



WITTERSHAM CHURCH OF ENGLAND PRIMARY SCHOOL

MINUTES OF THE FULL GOVERNING BOARD MEETING

**Held Virtually on Thursday, 19th March 2026
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), Carly Catt, Nick Barnett, Harry Lingfield, Fran Rusbridge and Kerry Dean

Governance

Professional: Jane Phillips

The meeting commenced at 6.30 pm.

ITEM	PROCEDURAL	ACTION
1.	<u>WELCOME, APOLOGIES, QUORUM</u>	
1a	The Chair welcomed governors to the meeting which was opened with a prayer.	
1b	Apologies had not been received for Sean Solly. Apologies were retrospectively received from Helen Farmer (diary issue). There were no other apologies for absence.	
1c	The governance professional (GP) confirmed the meeting was quorate.	
2.	<u>DECLARATIONS OF BUSINESS INTEREST</u>	
2a	Foundation governor, Jane Burnett declared she was Chair of governors at The Norton Knatchbull School in Ashford. There were no other declarations of business interest made against any agenda item.	
2b	Governors were reminded to declare any business interests which became relevant during the meeting.	
3.	<u>MINUTES OF THE FULL GOVERNING BOARD MEETING HELD ON 29TH JANUARY 2026 AND EXTRAORDINARY FGB MEETING HELD ON 24TH FEBRUARY 2026</u>	
3a	The minutes of the FGB meeting held on 29th January 2026 were agreed as an accurate account which would be signed electronically by the Chair.	
3b	<u>A Review of Governor and Governance Professional's Actions Arising – 29th January 2026</u> Item 1. Action: HL and SS to send the HT their pen portraits for inclusion on the school's website. Action: Remaining governors to submit pictures of themselves for the school's picture board. Item 2. Action: KD to complete her Code of Conduct confirmation on GovernorHub for 2025/26. Item 4. Action: KD and HL 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. Item 8. The Chair reported the HT had written to the local authority's highways road safety person where a response was currently awaited. Remaining actions had been completed or would be discussed during this meeting.	HL/SS Rem. Govs KD KD/HL

	<p>Governors further agreed that the minutes of the Extraordinary FGB meeting held on 24th February 2026 also provided an accurate account which would again be signed electronically by the Chair.</p> <p>There were no actions arising from the EXFGB meeting of 24th February 2026.</p> <p>A governor asked if the school had received any feedback or comments from parents on the Home-School Communication policy. The HT said she'd not received any feedback but that it appeared to have had the desired impact.</p>	
GOVERNANCE		
<p>4.</p>	<p><u>MEMBERSHIP</u></p> <p>The Chair reported that this was sadly the last meeting for foundation governor, Nick Barnett as his four year term of office would conclude on 7th April 2026. On behalf of governors, the Chair thanked Nick Barnett for his valued service to the governing board whilst a serving member. He was wished well for the future.</p> <p>Foundation governor, Jane Burnett had agreed to commence a new four year term of office from 8th April 2026 where the reappointment process was currently in hand with the Diocese.</p>	
SCHOOL IMPROVEMENT		
<p>5.</p> <p>5a</p> <p>5b</p>	<p><u>SAFEGUARDING/ONLINE SAFETY TO INCLUDE FILTERING & MONITORING</u></p> <p>The HT said there were no safeguarding incidents, issues or concerns to report.</p> <p>There were no issues to report in respect of online safety and the school's filtering and monitoring was working effectively.</p> <p>The safeguarding link governor took this opportunity to report that he had carried out a monitoring visit on 10th February 2026 which had coincided with Safer Internet Day. As part of his visit, the governor had met with the School Council where the children's responses were very clear about online safety to include the checks and filtering which was taking place in school. Some of the children had explained that their parents allocated a very specific time when they could go online but that they weren't able to exceed that time.</p>	
<p>6.</p>	<p><u>TRAINING SESSION – AN OVERVIEW OF THE RECENTLY RELEASED GOVERNMENT WHITE PAPER ON SEND – 'EVERY CHILD ACHIEVING AND FLOURISHING'</u></p> <p>The SENCo (staff governor) presented a summary of the government's white paper on UK SEND which had been released at the end of February 2026. The paper was currently going through a consultation period.</p> <p>The SENCo said the white paper would set out the government's long-term ideas and priorities for education, primarily in relation to SEND. The changes would be phased in over several years. The government's goals included the following:</p> <ul style="list-style-type: none"> • To improve outcomes for all pupils. • Strengthen inclusion and SEND support in mainstream schools. • Improve attendance and wellbeing. • Support the education workforce. <p>The SENCo explained the proposals focussed on improving the SEND system through the following:</p> <ul style="list-style-type: none"> • To give mainstream schools more training to support children with SEND and that all schools would have a dedicated inclusion unit over time. • To create a clearer pathway of support so that children could get help earlier. 	

