



**WITTERSHAM CHURCH OF ENGLAND PRIMARY SCHOOL**

**MINUTES OF THE FULL GOVERNING BOARD MEETING**

**Held Virtually on Thursday, 11<sup>th</sup> December 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), Jane Burnett (Vice Chair), Stella Coulson (Headteacher), Helen Farmer, Carly Catt, Fran Rusbridge and Nick Barnett

**Governance**

**Professional:** Jane Phillips

The meeting commenced at 6.32 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 Kerry Dean (away) 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 The 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 15<sup>TH</sup> OCTOBER 2025 AND STRICTLY CONFIDENTIAL EXFGB MEETING HELD ON 27<sup>TH</sup> NOVEMBER 2025</u></b></p> <p><b>The non-confidential, confidential (part two) and strictly confidential (part three) minutes of the meeting held on 15<sup>th</sup> October 2025 were agreed as an accurate account.</b></p> <p><b>Governors further agreed the strictly confidential EXFGB minutes of 27<sup>th</sup> November 2025 as an accurate account. All minutes 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: KD and HL to complete their annual declarations of business interests on GovernorHub.</b></p> <p><b>Item 3. Action: HL to send the HT his pen portrait for inclusion on the school’s website (carried over).</b></p> <p><b>Item 4. Action: CC, KD and HL to complete their Code of Conduct confirmations on GovernorHub.</b></p> <p><b>Action: NB and FR to refresh their Code of Conduct to reflect a date which was after the Code of Conduct was agreed (after 15<sup>th</sup> October 2025).</b></p>	<p><b>KD/HL</b></p> <p><b>HL</b></p> <p><b>CC/KD HL</b></p> <p><b>NB/FR</b></p>

	<p><b>Item 6. Action:</b> The Chair to write to KD and HL regarding their KCSIE confirmations on GovernorHub for 2025/26.</p> <p><b>Item 7. Action:</b> NB, KD, HL, HF and FR to complete the NGA Learning Link refresher module on 'Essential Safeguarding for Governors and Trustees – 2025/26'. Copies of certificates to be sent to the GP.</p> <p>Remaining actions had been completed or would be discussed during this meeting.</p>	<p><b>Chair</b></p> <p><b>NB/KD HL/FR</b></p>
<b>GOVERNANCE</b>		
<p><b>4.</b></p>	<p><b><u>MEMBERSHIP &amp; VACANCIES</u></b></p> <p>The Chair reported that foundation Stephen Rogers, Vice Chair of governors and Chair of the Finance Committee had taken the decision to step down from the governing board with effect from 30<sup>th</sup> November 2025.</p> <p>Currently, the ex officio foundation governor and a foundation governor remained vacant. A potential candidate had been identified who had expressed an interest in joining the governing board. The Chair's email address would be shared with the candidate.</p> <p>On the conclusion of her term of office as parent governor, Kerry Dean had been appointed by the Canterbury Diocesan Board of Education. Her term of office commenced on 23<sup>rd</sup> November 2025 and would conclude on 22<sup>nd</sup> November 2029.</p> <p>The Chair was very pleased to report that a parent governor election had concluded on 5<sup>th</sup> December 2025 when Sean Solly had been duly elected unopposed. His term of office would conclude on 4<sup>th</sup> December 2029.</p> <p><b>Action:</b> The GP to send parent governor, Sean Solly his appointment paperwork and arrange for a DBS check and school email address to be set up.</p>	<p><b>GP</b></p>
<p><b>5.</b></p> <p><b>5a</b></p> <p><b>5b</b></p>	<p><b><u>ELECTION OF THE VICE CHAIR</u></b></p> <p>The GP reported she had received a nomination for foundation governor, Jane Burnett to stand for election as Vice Chair. Further nominations were invited where there were none.</p> <p>The candidate stepped away from the meeting.</p> <p><b>Governors unanimously agreed the appointment of Jane Burnett as the Vice Chair of governors. Her term of office would commence on 11<sup>th</sup> December 2025 and conclude on 10<sup>th</sup> December 2026.</b></p> <p>The candidate rejoined the meeting when she was congratulated on her appointment.</p>	
<p><b>6.</b></p>	<p><b><u>TERMS OF REFERENCE</u></b></p> <p>The Chair reported the GP had kindly prepared the overall Terms of Reference (ToR) for the governing board (filed electronically). As the board followed a hybrid Circle model of governance to include a Finance Committee, elements were taken from both the Education People's model ToR for a committee based model of governance together with the Circle model (both updated August 2025). The document was then personalised to the school.</p> <p><b>Governors agreed the overall Terms of Reference for 2025/26 which would be reviewed again in one year's time.</b></p> <p>Following a foundation governor's recent resignation, a number of responsibilities were reassigned.</p> <ul style="list-style-type: none"> <li>The Chair of governors would resume the responsibility for preparing the draft Schools Financial Values Standard (SFVS) submission in advance of the 19<sup>th</sup> March 2026 FGB meeting. Governors would be asked to agree it at that time.</li> </ul>	

