



**WITTERSHAM CHURCH OF ENGLAND PRIMARY SCHOOL**

**MINUTES OF THE FULL GOVERNING BOARD MEETING**

**Held at school on Thursday, 17<sup>th</sup> July 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, Kerry Dean, Carly Catt, Harry Lingfield, Fran Rusbridge and Nick Barnett

**Governance**

**Professional:** Jane Phillips

The meeting commenced at 6.31 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 to the meeting which was opened with a prayer.</p> <p>Apologies were received and accepted for Helen Farmer (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 22<sup>ND</sup> MAY 2025</u></b></p> <p><b>The 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.</b> Action: The GP to include a SEN presentation within the agenda of the October FGB meeting when further information on the communities model would hopefully be known. (Carried over from the term six FGB meeting.)</p> <p><b>Item 2.</b> Action: HF and HL to send the HT their pen portraits for inclusion on the school's website. (Carried over)</p> <p><b>Item 3.</b> Action: 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><b>Item 5.</b> Action: The GP to include the monitoring calendar for 2025/26 within the agenda of the 15<sup>th</sup> October meeting.</p> <p>Remaining actions had been completed or would be discussed during this meeting.</p>	<p><b>GP</b></p> <p><b>HF/HL</b></p> <p><b>Head</b></p> <p><b>GP</b></p>

<b>GOVERNANCE</b>		
<b>4.</b>	<p><b><u>LOCAL AUTHORITY GOVERNOR APPOINTMENT</u></b></p> <p>The GP was very pleased to report that following the 22<sup>nd</sup> May FGB meeting, the local authority Governor Nomination Panel had since agreed Fran Rusbridge as their local authority governor nomination.</p> <p><b>Governors unanimously agreed Fran Rusbridge as their local authority governor. Her term of office would commence on 17<sup>th</sup> July 2025 and conclude on 16<sup>th</sup> July 2029.</b></p> <p>Action: The GP to forward governor appointment paperwork to FR and arrange for a DBS/Section 128 check.</p>	<b>GP</b>
<b>5.</b>	<p><b><u>MEMBERSHIP</u></b></p> <p>The Chair reported that Alan Lloyd-Smith had taken the decision to step down from the governing board on 23<sup>rd</sup> May 2025. At the time of the meeting, a vacancy remained for an ex officio foundation governor and a Parochial Church Council foundation governor.</p>	
<b>6.</b>	<p><b><u>HEADTEACHER PERFORMANCE MANAGEMENT PANEL (HTPM)</u></b></p> <p>The Education People’s current Terms of Reference (ToR) for the HTPM Panel were made available in advance of the meeting (filed electronically).</p> <p><b>Governors agreed the ToR. The panel would comprise Jane Burnett (Panel Chair, foundation governor), John Collins (FGB Chair, foundation governor) and Fran Rusbridge (Local authority governor).</b></p> <p>The Chair reported the panel would meet virtually during the afternoon of 17<sup>th</sup> November 2025 when they would be supported by external advisor, Ruth Swailes.</p>	
<b>7.</b>	<p><b><u>PAY PANEL</u></b></p> <p>The Education People’s most recent ToR for a Pay Panel was again made available in advance of the meeting (filed electronically).</p> <p><b>Governors agreed the ToR. The Pay Panel would comprise Stephen Rogers (Panel Chair, Chair of the Finance Committee, foundation governor), Nick Barnett (foundation governor) and Kerry Dean (parent governor).</b></p>	
<b>SCHOOL IMPROVEMENT</b>		
<b>8.</b>	<p><b><u>SAFEGUARDING/ONLINE SAFETY TO INCLUDE FILTERING &amp; MONITORING</u></b></p> <p>The HT reported that following the recent Ofsted inspection, the categorisation within the school’s CPOMs safeguarding system had been reviewed and updated to ensure it aligned with the key areas of concern outlined in ‘Keeping Children Safe in Education’ (2024). This had included the introduction of more specific categories to support accurate reporting and analysis of behaviour incidents, particularly those which related to sexualised behaviour and peer-on-peer abuse. The updated CPOMS categories were contained within the HT’s written report.</p> <p>The HT explained a key enhancement was to adopt the nationally recognised Brook Traffic Light Tool as a reference framework when recording and categorising incidents involving sexualised behaviour. The framework would help staff make informed judgements about the nature and seriousness of an incident and determine whether further support, intervention or referral was required.</p> <p>The Chair reported he had met with the HT the previous week when he had been made aware of the circumstances surrounding a current safeguarding issue.</p> <p>There were no items to report in respect of online safety or filtering and monitoring.</p>	