- Setting national expectations for specialist support.
- To strengthen the way local authorities planned and arranged places for those children with SEND.
- To confirm that specialist schools had a clear and important role.

The SENCo further explained that Individual Support Plans (ISPs) would be introduced in all schools for all SEND pupils. This was something which many schools, to include Wittersham CEP, were already doing where the only difference was in the name. The ISPs were currently known as personalised plans or learning plans. However, the government wanted the ISPs to all follow the same statutory format.

The SENCo said Education and Healthcare Plans (EHCPs) would be retained for those children with the most complex needs. Whilst a question had been raised on how to define 'most complex', the government hadn't as yet expanded further on this. The intention was to reduce the reliance on the plans from a legal perspective.

The SENCo explained a three-tier support model was also being proposed.

1. Targeted support in mainstream classrooms.
2. Targeted-plus with specialist input.
3. Specialist support with EHCPs.

The SENCo said this was again something which the school was already doing, particularly with the local authority Communities of Schools model which the SENCo had spoken about at the beginning of the academic year. Personalised plans were in place for targeted support for children in mainstream schools. Within the Communities of Schools model, there was a Speech and Language Therapist (SaLT), an Education Psychologist (EP) and a specialist teacher who would come into school three times each year based on the school-based reviews. This was all happening already which was considered to be working quite well. The 'experts and hand' was about having the connections and relationships with the specialists who could be called upon for advice and help. This was what the government wanted all mainstream schools to have regardless of whichever local authority the schools sat in.

The SENCo explained there would be more responsibility for supporting SEND pupils in mainstream schools. However, some staff didn't necessarily feel confident in tackling a child with SEND, depending on their needs where more training would be needed to enable them to feel more confident.

As reported earlier in the presentation, the SENCo said this would all be phased in over several years where local authorities were expected to develop their SEND plan. This was something which Kent County Council had already done where schools were now in a phased trialling period.

The SENCo said the last big question for schools was about funding. Whilst large figures had been mentioned, there was uncertainty as to what this would mean for each individual school.

The white paper consultation was now live until May 2026 where feedback was welcomed via the link provided.

<https://consult.education.gov.uk/send-strategy-division/send-reform-putting-children-and-young-people-firs/>

A governor commented that when he had been a Head many years ago, the three tiers existed then where it seemed that it had come round again in full circle. The SENCo said that was exactly the conversation which she'd had earlier that week whilst attending her National Professional Qualification (NPQ) SENCo face to face session.

A governor asked the SENCo how the Communities of Schools was going and whether it was getting better. The SENCo said the relationships which she'd built