	<ul style="list-style-type: none"> <li>• It was understood the new parent governor possessed financial skills where it was hoped he would join the Finance Committee.</li> <li>• Jane Burnett would assume the role of Finance Committee Chair and finance link governor in the interim.</li> <li>• The Chair had taken on the responsibility of health &amp; safety link governor.</li> <li>• Local authority governor, FR would assume the role of Pupil Premium and Sports Premium link governor.</li> </ul>	
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<b>SCHOOL IMPROVEMENT</b>		
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<b>7.</b>	<p><b><u>SEND TRAINING SESSION</u></b></p> <p>The GP screen-shared the SENCo’s presentation slides (filed electronically). The SENCo provided an overview of SEND at Wittersham CEP.</p> <ul style="list-style-type: none"> <li>• Currently, twenty seven children were on the SEN Register. Whilst some had been diagnosed, there were others who had not who were presenting in a way where there were barriers in their learning.</li> <li>• Of the twenty seven children on the SEN Register, six had Education and Healthcare Plans (EHCPs) where funding was attached.</li> <li>• Previously a child would have been taken to LIFT (Local Inclusion Forum Team) if a child was presenting in a certain way where additional support was needed.</li> <li>• Under the new Communities of Schools model implemented by the local authority in September 2025, 75% of the school’s original SEN funding for those children with high needs would continue until the end of this academic year.</li> </ul> <p>The SENCo explained the school was within a Community of Schools comprising ten schools where there were no prior connections to any. It was therefore necessary for everyone to get to know each another quickly. The SENCos from each of the ten schools would met once each term where there was an opportunity for each to bid for funding. This would include funding for a scheme, a resource or something which would benefit a group of children. However, it wasn’t possible to bid for funding for individual children. The local authority had allocated £110,000 of funding to this particular community which was to be shared amongst the ten schools.</p> <p>The SENCo said no bids were submitted during the first Community of Schools meeting as everyone preferred to familiarise themselves with the new process. Five bids were presented during the second meeting where it had been necessary for each school to put their case forward as to what the funding was needed for. The remaining SENCos would then be asked to decide whether the funding would be granted. Some were successful whilst others were not. £28,000 of funding had been allocated so far. Meetings would continue on a termly basis up until the end of this academic year.</p> <p>The SENCo reported she was currently working closely with the HT on what the school would bid for so that it had every chance of being successful.</p> <p>At this stage, the local authority hadn’t indicated what the funding would look like from September 2026.</p> <p><b>A governor noted that not all of the bids had been successful. Was the SENCo able to provide an example of those bids which had been successful?</b> The SENCo explained it very much depended on how much funding a school was bidding for. A secondary school within the community had bid for £16,000 for the redevelopment of an outside area where the collective SENCos had declined the bid. It had been suggested the school might look into the possibility of a grant. If that proved unsuccessful, they could then bring the grant back to the community which would be looked at again. Successful bids included funding for</p>	
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schemes such as £2,000 for a Dyslexia scheme which could be rolled out across the whole school or sensory circuit resources. A further bid was accepted for an adult to support a group of children within a specialist provision similar to the Orchard provision at Wittersham CEP. This was on the proviso that the funding wouldn't be released until a person had been employed.

The SENCo said she and the HT had been in discussion about Lego therapy which they thought would be particularly beneficial for lots of children. Staff would be trained enabling Lego therapy to then be rolled out. The SENCo intended to look into this further during the Christmas holidays and to then potentially put in a bid around January time.

#### Key Actions for the Year

- The development of Learning Support Assistant (LSA) roles and their SEND skills and knowledge. There was an increasing level of need where it was necessary to look at the deployment of LSAs across the school based on where those needs were.
- To monitor and measure the impact of interventions across the school. This had been highlighted within the SENCo's National Professional Qualification (NPQ) course which she was currently completing. The focus was on good quality interventions to include how they were tracked, evidenced and the impact which they had.
  - Observe interventions across the school.
  - Establish clear success criteria for every intervention, aligned with pupils' individual targets and whole school priorities.
  - To conduct regular progress reviews using quantitative and qualitative data on Insight to evaluate effectiveness.
  - Collect pupil voice to capture qualitative feedback on intervention impact.
- The development of SMART (specific, measureable, achievable, relevant, time-bound) targets on learning plans.
  - A staff meeting to explain the new layout of learning plans.
  - A staff meeting to explore SMART targets.
  - Share a WAGOLL.

The SENCo commented there were further actions on her Action Plan.

**A governor asked how the LSAs had responded to the proposed changes for them.** The SENCo said the LSAs had responded positively. The LSA standards had also been shared with them as the role had changed quite significantly. The SENCo was also keen to carry out an LSA audit of skills and knowledge and arrange training where a need was identified.