	<p>The Chair was aware that KCSIE 2025 would contain updated guidance from the Department for Education on filtering and monitoring standards to include how they applied to the use of generative artificial intelligence. It was also thought probable there would be other updates over the Summer. The HT explained there would normally be an INSET day on the first day of term. However, as this would now fall in August, the safeguarding updates would be provided to staff on 3<sup>rd</sup> September which would ensure all updates were in place.</p> <p><b>Action: The GP to include KCSIE safeguarding updates within the agenda of the 15<sup>th</sup> October 2025 meeting together with the Annual Report to the Governing Board on Safeguarding Children at Wittersham CEP.</b></p>	<b>GP</b>
<b>9.</b>	<p><b><u>HEADTEACHER'S REPORT</u></b></p> <p>The Chair took this opportunity to say that it had undoubtedly been an incredibly successful year for the school. It hadn't been a year without challenges for the HT as she had quickly taken on the role of Acting HT. Governors were delighted to then be in a position to appoint her as substantive Headteacher. The HT's reports were always extremely comprehensive whilst the newsletters were also always filled with wonderful things.</p> <p>The Chair said there were the headline successes of SIAMS, Ofsted and the SATs results which had all been brilliant. This was on top of other things which had gone on during the course of the year which hadn't just been about attainment and achieving success in inspections. As the Chair had written to parents, it hadn't been a bad first year at all for the HT. All of this came from having a great team at school and that a team was only as good as its leadership where the HT had been an outstanding leader.</p> <p>Governors conveyed their congratulations to Stella Coulson for being an outstanding Head. There was a round of applause from governors.</p> <p>The HT's term six written report was made available in advance of the meeting (filed electronically). Governor questions were invited.</p> <p><b>Whilst the PE and Sports Premium data was a supporting paper, a governor asked if the HT could briefly highlight what she regarded as the most significant changes and the impact of the spending?</b> The HT explained there was a new way of reporting the annual spend on PE and Sports Premium (SP) funding this year. In the past, the school would use a template which would be populated and uploaded to the school's website. Now, it was necessary to report digitally via the DfE's website by 31<sup>st</sup> July each year.</p> <p>The HT explained the school received just over £17,000 of SP funding where it was necessary to justify how the funding had been spent.</p> <p>This year, SP funding had supported meaningful improvements in physical development, staff training, and pupil confidence, particularly through swimming and lunchtime sport. Key areas of impact included:</p> <ul style="list-style-type: none"> <li>● <b>Swimming development:</b> This had been the biggest area of focus where the provision was considered phenomenal. All pupils had made progress in swimming this term, with the introduction of a banded child swim development scheme to support targeted progression. There had been continued investment in the development of swimming teachers where four TAs had been trained which had led to improved lesson quality. Lifeguard training was scheduled for term one to further strengthen the provision.</li> <li>● <b>Lunchtime enrichment:</b> A significant range of new equipment had been purchased to enhance physical sports based activity and outdoor learning opportunities during lunchtimes. This had encouraged more active play and positive social interaction.</li> <li>● <b>Staff CPD:</b> High-quality training had been delivered to increase staff confidence in delivering PE and swimming sessions, ensuring long-term sustainability and consistent quality across the school.</li> </ul>	

- A large proportion of SP funding had also been used to further enhance Forest School.

**A governor noted that whilst attendance was strong, there were persistent gaps in attendance for SEND and disadvantaged pupils. The HT had clear strategies and interventions in place to address these gaps. However, was the HT able to provide governors with the data for anonymised examples of where progress had been seen in improving the attendance of some of these pupils?**

The HT said nine pupils had recently improved their attendance, reversing a previously poor pattern, notably where holidays were the primary cause of absence earlier in the year. These improvements were largely attributed not to intervention alone, but to those families not taking further term-time holidays in the Summer term.