	<p>with the other schools within the community were great. The funding element was still up for debated whilst quite a lot of funding remained unspent at the time of this meeting. One would have thought that it would be spent prior to the end of the academic year where there was uncertainty as to what would happen if it wasn't. The school also benefited from having those experts to hand such as the SaLT and EP who both occasionally attended the Community of Schools meetings. During the next meeting, they were due to deliver some training which would be extremely beneficial. Everything suggested in the white paper wouldn't necessitate any particular changes for the school other than the funding which was a big aspect.</p> <p>A governor noted the Community of Schools funding ran by academic year. The SENCo said this also blurred the lines as the school's finances ran by financial year.</p>	
7.	<p><u>HEADTEACHER'S REPORT</u></p> <p>The HT's written report was made available in advance of the meeting (filed electronically). The Chair said it was pleasing to note that the Assistant HT and SENCo had contributed which enabled different perspectives to be brought into the report. Governors were asked to submit questions to the HT in advance of the meeting.</p> <p>A governor noted the HT was now tracking in-year admissions as a separate cohort. What did this tracking highlight? The HT said the tracking had only just begun in response to the recent increase in in-year admissions. As this was a new focus, there wasn't as yet a full picture of patterns or trends. The HT said she would be able to provide a more informed response following the Spring term assessment analysis, when there would have been sufficient time to monitor progress, attainment and wellbeing for this group more closely.</p> <p>A governor asked what were the strategies being used with the focus on raising attainment in writing? The HT said the work in writing was centred on the following:</p> <ul style="list-style-type: none"> ● Explicit modelling of sentence construction and vocabulary choices. ● A clear progression of writing skills across year groups. ● Increased opportunities for extended writing. ● Consistent use of scaffolds such as sentence stems and vocabulary banks. ● A focus on handwriting and presentation. ● Daily opportunities for purposeful writing, not just within English lessons. ● Stronger links between reading and writing so pupils could draw on high-quality texts. <p>A governor asked the HT to explain the meaning of 'there had been a decrease in the proportion of homegrown pupils, linked to an increase in in-year admissions. In this context, the HT explained homegrown pupils were those who had joined the school at the start of Reception and had progressed through the school. In-year admissions referred to children who had joined Wittersham at points other than Reception, often partway through the academic year or during a key stage.</p> <p>A governor asked if the HT could further explain the meaning of Ever6 FSM (Free School Meals) and of scaffolding within a lesson? The HT said Ever6 FSM referred to pupils who were currently eligible for Free School Meals or had been eligible at any point in the last six years. This was the measure used for Pupil Premium funding.</p> <p>Scaffolding within a lesson referred to the temporary support provided by the teacher to help pupils access learning. This might include sentence starters, worked examples, visual prompts or structured guidance, which were gradually removed as pupils became more confident and independent.</p> <p>A governor noted from the report that the HT had stated that it wasn't more intervention strategies which were needed but rather first-quality teaching.</p>	

What were the elements of this? Based on the HT's lesson observations was she able to provide governors with any measure of this? Also, how did the HT use staff meetings to focus on pedagogy? The HT explained that first-quality teaching at Wittersham focused on clear intended learning being shared with pupils, where the learning intention reflected the skill development rather than simply the activity. Lessons were shaped by what children needed to know next, informed by purposeful assessment for Learning (AfL). This was supported by strong modelling and clear explanation from adults, frequent checking for understanding during lessons, appropriate scaffolding to support all learners, skilled questioning to deepen thinking, the effective use of partner talk, strong deployment of adults within the classroom, opportunities for child-led reflection, and consistently high expectations for presentation, effort and independence.

Learning walks showed that where these elements were consistently in place, pupils were far more likely to move from working towards to secure age-related expectations.

The HT said this work was further strengthened through targeted teacher and Learning Support Assistant (LSA) continuous professional development (CPD) and was a regular focus of staff meetings throughout the week. These meetings provided time for professional discussion, sharing of good practice, revisiting pedagogy, and developing practical classroom strategies linked directly to the SIP priorities.

In terms of raising attainment, a governor said the HT had mentioned intended learning within a lesson. The term one monitoring report for SIP priority 1 highlighted that only one class had the learning intention highlighted. How was this followed up with teachers? The HT said this was followed up through individual feedback to staff, whole-staff discussion in staff meetings, and inclusion as a key focus in subsequent monitoring. It led to a wider professional discussion with both teachers and LSAs about the purpose and role of learning questions, learning intentions and the importance of making expectations explicit for pupils. Staff explored the difference between describing the task pupils were completing and clearly identifying what pupils were expected to learn by the end of the lesson.

This professional dialogue directly informed further first-quality teaching training delivered on the first INSET day of term 3, where clarity of intended learning, modelling, scaffolding and checking for understanding were revisited as key components of effective classroom practice.

The HT continued to say that during the previous week's learning walk, the learning question and learning intention were visible in all classes. In several classrooms, these were also displayed on the working wall from the previous day, demonstrating that they were being used as an ongoing reference point for pupils rather than a one-off statement at the start of the lesson.