**A governor asked if the twenty seven pupils on the SEN Register were spread evenly across the school.** The SENCo explained the children were mainly in Key Stage two now as it was slightly easier to identify their levels of need as they grew older. Whilst some children might present in Reception, they wouldn't necessarily be diagnosed that early as they were still developing. The children tended to be identified as they moved more towards Key Stage two as some behaviours were expected whilst the children were in Reception and Year one.

**A governor noted approximately twenty percentage of pupils were on the SEN Register. How did this compare to national?** The Chair referenced the School Summary Sheet (Primary) – Autumn term which was a supporting paper for the meeting (filed electronically). The data showed that 4.4% of the school's population had an EHCP which compared to 3% for Kent and 3.5% nationally in 2024/25. 19.9% of the school's population were under SEN Support which compared to 13.8% for Kent and 14.8% nationally.

The SENCo said the school was particularly effective at early identification of those children with additional needs which might explain why the school's percentages were higher than Kent and national.

	<p><b>A governor asked if the percentages were increasing year on year.</b> The SENCo said this was certainly the case.</p> <p><b>A governor asked the SENCo how her NPQ was progressing.</b> The SENCo explained she'd been working on her SENCo NPQ for the past year where it would conclude in April 2026. The past four months had been particularly beneficial where she was then able to bring back ideas to implement at the school. The training was certainly opening up her role so much more which she found really beneficial. It had also provided much more of a focus on the effectiveness of interventions.</p> <p><b>A governor asked how much protected time the staff member had to fulfil the role of SENCo and whether it was sufficient.</b> The SENCo explained she was currently teaching for two days each week and fulfilling her SENCo role for one and a half days each week. There had also been some afternoons when the class was covered which had enabled her to do some of her SEN work.</p> <p><b>A governor commented the balance was always a challenge as the role was always time consuming given the level of coordination and the need to contact outside professionals.</b> The SENCo said she'd met with some lovely parents where some great relationships had now been established. However, it was sometimes difficult to timetable meetings.</p> <p>The SENCo was thanked for her presentation.</p>	
<p><b>8.</b></p> <p><b>8a</b></p> <p><b>8b</b></p> <p><b>8c</b></p>	<p><b><u>SAFEGUARDING/ONLINE SAFETY TO INCLUDE FILTERING &amp; MONITORING</u></b></p> <p><u>Annual Report to Governors on Safeguarding Children at Wittersham CEP</u></p> <p>The annual safeguarding report was made available in advance of the meeting (filed electronically). The document was based on the Kent County Council template.</p> <p>Governors noted the contents where there were no questions arising.</p> <p>The Chair thanked the HT for her extremely detailed report.</p> <p><u>Safeguarding Updates</u></p> <p>The HT had provided a safeguarding and pastoral summary within her written report to governors which covered CPOMS entries between 28<sup>th</sup> August and 1<sup>st</sup> December 2025.</p> <p>It was noted that a total of one hundred and thirty one incidents were logged on CPOMS during this period. This reflected the school's strong culture of reporting, professional curiosity and consistent use of CPOMS to monitor safeguarding, behaviour, wellbeing and pastoral needs. A more detailed explanation of what the recorded incidents consisted of was provided in her written report to include behaviour and SEMH (social, emotional and mental health) needs, child and family contact, safeguarding and welfare, SEND-specific logs and attendance entries.</p> <p><u>Online Safety/Filtering &amp; Monitoring</u></p> <p>The HT said there were no issues to report and the school's online filtering and monitoring was working as intended.</p>	
<p><b>9.</b></p>	<p><b><u>HEADTEACHER'S REPORT</u></b></p> <p>The HT's written report was made available in advance of the meeting (filed electronically). The HT responded to governor questions which had been submitted in advance of the meeting.</p> <p><b>A governor asked if the HT could provide some examples of negative behaviour where there were 45 entries?</b> The HT explained that whilst the report didn't list each individual case, the negative behaviour category sat within the wider behaviour logs and typically included actions that disrupted learning or required adult intervention but do not meet safeguarding thresholds. Based on the patterns described, these usually included:</p> <ul style="list-style-type: none"> <li>• Low-level physical behaviour (pushing, grabbing, overly boisterous play).</li> </ul>	

- Verbal disagreements or unkind language.
- Refusal to follow instructions or cooperate.
- Disruptions to the learning environment.
- Behaviour during unstructured times (lining up, transitions, cloakrooms).

The HT commented these sat alongside the twelve lunchtime behaviour incidents and the eight peer-on-peer incidents noted in the report, most of which were physical or verbal disagreements.

**A governor asked if there was evidence of the positive impact of the restorative approaches?** The HT said there was. There was emerging evidence that the restorative approach was beginning to have a positive impact. This was still a relatively new approach for the school, so the HT was keen to monitor how incidents changed as the school moved through the academic year. The HT intended to compare the two sets of spring term data in the term four report to governors, when the approach would have had more time to embed.

The HT's written report recorded ten restorative conversations. The HT said this demonstrated the staff's commitment to supporting pupils in reflecting on their behaviour and repairing relationships.

Additional indicators of positive impact included:

- A reduction in repeat incidents for several pupils, tracked through CPOMS.
- Consistent adult follow-up, helping pupils understand the effect of their actions and how to restore relationships.
- The regular use of Voice of the Child entries, which capturing pupils' perspectives and directly support restorative work.

Taken together, the HT said these elements suggested that the restorative approach was already influencing behaviour positively, with clearer pupil reflection, fewer escalations and improved relational practice.

**A governor queried that presumably, the parental communications (twenty four entries) related to follow-up on the behaviour log? It was thought some would but not all.**

The HT explained the twenty four parental communication entries represent a range of interactions to include the following.

- Follow-up discussions about behaviour.
- Attendance conversations.
- Wellbeing or pastoral updates.
- General communication with families (phone, Dojo, email, face-to-face).

The HT commented the report confirmed these entries demonstrated positive engagement with families rather than being behaviour-specific only.

**A governor asked if the HT could explain what the 'Voice of the Child' category was?** The HT said there were twenty four Voice of the Child entries, which the report showed that pupil perspectives continued to be captured well and used to inform next steps. This category usually included the following:

- Pupils explaining their version of an incident.
- Children sharing worries or concerns.
- Feedback gathered during pastoral or restorative conversations.
- Children expressing how behaviour from others had affected them.
- Self-reported emotions or wellbeing.

The HT said this supported safeguarding, SEMH work, and restorative practice.

**A governor sought further information on 'Operation Encompass' where there was one entry under Safeguarding.** The HT explained Operation Encompass was a national safeguarding partnership between schools and the police. When police attended a domestic incident where a child was present or linked, the school was notified the next morning so that staff could provide appropriate pastoral support.

The report noted one Operation Encompass notification this term, handled in line with safeguarding procedure.

**The GP asked if Operation Encompass notifications were fairly rare.** The HT said there had been one during the Summer holidays and one during the current academic year. Certainly, in her previous school notifications were much more frequent. However, they were generally on the rise when compared to what had been seen previously.

**Only if considered appropriate, the HT was asked if she could also explain the two other entries under Safeguarding.** The HT explained the report noted that there were twelve safeguarding or child protection logs recorded this term, although individual cases were not detailed, which was appropriate for confidentiality. These entries included matters relating to emotional wellbeing, updates to safeguarding documentation and one Operation Encompass notification.

The HT continued to say they also included safeguarding concerns such as children arriving at school before the site was open but not attending Breakfast Club. In these situations pupils were unsupervised on the premises, which posed a safeguarding risk. These incidents were recorded and followed up with families so that safe arrangements could be put in place.

The HT explained other entries related to home circumstances, disclosures that required ongoing monitoring, or updates to existing safeguarding cases. All recorded entries were managed in line with safeguarding procedures and overseen by the Safeguarding Team.

**Following the Ofsted inspection, with the addition of the six entries for sexualised behaviour (Green), a governor asked what was the nature of these behaviours?** The HT said the report did not describe the individual sexualised behaviour incidents in detail, but their categorisation as green indicates that:

- They were low-level, developmentally linked or exploratory in nature.
- They do not meet thresholds for concern around exploitation or risk.
- Adults responded promptly, documented the behaviour, and supported pupils to understand personal boundaries. In primary settings, green-level sexualised behaviour often included age-inappropriate language heard elsewhere and repeated curiosity about bodies.
- Misunderstandings of boundaries during play.
- Accidental exposure.
- Early-stage behaviours requiring correction but *not* safeguarding escalation.

The HT commented that because the school was recently inspected and safeguarding was judged strong, the recording of these behaviours reflected good practice, transparency, and professional vigilance.

**A governor thought it really positive that there was greater uptake of free school meals (FSM). The HT was asked what type of promotion had she been able to adopt to encourage families to use this facility.** The HT said the increase in FSM uptake reflected the school's continued work to ensure families understood both the eligibility criteria and the wider benefits of applying. Promotion had included a combination of whole-school communication, direct support for families and opportunities for parents to experience the quality of the meals provided. This had involved:

- Letters sent to all families at both the start and end of the academic year to raise awareness of FSM entitlement and how to apply.
- Regular reminders in newsletters, particularly when sharing information about support available to families.

- Personalised conversations with parents where staff or the Family Liaison Officer (FLO) felt a family might be eligible but had not yet applied.
- The office staff contacting families directly when there was a strong indication that they might meet the criteria, offering guidance and signposting support with completing FSM applications, provided discreetly by the office staff or FLO to reduce barriers.
- *Come Dine With Me* lunch events, which gave parents the chance to eat alongside their children and experience the meal offer first-hand.
- Special taster-day meals that allowed pupils to try the menu, helping families to feel more confident about school lunches.
- Emphasising the wider benefits of FSM beyond the meal itself, including access to additional funding that supports enrichment, pastoral support and wider opportunities.
- Ensuring a positive, inclusive lunchtime environment so that families felt reassured about the quality of provision.