**A governor asked if term time holidays was an issue across the school.** The HT said it was and that it wasn't specific to one cohort. The school's tracking system, Insight would break down when the absences happened where the majority took place immediately after half term or immediately after the Summer break. It was hoped with the new October half term strategy, this would help to ease this. The biggest impact next year would be the three year penalty notice period. There would no longer be a fresh start each year. If a child was off school for three or more occasions within a three year rolling period, the parent would not be fined but court action might be considered. A fine of £2,500 could potentially be imposed. It was hoped this would act as a deterrent.

**The GP thought it would be interesting to know how many penalty notices had converted into a court appearance.** The HT said there had been none at the school. Some parents had indicated a reluctance to pay the fine which Kent County Council would be required to pursue. The HT and Office Manager were keen to emphasise in September that the school would not benefit financially from the fining process.

At the time of the meeting, whole school attendance for the year stood at 94.6% where it was hoped to improve on this percentage next year.

#### Group Breakdown - July 2025

##### **Pupil Premium (24 pupils)**

- Overall attendance: **89.7%**
- Persistent absence: **37.5%**
- Twelve pupils had missed fifteen or more days of school.
- Four pupils had improved attendance recently which was again due to no holiday absence in term 6.

##### **SEND (33 pupils)**

- Overall attendance: **90.0%**
  - Persistent absence: **30.3%**
- All of these families had been invited into school for an informal/formal meeting to discuss attendance. Only one family had refused this meeting multiple times.
- Fifteen pupils fell below 93% attendance (66.7%), with holiday absence a key driver.
  - Four pupils had also shown recent improvement linked to reduced absence during holiday periods.

##### **Whole School (134 pupils)**

- Overall attendance: **94.6%**  
Persistent absence: **12.7%**
- Nine pupils had recently improved attendance patterns.

The HT explained that Insight would break down the days when a child had been absent, the percentage for absence and the times when a child had not attended

classes. This then generated some quite powerful data which would be shared with those families where their children were repeatedly late.

**A governor asked if there was a point at which a child was sufficiently late that it would be categorised as an unauthorised absence.** The HT explained there were lates before the register had closed and lates after the register had closed. If a child was late after the register had closed at around 9-9.05 am, then it would be marked as an unauthorised absence.

**A governor conveyed congratulations to all of the staff for a very strong set of results for both Key Stages one and two. It was particularly pleasing to see the figures for greater depth attainment in all areas. It was certainly important to acknowledge that the figures for Key Stage two related to the whole cohort, which included one pupil on a reduced timetable who did not sit the SATs, so these figures were even more impressive.**

#### Key Stage One Assessment Outcomes

- 78% of pupils achieved the expected standard in reading (scaled score of 100+) whilst 28% of pupils achieved greater depth (scaled score of 110+).
- 78% of pupils achieved the expected standard in maths whilst 28% of pupils achieved greater depth.
- 83% of pupils achieved the expected standard in grammar, punctuation and spelling (GPS) (scaled score of 100+) whilst 22% of pupils achieved greater depth.
- 78% of pupils were assessed as working at the expected standard in writing whilst 17% were assessed as working at greater depth.

#### Key Stage One Phonics Assessment

- 82% of Year 1 pupils had passed their phonics screening.
- 25% of Year 2 pupils (1 of 4 pupils) had passed their phonics retake. The remaining three who hadn't passed were all on the school's SEN Register.

#### Multiplication Tables Check (MTC) – Year 4 Outcomes

- 25% of pupils had scored 25/25 (full marks).
- 45% of pupils had scored 24 or more.
- 60% of pupils had scored 20 or more (meeting or exceeding the expected standard).

#### Key Stage Two SATs Results

(~ Estimated)

- 79% of pupils met the expected standard in reading, writing and maths combined (national: 62%)

#### **Reading**

- 89% met the expected standard in reading (national 75%). 53% achieved greater depth (national ~33%).
- Average scaled score in reading 109.0 (national: 106.0)

#### **Writing**

- 89% met the expected standard in writing (national: 72%). 21% achieved greater depth (national ~12%).

#### **Maths**

- 79% met the expected standard in maths (national: 74%). 26% achieved greater depth (national: ~26%).
- Average scaled score in maths 106.9 (national: 105.0)

### **Grammar, Punctuation and Spelling (GPS)**

- 68% met the expected standard in GPS (national: 73%). 32% achieved greater depth (national ~29%).
- Average scaled score in GPS 105.4 (national: 105.0)

### **Science (Teacher Assessed)**

- 89% met the expected standard in science (national: 82%).

