



Full Governing Body Meeting

Monday 15 May 2023 at 4:30 pm

Venue: Foxhills Junior School

Governors Present:	Ann Arscott, LA Governor, Chair of Governors (AA) Lucy Howe, Headteacher Anne Marie Datlen, Co-opted Governor (AMD) David Gill, Co-opted Governor (DG) Caroline Hubbard, Co-opted Governor (CH) Michael Isherwood, Co-Opted Governor (MI) Katrina Kemp, Co-opted Governor, (KK) Don Monk, Co-opted Governor (DM) Donna Neill, Co-opted Governor, (DN) Hayley Sired, Staff Governor (HS) – <i>left the meeting at 6 pm</i> Glenda Thornley, Co-opted Governor (GT) Natasha Wooton, Co-opted Governor (NW)
Apologies received:	Lucy Dixon, Parent Governor (LD) Sian Winter, LA Governor (SW) Alison Kay, Associate Member(AK)
No Apologies sent:	Angela Ifould, Parent Governor (AI)
In Attendance:	Heather James, Associate Member (HJ) Tracy O'Connor, LA Clerk (TOC)

	<p>Presentation from the year leaders on the embedding and impact of the Core Values of Care, Learn, Engage, Achieve, Reflect. These are an integral component of the ethos of the school, for which governors have a responsibility.</p> <p>Values shape the behaviours, they underpin the culture and influence the curriculum, pedagogy and the way the curriculum is designed. The values are helping the children to achieve the vision for the Federation. Children will be knowledgeable, emotionally secure and empowered. Children will develop as a CLEAR learner so that they had learned to Care, Learn, Engage, Achieve, Reflect.</p> <p>The Leadership Team shared with the governors what impact CLEAR is having on the children age 4 to 11 years as they develop.</p>	
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Early Years – Lyndsey Grover
KS1/Year 2 – Sophie Foster
Year 3 – Alex Williams
Year 4 – Natalie Hogbourne
Year 5 – Rachel Griffiths
Year 6 - Hayley Sired

Early Years

When the children join in September it was good to think how CLEAR was going to be introduced to the children. Infants have puppets which are a nice friendly way to introduce them. Books are linked to each puppet. Characters are discussed and how they link into caring. On the Values Day the puppets were back in the classroom and the children were able to share how they were like Caring Coco because

In Early Years Caring Coco is used to promote taking turns, looking after themselves and looking after their friends. Learn is to enable communication and language. The children are introduced to having conversations, problem solving and enquiry. Engage is promoting creativity, using their imagination, role play and exploring opportunities.

The children are very proud to share their work. Their work is also uploaded to Tapestry as it is important to share their work with their parents.

Reflecting is difficult for Early Years. Tickle fix is used in phonics so that the children are able to see if they have got it right or if they need to self-correct. Constant feedback with the teacher is encouraged.

KS1

The year began by introducing the values by building the learning walls together. It was important that the children had ownership. Each value is part of everything that is done. The Values Progression document is available on the website so that each value is broken down into year group. The puppets are still used but the knowledge is deepened so that the children really understand the value.

Year 3

CLEAR has been running in the old format for a few years. This year there has been real progression. A lot of the values can be related to class books. Success is recognised for themselves and others. Celebration assemblies are held across the school.

Year 4

Care - Year 4 looks at empathy. In circle time empathy is promoted. Book corners promote a diverse culture and encourage empathy for different peoples situations. If someone is struggling it is important to think how they are being spoken to. Learn – planning has been changed. It is now very clear and the children know the

progression, what is expected and to set their own targets. Engage – is open to new concepts. The children are always intrigued with their learning. They are always asking questions. Achieve – humble about their success. They all celebrate each other's achievements. The children self-mark. If they have got it wrong they can reflect.