A governor referenced the attendance data in the weekly newsletter where the HT reported that the overall figure was slightly increasing from the data last December although it was still below 94%. The governor asked if there was still a lot of pupil illness and many families was the HT working with relating to punctuality rather than attendance. The HT said there continued to be a notable level of pupil illness this term, including seasonal viruses and a recent outbreak of chicken pox, which remained the main factor affecting overall attendance. Holidays had reduced, but illness was still having an impact.

The HT reported that punctuality, however, had improved significantly. Last term, the Headteacher, Office Manager and FLO worked closely with specific families where lateness was a concern. Through meetings, regular communication and practical support for morning routines, a clear improvement in punctuality had been seen. The school had also refined its communication with families regarding the use of Calpol and when children were well enough to attend school, which had supported a better understanding of medically related absence.

A governor asked if the HT could briefly expand on the small groupings morning structure? Was this in all classes and whilst it was early days, what impact was this having? The HT explained the small group morning structure was currently being modelled most explicitly in Year 6 due to the focus on SATs and the particular challenges within the cohort. However, the principles of this approach were being applied across the school within morning core lessons.

On arrival, children began the day in smaller, adult-led groups focusing on core skills such as reading fluency, handwriting, arithmetic and early writing practice. This provided a calm, purposeful start to the day and ensured that every child had immediate adult interaction and targeted practice. To support this, adjustments had been made to adult deployment across the school to better meet need. This was working well in practice, with positive feedback from staff in terms of wellbeing, more effective use of adults, and a noticeable reduction in learning disruption for pupils. Although still early, an improved focus was already being seen at the start of lessons, greater writing stamina, and increased confidence in arithmetic. Early arithmetic scores were showing improvement under this new structure, and the end of term 4 Spring assessment data would be a key indicator in measuring its wider impact.

A governor asked the HT how much of this approach was supported by outside professionals such as an EP, SaLT and Occupational therapists? Was there the opportunity to discuss strategic approaches for the school alongside the specific needs of individual children? The HT said the school's approach continued to be well supported by a range of external professionals including the EP, SaLT, Occupational Therapy, Specialist Teaching and Learning Service (STLS) and other specialist services where required. However, this system had changed this year in line with the new Community of Schools model, which focused more on a cohort and whole-school approach rather than one-to-one reports for individual children.

As reported under item 6 of this meeting, the SaLT now operated as part of the Balanced System, and the school had been assigned a SaLT who visits the school termly. The EP also now visited termly, which was new this year. These visits focused on cohort-based advice, classroom strategies and whole-school approaches rather than producing individual reports or direct recommendations for specific pupils.

The HT said STLS was a new service for the school following the move to communities. They had supported the development of the new Year 6 morning structure particularly well, and a whole-school review was planned with both the EP and STLS to further strengthen this work. In addition to this, the school was able to access advice through the SENIA (Special Educational Needs Inclusion Advisor) clinic, which enabled the school to discuss specific children and seek guidance. This didn't result in written reports but provides practical advice and direction. The school were due to attend a clinic the following day following the recent behaviour incident in Year 3 to ensure staff were responding appropriately and proactively.

A governor commented the data was great but was it also possible to track the rate of progress of cohorts/individuals? Were there triggers to review and ensure the school was using the most effective strategies with them? It was assumed that the expectation was that the rate of progress should be similar across the cohorts even though attainment levels might be different. The HT said the rate of progress for both cohorts and individual pupils was also tracked, not just attainment. This was done through termly assessment analysis, ongoing teacher assessment and termly pupil progress meetings, which took place earlier that week. During these meetings, staff reviewed a range of pupil groups based on identified concerns, with each meeting focused on a specific group such as SEND or Pupil Premium. Where it was felt that progress from a child's baseline was not being made, this was discussed with parents and might result in the pupil being added to the SEND Register.