**A governor commented there were slippages in achieving the expected standard in Key Stage 2 reading and GPS.** The HT said this was something which she was aware of where eighteen children had sat the test out of a cohort of nineteen. Thirteen out of the eighteen pupils (72%) had achieved the expected standard or above. Five pupils (28%) did not meet the expected standard. One pupil did not sit the test who had been recorded as 'U'. When analysing the papers, low spelling scores were the determining factor as to why the five children didn't meet the expected standard in GPS. The grammar scores also hadn't been strong enough. The scripts were reviewed for borderline pupils where no marking errors were found.

The HT said she wasn't overly concerned about the GPS scores as it was known that spelling was an area for development. This was already being addressed through the following:

- A more structured and consistent approach to spelling teaching across Key Stage 2.
- Increased opportunities for applied spelling practice and retrieval activities.
- A focus in Year 6 on test-format spelling strategies and confidence-building.

The Assistant HT would teach Year 6 next year who was also the English Lead so would be key in continuing to track spelling to ensure the children were even more prepared for the spelling assessment.

**Referencing the attainment overview, a governor asked how many actual weeks of teaching had there been between the Spring and Summer data. Would the HT have expected to see more progress between these data points? In digging deeper into the data, had the HT seen progress in reducing the gap for disadvantaged and SEND pupils?** The HT said there were nine full weeks of teaching between the Spring and Summer assessments. Whilst greater acceleration in progress during this time was anticipated, the data showed only modest improvement, particularly between those two data points. However, there had been an increase in the percentage of pupils working at GD. Year 4/5 had also had a turbulent year where the children hadn't made the level of progress which they'd needed to. It was also considered a complex cohort. If Year 4/5 was removed from the data set, the data was then more pleasing. The HT had every confidence that the children would catch up next year with the support which had been put in place together with a very clear staffing structure.

The HT reported the school had bought in standardised assessments which would be completed in terms two, four and six which would then marry with the teacher assessments.

The HT presented the progress across the full year from Autumn to Summer where there was clearer evidence of improvement.

### **Whole School (134 pupils) – Autumn to Summer Comparison**

Reading:

- 'Working Below' dropped from 11% to 10%.
- 'Greater Depth' rose from 14% to 20%.

Writing:

- 'Working Below' increased slightly from 8% to 12%, but

	<ul style="list-style-type: none"> <li>• 'Greater Depth' rose significantly from 4% to 9%</li> </ul> <p>Maths:</p> <ul style="list-style-type: none"> <li>• 'Working Towards' dropped from 23% to 19%.</li> <li>• 'Greater Depth' increased from 4% to 15%.</li> </ul> <p>These shifts suggest a positive trend in the number of pupils reaching higher attainment levels by Summer, particularly in maths, where more children moved from 'Working Towards' to 'At' and 'Above'.</p> <p><b><u>SEND Pupils (33 pupils) – Autumn to Summer Comparison</u></b></p> <p>There was clear evidence of progress for some pupils, although the group average remained 'Just Below'.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• 'Working Below' reduced from 41% to 33%.</li> <li>• Greater Depth remained broadly stable (16% to 15%).</li> <li>• 'Working At' increased slightly from 28% to 27%, with more movement from 'Working Towards' to 'At'.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• Notable shift from 47% 'Working Towards' (Autumn) to 36%.</li> <li>• Increase in pupils 'Working At' from 22% to 24%.</li> </ul> <p>Maths:</p> <ul style="list-style-type: none"> <li>• 'Working Below' fell from 25% to 24%.</li> <li>• Pupils 'Working At' increased from 34% to 39%.</li> </ul> <p>The HT commented that whilst small, these improvements were significant for a group with complex needs. Continued gap reduction was expected as staffing increases and interventions would become more consistent from September 2025.</p> <p><b>Referencing parent engagement, a governor commented it was great to see the success of these new initiatives.</b></p>					
<p><b>10.</b></p> <p><b>10a</b></p> <p><b>10b</b></p>	<p><b><u>SEF/SCHOOL IMPROVEMENT PLAN (SIP) 2024-25, 2025-26</u></b></p> <p><u>SIP – 2024/25</u></p> <p>The term six evaluated SIP was made available in advance of the meeting (filed electronically). The majority of actions had been RAG (red, amber, green) rated green where it was pleasing to note the significant amount of progress which had been made.</p> <p><u>SIP – 2025/26</u></p> <p>The draft SIP for 2025/26 was again made available in advance of the meeting (filed electronically). It was noted a new format had been adopted which was considered more user friendly and realistic. The SIP consisted of eight priorities:</p> <table border="1" data-bbox="220 1536 1369 1986"> <tr> <td data-bbox="220 1536 1369 1653"> <p><b>Quality of Education:</b></p> <ul style="list-style-type: none"> <li>• Strengthen Clarity of Intended Learning Across the Curriculum.</li> <li>• Embed Consistent and Effective Formative Assessment Practice.</li> </ul> </td> </tr> <tr> <td data-bbox="220 1653 1369 1733"> <p><b>Behaviour and Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Empower staff and learners to manage conflict more effectively</li> </ul> </td> </tr> <tr> <td data-bbox="220 1733 1369 1879"> <p><b>Personal Development:</b></p> <ul style="list-style-type: none"> <li>• Broaden Pupils' Understanding of Diversity Through Curriculum and Enrichment.</li> <li>• Increase opportunities for pupils to develop independence, self-regulation, and ownership of their learning across all phases.</li> </ul> </td> </tr> <tr> <td data-bbox="220 1879 1369 1986"> <p><b>Leadership and Management:</b></p> <ul style="list-style-type: none"> <li>• Enhance the Pedagogical Practice and Confidence of Early Career Teachers (ECTs) through structured opportunities for professional growth.</li> </ul> </td> </tr> </table>	<p><b>Quality of Education:</b></p> <ul style="list-style-type: none"> <li>• Strengthen Clarity of Intended Learning Across the Curriculum.</li> <li>• Embed Consistent and Effective Formative Assessment Practice.</li> </ul>	<p><b>Behaviour and Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Empower staff and learners to manage conflict more effectively</li> </ul>	<p><b>Personal Development:</b></p> <ul style="list-style-type: none"> <li>• Broaden Pupils' Understanding of Diversity Through Curriculum and Enrichment.</li> <li>• Increase opportunities for pupils to develop independence, self-regulation, and ownership of their learning across all phases.</li> </ul>	<p><b>Leadership and Management:</b></p> <ul style="list-style-type: none"> <li>• Enhance the Pedagogical Practice and Confidence of Early Career Teachers (ECTs) through structured opportunities for professional growth.</li> </ul>	
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- Strengthen and Empower Middle and SEND Leadership to Drive Whole-School Improvement .

#### **Early Years Foundation Stage:**

- Ensure the successful implementation of the new mixed Reception and Year 1 class structure, with a focus on curriculum continuity, high-quality provision, and age-appropriate challenge.

The Chair reported the monitoring calendar for next year would be prepared during the Summer holidays. As previously discussed with the HT, governor monitoring would cover an eight month period which would avoid some of the particularly busy periods for the school. With the exception of Collective Worship, each governor’s monitoring activity would be very specific to one of the SIP priorities. This would involve a discussion with the HT and a timetable being arranged enabling governors to seek evidence during a learning walk which related to a particular priority. There would also be opportunities for governors to meet with a specific teacher.

The Chair explained this would be in addition to the statutory link governor monitoring roles.

The newly appointed local authority governor, Fran Rusbridge agreed to take on the role of EYFS link governor.

#### **Remaining governors confirmed they were happy with their current link governor responsibilities.**

The HT said she was keen to make the SIP a whole school document where the person responsible for each of the actions had been omitted at this stage. The document would be shared with staff during the 27<sup>th</sup> August 2025 INSET day. The HT said she felt passionate this year in developing the school’s Middle Leaders and for staff to take on more ownership of things. She wanted to share the SIP with staff so that they bought into it where it was a document on everyone’s board. The HT didn’t want to review the SIP in isolation but that it should be a whole school document. It would also feed into staff CPD (continuous professional development) and staff performance management. The document was also user friendly which was easily edited. At the end of the document, each of the priorities would then be RAG rated on a termly basis.

The HT said she had worked quite closely with the local authority governor on the SIP as part of her HT induction sessions. The HT had also undertaken quite a lot of research into the different SIP formats.