Year 5

A lot of the values are interwoven into the curriculum. Care is showing an acceptance of others and myself. The children are exposed to as many situations so that they are able to reflect for themselves. Learn is showing their knowledge of different learning strategies and styles. Why this, why now, what is the prior knowledge, what is the prior learning and why are we learning what we are learning now. The children are building upon their learning. Achieve - In year 5 the children set their own challenges. What do the children think that they need now to move their learning on. The children set their own targets. Reflect – identifying and engaging in purposeful learning and editing their work with increasing confidence.

Year 6

In year 6 it is a culmination of all of the previous years. It is important to build upon what they have experienced prior to being in year 6. Care – tolerance between each other and for other cultures. Respect and showing understanding. Begin to support the children to understand how to resolve conflicts that they have. The children are given the tools to support them to resolve their own conflicts. A lot of styles and strategies of independence are explored giving them real life application for how they can move forward. Engaging – making connections and seeking opportunities. Achieve – the children make their own progress not comparing each other but focusing on their own achievements. Reflect – the whole year is about reflection. How they move forward and how they can improve.

Q: In year 6 the children are consolidating what has happened in the previous years. To what extent do the year leads meet with each other to progress the values?

All of the SLT meet on a Tuesday where they are able to have discussions. Reflections are undertaken. CLEAR is constantly under review. The SLT talk informally about situations and how it can be progressed. Consistent messages across the Federation are key. In September joint staff meetings will be held and that will be very beneficial.

Q: How do you cascade this to the rest of the team and year groups?

The SLT lead by example and hold people to account if required. If there is a school need they are reflected in an assembly.

The PSHE curriculum is being remapped to ensure the 2 key stages are more aligned. There will be colour coding to show where each of the values links in so that it is clear where there are opportunities for diversity within the curriculum and safeguarding.

	<p>Q: For the next cohort coming to the school it is important to start thinking how they will be introduced to CLEAR. What things do you think you will do differently at the beginning of the year when they start to embed with their new classes/year groups? Discussing with the children and making it explicitly clear what the focus will be and visually displayed in the classroom. On transition days and linking to the pre-schools the children can be introduced to the values and the puppets.</p> <p>Q: In year 3 there are children from other schools not just the Federation how do you introduce them to the values? Mini assemblies are held and on transition day they are introduced to the puppets. For KS1 there is no concern revisiting with all of the children. They can be launched at the same time.</p> <p>The Year Leaders were thanked for their very informative presentation.</p>	
		Action
1.	<p>Welcome, Introductions and Apologies</p> <p>The Chair welcomed everyone to the meeting.</p> <p>Apologies were received and accepted from Lucy Dixon, Sian Winter and Alison Kay.</p> <p>No apologies were received from Angela Ifould.</p>	
2.	<p>Declaration of Business and Pecuniary Interests</p> <p>HT declaration - over Easter the carpet was due to be replaced in KS1. When the carpet fitters lifted the tiles they disintegrated. There was a slight amount of asbestos in the bitumen that was previously known about. However the carpeting team were not prepared to proceed. That left two year 2 classrooms with all the carpets lifted and broken tiles. A friend of the HT's has a demolition company who is trained to remove asbestos and has all of the liability insurance. He was able to work at the school over the Easter weekend and was able to lift the floorings in the 2 classrooms. He was also able to safely dispose of the tiles and had the appropriate paperwork to do so. Due to time restraints they completed the 2 year 2 classrooms and the caterpillar room. The company worked very effectively and cleaned up well after themselves inside and outside. The company did an excellent job. All appropriate PPE was used. The carpet fitters were then able to fit the carpets.</p> <p>Governors were asked to update their Declarations of Business interests on GovernorHub.</p>	
3.	<p>Minutes of Last FGB Meeting – 20 March 2023</p> <p>3.1 To agree and sign minutes of previous meeting Subject to minor amendment the minutes and confidential minutes of the FGB on 20 March 2023 were an accurate record of the meeting and were agreed and approved by the FGB.</p>	Chair

AP1: Chair to sign Approved minutes 20 March 2023 on GovernorHub.