The HT explained there were clear triggers for review to ensure the most effective strategies were being used. These included:

	<ul style="list-style-type: none"> • Pupils not making expected progress across a term. • Widening gaps between current attainment and age-related expectations. • Concerns raised through teacher observation or AfL. • Attendance or wellbeing factors impacting learning. <p>The HT explained that when these triggers were identified, classroom strategies were reviewed first, in line with the focus on first-quality teaching, before considering additional intervention.</p> <p>The HT said the expectation was that the rate of progress should be broadly similar across cohorts, even where attainment levels and starting points differed. The focus was on pupils making strong progress from their individual starting points rather than simply comparing attainment outcomes.</p> <p><u>Department for Education (DfE) Attendance Report for Wittersham CEP</u></p> <p>The HT screen shared the DfE’s Attendance Summary Report for Wittersham CEP covering the Spring term of 2025/26 (January to mid-February 2026) together with their Similar Schools Comparison Report for the same timeframe.</p> <p>The HT explained the DfE were now preparing more detailed attendance reports where there was also a comparison to other schools which were contextually similar.</p> <p>The school’s overall attendance had previously been 93.6% as reported which was from the start of the academic year 2025/26 to Monday, 16th February 2026. It was noted that attendance had since increased to 93.9%.</p> <p>The comparison to similar schools showed the school’s attendance pre-pandemic (96%) together with attendance for 2024/25 compared to similar schools together with the national average (primary) and local authority average (primary). The school’s attendance for 2024/25 had been 94.1%. The school’s attendance baseline improvement expectation (ABIE) needed to be 0.5 percentage points higher for the 2025/26 academic year as a minimum improvement when compared to 2024/25.</p> <p>The HT explained that whilst the school had its own internal data where the children’s attendance was tracked, the DfE report would be the main data set which the local authority Attendance Officers would look at and question the school on.</p> <p>The report highlighted three areas were identified where similar schools had achieved a higher attendance. There was the potential to reach out to those specific schools as regards their approach to attendance if they were doing something slightly different which was proving effective.</p> <p>The HT said the reports provided a good indication of attendance both locally and nationally where there were two data sets which the DfE shared.</p> <p>The HT referenced the school’s attendance for week commencing 12th January 2026 where attendance had been 97.7% compared to 96.2% for similar schools. However, there had been a real dip by week commencing 26th January 2026. The school was already doing much of what the DfE were suggesting where attendance was tracked very closely, there was an awareness of those families with poor attendance, there were weekly attendance checks through the newsletter and through staff meetings. There was also a lot of ownership of attendance by staff. Attendance records would be shared during parent evenings when attendance would be raised directly.</p> <p>A governor asked how frequently the DfE reports were updated. The HT said it would depend on when the tool was accessed as regards the date range. The HT commented that through the school’s Insight tracking data, a local authority attendance average and national average was also provided.</p>	
8.	<p><u>SCHOOL IMPROVEMENT PLAN (SIP) 2025-26</u></p> <p>The Chair reported the next RAG (red, amber, green) rated SIP would be made available for the term five FGB meeting.</p>	