**A governor said the new Ofsted framework would come in during November 2025. Until more was known about the new framework, it was sensible to hold off preparation of the school self-evaluation form (SEF).** The HT commented that as the next Ofsted inspection was now several years away, the SIP could continue under the current framework. However, the HT was keen that the SEF married with the new framework. The school was also fortunate that it had received an inspection so recently where the direction of travel was known.

**A governor was pleased to note that the 2025/26 SIP was year two of a three year plan.**

**Whilst governors would review the progress against the SIP priorities during their termly meetings, a governor asked if review sessions would also take place with staff.** The HT said the SIP would be an ongoing agenda item for staff meetings during the next academic year.

**A governor said spelling was an area which needed to be worked on. Which priority would it be included within?** The HT didn’t think spelling was a whole school priority or issue as it was specific to this year’s Year 6 cohort. It wasn’t considered a significant problem. The HT and AHT had spoken about spelling which the AHT would look into further. It was possible it would be included in the AHT’s English subject leader action plan for 2025/26.

**Governors ratified the School Improvement Plan priorities for 2025/26.**

**11. SIAMS/CHRISTIAN DISTINCTIVENESS**

There were no items to report on this occasion.

The Chair reported newly appointed foundation governor, Helen Farmer would be required to complete Diocesan induction training for governors of Church of England schools. The training would take place virtually which would be delivered by the Deputy Director of Education at the Canterbury Diocese.

**FINANCE & RESOURCES**

**12. THREE YEAR BUDGET PLAN (3YBP) 2025-2028/BUDGET MONITORING**

**12a Local Authority Feedback – 3YBP Submission**

The Chair reported two Schools Financial Services (SFS) errors had been identified on the originally submitted 3YBP and that a revised budget which corrected these errors had been approved as a Chair’s action for reasons of expediency. The Chair explained that whilst SFS originally requested an extraordinary FGB meeting to approve the revised budget, given the errors were theirs, they had agreed a Chair’s action would be sufficient.

**The GP asked if the revised budget reflected a better or worse budgetary position.** The revised budget showed a slightly improved Revenue budget carry forward at the end of year one (previously £85,426 – now £87,275) and year three (previously £7,401 – now £17,186) whilst a slight decrease in carry forward was seen for year two (previously £75,413 – now £74,457).

The HT explained she and the Finance Manager had noticed a disparity in the catering budget. Tweaks and changes were therefore needed. A member of staff’s salary had also been omitted from the budget. However, SFS had taken no accountability for these errors.

**The Finance Committee Chair commented the disparity relating to catering income and expenditure had been queried by governors during the May FGB meeting.**

The HT reported she had raised her concerns at a senior level within SFS given the last person to edit the budget was the school’s SFS consultant. Moreover, the issue related to how the incident had been handled rather than the incident itself. Originally, SFS stipulated the school would be required to provide four months’ notice to cease using their services. The HT had pushed back on the notice period where the contract would end in the coming days. The Finance Manager would now take over the budget fulltime, moving from four to five days each week providing additional capacity for the school. The Finance Manager would also receive additional finance related training. The HT and Finance Manager would work together to support one another on the school’s finances where each would be equally responsible. Whilst not ideal circumstances, it was thought the outcome would be beneficial for the school.

**A governor asked if there would be a saving for the school now that SFS’s services were no longer being used.** The HT said there would be a slight saving this year whilst the school would break even next year.

The revised 3YBP was provided in advance of the meeting (filed electronically).

Revenue Budget

	2025/26(£) Year 1	2026/27(£) Year 2	2027/28(£) Year 3
Total Revenue Income	967,498.00	930,838.00	905,937.00
Less Total Revenue Expenditure	927,015.83	943,656.46	963,207.41

Revenue Balance this Year	40,482.17	-12,818.46	-57,270.41
Revenue Balance From Last Year	46,793.43	87,275.60	74,457.14
Cumulative Revenue Balance Carried Forward	<b>87,275.60</b>	<b>74,457.14</b>	<b>17,186.73</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>

**12b** Three Month (June 2025) Budget Monitoring Report

The three month budget monitoring report (June 2025) were provided as a supporting paper for this agenda item (filed electronically). The budget monitoring reflected the revised 3YBP.