3.2 Matters arising and action points

Action Points – FGB – 20 March 2023		
1.	Chair to sign Approved minutes 21 November 2022 on GovernorHub. Completed	Chair
2.	School website update - Governors to provide a pen portrait. 20 March 2023 update - DM and CH to provide a pen portrait.	DM/CH
3.	HT to ask the office to issue the parent survey on ParentView. The parent survey has been issued. 161 replies have to date been received.	HT
4.	Staff questionnaire – Governors to review questions on GovernorHub and send any additional questions to HT. On-going	All
5.	KK to arrange with DG the Junior H&S walk after Easter. Completed	KK/DG
6.	AMD to issue training records to Governors. Completed	AMD
7.	AMD will issue the WGBT subjects. Disadvantaged children were identified as a focus. Completed	AMD
8.	AMD to send KK and SW exclusion training details. Training booked.	AMD

4. Headteachers Verbal Report

Curriculum

There is now a sequential and coherently planned curriculum from EYFS - year 6. It is sequentially planned so teachers know why this, why now. Teachers know what comes before and next - understanding of the primary journey. KS2 draws on prior knowledge from KS1. KS2 draws on knowledge across subjects – ensures revisiting opportunities and retrieval. Children are well prepared for the next stage - acquired knowledge, applied as skills. The curriculum and what the children need to learn is planned into learning journeys. Learning journeys help children to become more confident with a concept. It supports the developmental stage. In KS2 there is slight adaptation because the children are older and they do not need as much scaffolding and labelling.

Teaching and Learning

EPIC (Enquiry, Purposeful Learning, Infnitive, Challenge) is in place. To ensure consistency EPIC needs embedding as still working on purposeful task design (enabling all, deep thinking for stretch and challenge).

Cut-a-way teaching needs to be used consistently. Still some whole class teaching in in some classes. Clarity is required over the difference between cut-a-way and differentiated groups. Year leaders help others in planning and by discussion.

Inclusion

The vision for Inclusion is keep up not catch up. Strategies and plans are put in place to enable the children to participate in every lesson. Quality First Teaching is the best way to meet the children's needs.

Pupil Progress Plans are used from year R to year 6 where genuine barriers to learning are reviewed.

The appointment of the Inclusion Lead will be key. She will be able to plan with each year group and look at what is being done differently for children who don't understand it in the way it is explained. An action plan will be developed for inclusion ready for September. In the meantime, continue to work on how enabling all children to participate in Quality First Teaching.

Enrichment

It can be very difficult for some children to access the curriculum. It is important to think about how children's cultural capital is being enhanced to include real life, practical experiences. This will help the knowledge stick and will make learning meaningful. It enables the children to relate the new information/context onto something they can already relate to.

The children will develop a love of subjects by exposing them to trips, experiences, community links, use of nature trail, grounds and the local area. They will help to expand the children's minds and help them to engage in first hand learning. The experiences will deepen their knowledge and understanding.

In school

Looking at reintroducing practical/real life maths so children can apply learning in real ways for example looking at scales and weighing. Looking for opportunities to increase creative/imaginative play in both of the playgrounds. Need to ensure hooks address knowledge gaps. There is a need to involve parents more in outcomes. Sporting opportunities will be increased. The physical activity offer will be reviewed at the Inset Day. The curriculum will be reviewed and enrichment educational opportunities planned.

SATs 9-12 May for KS2

The KS2 SATs have taken place. It was a very smooth process. Congratulations to the team and the children for their calmness and composure. The SATs are externally marked by the STA and the results are returned on 11 July.