	<p>The Chair commented that it was clearly apparent from all of the governor monitoring reports linked to the SIP that there was evidence that progress was being made against the priority areas.</p> <p>A governor reported she had seen the SIP in action both in school and afterwards during a staff meeting the previous day. The governor said she was absolutely blown away by how brilliantly the whole school was working together. The HT was considered to have done a brilliant job in the meeting where some staff members were being taken into an area which they were quite ill at ease with where the HT had done an outstanding job.</p>																							
9.	<u>GOVERNOR MONITORING</u>																							
9a	<p><u>Governor Monitoring Activities Since the Last Meeting</u></p> <p>A number of monitoring reports were made available in advance of the meeting (filed electronically).</p> <ul style="list-style-type: none"> • SIP Priority 4 (JC) – 29.01.26 & 10.02.26 • SIP Priority 2 (FR) – 05.03.26 • Safeguarding link governor visit (JC) – 10.02.26 																							
9b	<p><u>Monitoring Priorities in Term Five</u></p> <p>An updated monitoring schedule for 2025/26 was contained within the GovernorHub meeting folder.</p> <table border="1"> <thead> <tr> <th>Focus</th> <th>Governor(s)</th> </tr> </thead> <tbody> <tr> <td>Health & Safety link governor visit</td> <td>John Collins</td> </tr> <tr> <td>SEND link governor visit</td> <td>Jane Burnett</td> </tr> <tr> <td>Collective Worship</td> <td>Fran Rusbridge</td> </tr> <tr> <td>SIP Priority 3/Pupil Voice only</td> <td>Fran Rusbridge</td> </tr> <tr> <td>Behaviour & Attitudes</td> <td></td> </tr> <tr> <td>SIP Priority 7</td> <td>Jane Burnett</td> </tr> <tr> <td>Leadership & Governance</td> <td></td> </tr> <tr> <td>SIP Priority 8</td> <td>Fran Rusbridge</td> </tr> <tr> <td>EYFS/Year 1</td> <td></td> </tr> <tr> <td>SATs monitoring</td> <td>John Collins</td> </tr> </tbody> </table> <p>Action: Governors to arrange their term five monitoring visits asap and to avoid SATs week (11th to 14th May).</p>	Focus	Governor(s)	Health & Safety link governor visit	John Collins	SEND link governor visit	Jane Burnett	Collective Worship	Fran Rusbridge	SIP Priority 3/Pupil Voice only	Fran Rusbridge	Behaviour & Attitudes		SIP Priority 7	Jane Burnett	Leadership & Governance		SIP Priority 8	Fran Rusbridge	EYFS/Year 1		SATs monitoring	John Collins	Govs
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10.	<u>FINANCE/PREMISES/HEALTH & SAFETY/GENERAL DATA PROTECTION REGULATIONS (GDPR)</u>																							
10a	<p><u>Local Authority Feedback on the Nine Month Budget Monitoring Submission</u></p> <p>The local authority feedback was provided in advance of the meeting (filed electronically).</p> <p>Governors noted the queries which had been raised and the school's responses.</p>																							
10b	<p><u>Eleven Month (February 2026) Budget Monitoring Report</u></p> <p>The eleven month budget monitoring report was provided as a supporting paper for this agenda item (filed electronically).</p> <ul style="list-style-type: none"> • <u>Year End Revenue Budget Projection</u> <table border="1"> <thead> <tr> <th></th> <th>(£)</th> </tr> </thead> <tbody> <tr> <td>Revenue Income</td> <td>1,032,242</td> </tr> <tr> <td>Revenue Expenditure</td> <td>980,825</td> </tr> <tr> <td>Revenue Balance</td> <td>51,417</td> </tr> <tr> <td>Revenue Balance B/F 2024/25</td> <td>46,793</td> </tr> </tbody> </table>		(£)	Revenue Income	1,032,242	Revenue Expenditure	980,825	Revenue Balance	51,417	Revenue Balance B/F 2024/25	46,793													
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Revenue Balance C/F to 2026/27	98,210
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- At the eleven month position, an in-year Revenue surplus of £51,417 was predicted (original budget plan: a surplus of £40,482).
- There was a positive variance under Revenue income of £64,744 whilst there was a negative variance of £53,809 under Revenue expenditure.
- The predicted Revenue budget carry forward to 2026/27 was therefore £98,210 (original budget plan: c/f of £87,275). The predicted carry forward was considered very close to the original budget where the HT was commended on her prudent management of the budget.
- The school’s allowable balance control mechanism (BCM) was £117,757. The amount over the BCM would be subject to clawback by the local authority.

• Year End Capital Budget Projection

	(£)
Total Capital Income	10,358
Less Capital Expenditure	10,358
Capital Balance	0
Capital Balance B/F 2024/25	0
Capital Balance Carried Forward to 2026/27	0

10c Schools Financial Values Standard (SFVS) 2026

The draft SFVS submission prepared by the Chair was made available in advance of the meeting (filed electronically).

Governors ratified the SFVS submission and related party transactions (nil return) for 2026 without amendment.

Action: The GP to add the Chair’s electronic signature to the SFVS, sending a copy to the HT for submission by 31st March 2026.

10d Any Items in Respect of Premises, Health & Safety or GDPR

There were no matters arising.

**Gov.
Prof.**

11. POLICIES

11a All policies within this item were made available in advance of the meeting (filed electronically).

With reference to the Governor Allowances policy, governors agreed that out of pocket governor expenses would continue not to be met from the school’s delegated budget.

Governors ratified those policies presented.

