitoring calendar were therefore considered cancelled.)</i></p> <p>The Chair explained he would discuss the monitoring calendar with the HT for 2025/26 to include moving away from termly monitoring visits. These would be replaced with monthly visits where particularly busy months for the school would be avoided.</p> <p>The Chair further explained that governors new to the role would be given the opportunity to shadow another governor during a monitoring visit which would provide an insight into their monitoring role.</p> <p>Action; The GP to include the final Ofsted inspection report within the agenda of the July 2025 FGB meeting. The monitoring calendar for 2025/26 to be presented during the term one FGB meeting, 2025/26.</p> <p>Action: Governors to contact the Chair if interested in continuing with their link governor roles or if interested in changing to another.</p>	<p><b>GP</b></p> <p><b>Govs</b></p>

## FINANCE & RESOURCES

### 11. **BUDGET OUTFURN 2024-25, THREE YEAR BUDGET PLAN 2025-2028**

The Finance Committee had reviewed both the budget outturn and three year budget plan (3YBP) for 2025-2028 during their meeting held on 8<sup>th</sup> May 2025. The minutes of the meeting were a supporting paper for this agenda item (filed electronically).

#### Twelve Month (31<sup>st</sup> March 2025) Budget Monitoring Report

It was noted the budget outturn report wasn't as yet available at the time of the meeting. Governors reviewed the twelve month monitoring report in its absence (filed electronically).

- Year End Revenue Budget Position

	(£)
Revenue Income	945,376
Revenue Expenditure	974,376
Revenue Balance	-29,000
Revenue Balance B/F 2023/24	75,793
Revenue Balance C/F to 2025/26	<b>46,793</b>

#### Year End Capital Budget Position

	(£)
Total Capital Income	1,830
Less Capital Expenditure	1,830
Capital Balance	0
Capital Balance B/F 2023/24	0
Capital Balance Carried Forward to 2025/26	<b>0</b>

The Finance Committee Chair summarised the year-end position.

- There was an in-year Revenue deficit of £29,000. This represented a positive variance of £17,603 when compared to the original budget plan prediction of an in-year deficit of £46,602. The in-year deficit was mitigated by £75,793 which would be brought forward from the 2023/24 financial year.
- The Revenue budget carry forward to 2025/26 was £46,793 (original budget plan £29,191).
- At year-end, an in-year Capital budget balance of zero was noted. As there was no carry forward from 2023/24, the Capital budget carry forward to 2025/26 was also zero.

The Chair commented the HT had done a magnificent job in increasing the Revenue budget carry forward by £17,603.

#### **Governors noted the year-end position.**

#### **Three Year Budget Plan 2025-2028**

The proposed three year budget plan for 2025-2028 was made available in advance of the meeting (filed electronically).

#### Revenue Budget

	2025/26(£) Year 1	2026/27(£) Year 2	2027/28(£) Year 3
Total Revenue Income	946,498.00	909,838.00	884,937.00
Less Total Revenue Expenditure	907,864.14	919,851.60	952,949.04

Revenue Balance this Year	38,633.86	-10,013.60	-68,012.04
Revenue Balance From Last Year	46,793.00	85,426.86	75,413.26
Cumulative Revenue Balance Carried Forward	<b>85,426.86</b>	<b>75,413.26</b>	<b>7,401.22</b>

Capital Budget

	2025/26(£) Year 1	2026/27(£) Year 2	2027/28(£) Year 3
Total Capital Income	0	0	0
Less Total Capital Expenditure	0	0	0
Capital Balance this Year	0	0	0
Capital Balance From Last Year	0	0	0
Cumulative Capital Balance Carried Forward	<b>0</b>	<b>0</b>	<b>0</b>

**A governor queried that whilst expenditure relating to E25 (Catering supplies) was included in the budget, there was no corresponding income for school meals.** The HT said this had been raised with Schools Financial Services (SFS) during a budget meeting where there had been a discussion on possibly including the income as an offshoot given it hadn't previously been accounted for.