	<p>KS1 SATs start on 16 May. The procedures are the same and rigour but the only difference is they are marked internally. The phonics papers have arrived and will be opened on 12 June 2023. The school have been selected by the Local Authority to be moderated for KS1.</p> <p>Transition</p> <p>EYFS transition will start after May half term. Visits will be made to the Pre-schools, parents will be invited to stay and play sessions and it is hoped to have a picnic on the field with the current year R parents.</p> <p>Hounslow transition has started. There is enhanced transition for some individuals. Some children are having extra visits which will be beneficial. There has been close liaison between Hounslow staff and Foxhills. There will be 3 visits in July. There is early access to counselling services for some children.</p> <p>Federation transition is already taking place. Joint moderation has taken place across the 2 settings. Subject leaders are working closely together. SLT are working together every week. Teachers will start handover in June.</p> <p>From September there will be one subject leader across both schools.</p> <p>Staffing</p> <p>Interviews have been held for an Inclusion Leader and Sophie Foster has been successfully appointed.</p> <p>Infants – Appointed two teachers to replace Jodie and Sophie. 11 applications were received. 6 were shortlisted and 2 were appointed which was very positive.</p> <p>Staffing at the Juniors needs to be considered very carefully. There are a number of staff at the Junior school on temporary contracts. Those contracts will be reviewed and ended if necessary. The needs of the children will be looked at. Some children have significant complex needs and do need additional support. Different scenarios are being explored.</p> <p>Q: With the appointment of the Inclusion Leader will she still be on the SLT? Yes the Inclusion Leader will be on the SLT. Sophie will still plan with the Infant teams.</p>	
5.	<p>SENCO Provision</p> <p>AP3: Inclusion Action Plan to be presented at the next FGB.</p>	HT
6.	<p>School Improvement Plan</p> <p>6.1 Infant School 6.2 Junior School</p>	

The summer term action plans were uploaded to GovernorHub prior to the meeting.

Governors were invited to ask questions.

Q: Do you feel by the end of the summer term you would have achieved the targets for the School Improvement Plan?

The targets should be achieved by the end of the summer term. The targets have been evaluated and reviewed every half term. Governor questions have been answered. There will always be pockets where things need to get better and are not fully embedded and completely consistent. The task design needs to be worked on. In September it is hoped to be able to have one School Improvement Plan.

Governing Monitoring of SIP

Q: There are questions on the SIP. Have Governors got any that they would like to add?

PE, English, Maths, EY have been monitored.

Science, music and RE monitoring are scheduled.

DT and Art need to be scheduled.

The next CLA meeting is in July. The subjects that will not have been monitored are Geography, History and MFL.

Going forward the HT would be keen for Governors to have a knowledge on subjects where the outcomes are less tangible.

Governors have received Subject Leader reports which include pupil conferencing.

Governors were requested that if a Governor is completing a Learning Walk to notify the Governing Body early so that they can attend if they would like to do so.

7. Finance

Infant and Junior

7.1 Approve annual budget plan and approve 3-year budget plan by 31 May (and return to LA)

7.2 Plan and Approve capital spend.

The Finance and Resource Committee met before the FGB meeting. The budget for both schools was reviewed.

Infant

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	2023-24	2024-25	2025-26
Total Income	1,012,944	1,009,829	1,000,609
	One million and twelve thousand nine hundred and forty four	One million nine thousand eight hundred and twenty nine	One million six hundred and nine
Total Expenditure	994,768	1,034,789	1,054,212
	Nine hundred and ninety four thousand seven hundred and sixty eight	One million thirty four thousand seven hundred and eighty nine	One million fifty four thousand two hundred and twelve
In year surplus (deficit)	18,176	(24,960)	(53,603)
	Eighteen thousand one hundred and seventy six	Twenty four thousand nine hundred and sixty	Fifty three thousand six hundred and three
Surplus/(deficit) brought forward	32,983	51,159	26,199
	Thirty two thousand nine hundred and eighty three	Fifty one thousand one hundred and fifty nine	Twenty six thousand one hundred and ninety nine
Cumulative surplus/(deficit) c/fwd	51,159	26,199	(27,404)
	Fifty one thousand one hundred and fifty nine	Twenty six thousand one hundred and ninety nine	Twenty seven thousand four hundred and four