Policy	Next Review
Admissions policy (for 2027/28)	March 2027
Absence & Ill Health policy (HR Connect)	"
Recruitment policy (HR Connect)	"
Lockdown policy	"
Governor Allowances policy	"

Action: The HT to send the GP the final versions of the Absence and Ill Health and Recruitment policies for uploading to GovernorHub.

11b Updated Policies Not Requiring Governing Board Approval

The HT said no policies had been updated since the last meeting.

Head

OTHER

12.	<p><u>WEBSITE/TEP GOVERNANCE MONTHLY BULLETINS/DFE UPDATES</u></p> <p>The Education People’s (TEP) governance monthly bulletin for February 2026 was provided as a supporting paper for this agenda item (filed electronically).</p> <p>The Chair highlighted that the DfE were currently seeking views on the proposed changes to the statutory guidance ‘Keeping Children Safe in Education’ with a view to making the changes for September 2026. Page 194 summarised these changes.</p> <p>The contents were noted by governors and there were no questions arising.</p>	
13.	<p><u>CHAIR’S ACTIONS/CORRESPONDENCE</u></p> <p>There were no Chair’s actions to report and no correspondence had been sent or received.</p>	
14.	<p><u>ANY OTHER BUSINESS</u></p> <p>The Chair explained that last year, the HT was approached by Kent County Council (KCC) to become an ‘Inclusion Champion’ who would be deployed for a number of days. This was based upon her expertise and that she was very highly regarded which had been further emphasised by Ofsted and SIAMS.</p> <p>The Chair explained that whilst this was discussed at the time, it wasn’t thought the right time for the HT to additionally take this on as it was her first year as Head and Ofsted and SIAMS inspections were anticipated. The HT was also working on her National Professional Qualification for Headship.</p> <p>The Chair said the HT had recently been approached again this year. It was thought the experience would be useful as the HT would visit other schools where the school would also benefit financially. The Chair explained a Memorandum of Understanding (MoU) was required as the school was the employer. It would be for a total of six days taking place across terms five and six of 2025/26. They wouldn’t necessarily be whole days and might include online meetings. The HT was very keen to undertake this work where it would be interesting for her to see what was going on in other schools and for them to benefit from her insight and expertise.</p> <p>A governor asked who would assume the role of Acting Head when the HT was absent from the school. The HT said it would either be the Assistant Head or SENCo. However, Fridays would be difficult and would be avoided as neither worked on a Friday. Dates would be provided very much in advance which would ensure there was appropriate cover where the leadership position would be taken either by the AHT or SENCo depending on who had the most time out of class that day. The HT said she would never leave the school in a position where it was vulnerable in any way.</p> <p>The Chair commented there was also some flexibility as to how the HT would deploy those days.</p> <p>Governors agreed the Chair would sign the MoU with KCC regarding the deployment of the HT as an Inclusion Champion during terms five and six of 2025/26.</p>	
15.	<p><u>CONFIDENTIALITY</u></p> <p>15a There were no discussions which were considered confidential.</p> <p>15b The Lockdown policy was considered confidential.</p>	
16.	<p><u>DATE OF NEXT MEETING</u></p> <p>The next FGB meeting would take place <u>at school at 6.30pm on Thursday, 21st May 2026.</u></p> <ul style="list-style-type: none"> • The next Finance Committee meeting would take place virtually on Thursday, 7th May 2026 at 6.30 pm. 	

The meeting closed at 7.16 pm.

Signed: _____
(Chair)

Date: _____

ACTION SUMMARY

ITEM	AGENDA ITEM	TO BE ACTIONED BY	ACTION
1.	3b	HL/SS	To send the HT their pen portraits for inclusion on the school's website.
2.	3b	Remaining Governors	To submit pictures of themselves for the school's picture board.
3.	3b	KD	To complete her Code of Conduct confirmation on GovernorHub for 2025/26.
4.	3b	KD/HL	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.
5.	9b	Governors	To arrange their term five monitoring visits asap and to avoid SATs week (11 th to 14 th May).
6.	10c	Governance Professional	To add the Chair's electronic signature to the SFVS, sending a copy to the HT for submission by 31 st March 2026.
7.	11a	Head	To send the GP the final versions of the Absence and Ill Health and Recruitment policies for uploading to GovernorHub.