



All Saints Church of England Primary School

FGB Committee – Minutes

30th April 2026, 6.30pm

Claudette Allerdycy (CA)	LA Governor		Absent
Charlotte Bathgate (CB)	Foundation Governor		Absent
Lola Balogun (LB)	Parent Governor		Absent
Chris Chikwendu (CC)	Foundation Governor		Absent
Josephine Copeland (JC)	Head Teacher	Present	
Oyin Dinka (OD)	Foundation Governor		Absent
Chantal Doffoh (CD)	Staff Governor	Present	
Benjamin Fadele (BF)	Foundation Governor	Present	
Fr Antonio Fuerte (AF)	Chair of Governors	Present	
Diane George (DG)	Staff Governor	Present	
Rosanna Wong (RW)	SDBE Foundation Governor		Absent
David Woolgar (DW)	Parent Governor	Present	
Jonas Wontumi (JW)	Foundation Governor	Present	
Tim Wright (TW)	Foundation Governor	Present	
Theo Wyld (TWY)	SDBE Governor	Present	

In attendance: Rochelle Thomas (RT) - CEP Governance Clerk

ITEM	MINUTES	Action
1	Welcome and Apologies for absence - The meeting began at 18.25 with the opening prayer from AF. - Apologies were received prior to this meeting from LB, CC, OD, RW, CA - these were accepted. CB is on maternity leave. - The meeting was quorate.	
2	Declaration of Interests - There were no declarations of interest discussed at this meeting. - Pecuniary interest forms were completed by governors.	
3	Budget The Resources Committee met on Monday 27 April and approved the 2026/27 budget. Governors in the meeting also reviewed the five-year budget plan, which is available to them on Governorhub, and were invited to raise any questions. Formal governor approval was required for the 2026/27 budget, which has been set with a projected in year deficit of £234,640. Q: Is that deficit amount real or a projection? A: The deficit is expected to be real. The budget is extremely tight this year, and we have already made cuts wherever possible. The school's resources budget will be reduced by a further £7,000 next year, so finances will remain under significant pressure. At present, we are hoping to limit next year's deficit to around £133,000.	

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Q: What are the implications of the deficit growing over the next 5 years?

A: The implications of a growing deficit include fewer resources for pupils and the possibility of requesting additional contributions from parents. The rate of growth in the deficit is expected to slow, but the deficit will continue to increase. This is mainly due to low pupil numbers and the resulting loss of economies of scale. We are in regular discussion with the Local Authority (LA) about possible support. The five-year plan includes a reorganisation proposal. We also hope that a major refurbishment or a new school building may help attract more pupils, although there is no guarantee this will happen.

Q: How many schools are in this position in the local area?

A: There are seven schools in the diocese in a similar position, including one with only 55 pupils. No formal direction has been given at this stage, but current pupil numbers across the area are not financially viable. Possible options include merging or joining a MAT, although schools are generally expected to be in a strong financial position before joining a MAT.

Q: Does the L.A make the decision whether a school joins a MAT or merge?

A: The Diocese is the school's responsible body but it could be the L.A.

Q: Who is out of pocket with cash when the school is in a deficit?

A: Local Authority

Q: Do they hold a surplus of cash?

A: The school applies for cash advances from the L.A. We would have to apply now if we need an injection from L.A. The cash would be received in November.

Q: Does the school rebuild contingent on the school finances?

A: Not necessarily.

A reorganisation would be the third for the school, which would place considerable pressure on staff and could affect morale. The budget already takes this reorganisation into account, and there are no further cuts or savings available in next year's budget. Governors accept they need to think strategically of the potential consequences of all scenarios presented in the budget.

DECISION: Governors agreed the 26/27 budget. It was a unanimous decision.

4 Governing Board Business

- No terms of office are due to expire before the academic year.
- No vacancies on the governing body.
- CA's DBS to be checked to ensure it is in date. All other governors are in date.
- The statutory information on the website is compliant including school policies
- Governance documentation on the website is up to date.
- Governors noted the Bishops Certificate training was informative and they recognised RE presentations on the walls in the hall.

Q: Have we finished the Bishops Certificate?

A: No, there are 3 more to go.

ACTION: Discussion required on how to effectively gather all information learnt from the Bishop's certificate and share among governors.

- Martin attends MATs. AF, CA and CB attended creative writing. Link reports have been circulated. The governors had insightful sessions and writing has improved. There is a clear and consistent approach and pupils have positive attitude towards learning. BF and OD attended maths, OD has written a report.

ACTION: OD to receive the Governorhub link to upload the maths link governor report.

- No recent governor training other than the Bishop's certificate.

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5	Minutes of the previous meeting of 14.07.25 (<i>paper previously distributed</i>) - Minutes for the last FGB meeting were approved. ACTION: RT to update manual changes to the last resources meeting minutes. ACTION: RT to change the date of point 5 to the last meeting date on the previous set of FGB meeting minutes. ACTION: RT to remove watermarks from all previous minutes. - All minutes have been signed by the Chair. - Actions table updated at the end of the minutes. Q: Is there a list of grants that we have contacted so we do not duplicate efforts? A: ACTION: JC to send the list of grants contacted. JC to send what is required in terms of funding or resources. - No matters arising.	
	Safeguarding JC will continue as the safeguarding lead, with DG and Ms King as deputy safeguarding leads. ZP holds a safeguarding lead certificate. The safeguarding team remains vigilant and regularly attends safeguarding meetings and conferences. Although the current workload has reduced, it can increase at any time. This improvement is partly due to more parents seeking early help before cases are referred to the MASH team. Q: When the safeguarding workload is high, do you manage well? A: Yes, we manage the workload well because processes are coordinated and response times are quick. Teaching assistants and teachers submit reports promptly. Staff use CPOMS, an encrypted system, to record behaviour and safeguarding concerns, which are then sent directly to the safeguarding leads. Although the volume can be high, it is more effective for JC to review these concerns, while teachers provide additional information when needed.	
	Staffing Nothing to report.	
6	Headteacher's Report Spring term is about the delivery of education and the impact of the curriculum and teaching. Quality of education – The school's main focus is teaching and learning, with a strong emphasis on consistency for all pupils, regardless of ability. There is particular attention to pupils' starting points because of high mobility and the number of children with EAL. Pupils who join mid-year or outside Reception often begin below expected levels, but most are now working at or above expectations. Around 80% of pupils are making progress from their starting points, and all pupils are moving in the right direction. Teachers are expected to focus closely on those who are not yet making sufficient progress, with targeted one-to-one and one-to-two interventions in place. In mathematics, the curriculum is broad, but the current priority is strengthening number skills. Catch-up can be challenging for pupils who have missed significant schooling, so teaching time for maths has been increased. Some pupils now receive six or seven maths lessons each week to help them catch up, and the school is aiming to respond flexibly to the time available.	

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The GLD in Reception has increased year on year, rising to 68% last year from around 50% previously. The school's focus is on ensuring children are ready for learning in Year 1, and the 68% is in line with national averages.

Attendance is good and in line with the new national average at 94.6%. A small number of families fall into persistent absence, with attendance below 90% or more than 10 days missed across the year. The school is focusing closely on supporting them. There have been no exclusions or suspensions this year. While the school would prefer to not to exclude or suspend children, it engages with parents early where concerns arise. Behaviour management is strong, and children are supported to settle quickly. In line with the inclusion white paper, classrooms use adaptive practices, including calming spaces and designated areas for pupils who feel dysregulated. This also reassures parents that appropriate support structures are in place. JC is really pleased with attendance and behaviour and feels the school is in a good place.

In nursery, children use the calming zone independently, and it supports them well to self-regulate. Following an audit of inclusive practice and input from a speech therapist, the school received communication-focused action points. Teachers took part in coaching sessions and CPD, and the learning from this was implemented in phases. The audit report was positive about the school's practice. The sensory space is well equipped for pre-verbal and non-verbal children, and visual signs are used widely to help pupils communicate their wants and needs. Widgets are also used across the school to support EAL and neurodiverse children, and these practices are now embedded in daily routines.

Personal development is a strength of the school. Its ethos is rooted in belonging and wellbeing. Recent anti-racism and literacy training was well received, and teachers have begun to apply this learning in their communication and interactions with families. As a result, incidents of bullying and racism remain low, and concerns from parents are addressed quickly. Staff work to get to the root of issues promptly, helping families talk through concerns while supporting children to learn and teachers to de-escalate and manage conflict effectively.

JC is working at level 7 in coaching and is keen to extend this approach across the teaching staff. She sees coaching as transformational, promoting self-reflection and providing strong professional development. Her aim is to embed a coaching culture across the school to strengthen teaching practice.

Q: Is that external coaching?

A: Yes.

Q: Should we send physical letters about online safety to parents given it's prevalence?

A: We sent a physical letter and via Dojo but parents have been informed on numerous occasions on online safety. Parents must take more control as often online safety incidents happen off the school premises. We will continue to educate parents and emphasise its importance.

Q: Are we spending money on physical letters often?

A: We do not normally send out letters, it is normally online. Due to language barriers we also have face to face discussions on online safety.

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9	Resource Committee The financial situation is critical to manage therefore ZP & JC manage the deficit budget as carefully as possible. A range of options have been explored, including cost reductions, job sharing and a reduction in headteacher hours. The position this year is better than originally forecast, as the in-year deficit was predicted to be much higher than the final outcome. Job sharing and support staff covering additional responsibilities have also helped reduce expected costs. We will continue to manage resources responsibly and as effectively as possible Q: Over the 5 years the in year deficit goes down and then it goes up, why is that? A: I cannot confirm right now, it could be inflation and/or salaries plateauing and rising, based on pupil numbers. Income is not index-linked or inflationary, while costs are, so income and expenditure are not rising at the same rate and this is likely to increase the deficit. It would be helpful to model a range of scenarios, including best-case, worst-case and most likely. The clearest way to improve the position is to increase pupil numbers, and three children are due to visit the school tomorrow. We have asked the Local Authority whether it can help us manage demand, and we are willing to support pupils with any level of need. Discussions also included reviewing vertical grouping. Q: How big is this school compared to others? A: This school has the largest land in Croydon.	
11	Risk Management & Business Continuity Business continuity was discussed in the resources committee. Q: Are there any risks or changes governors need to know about/ A: Nothing to note. Q: Have there been any data breaches? A: No.	
9	Building Plans Following consultation with the DfE, SDBE and the council on the next steps for the building plans, it was agreed that the council needed to complete its due diligence. The council has since visited the school, completed this work, and shared a report with governors. There are three possible options: a minor refurbishment, including plastering and painting; a major refurbishment, involving structural changes such as removing walls and opening up spaces; or a full rebuild, although this would depend on the school's financial position. The size of the site allows for several rebuilding possibilities. No commitments have been made at this stage. The feasibility study will consider green initiatives and technology integration. All parties want to ensure that any redevelopment is suitable for the long term and reflects the school's needs. The project is currently in the feasibility stage, which usually takes 30 to 40 weeks, followed by procurement at around 45 weeks and construction at 80 weeks or more. There are three meetings in May for the council to view and assess the site. Q: Do you wait the full length of time for the feasibility phase before the council decide? A: We know whether it is a full refurb by the end of July. Q: Why does the feasibility phase take 40+ weeks? A: To ensure they are prudent, the archaeological study needs to be thorough and account for all needs. Q: Is the architectural firm used by the L.A?	

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	A: Yes, they work with the DfE. There are several people within the architectural firm, they are thinking about cyber security, we have an external IT person, gather as much evidence across the school as possible. Q: Is there anything governors can do to help with the process? A: No yet however we will inform governors in the future if there is something you can assist with. Q: Do you know if the DfE have budgets per area? Is it that the school could be competing with other schools for money? A: There is a bidding system. The SDBE bided for us with other schools however the other schools have not yet received any feedback. Q: Is it worth putting a fourth scenario for the new build? A: No, it is too far into the process for any additional options. Q: Could we build our own special needs school? A: No because the last teaching and quality Ofsted judgement was RI. JC spoke to Liz Kittering, education minister, for help and support as children do not meet new level of education, new Ofsted review accepts the context however the children that sat the papers got lower pass rate despite us doing thing correctly. Q: Have we applied for planning permission for the fencing? A: Yes it has been agreed and will be paid from the church money, has to be done in phases.	
13	Governing Board Self-Evaluation and Action Plan DEFERRED: Deferred and to be split into small section over future meetings (there is much to cover and there are time constraints within the meeting).	
	Any Other Business The Chair's meeting highlighted schools are not meeting statutory requirements for submitting EHCPs. DG has diarised key dates to remain on top of submissions. The L.A has not been thorough in the reviews of EHCP however the department is going through changes so JC is hopeful of improvements. In the Chair's meeting there was also discussion on banning mobiles however that was targeted to secondary schools.	
	Confidential Items N/A	
12	Closure of Meeting FGB (all at 6.30pm, in the school) 4 – Thursday 16th July 26 Curriculum & Welfare (Teams) 2 – Monday 13th July 26 @ 6.30pm (AF to chair the meeting, TW sent apologies). Resources 6 – Monday 13th July 26 @ 7.30pm*	

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13	Closing Prayer AF thanked governors and closed meeting with a prayer. The meeting ended at 20:15	
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Chair of Govs.
16th July 2016