The HT commented that these combined approaches had helped more families to feel informed, supported and confident in applying, resulting in a more accurate reflection of need within the school.

**A governor referenced the section on SEND where the HT mentioned that this area continued to impact on staff. Was the HT able to expand on the challenges and the solutions found?** The HT said the report highlighted that the range and complexity of SEND needs across the school continued to have a significant impact on staff. Challenges included the need for carefully planned scaffolding within lessons, high levels of SEMH support in several classes, the planning and delivery of interventions alongside core teaching and the increased administrative workload linked to SEND documentation and multi-agency communication. The diversity of need, including moderate learning difficulties, speech and language needs and SEMH, placed considerable demands on LSA deployment and daily classroom practice.

The HT said a number of strategies and solutions were now in place to address these challenges:

- Strengthened deployment of LSAs ensuring support is targeted where the level of need is greatest.
- Continued use of the Orchard and Nurture Room to provide structured, calm spaces for pupils requiring additional regulation or personalised provision.
- Regular pastoral and SEND monitoring using CPOMS to ensure early identification and timely intervention.
- Weekly LSA meetings to enable consistent communication, shared problem solving and collaborative planning.
- Opportunities for all LSAs to undertake the Level 5 SEND Teaching Assistant apprenticeship, strengthening expertise and specialist knowledge across the team.
- Sharing of the TA Professional Standards during LSA training sessions, with dedicated time for discussion and practical application across classroom contexts.
- Ongoing professional development for staff, including training in restorative practice, understanding SEMH needs and assessment for learning.
- Close partnership work with external agencies such as STLS (Specialist Teaching and Learning Service), SALT (Speech and Language Therapist) and Educational Psychology to support assessment, guidance and intervention planning.
- Strong leadership oversight to ensure SEND provision was well-coordinated, responsive and effectively resourced

The HT commented that combined measures were supporting staff to manage the

increased complexity across the school whilst maintaining strong provision, improving consistency and supporting both pupil outcomes and staff confidence.

**A governor commented there was a very informative section on admissions. Was there also information available on pupils who had left and the reasons as to why?**

The HT explained her report provided detailed information on new admissions but did not include a parallel summary of pupils who had left during the same period. This information was held within school records and was routinely monitored to identify patterns or areas for follow-up. Children who had left the school this academic year included:

- Two pupils whose families chose elective home education.
- One pupil who transferred to a school closer to their home.

The HT said these reasons were typical of the mobility seen in small rural schools and did not indicate any concerns relating to school provision.

**A governor commented that personalised attendance and punctuality reports were great. The HT had put in place very rigorous procedures for addressing attendance and had provided a very detailed background to the figures.**

**A governor asked if the present pattern of attendance was similar to other local schools relating to illness?** The HT said the pattern was broadly in line with local schools. The overwhelming majority of absences this term were due to illness. Local headteachers were reporting very similar trends, particularly relating to seasonal viruses, high temperatures and respiratory infections. This picture was consistent with the wider county pattern and mirrored both primary and secondary settings in the area.

**A governor asked how many families were being addressed relating to punctuality concerns rather than attendance?** The HT explained attendance and punctuality were monitored together through the personalised attendance and punctuality reports. While most meetings this term had focused on attendance dips linked to illness, a smaller number of families were being supported specifically for punctuality. At present, 10 pupils were being monitored for repeated lateness, and these patterns were being addressed through early intervention. This group included families where lateness occurred regularly or where timely arrival was inconsistent. Although the number might fluctuate slightly week by week, it remained a small proportion of pupils, and most showed improvement once concerns were raised and support offered.

The HT further explained that the FLO had separate meetings with families whose attendance and punctuality was lower than expected, even if it wasn't currently a safeguarding concern. She also met individually with some children to talk through why they might be finding mornings challenging and to agree small, manageable steps to support improved routines. This approach ensured that both attendance and punctuality were addressed promptly and supportively, with early help offered before issues became more embedded.

**A governor was pleased to note that the new cleaning contract had resulted in significant improvement. Since it started, had the HT needed to raise any concerns at all?** The HT said the new cleaning team had settled well, and the standard of cleanliness across the school had noticeably improved. So far, no formal concerns had needed to be raised. Any small day-to-day issues had been resolved quickly through routine communication, and the team had been responsive, consistent and positive. The building felt cleaner, more organised and better maintained since the contract began.

**A governor asked for an update on exterior lighting as requested by the diocese.** The HT said the work was ongoing. The request had been submitted, and the school was awaiting formal confirmation from the Diocese regarding approval and next steps. Due to capacity within the Diocesan team, they had asked the school to seek one additional quote so that they could proceed with the project. In an initial phone conversation, they'd indicated that they appeared happy to fund the work, which would

result in the school contributing ten percent towards the cost. However, this hadn't as yet been confirmed in writing.

The HT said an additional quote were being obtained that week enabling the full set of information to be returned to the Diocese before the end of the calendar year. Once formal confirmation was received, this would be shared with the governing board.

**A governor referenced the in-year admissions where the HT stated the demographic figures for these admissions brought some significant challenges. Were most of these pupils arriving with appropriate actions already in place from their previous school, and/or was the school being provided with full background information?** The HT said information from previous schools tended to. Some pupils arrived with clear documentation, including SEND support plans, assessments and behaviour or pastoral logs, which enabled the school to plan support quickly. Others arrived with more limited information, which meant additional assessment and observation were required to build an accurate picture of need. The school's SENCo has also made contact with all SENCOs from the schools of pupils joining to ensure continuity and gather as much background as possible. Where information was incomplete, early baseline assessments were carried out, pupil voice was gathered and the school worked closely with families. There was also liaison with external agencies such as STLS, SALT and Educational Psychology to ensure that appropriate support was established as quickly as possible.

The HT said this approach enabled the school to respond promptly and appropriately, even when background information upon entry was limited.

**A governor asked what the school did to foster parents' understanding of the importance of attendance for their Reception pupils before and when they start school?** The HT said the school took a proactive and supportive approach in helping Reception parents understand the importance of good attendance, beginning well before the children start in September. The induction process included a Welcome Workshop in June, where key information was shared about routines, expectations and the importance of regular attendance in helping children settle confidently and feel part of the school community.

There were a series of "Come and Learn" sessions which enabled children to visit the Windmill Class and meet staff and future classmates. These sessions helped families to see the value of consistent attendance in building familiarity, relationships and confidence during transition. The HT said home visits were offered in August to further strengthen this understanding. These visits allowed staff to discuss routines, readiness for school and any barriers that might affect attendance or punctuality. They also gave parents the opportunity to share concerns early, ensuring support was in place from the start.

The HT reported that attendance expectations were reinforced once children began school. Reception pupils started at the same time as the rest of the school so that they immediately established the correct routines. Attendance was also discussed at every parent consultation meeting, helping families gain a clear understanding of its importance and the impact of missed learning.

Currently, two Reception children followed a part-time timetable because they were not yet of statutory school age. These arrangements had been put in place to support their positive engagement and were reviewed regularly. One child was receiving support from Home-Start, and the other was under hospital guidance due to toileting needs. These plans ensured that attendance expectations were balanced with individual needs, enabling children to settle successfully and access school positively.

The combination of early communication, structured transition activities, home visits, ongoing discussions at parents' evenings and clear expectations ensured that parents understood the importance of attendance from the outset.

**A governor queried the reasons for lower attendance for the Year 4 and 5 cohort. Was there anything specific in place to support the needs of these**

	<p><b>pupils?</b> The HT explained the overwhelming majority of absence this term continued to be illness-related, which mirrored the pattern seen across local schools. As the latest attendance report showed, illness remained the dominant factor affecting Year 4 and 5 attendance, and several pupils in this cohort had experienced extended periods of absence due to medical vulnerabilities.</p> <p>Four children within the cohort had significant medical needs, including lowered immunity or immunosuppression, which made them more susceptible to seasonal illness. This term alone, cases of Covid had been seen together with flu, colds, gastro sickness and diarrhoea, tonsillectomy recovery and chicken pox, all of which had contributed to legitimate absence. One pupil was also a potential anxiety based school avoidance (ABSA) case and was receiving intensive early support from the FLO, including an attendance meeting with the family that week. A range of supportive measures were already in place:</p> <ul style="list-style-type: none"> <li>• Personalised attendance and punctuality reports had been issued to all families to promote early dialogue.</li> <li>• The FLO was meeting families where attendance or morning routines had dipped and was offering targeted support.</li> <li>• individual check-ins had taken place for children who were finding mornings or separation challenging.</li> <li>• Breakfast Club was used as an intervention to support calmer, more consistent starts for identified pupils.</li> <li>• Attendance patterns were monitored weekly, ensuring prompt follow-up when concerns arose.</li> </ul> <p>The HT summarised that although Year 4 and 5 attendance was lower than national comparisons, the reasons were understood, medically supported and were being actively managed. The systems in place ensured that families received the right level of support and that any concerns were addressed at the earliest opportunity.</p> <p><u>An Update on Wraparound Care</u></p> <p><b>A governor noted the numbers for breakfast and wraparound care were increasing. Was the financing breaking even or was there a cost to the school budget?</b> The HT said Breakfast Club and wraparound care continued to grow steadily, and current funding for the provision was secured until May, which allowed the school to operate confidently whilst monitoring long-term sustainability. At present, the provision was close to breaking even. Some sessions, particularly mid-week after-school sessions, ran at higher capacity and therefore supported the financial model.</p> <p>The HT said there had been some additional costs this year, particularly for staff training. There had been an investment in further safeguarding training and food-handling qualifications for all staff working within the provision, which had added to overall expenditure. It was also difficult to attribute exact running costs such as electricity and utilities solely to wraparound care, as these were absorbed within the wider school budget and were not straightforward to isolate.</p> <p>The HT continued to say that tracking expenditure continued to be closely monitored against what was budgeted for this financial year, and this monitoring included projections without the grant funding in place. At present, the school remained within expected cost parameters, and the provision continued to operate in a way that was financially manageable for the school.</p>	
<p><b>10.</b></p>	<p><b><u>SCHOOL IMPROVEMENT PLAN (SIP) 2025-26</u></b></p> <p>The HT explained the SIP had been RAG (red, amber, green) rated for term two to show the progress which had been made against the SIP priorities where progress remained on track for this point in the year. Staff meetings in term three had been planned in line with the SIP priorities. The HT commented that areas of the SIP had</p>	