Junior

	2023-24	2024-25	2025-26
Total Income	1,843,924	1,740,784	1,669,559
	One million eight hundred and forty three thousand nine hundred and twenty four	One million seven hundred and forty thousand seven hundred and eighty four	One million six hundred and sixty nine thousand five hundred and fifty nine
Total Expenditure	1,915,129	1,986,905	2,044,037
	One million nine hundred and fifteen thousand one hundred and twenty nine	One million nine hundred and eighty six thousand nine hundred and five	Two million and forty four thousand and thirty seven
In year surplus (deficit)	(71,206)	(246,122)	(374,478)
	Seventy one thousand two hundred and six	Two hundred and forty six thousand one hundred and twenty two	Three hundred and seventy four thousand four hundred and seventy eight
Surplus/(deficit) brought forward	166,480	95,274	(150,847)
	One hundred and sixty six thousand four hundred and eighty	Ninety five thousand two hundred and seventy four	One hundred and fifty thousand eight hundred and forty seven

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	Cumulative surplus/(deficit) c/fwd	95,274	(150,847)	(525,326)	
		Ninety five thousand two hundred and seventy four	One hundred and fifty thousand eight hundred and forty seven	Five hundred and twenty five thousand three hundred and twenty six	
<p>The Governors approved the budget.</p> <p>The Governing Body are aware of the future year deficit as shown on the plan and will take action to address it.</p>					
8.	<p>8.1 Review attendance data.</p> <p>The Junior school attendance is 95% and the Infant school attendance is 94.1%. The Primary average is 95%. The school aim for 97%. The majority has been illness.</p> <p>Attendance and persistent absence are monitored weekly. Children’s attendance is improving and the impact can be seen. A child becomes persistently absent if they are below 90%. The school continue to work with families to improve attendance. If there are any patterns they are followed up. Penalty Notices are issued if there is no improvement. Referrals are made to the Attendance Legal Panel. Agencies work together to undertake welfare and safety checks.</p> <p>The actions that the school are taking are having an impact on attendance. The school has responsive systems in place for children who are not in school. Attendance is celebrated in assembly.</p> <p>When patterns are identified the school intervene early. A lot of work is being taken on emotionally based school avoidance. A lot of pastoral work is undertaken early on which is important.</p> <p>AP4: AMD to review the persistent absence tracking and see the impact.</p> <p>Q: Are the school getting many holiday requests? Holiday requests have increased. No holidays are being authorised.</p> <p><i>HS left the meeting at 6 pm</i></p> <p>8.2 Monitor and evaluate behaviour.</p> <p>Behaviour has generally been very good.</p> <p>The Behaviour policy has been rewritten and is being trialed. Seclusion procedures were shared with the Governors. Internal seclusion gives a child an opportunity to reflect change.</p> <p>Q: Do the children have mobile phones on them during school? Mobile phones are locked away and are not allowed. Children are expected to hand them in.</p>				AMD

	<p>8.3 Review racist incidents data.</p> <p>There have been no racist incidents to report.</p>	
<p>9.</p>	<p>Feedback from Committee meetings</p> <ul style="list-style-type: none"> • F&R – Mon 15 May 2023 (Meeting held before FGB) <ul style="list-style-type: none"> ○ Discussed budget deficit and how it will be addressed ○ Sport and PE Premium ○ Lettings Rate increase ○ Health and Safety Visit – no major concerns ○ Staffing • Safeguarding – No meeting held since last FGB. <p>AP5: Safeguarding date to be rescheduled from 27 June 2023 to 26 June 2023.</p> <ul style="list-style-type: none"> • CLA – Mon 30 March 2023 Draft minutes attached 	<p>Clerk</p>
<p>10.</p>	<p>Governor Visits undertaken</p> <p>The PE monitoring visit report has been uploaded to GovernorHub. It was very positive to see the 2 schools working very well together.</p>	
<p>11.</p>	<p>Policies</p> <p>11.1 Consider a policy for virtual governance</p> <p>A policy needs to be in place even if there is only one virtual meeting held. The policy put forward is based on the model policy from the key and from research.</p> <p>Q: What do the Governors think? Should all FGB be face to face which is the common practice in Governing Bodies? Should there be virtual attendance on Committee meetings?</p> <ul style="list-style-type: none"> • If someone is unable to attend the meeting face to face it should be considered on a case by case basis. • It can be difficult for the Clerk to capture everything when there is a mixture of attendees face to face and some virtually. • There is a benefit for the person dialing in to listen to what is happening but it can be difficult to contribute effectively. • If the person has a specific item they wish to raise at least the opportunity is not missed. • Technology failure is a concern. If someone is attending virtually they should leave their camera on so that they can be seen. • If someone has a childcare issue attending virtually is a positive option. • Someone should be appointed to monitor the chat so that questions can be asked. • Should be allowing hybrid meetings. 	

	<ul style="list-style-type: none"> • Governors may come from different lifestyles and backgrounds. If their skills are required they need to be given the opportunity to attend meetings in a hybrid format. We don't want to lose the skills of Governors that want to be a Governor. • The Chair, Headteacher and Clerk should attend the meeting at the venue. • Notice should be given prior to the meeting if a Governor would like to attend virtually. • Meetings are scheduled in advance. <p>Face to face meetings is an opportunity for the Governing Board to get together. Meetings are more dynamic and interactive when face to face. Meetings are more reassuring and feedback can be obtained.</p> <p>It was agreed that Governors should attend meetings in person if they are able to but if they cannot they will be able to attend virtually.</p> <p>AP6: HT to issue reoccurring meeting link for virtual meetings to Clerk to upload to GovernorHub.</p> <p>AP7: Chair to revise draft virtual governance policy to reflect discussion.</p> <p>11.2 Review home school agreement The Home School Agreement wording were slightly different because of the age of the children.</p> <p>AP8: HT to review the Home School Agreement.</p> <p>11.3 Allegations policy <i>Q: Why is the policy required. It appears to overlap with other policies?</i></p> <p>AP9: Allegations policy – HT to review.</p> <p>11.4 Approve Terms of Reference for the Governors Discipline and Dismissal Committee Terms of Reference for the Governors Discipline and Dismissal Committee are statutory. It was highlighted that the Board can use the collaborative agreement should there not be sufficient Governors to be on the Panel.</p>	<p>HT</p> <p>Chair</p> <p>HT</p> <p>HT</p>
12.	<p>https://app.governorhub.com/s/hampshire/training</p> <p>12.1 Training Update</p> <p>Seven governors have attended further training this year following the WGBT session on 12 January 2023:</p> <p>AA – Chair’s Workshops – Leading Effective Virtual Governance, Chair’s Leadership, Essentials of Chairing</p> <p>AMD – Pupil Wellbeing in Primary Schools, Local Governor Forum</p> <p>CH – Making a Difference – SEND conference</p>	