**A governor noted the government announcement earlier that day that funding would be made available for the 4% teacher pay increases.**

**A further governor understood that schools would be required to fund 25% of the teacher pay increases from their delegated budgets.**

**Governors ratified the three year budget plan to be submitted to the local authority by 31<sup>st</sup> May 2025.**

**12. FINANCE/HEALTH & SAFETY/PREMISES/GENERAL DATA PROTECTION REGULATIONS (GDPR)**

There were no matters arising.

**13. POLICIES**

Those policies due for review were made available in advance of the meeting (filed electronically).

**Governors ratified the following policies without amendment.**

Policy	Next Review
Equality Information and Objectives	May 2026
Staff Code of Conduct	"
Relationship and Sex Education policy	"

Updated Policies Not Requiring Governing Board Approval

The following policies had been updated since the last meeting.

- Volunteer policy to include work experience and volunteer pupils
- Home School Agreement

	Action: The HT to provide an update on the Flexi-Schooling policy during the July meeting.	Head
<b>OTHER</b>		
<b>14.</b>	<b><u>WEBSITE/TEP GOVERNANCE MONTHLY BULLETINS/DFE UPDATES</u></b> The Education People's (TEP) governance monthly bulletins for March and May 2025 were provided as supporting papers for this agenda item (filed electronically). The contents were noted by governors and there were no questions arising.	
<b>15.</b>	<b><u>GOVERNOR TRAINING/BRIEFINGS</u></b> The Chair highlighted the training opportunities listed in the TEP governance bulletins and on the NGA's Learning Link where governors were encouraged to seek out further developmental opportunities. The Chair explained that foundation governors were also required to undertake Diocesan governor training during their term of office. The GP provided a brief overview of the new governor effectiveness tool on GovernorHub. <b>Action: The GP to send governors instructions on how to input their responses directly into the GovernorHub effectiveness tool. Governors to complete this prior to the term one FGB meeting.</b> The GP reported she would attend the annual Governance Conference at the Ashford International Hotel on Thursday, 5 <sup>th</sup> June 2025. The conference slides would be uploaded to GovernorHub once available. There were two spaces remaining if any governors wished to attend.	<b>GP/ Govs</b>
<b>16.</b>	<b><u>CHAIR'S ACTIONS/CORRESPONDENCE</u></b> There were no other Chair's actions to report and no other correspondence had been sent or received.	
<b>17.</b>	<b><u>ANY OTHER BUSINESS</u></b> There were no other matters arising.	
<b>18.</b>	<b><u>CONFIDENTIALITY</u></b>	
<b>18a 18b</b>	There were no discussions or papers which were considered confidential.	
<b>19.</b>	<b><u>DATE OF NEXT MEETING</u></b> The next FGB meeting would take place <b>at school at 6.30pm on Thursday, 17<sup>th</sup> July 2025</b>	

The meeting closed at 7.45 pm.

Signed: \_\_\_\_\_  
(Chair)

Date: \_\_\_\_\_

### **ACTION SUMMARY**

ITEM	AGENDA ITEM	TO BE ACTIONED BY	ACTION
1.	3b	Governance Professional	To include a SEN presentation within the agenda of the July FGB meeting when further information on the communities model would hopefully be known.

2.	3b	HF	To send the HT her pen portrait for inclusion on the school's website.
3.	3b	Head	To amend the designated lead on the Mobile & Smart Technology policy, sending a copy to the GP for uploading. (Carried over)
4.	7	Governance Professional	To include the findings of the parent review on 'Come dine with me' and 'Come learn with me' as an agenda item for the July FGB meeting.
5.	10b	Governance Professional	To include the final Ofsted inspection report within the agenda of the July 2025 FGB meeting. The monitoring calendar for 2025/26 to be presented during the term one FGB meeting.
6.	10b	Governors	To contact the Chair if interested in continuing with their link governor roles or if interested in changing to another.
7.	13	Head	To provide an update on the Flexi-Schooling policy during the July meeting.
8.	15	Governance Professional	To send governors instructions on how to input their responses directly into the GovernorHub effectiveness tool. Governors to complete this prior to the term one FGB meeting.