**Minutes of the Governing Board Meeting of the Wimbledon Park Primary School held on 7th July 2026 at 7pm at the school**

**Present**

CHAIR: Martin Pfutzner (MP)
Headteacher: Paul Lufkin (PL)
Minna Chan (MC)
Helen Gaffney (HG)
Katy Gandon (KG)
Will Mellor (WM)
Taliah Walklett (TW)
Milly Williams (MW)
Sam Rickman (SR).
Adrian Jones (AJ)

**In attendance**

Steve Cleary, Clerk (SC)
Paul Hansford (observer)
Louise Revell (observer)

*The features of effective governance from the competency framework: - Strategic Leadership, Accountability, People, Structures, Compliance, Evaluation*

*All original papers are available on the LGFL MyUSO drive.*

## 1. GOVERNANCE

The meeting began at 7pm and was deemed to be quorate. Governors confirmed that they had received and read papers in advance. Apologies were received and consented to from Lisa Kingsbury. (LK)

In accordance with the Education (School Government) Regulations, governors were invited to declare any interest they might have in respect of any item to be considered at the meeting. There were no declarations made.

Governors **RESOLVED** to approve the minutes of the full governing board of the Wimbledon Park Primary School held on 17 March 2026 subject to minor amendments on the master copy.

**Governing Body Composition and Recruitment Planning**: It was **RESOLVED** to coopt Louise Revell as a governor and then apply for her to become the local authority governor via June Crame.



*Chairs initial*

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**Link governors:** The following link governors were provisionally appointed.

| Area of Responsibility | Governor | Outline of Role | Subject Area Staff Contact(s) |
|---|---|---|---|
| Health and Safety | Will Mellor | Spot check of compliance records, risk assessments and school condition review. Review Merton Health and Safety Audits and action plans | Paul Lufkin<br>Helen Gaffney |
| Inclusion/ Equality and diversity / SEN/ EAL/Pupil Premium | Taliah Walklett | Review equalities audit/action plan and adjustments. Review with SENCO of SEN development plan and impact. Review the Pupil Premium Strategy Statement | Esther Bird<br>Paul Lufkin |
| Safeguarding/LAC/PLAC | Milly Williams | Review Safeguarding Audit/action plan with Designated Teacher, spot check of record keeping, SCR, systems and incidents. | Esther Bird<br>Lisa Kingsbury (LAC/PLAC) |
| Staff and Pupil wellbeing/ Attendance/Behaviour | Sam Rickman | Review of pupil survey outcomes, serious incident patterns, attendance patterns and action plans. Learning walk and pupil discussions - school council liaison. Review of staff survey outcomes and exit interviews. Meet with well-being committee. Review staff professional development provision and strategy (training, coaching) | Paul Lufkin<br>Esther Bird (mental health lead)<br>Vicki Goodman (NEU rep) |
| Curriculum/outcomes/Early Years | Louise Revell | More detailed review of assessment outcomes and discuss trends and action planning.<br>Review of curriculum progression overviews, meet with subject leaders. Learning walks alongside SLT. | Lisa Kingsbury<br>(and she can link to other curriculum leaders as necessary) |
| Finance | Adrian Jones | Questioning and sampling financial controls. Review Self Evaluation of | Helen Gaffney |



*Chairs initial*

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|---|---|---|---|
| | | Financial Control Audit with school business managers and agree any actions. Discuss long term financial strategy/sustainability. | Paul Lufkin |
| Governor recruitment, induction and training<br><br>Inclusion (SEN/ EAL/Pupil Premium) | Katy Gandon | Carry out regular skills audit, liaise with Governor Support and signpost governors to training, liaise with new candidates and match against skills gaps to recommend to governors, meet with newly appointed governors to induct and familiarise with the role, including liaising with Head to meet new governors | Paul Lufkin<br><br>June Crame |
| *Data protection/ Cybersecurity/AI/*<br><br>*IT systems* | *(possibly Paul Hansford)* | *TBD* | *Paul Lufkin*<br><br>*Helen Gaffney* |

Budget meeting – to be approved pending comments. Change Louise Hernandez to Louise Revell.

Governance plan for 2026/27 – based on current arrangements with circle model – approved

It was **RESOLVED** to appoint TW as Chair of Governors from 1 September,

## 2. HEADTEACHER REPORT

Teaching and curriculum

Governors were updated on the current academic standards of the school and noted the following key points:

Statutory assessments have been undertaken although results have been delayed by a week by the government.

Writing moderation has been undertaken and confirmed the school's judgements.

A significant agenda is emerging on equality, equity and promoting disadvantaged children's life chances, personal development and enrichment, in both in the new curriculum and also within the Department of Education and the Ofsted accountability frameworks. An enrichment framework has been published around



Chairs initial

expectations, entitlements and frameworks for providing children who would not otherwise have those opportunities. This framework describes an entitlement to enrichment around cultural engagement, arts, music, sporting opportunity, leadership response, and careers advice. The school needs to have a coherent thought through enrichment offer particularly for children who come from deprived backgrounds, are SEND or otherwise have barriers to that entitlement. Tracking this element will be an important piece of our work and discussions over the course of next year. LK is to take a lead on setting up the tracking mechanisms and reporting to governors;
The school has a strong enrichment offer with 54 club sessions during the course of a week this year, around double that of other known schools. Wimbledon Park is looking to group clubs into sports, creative arts and crafts, academic, language, stem, performing arts and music and well being and leisure.

85% of all children currently attend at least one club with around 90% of children in the non reception year. In addition, some 80% of children with EAL and 80% of children with special education needs are participating in extracurricular events. Club activity shows that participation is really positive and evenly distributed across the school. Currently, the group that we're wanting to focus more on is our pupil premium group where there is an acknowledged gap despite this being the group who have a completely free offer of clubs and priority booking. The level of trip engagement for pupil premium children is close to 100 per cent.

- What barriers are there to club engagement? This is generally where families are less engaged with school. It is the group where absence is the highest and therefore their engagement in what's beyond school is also lower.

Music enrichment is strong, but is being reviewed for further opportunities.

ECT staff generally do not get involved in clubs until they are established in the school although the additional income for other teachers from clubs is seen as a benefit and teachers are positive about their involvement in clubs.

External clubs have a strong activity offer and the school seeks to ensure that the correct safeguarding arrangements are in place. There is an inclusion philosophy across the clubs which are mainly fully booked with an average of 10 children per session. This year, there is to be a focus on provision and quality control.

Sports enrichment is slightly down on previous year as a result of school calendar congestion, which meant that children weren't able to go out. There were a number of cancellations from January to March as a result of poor weather although the number of children who took part in at least one sports fixture across the upper year groups is about 75% of the children across those year groups.

Around 95% of year 6 children attended the France residential trip.

The breakfast and after school clubs continue to be successfully operated and fully subscribed.



*Chairs initial*

The school has reviewed culture and practice around safeguarding with the lower club alongside the Kidsology leadership. Training where the boundary between the school's safeguarding and what needs to be a distinct culture within Kidsology safeguarding is in place. In addition, the school is developing its practices around the quality control of external clubs. Governors noted that external clubs have their own HR, financial, support and safeguarding systems which are distinct from the school.

Whilst there have been a number of new joiners, there has been a relatively unusual number of movers at the end of this year with more than 35 leavers across the school, most of which are out of area. Interestingly, the dip has been mainly in year 2 and 3 as opposed to later years. The school recognises that maintaining the pupil roll is one of the most important drivers in terms of future sustainability. It was noted that while demand for the nursery fell this year, it remains high and reception has had 500 applications for the 90 places we have. All applicants live very close by.

## 3. RESOURCES

The Headteacher reported on staffing and recruitment for coming academic year. Governors noted changes to senior and year group leadership as well as current maternity leaves. Staff leavers were noted and governors expressed their pleasure that turnover this year is relatively low. Exit interviews have been scheduled where necessary. New teachers are joining at an early career stage which enables keeping the average teacher cost down. Support staff deployment has been slightly more straightforward this year with reduced numbers of higher needs children, but a number of children continue to go through through statutory assessment for SEN plans.

Staff well being was a school improvement priority this year and we have seen this move forward in staff surveys quite significantly. Positive results around wellbeing and empowerment have been triangulated and confirmed through a drop in session as school run by a governor. The issue of behaviour in year 6 was noted as an area for development. It is intended to repeat this exercise in the autumn term.

Staff absences remain on a downward trend which correlates to the staff well being feedback, although within the non teaching staff, there remains an phase of significant long term absences in defined pockets within the school. However, the school reports that the overall level is on a downward trend and is the lowest for the last six years in terms of support staff absence. The two groups where the absence levels would be the lowest and probably in line with teacher absence would be the administrative staff and the support staff. The highest areas centre on the midday team and the Early Years team. In response to a governor question (Q) over how absence could be managed, the headteacher replied that the school could be more consistent with its approach to people returning from absences that are perhaps more than a couple of days through more regular back to work interviews and communication as well as sharing individual absence levels with staff themselves to raise accountability and awareness.



*Chairs initial*

- *How do absence percentages sit with other schools?* There are no benchmarks available. The overall public sector level is around 3 per cent. Our teacher absences are in line with that, our support staff absences significantly higher.

Governors were apprised of a maternity pay reimbursement to schools through a local authority scheme. which tops up maternity pay that the local authority can't themselves reclaim. The scheme has become complicated because the way that teachers are using shared parental leave to dovetail in returning to work during school holidays. In response, the school has managed to get all schools to create a new parental leave de-delegated fund to start the process of reimbursement to schools based on estimates by the schools finance team. It is unsure that the fund that's being created is going to be sufficient in the end but nevertheless it's a step in the right direction.

- *Is there a central staff calendar for absences?* Yes, although the single most significant issue is that staff put in the day they want without really checking.

Works update: Merton have taken ownership of the house and so there should be no further ongoing cost of school. The final phase of work, the reception triangle, is underway and is due to finish by the end of term.

## 4. COMPLIANCE

The special leave policy has been updated and practice highlights the need for two or more senior leaders to be involved in some of the more complex decisions and decision makings about where we might not grant leave. The school has recognised the need for more coordination of decision making and stronger implementation of thresholds for not authorising leave. The school is having to establish a different mechanism for people having a first call on grant days. All discretionary special leave will be prorated for part time staff. Governors **RESOLVED** to approve a number of suggestions on the master copy around the allocation of discretionary days and criteria.

## 5. ANY OTHER BUSINESS

Governors thanked Minna Chang and Martin Pfutzner for their service to the board and school during a range of structural and other challenges

No further or confidential business was identified.

## 6. DATES AND TIME OF NEXT MEETING

Dates of future meetings were confirmed as follows[1]: to be circulated

[1] All at the school at 7pm



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## SUMMARY OF ACTIONS

| Reference | Action | By | Progress | Scheduled | Notes |
|---|---|---|---|---|---|
| | | | | | |

Signed:_____Print Name:_____
Chair of Governors

Date:_____



*Chairs initial*