<p>AI – Intro to Safeguarding</p> <p>DM – Understanding Finance, Holding Leaders to Account, Understanding the Governors’ Role in Monitoring & Evaluating SEND</p> <p>DN – Pupil Wellbeing In Primary Schools</p> <p>TOC – Clerks Support Meetings, GDPR, DSE, Corporate Acceptable Use, Fire Safety</p> <p>SW – WGBT Developing Outstanding Governance</p> <p>Please ensure you are accessing training on a regular basis, cost to the Federation is £1,660 (Governor Services split it 67% FJS and 33% FIS). It is important to ensure our financial integrity is sound, we should access services on offer.</p> <p>The DTG referred to the Governor Services Training and Development Plan Overview which is very helpful for Governors. All Governors were encouraged to undertake training. https://app.governorhub.com/document/62b2b8e9e3caccd271f707d3/view</p> <p>WGBT</p> <p>As a result of the recent LLPR report and through monitoring, it has been identified SEN provision as a focus, in addition to provision for Disadvantaged children. The DTG suggested that the FGB have ‘The Governors’ Role in Monitoring & Evaluating SEND’ as the WGBT for this year, ideally in the Autumn term. AP10: AMD to contact GS to book the WGBT. AMD to confirm dates with LH/AA.</p> <p>Skills Audit</p> <p>Only six received, thank you to those governors. All to be submitted in order for the DTG to complete the analysis and for discussion going forward to inform training needs, gaps, succession planning, future governor recruitment. AP11: Skills Audit - Governors, including staff governors, to send to AMD asap.</p> <p>Governor Training</p> <p>The annual conference takes place on Wednesday 4 October, 9.30AM, at Botley Park Hotel – focus is SEND and prominent keynote speaker BOOK NOW! Our 2023 conference is all about the pupils and we are delighted to announce that Marc Rowland will be our keynote speaker.</p> <p>Marc brings with him a wealth of experience working in the field of disadvantaged learning. He advises the Department for Education (DfE) and is the adviser for improving outcomes for disadvantaged learners for the Unity Schools Partnership. He also works with the Education Endowment Foundation’s National Research School on a range of programmes. He has written and contributed to several publications</p>	<p>AMD</p> <p>All</p>
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	<p>including the award-winning ‘An Updated Practical Guide to the Pupil Premium’ (2nd edition; 2015).</p> <p>You will have the opportunity to visit a selection of exhibition stands throughout the day and meet with a variety of Hampshire services.</p> <p>There will be plenty of time to network and share practice with governor colleagues throughout the presentations, during refreshment breaks and the two-course hot buffet lunch.</p> <p>E-learning available – The Governors’ Role in Evaluating SEND</p> <p>There is a wide range of easily accessible E-Learning packages available on the Governor Services website – please access and upload your training certificate to your governor records manually. DTG/Clerk can assist if necessary.</p> <p>Western Area Governor Forum</p> <p>Wed 24th May 7.00pm – any governors can attend, not just reps, useful overview of county/national issues. Good discussion groups and views are shared up to county level. Agenda is sent out a week before the event.</p> <p>Training Feedback Forms</p> <p>Available in GovernorHub or ask AMD. Pupil Wellbeing in Primary Schools has been circulated and discussed at CLA.</p> <p>Please complete a Training Feedback Form after you have completed any training.</p> <p>Any queries for training needs, please contact AMD for assistance.</p>	
13.	<p>Any Other Business</p> <p>The Parish Council Fete is on Saturday 9 September 2023 in the recreation ground in Whartons Lane from 12 – 4 pm. It would be lovely if Foxhills could be involved. The site would have been risk assessed and there will be an arena. A musical or sporting contribution would be lovely.</p>	
14.	<p>Self-evaluation of the meeting</p> <ul style="list-style-type: none"> • How have Governor actions discussed at this meeting benefited the children to become life-long learners? <ul style="list-style-type: none"> • Staff presentation – CARES – how the children are introduced and developed in each year group • Learning across the Federation, ensuring consistency • SENCo • Transition • Curriculum mapped year R to 6 – lifelong learning 	

	<ul style="list-style-type: none"> • Conversation – trips – cultural capital • How have the Governors supported and challenged the senior staff strategically during the meeting? <ul style="list-style-type: none"> • Approved budget • Focus on training • New staff structure 	
	The Chair thanked everyone for attending and for their valued contribution.	
	Meeting Dates Safeguarding Monday 26 June 2023 – 9 am CLA Wednesday 12 July – 2:30 pm FGB Thursday 13 July 2023 - 4:40 pm	
	The meeting closed at 6:55 pm.	

Action Points – FGB – 15 May 2023		
1.	Chair to sign Approved minutes 20 March 2023 on GovernorHub.	Chair
2.	Staff questionnaire – Governors to review questions on GovernorHub and send any additional questions to HT. On-going.	
3.	Inclusion Action Plan to be presented at the next FGB.	HT
4.	AMD to review the persistent absence tracking and see the impact.	AMD
5.	Safeguarding date to be rescheduled from 27 June 2023	Clerk
6.	HT to issue reoccurring meeting link for virtual meetings to Clerk to upload to GovernorHub.	HT
7.	Chair to revise draft virtual governance policy to reflect discussion.	Chair
8.	HT to review the Home School Agreement.	HT
9.	Allegations policy – HT to review.	HT
10.	AMD to contact GS to book the WGBT. AMD to confirm dates with LH/AA.	AMD
11.	Skills Audit - Governors, including staff governors, to send to AMD asap.	All

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Date: