



Full Governing Body Meeting

Thursday 12 December 2024 at 4:00 pm

Venue: Foxhills Junior School

Governors Present:	Ann Arscott, LA Governor, Chair of Governors (AA) Lucy Howe, Headteacher Chris Boalch, Parent Governor (CB) Richard Boyes, Co-opted Governor (RB) Anne Marie Datlen, Co-opted Governor (AMD) Donna Neill, Co-opted Governor, (DN) Claire Minnock, Co-opted Governor (CM) Paul Terris, Co-opted Governor (PT) Glenda Thornley, Co-opted Governor (GT)
Apologies received:	Caroline Hubbard, Co-opted Governor (CH) Don Monk, Co-opted Governor (DM) Michael Paye, Parent Governor (MP) Sian Winter, LA Governor (SW) Natasha Wooton, Co-opted Governor (NW) Sophie Foster (SF) Assistant Headteacher
In Attendance:	Heather James, Associate Member (HJ) Katie Kynaston (KK) Assistant Headteacher Tracy O'Connor, LA Clerk (TOC)

1.	Welcome, Introductions and Apologies The Chair welcomed everyone to the meeting. Apologies were received and accepted from Caroline Hubbard, Don Monk, Michael Paye, Sian Winter, Natasha Wooton and Sophie Foster.
2.	Declaration of Business and Pecuniary Interests There were no new declarations of business and pecuniary interests relevant to the agenda.

Signed:
Date:

3. Minutes of Last FGB Meeting – 17 October 2024 and Extraordinary Budget meeting 11 November 2024

3.1 To agree and sign minutes of previous meeting.

The minutes of the FGB on 17 October 2024 and 11 November 2024 were an accurate record of the meetings and were agreed and approved by the FGB.

AP1: Chair to sign Approved minutes 17 October 2024 and 11 November 2024. Completed

3.2 Matters arising and action points

Action Points – FGB 17 October 2024		
1.	Chair to sign approved minutes 26 September 2024. Completed	Chair
2.	DN and CH to book Safer Recruitment online training. AM to send a link to the training. Completed	AM
3.	Curriculum monitoring – identified dates to be shared. Completed	HT
4.	December meeting - Status Summary Report – feedback. Agenda item	HT
5.	New staff (sample) conferencing to be completed. Dates to be advised. Completed	AA
6.	Safeguarding overview – to be rewritten. Completed	AA/HT

4. Headteachers Verbal Report

The Headteacher presented the School Improvement Plan based on the SWOT analysis (Strengths, Weaknesses, Opportunities, Threats). The Governors said this format was very helpful.

Strengths (based on book scrutiny, learning walks, data analysis and discussions with teachers)

Developing strength due to rapid improvement- the use of TTRS at the junior school- improving automaticity, engagement and fact knowledge. Long term, this will improve fluency and efficiency in problems solving and will support reasoning.

Really pleased with the modelling of mathematics at the junior school- flipcharts are metacognitive and enable conceptual understanding. Generally, pedagogical content knowledge is good (although it needs deepening).

Use of show me boards across both schools- being used to support Assessment for Learning, to increase pupil participation and active learning. The next step is Professional Development and the use of multiple choice questions that are deliberately designed to challenge the children.

HJ has completed a lot of Data analysis. Children are tracked from year 1 to the end of year 6. All year groups already meeting the KS2 national average (61%) or above for

combined. The PPRM (Pupil Progress Review Meetings) process holds teachers to account, enables QFT (Quality First Teaching) reflections and changes, facilitates discussions about provision, adaption and variation. Leaders and teachers are enabled to reflect on pedagogy to maintain (and improve in Y6 and Y2) the attainment trajectory.

Validated phonics and end of KS2 data shows that the attainment for Pupil Premium pupils is above PP attainment nationally which is excellent. This shows that Task Design and Quality First Teaching is getting it right for the majority of children.

The use of Assessment for Learning at the infant school enables children to be accurately supported and for TAs to be deployed well- to meet children's needs and to provide bespoke support through mirror teaching and pull backs. Cut-a-way is better used at the infant school in virtually all classes. Core Professional Development has been tailored for the Junior School to further embed and support.

Feedback in books across both schools is good (fidelity to policy, helping children to progress, accurate and relevant).

Weaknesses

Maths journeys need simplifying to ensure more coverage of concepts in smaller steps. This will ensure key knowledge is embedded into LTM (currently gaps).

Maths journeys need to ensure better use of retrieval, so children can apply what they know more often, thus further embed key knowledge into LTM.

Maths Action: KK to develop and implement maths progression documents to support teachers to improve learning journey planning.
KK to guide teachers into using more varied fluency so children are exposed to different models and images.
KK to support infant teachers with planning journeys to build confidence and expertise
Provide Professional Development training for all staff about retrieval.

Use of Teaching Assistants and learning time at the junior school should be improved. Some Greater Depth children are not enabled to develop their reasoning skills through explicit teaching.

Leadership Action: Identify teachers not using Assessment for Learning appropriately to ensure bespoke support (coaching/mentoring) can take place. Leaders to provide bespoke Professional Development Training based on needs analysis in the spring term.

Subject leaders have not had time to monitor the initial implementation of the new mapping for their curriculum areas during the Autumn term, so middle leaders are not always able to take effective action to improve outcomes in their curriculum areas.

Some subject leaders are inexperienced and may not have had the opportunity to monitor a subject before.

Leadership Action: Monthly ½ day release time has been planned into the cover timetable for the Spring term to allow subject leaders opportunities to monitor and put into place actions to support the development of their subject.

Q: How are the staff/Teaching Assistants reacting and engaging to the strong approach?

There is a strong central team who are driving a change agenda. Some TAs like to watch the teacher deliver the input so that they know how to explain it to the children. This has been overcome by worked example books. Teachers identify common misconceptions and errors that the children may make. This is shared in advance. Teachers discuss challenge and reasoning which is clear on the planning. TAs hours have been adjusted by 15 mins to enable handover to be completed. Changes have also been made to the morning routine which has provided extra time. The impact has been very positive. The staff have been very engaged and proactive. To strengthen from January, following feedback from the parent questionnaire, sports coaches will be starting. They will be providing some professional training and clubs. The sports offer is being increased. The TAs will be able to join teachers in PPA time.

Q: What is the financial impact of the sports coaches?

The coaches are £28 an hour. It is very cost effective. The coaches will attend school every day. From September the coaches will provide enrichment at the Infant school as well as the junior school.

The Sports Partnership will continue which allows all children to compete in interschool competitions. Every child will be able to enter a competition every year.

Opportunities

Attendance of SEND/ PP children who have a reduced hour provision. Leaders are looking to increase hours/provision from January and during the spring term to ensure children access as much in school education as possible. This will be achieved by an internal staffing re-shuffle. HJ provided further details to the Governors.

Alternative Provision- leaders have increased opportunities for children accessing Alternative Provision. Additional days are being offered whilst they wait for SEND outcomes and tribunals.

Provision for children with SEND- evidence of variation and adaption is clear but leaders have identified that in maths, the most effective adaption takes place in the lesson where resources and representations are used to enable every child to access appropriately pitched tasks. KK is supporting teachers by developing their subject knowledge and knowledge of mastery.

SLT roles and responsibilities have been reviewed due to the absence of an SLT member. ECT mentoring has been redistributed to experienced and high performing teachers to provide professional development and opportunities.

Threats

Budget – both schools are entering a deficit budget by 2025/26 and a restructure in both schools, with the removal of posts and staffing levels, will be required. Final report to be presented to the FGB by end of February 2025. Currently, identifying pools of staff affected, seeking voluntary solutions and running scenarios.

English provision- KS2 curriculum still not fully mapped and this is preventing teachers from making the same progress with planning learning in English effectively (compared with the full curriculum). Previous English lead (prior to September) did not complete the mapping (and has now left the federation). This has been taken over by the AHT who has not been able to complete this and is currently not in school. SLT are currently supporting teachers by ensuring they have an outline of what should be taught and they have been given the disciplinary knowledge so they can plan. Mapping needs to be completed as soon as possible and the HT has given the AHT time at home to do this.