- Year End Revenue Budget Projection

	(£)
Revenue Income	987,140
Revenue Expenditure	946,799
Revenue Balance	40,341
Revenue Balance B/F 2024/25	46,793
Revenue Balance C/F to 2026/27	<b>87,134</b>

Year End Capital Budget Projection

	(£)
Total Capital Income	0
Less Capital Expenditure	0
Capital Balance	0
Capital Balance B/F 2024/25	0
Capital Balance Carried Forward to 2026/27	<b>0</b>

The Chair of the Finance Committee reported on this review of the three month budget position.

- The predicted Revenue budget carry forward at the three month position was £87,134 (a negative variance of £141 when compared to the original budget plan).
- It was noted there was a positive variance under Revenue income of £7,315 whilst a negative variance of £19,783 under expenditure.

**Governors noted the three month budget position.**

**12c** Any Other Finance Related Items

There were no matters arising.

<p><b>13.</b></p>	<p><b><u>PREMISES/HEALTH &amp; SAFETY/ GENERAL DATA PROTECTION REGULATIONS (GDPR)</u></b></p> <p>The HT reported she had met with the Canterbury Diocese’s Schools Officer (Organisation and Estates) when there had been a thorough review of everything on the school building five year plan. The two most significant items were the boiler located by the Year 4/5 classroom and two roof areas to include the hall area which needed to be repaired. Contractors had visited earlier that week to undertake some checks prior to preparing a quote for the roof areas.</p> <p>The HT said the boiler repairs would cost approximately £55,000 where the school would be required to make a ten percent contribution. It would be a two week job which would fit well with the October half term when a new air source heat pump would be installed.</p> <p>The HT said the roof work would take place during the Summer of 2026. The repairs would cost approximately £150,000 where again, the school would be required to make a ten percent contribution.</p> <p>The HT explained that whilst no decision needed to be made on the roof at this time, a decision needed to be made on the boiler repair.</p> <p>The HT said the Diocese together with Kent County Council would also undertake a safeguarding audit of the site in early September 2025. Their findings would then form the basis of the school’s next three year plan of site works. The HT highlighted the need for some enhancements to certain entry points.</p> <p>There were other smaller jobs such as the replacement of some windows.</p> <p>The HT explained the school was currently applying for wraparound care funding which could also be used for Capital projects to improve the school site which would make it fit for purpose. The HT hoped to include the safety of the building within the wraparound care grant application. Whilst the back fence would fall to the Diocese to address, the cost of the EYFS gate and the main gate would be met by the wraparound care Capital fundings.</p> <p><b>A governor referenced the retrospective installation of a new air source heat pump in an old building and asked the HT whether she had asked about the bore of pipe?</b> The HT said this question hadn’t been asked as there had been a number of visits and discussions about the aesthetics of the air source heat pump when compared to the building. There had also been discussions on whether air conditioning should also be installed.</p> <p><b>Action: Foundation governor JB to send the HT some suggested questions she should ask contractors about the installation of a new air source heat pump.</b></p> <p><b>A governor was aware that air source heat pumps tended to be quite noisy, particularly if located outside a classroom when the windows were open. They were also more expensive to run electricity-wise as they were on all the time.</b> The HT said she had only been made aware that the running costs were less than air conditioning.</p> <p><b>A governor suggested the HT might wish to look into a better eco contract from its electricity supplier.</b></p> <p><b>Subject to the clarification on a number of points raised, governors agreed the HT should proceed with the ten percent contribution towards the installation of a new air source heat pump.</b></p>	<p><b>JB</b></p>
<p><b>14.</b> <b>14a</b></p>	<p><b><u>POLICIES</u></b></p> <p>Those policies due for review were made available in advance of the meeting (filed electronically).</p> <p><b>Governors ratified the following policies without amendment.</b></p>	

	Policy	Next Review	
	Staff Appraisal policy	July 2026	
	Complaints policy (DfE model)	"	
<b>14b</b>	<u>Updated Policies Not Requiring Governing Board Approval</u> The following policies were new or had been updated since the last meeting.		<b>Head</b>
	<ul style="list-style-type: none"> <li>• EYFS Intimate Care policy</li> <li>• External Clubs Provider policy (new) – to next be reviewed during July 2027.</li> </ul> <p style="color: red;">Action: The HT to send the GP a copy of the updated EYFS Intimate Care policy for uploading to GovernorHub.</p>		
<b>14c</b>	<u>Policy Update</u> <b>Flexi-schooling policy</b> The HT reported the policy had currently been withdrawn. It had only applied to EYFS children prior to reaching the age of five. A policy wasn't needed as the children weren't of school age until that time. <b>Pay policy</b> There were no updates to report.		
<b>OTHER</b>			
<b>15.</b>	<b><u>WEBSITE/TEP GOVERNANCE MONTHLY BULLETINS/DFE UPDATES</u></b> The Education People's (TEP) governance monthly bulletins for June and July 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>16.</b>	<b><u>GOVERNOR TRAINING/BRIEFINGS</u></b> The GP reported she had attended the annual governance conference at the Ashford International Hotel on Thursday, 5 <sup>th</sup> June 2025. The delegate slides had since been uploaded to GovernorHub. The Chair said regular termly training would resume at the start of every FGB meeting from term one, 2025/26. The GP further reported she had also attended the annual GovernorHub conference on 9 <sup>th</sup> July 2025. <span style="color: red;">Action: The GP to send governors the instructions on how to complete the GovernorHub effectiveness tool. To be completed prior to the term one meeting.</span>		<b>GP/ Govs</b>
<b>17.</b>	<b><u>CHAIR'S ACTIONS/CORRESPONDENCE</u></b> As reported under agenda item 12a (Local authority feedback - 3YBP), the Chair had agreed a revised 3YBP as a Chair's action for reasons of expediency. There were no other Chair's actions to report. The Chair reported he would collate the findings of the Year 6 leavers survey during the Summer holidays. The findings would then be sent to governors. On behalf of the governing board, the Chair had sent a letter of thanks to the Co-Chairs of the WSA following the incredible success of their Summer festival when more than £5,000 had been raised. Again, on behalf of the governing board, the Chair had sent a letter of thanks to staff following the publication of the recent Ofsted report. The letter had been accompanied by a selection of chocolates, a celebration cake and biscuits. Cards had also been given to the two long serving Year 6 teachers earlier that evening who would retire at the end of term six.		

<b>18.</b>	<b><u>ANY OTHER BUSINESS</u></b> On behalf of governors, the HT was presented with a bouquet of flowers in celebration of an amazing year. The Chair wished governors and staff a wonderful and relaxing Summer.	
<b>19.</b> <b>19a</b> <b>19b</b>	<b><u>CONFIDENTIALITY</u></b> There were no discussions or papers which were considered confidential.	
<b>20.</b>	<b><u>DATE OF NEXT MEETING</u></b> The next FGB meeting would take place <b>at school at 6.30pm on <u>Wednesday, 15<sup>th</sup> October 2025.</u></b> <ul style="list-style-type: none"> <li>The next Finance Committee meeting would take place virtually on Thursday, 9<sup>th</sup> October 2025 at 6.30 pm.</li> </ul>	

The meeting closed at 7.28 pm.

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

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

### **ACTION SUMMARY**

<b>ITEM</b>	<b>AGENDA ITEM</b>	<b>TO BE ACTIONED BY</b>	<b>ACTION</b>
1.	3b	Governance Professional	To include a SEN presentation within the agenda of the October FGB meeting when further information on the communities model would hopefully be known. (Carried over from the term six FGB meeting.)
2.	3b	HF/HL	To send the HT their pen portraits for inclusion on the school's website. (Carried over)
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.	3b	Governance Professional	To include the monitoring calendar for 2025/26 within the agenda of the 15 <sup>th</sup> October meeting.
5.	4	Governance Professional	To forward governor appointment paperwork to FR and arrange for a DBS/Section 128 check.
6.	8	Governance Professional	To include KCSIE safeguarding updates within the agenda of the 15 <sup>th</sup> October 2025 meeting together with the Annual Report to the Governing Board on Safeguarding Children at Wittersham CEP.
7.	13	JB	To send the HT some suggested questions she should ask contractors about the installation of a new air source heat pump.
8.	14b	Head	To send the GP a copy of the updated EYFS Intimate Care policy for uploading to GovernorHub.
9.	16	Governance Professional	To send governors the instructions on how to complete the GovernorHub effectiveness tool. To be completed prior to the term one meeting.