	<p>now been separated out to include those which fell under the HT's ownership and those which fell within the AHT's ownership.</p> <p>The Chair asked governors to review the term two SIP updates ahead of the term three meeting.</p> <p>Governor monitoring against the SIP priorities was reported on under agenda item 11.</p>																					
<b>11.</b>	<b><u>GOVERNOR MONITORING</u></b>																					
<b>11a</b>	<p><u>Governor Monitoring Activities in Term Two</u></p> <p>The following monitoring reports were made available in advance of the meeting (filed electronically).</p> <ul style="list-style-type: none"> <li>• SIP Priority 1 (Quality of Education) – 8<sup>th</sup> October 2025 (JC)</li> <li>• SIP Priority 8 (EYFS) - 13<sup>th</sup> November 2025 (FR)</li> <li>• SIP Priority 7 (Leadership &amp; Management) – 26<sup>th</sup> November 2025 (JB)</li> <li>• SEND – 3<sup>rd</sup> December 2025 (JB)</li> <li>• H&amp;S link governor compliance visit – 3<sup>rd</sup> December 2025 (JC)</li> <li>• Collective Worship – 3<sup>rd</sup> December 2025 (JB)</li> </ul> <p>Referencing SIP priority 6 (Leadership &amp; Management), the Chair reported he had met with the school's two Early Career Teachers (ECTs) earlier that day. Whilst a report would shortly be prepared, the governor commented that the meeting had been extremely positive where both ECTs were clearly extremely enamoured by the school.</p>																					
<b>11b</b>	<p><u>Term Three Monitoring Priorities</u></p> <table border="1"> <thead> <tr> <th>Focus</th> <th>Governor(s)</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium/Sports Premium</td> <td>FR</td> </tr> <tr> <td>Early Years Foundation Stage</td> <td>FR</td> </tr> <tr> <td>Safeguarding</td> <td>JC</td> </tr> <tr> <td>Wellbeing/the School Council</td> <td>KD (carried over)</td> </tr> <tr> <td>Collective Worship</td> <td>HF/(JC)</td> </tr> <tr> <td>SIP Priority One (Quality of Education)</td> <td>HF/(JC)</td> </tr> <tr> <td>SIP Priority Two (Quality of Education)</td> <td>FR</td> </tr> <tr> <td>SIP Priority Four (Personal Development)</td> <td>JC</td> </tr> <tr> <td>SIP Priority Five (Personal Development)</td> <td>JB</td> </tr> </tbody> </table>	Focus	Governor(s)	Pupil Premium/Sports Premium	FR	Early Years Foundation Stage	FR	Safeguarding	JC	Wellbeing/the School Council	KD (carried over)	Collective Worship	HF/(JC)	SIP Priority One (Quality of Education)	HF/(JC)	SIP Priority Two (Quality of Education)	FR	SIP Priority Four (Personal Development)	JC	SIP Priority Five (Personal Development)	JB	
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<b>12.</b>	<b><u>FINANCE/PREMISES/HEALTH &amp; SAFETY/GENERAL DATA PROTECTION REGULATIONS (GDPR)</u></b>																					
<b>12a</b>	<p><u>Local Authority Feedback – Six Month Monitoring Submission</u></p> <ul style="list-style-type: none"> <li>• I18 (Additional grant for schools). The school was advised that the year-end forecast could not be a negative figure as I18 was no longer in use. The amount would be journalled to the correct CFR code I06 (Other government grants).</li> <li>• E09 (Staff development and training) – The actual and committed combined figure was greater than the year end forecast by £52.50. The school had responded that the outturn had increased under E09 which was due to a commitment for monthly training subscriptions; new staff first aid training and finance training.</li> <li>• It was noted that the school's allowable balance control mechanism (BCM) limit was £116,602.</li> </ul>																					
<b>12b</b>	<p><u>Eight Month (November 2025) Budget Monitoring Report</u></p> <p>The eight month budget monitoring report was provided as a supporting paper for this agenda item (filed electronically).</p>																					

- Year End Revenue Budget Projection

	(£)
Revenue Income	1,028,041
Revenue Expenditure	972,196
Revenue Balance	55,846
Revenue Balance B/F 2024/25	46,793
Revenue Balance C/F to 2026/27	<b>102,639</b>

- Year End Capital Budget Projection

	(£)
Total Capital Income	5,558
Less Capital Expenditure	5,558
Capital Balance	0
Capital Balance B/F 2024/25	0
Capital Balance Carried Forward to 2026/27	<b>0</b>

- The predicted Revenue budget carry forward at the eight month position was £102,639 (a positive variance of £15,364 when compared to the original budget plan).
- It was noted there was a positive variance under Revenue income of £60,543 whilst a negative variance of £45,180 under expenditure.

The HT said the budget remained on track to carry over approximately £86,000 of the Revenue budget to the next financial year.

**Governors noted the eight month budget position and the notes which appended the budget monitoring.**

**12c** Staff Meals

The HT explained the former HT had introduced a limit of three meals per week per staff member which had proven to be quite difficult to monitor. Whilst not everyone took up a staff meal, the HT's preference was to offer five. The school managed its own in-house catering which was positively managed financially where it was thought staff could be given a meal each day. It was also considered a very positive initiative as regards staff wellbeing.

**A governor commented the catering budget could support such an initiative.**

**Governors unanimously agreed that in future, staff would be offered a school meal for five days each week.**

**12d** Any Items in Respect of Premises, Health & Safety or GDPR

The HT reported there had been some ambiguity over the chemicals which were used on the school's land and the potential pesticides which were used by the grounds maintenance team. The HT had been in touch with the grounds maintenance team who had confirmed that no chemicals were used on the school's land and that biodegradable weed killer (Barclay Gallup Biograde 360) was used. An informative COSH (Committee of School Health) sheet was provided on the product (filed electronically).

As the matter had been raised by several parents and Forest School, the HT had looked into the concern and was very satisfied with the outcome of her findings.

**A governor asked if this would be communicated to the parents in question.**

The HT said it had been communicated to both parents and the Forest School Lead.

**13.** **POLICIES**

**13a** The Kent model Pay had been personalised to the school and was made available in advance of the meeting (filed electronically).

<p><b>13b</b></p>	<p><b>Governors ratified the Pay policy which would reviewed again in November 2026.</b></p> <p><u>Updated Policies Not Requiring Governing Board Approval</u></p> <p>Governors noted the following policies had been updated since the last meeting.</p> <ul style="list-style-type: none"> <li>• Collective Worship policy</li> <li>• Religious Education policy</li> <li>• Employment of Ex Offenders policy (HR Connect model policy)</li> </ul>	
<b>OTHER</b>		
<p><b>14.</b></p>	<p><b><u>WEBSITE/TEP GOVERNANCE MONTHLY BULLETINS/DFE UPDATES</u></b></p> <p>The Education People’s (TEP) governance monthly bulletins for October and December 2025 were provided as supporting papers for this agenda item (filed electronically).</p> <p>The contents were noted by governors and there were no questions arising.</p>	
<p><b>15.</b></p>	<p><b><u>CHAIR’S ACTIONS/CORRESPONDENCE</u></b></p> <p>There were no Chair’s actions to report and no correspondence had been sent or received.</p>	
<p><b>16.</b></p>	<p><b><u>ANY OTHER BUSINESS</u></b></p> <p>The Chair of the Headteacher Performance Management Panel reported the HT’s performance management had now been arranged for 2026/27 which would take place on 5<sup>th</sup> October 2026.</p>	
<p><b>17.</b> <b>17a</b> <b>17b</b></p>	<p><b><u>CONFIDENTIALITY</u></b></p> <p>There were no discussions or papers which were considered confidential.</p>	
<p><b>18.</b></p>	<p><b><u>DATE OF NEXT MEETING</u></b></p> <p>The next FGB meeting would take place <b>virtually at 6.30pm on Thursday, 29<sup>th</sup> January 2026</b></p> <ul style="list-style-type: none"> <li>• The next Finance Committee meeting would take place virtually on Thursday, 15<sup>th</sup> January 2026 at 6.30 pm.</li> </ul> <p>The Chair wished governors a wonderful Christmas and a happy New Year.</p>	

The meeting closed at 7.22 pm.

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

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

**ACTION SUMMARY**

ITEM	AGENDA ITEM	TO BE ACTIONED BY	ACTION
1.	3b	KD, HL	To complete their annual declarations of business interests on GovernorHub.
2.	3b	HL	To send the HT his pen portrait for inclusion on the school’s website (carried over).
3.	3b	CC, KD, HL	To complete their Code of Conduct confirmations on GovernorHub.

4.	3b	NB, FR	To refresh their Code of Conduct to reflect a date which was after the Code of Conduct was agreed (after 15 <sup>th</sup> October 2025).
5.	3b	Chair	To write to KD and HL regarding their KCSIE confirmations on GovernorHub for 2025/26.
6.	3b	NB, KD, HL FR	To complete the NGA Learning Link refresher module on 'Essential Safeguarding for Governors and Trustees – 2025/26'. Copies of certificates to be sent to the GP.
7.	4	Governance Professional	To send parent governor, Sean Solly his appointment paperwork and arrange for a DBS check and school email address to be set up.