Maths end of KS2 outcomes. Predictions are below reading and writing and this will impact our combined data. There is a risk that maths outcomes could be below national because there are significant gaps in children’s knowledge. Causes of this will most likely be:

- Impact of an insufficiently mapped and delivered curriculum
- Weak maths leadership
- Inconsistencies in teaching
- Weak lower KS2 provision

Leaders will address this by:

- AHT to teach from January- small group provision
- Shift to ability sets
- Review of SATs marking analysis to identifying domain gaps and adjust planning in light of this

Update on Catering provision

Hampshire County Council have confirmed that they will no longer be providing catering services from March 2026. The school are in a cluster and are working with other schools. Meetings have been held with Invictus where TUPE, NIC contributions and pensions have been discussed. The process will be to go to tender and catering companies will bid. The children (Pupil Voice) will be involved in the selection process.

5. Chair of Governors Report

The Chair of Governors Report was distributed to the Governors prior to the meeting.

6. CLA

Report on curriculum monitoring to date and plans for Spring Term

A meeting was held with the Maths Lead. The focus has been discussed previously in the meeting. The teaching observed was excellent. Strengths and weaknesses had already been identified and next steps have been put in place.

Good examples of language adaption were seen. The children that were conferenced were excellent and very confident.

	<p>Wider Personal Development was discussed and plans are in place to support each year group. Year R – link with the Pre-school Year 1 and year 2 – link with Care Homes Year 3 - helping with the Foodbank at the Baptist Church. Year 4 – allotment links with the church. Year 5 – Links with the library are being explored. Year 6 – House Captains and Community Leaders.</p> <p>A lot of plans are in place and are continuing.</p> <p>Monitoring is scheduled with the Subject Leaders on Monday 13 January 2025 for English, Science, Geography and History.</p> <p>AP2: Computing presentation – agenda item next FGB. AP3: CM to publicise the timetable for Governor monitoring – 2 Governors required.</p>
<p>7.</p>	<p>Safeguarding/Child protection</p> <p>7.1 Conferencing with newly appointed teachers – report attached</p> <p>The newly appointed teachers were very conversant and knowledgeable.</p> <p>7.2 H and S walk round report</p> <p>The H & S learning walk has been completed, is up to date and there were no concerns. Two fire drills have been completed.</p> <p>7.3 Safeguarding Schedule update</p> <p>All actions for this term have been completed. Attendance discussed in the minutes.</p> <p>All DSLs have received the right training. All DSLs have a job profile. The profile has been updated to ensure it is consistent with the latest recommendations in KCSiE.</p> <p>All DSLs undertake their training in the Autumn term - Safeguarding Refresher training, Safer Recruitment training. All staff have completed their Prevent training, Fire and Manual Handling training.</p> <p>In the Spring term additional Safeguarding training will be provided to look at the use of neutral and non-judgmental language when describing Safeguarding (Child Protection Online Monitoring System (CPOMs)), 5 minute safeguarding briefings and discussions on the exploitation of vulnerable children by peers and adults.</p>
<p>8.</p>	<p>SEND Provision</p> <p>CH met with HJ to discuss the SEN/Pupil Premium learning walk and the SEN review meetings. SEN review meetings will be held every half term. It is an opportunity for the</p>

	<p>teacher, TA and the SENCo to discuss next steps. All the children on the register were reviewed. Do they need to be on the register – are we doing something additional to or different from?</p> <p>Positives from learning walk –</p> <ul style="list-style-type: none"> • Seen target cards in some classes – working well. Roll out across the school. • Set SMART targets at next meeting 						
9.	<p>School Improvement Plan</p> <p>Discussed previously in the minutes.</p>						
10.	<p>Pupil Attendance data</p> <p>Discussed previously in the minutes.</p>						
11.	<p>Allocation of responsibilities – new Governors</p> <table> <tr> <td>Curriculum and Learning</td> <td>Chris Boalch</td> </tr> <tr> <td>IT support/Cyber security</td> <td>Michael Paye</td> </tr> <tr> <td>Safeguarding</td> <td>Richard Boyes</td> </tr> </table> <p>LH identified a need to review the IT systems and access to the site. This project is being headed by Katie Kynaston. Michael’s particular expertise will support this.</p>	Curriculum and Learning	Chris Boalch	IT support/Cyber security	Michael Paye	Safeguarding	Richard Boyes
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12.	<p>Governor Training</p> <ul style="list-style-type: none"> • Chairs’ webinar (see Chair’s report) • Whole School approach to Mental Health The Chair attended the Whole School approach to Mental Health that was very informative. The Mental Health Support Team presented an excellent presentation. • Hampshire Governors’ Conference (report attached) - Paul Terris The headlines were contained in the Report. Some pupils attended the Conference to talk about sustainability in schools. They presented their projects that supported sustainability. The children were very inspirational. <p>Whole Governing Board Training</p> <p>Governors were asked to think of a focus for the next WGBT that links to the School Improvement Plan please advise Anne-Marie. The WGBT is available on page 50 of the Training Guide. (See link below)</p> <p>https://documents.hants.gov.uk/governors/HampshireGovernorServicesTraining2024-25.pdf</p> <p>Link for E-Learning –</p>						

<https://hampshireservicesforschools.hants.gov.uk/P34171>

Prevent Training – Governors to ensure that they complete the required Prevent training.

<https://www.support-people-susceptible-to-radicalisation.service.gov.uk/portal>

Additional information - <https://secure2.sla-online.co.uk/v3/Resources/Page/33241>

13. Policies and documents for review and ratification

- Pupil Premium Strategy Statement – Infant and Junior – **Approved by FGB**
- Allegations Policy – **Approved by FGB**
- Promoting Positive Behaviour

AP4: Promoting Positive Behaviour – agenda item next meeting.

- Looked after Children Policy – **Approved by FGB**
- Access to Campus Policy – **Approved by FGB**
- Federation Attendance Policy – **Approved by FGB**

14. Any Other Business

There was no Any Other Business to discuss.

15. Dates and items for future meetings

Meeting	Date	Time
FGB	23 January 2025	4:30 pm
Extraordinary FGB	27 February 2025	4.30 pm
FGB	03 March 2025	4.30 pm
FGB	15 May 2025	4.30 pm
FGB	17 July 2025	4.30 pm

16. Self-evaluation of the meeting

- How have Governor actions discussed at this meeting benefited the children to become life-long learners?
 - HT 's 'status quo' report on curriculum, teaching and challenges to the schools initiated questions and discussion from governors
 - Learning walks enabled governors to witness maths teaching, and discuss future objectives with the Maths leader
- How have the Governors supported and challenged the senior staff strategically during the meeting?
 - Governors questioned aspects of the HTs verbal report concerning curriculum delivery
 - Governors recognised that falling rolls impact on budget particularly in the junior school, and a staffing re-structure will be necessary.

The Chair thanked everyone for attending and for their valued contribution.

	The meeting closed at 5.45 pm.

Action Points – FGB 12 December 2024		
1.	Chair to sign approved minutes 17 October 2024 and 11 November 2024. Completed	Chair
2.	Computing presentation – agenda item next FGB.	Chair/ Clerk
3.	CM to publicise the timetable for Governor monitoring – 2 Governors required.	CM
4.	Promoting Positive Behaviour – agenda item next meeting.	HT/ Clerk

Glossary of acronyms

EHCP- education health care plan LAC- looked after child PLAC- post looked after child SEND- special educational needs and disabilities HT- Headteacher DHT- deputy headteacher AHT- assistant headteacher SENDco- special educational needs co-Ordinator PAN- published admission numbers NOR- number on roll Revenue C/F – carry forward 0.6- 3 days a week 0.4- 2 days a week	HLTA- higher level teaching assistant ECT- early career teacher SATs- standardised assessment tasks Burgundy book- The Burgundy Book is a national agreement between the five teacher unions and the national employers (NEOST). A handbook setting out the conditions of service for schoolteachers in England and Wales EYFS- Early years foundation stage (children aged 4-5) RE- religious education ELSA- emotional literacy support assistant TLRs- teaching and learning leaders
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Signed:
Date: