



Full Governing Body Meeting

Thursday 30 April 2026 at 4:30 pm

Venue: Foxhills Junior School

Governors Present:	Lucy Howe, Headteacher Ann Arscott, LA Governor, Chair of Governors (AA) Chris Boalch, Parent Governor (CB) Lowri D'Sa Co-opted Governor (LD) <i>joined the meeting at 5.30 pm</i> Caroline Hubbard, Co-opted Governor (CH) Donna Neill, Co-opted Governor, (DN) Michael Paye, Parent Governor (MP) Glenda Thornley, Co-opted Governor (GT) Sian Winter, Co-opted Governor (SW)
Apologies received	Nikki Medley Staff Governor (NM) Paul Terris, Co-opted Governor (PT) Anne Marie Datlen, Co-opted Governor (AMD) Chris Willmott (CW)
In Attendance:	Heather James, Associate Member (HJ) Tracy O'Connor, LA Clerk (TOC)

1.	Welcome, Introductions and Apologies The Chair welcomed everyone to the meeting. The meeting was quorate. The Chair advised that Natasha Wootton has made a difficult decision and resigned from the Governing Board due to work commitments. Apologies were received prior to the meeting from Nikki Medley, Paul Terris, Anne Marie Datlen and Chris Willmott.
2.	Declaration of Business and Pecuniary Interests 2.1 To record any business, pecuniary or personal interest on the agenda items.

	There were no additional business or pecuniary interests to note. 2.2 Self-evaluation (All) All governors to identify and record the following during the meeting: How have Governor actions discussed at this meeting benefited the children to become life-long learners? • Provision of therapeutic classroom • Review of learning and children's wellbeing • Review of attendance and impact on learning • Focus on writing How have the Governors supported and challenged the senior staff strategically during the meeting? • Outcome of practice SATS • Screen and mobile phone usage • Budget allocation • Attendance
3.	Minutes of Last FGB Meeting – 12 March 2026 3.1 To agree and sign minutes of previous meeting. The minutes of the FGB on 12 March 2026 were an accurate record of the meetings and were agreed and approved by the FGB. AP1: Chair to sign Approved minutes 12 March 2026. Completed 3.2 Matters arising and action points

	Action Points – FGB 12 March 2026	
1.	Chair to sign approved minutes 22 January 2026 Completed	Chair
2.	English and Maths monitoring visit reports to be completed. Carried forward. The priority of the learning walk will be Ordinarily Available Provision (OAP) and monitoring how effectively it is being implemented. Update in meeting minutes	DN
3.	Governors (Caroline, Donna, Chris and Glenda) who are able to assist during SATS week should liaise with Heather. Meeting arranged.	CH, DN, CB
4.	End of Term of Office - 7 June 2026 – agenda item next meeting – Ann Arscott, Anne Marie Datlen, Donna Neill, Glenda Thornley, Sian Winter, Natasha Wooton HSfs updated	Clerk

4.	HT Report (verbal) 4.1 Year R and Year 3 pupil numbers for September 2026
----	---

Signed:

Date:



02/07/26

4.2 Review of year 6 practice SATs results

Attendance

Attendance is positive. Data was shared for each year group and cohort. Attendance is not lower than 94.4% for any cohort.

Attendance (boys)

Reception 96.7%

Year 1 94.4%

Year 2 97.1%

Year 3 96.3%

Year 4 94.6 %

Year 5 95.4%

Year 6 94.7%

Pupil Premium

The Headteacher provided attendance data for Pupil Premium pupils. When pupils with C2 codes are excluded, attendance rises to above 94%. This indicates that lower overall attendance rates are largely attributable to this subgroup. In many cases, these pupils are attending in an agreed way, such as through alternative provision or on reduced timetables, which accounts for their recorded attendance being below 94%.

SEN (boys)

Year 1 88.6% without C2 codes 97.5%

Year 4 88.5% without C2 codes 89.4%

Year 5 89% without C2 codes 95.1%

There are no concerns regarding attendance. The school has a clear understanding of the reasons behind lower attendance for specific pupils and recognise that some baseline expectation targets will not be met as a result. These cases are accounted for, as many of the pupils are attending in line with agreed arrangements, such as alternative provision or reduced timetables. When these pupils are excluded from the data, overall attendance exceeds the expected threshold, demonstrating that the school's general attendance performance is strong.

The Attendance Governor has planned a meeting to look at Attendance and the plans that have been put in place.

Q: Has attendance improved since plans have been put in place to help specific pupils?

Attendance has improved since targeted plans have been implemented. Most of the identified pupils are now attending the school setting daily, even if only for part of the day. The school has taken a flexible, needs-led approach, working to meet individual

Signed:

Date:



02/07/26

circumstances and support reintegration into regular attendance. Meetings are held with families re next steps and support is put in place.

LD joined the meeting at 5.30 pm

Smart Phone Survey

The parent survey received a very positive response, with 173 parents participating. Of these, 150 were in favour of the school becoming smartphone-free. Parents cited key concerns including the impact of smartphones on children's mental health, distraction from learning, bullying, and social pressures.

A smaller group of 23 parents were not in favour of banning smartphones. Their main concern was the need to maintain contact with their children, particularly those in Years 5 and 6 who walk home independently. Some parents also indicated that they were not in a position to purchase an additional, non-smartphone device.

Overall, the majority of parents expressed concerns about children's exposure to inappropriate content, cyberbullying, and their ability to bypass parental controls. A number of parents also raised concerns about children using smartphones before school.

Parents indicated that a whole-school approach to becoming smartphone-free would help to ease pressure on families and reduce inequality between pupils. There was a general view that consistent expectations across the school community would support both parents and children.

Hounsdown School will be moving to a smartphone-free approach from September. Following Governor approval, the Headteacher has confirmed that she will write to parents to communicate this change, outlining that the school will align with Government guidance by becoming smartphone-free from September.

It was also highlighted that some pupils use hearing aids which are controlled via a mobile phone. This is an important consideration, and the school should ensure that appropriate reasonable adjustments are made to support these individual needs.

Feedback from the parent survey indicated that some parents feel there is too much screen time. The Headteacher has explored this feedback further to better understand what this refers to.

At the Junior School, pupils use Chromebooks, and in Year 2, iPads are used to access Times Tables Rock Stars (TTRS). This platform is specifically designed to support pupils in preparing for the Year 4 Multiplication Tables Check, which is administered digitally. As a result, it is important that pupils are familiar with using devices, as this replicates

Signed:

Date:



02/07/26

test conditions and ensures they are confident when completing the statutory assessment.

Chromebooks are used within the Junior School to support and enhance learning rather than replace traditional methods. Pupils may use them to supplement texts accessed from the library or to undertake independent research. This approach ensures that children develop key digital literacy skills while continuing to engage with a range of high-quality reading materials.

Q: How are parents determining that children are spending too much time on screens?
This information is not known.

Some parents raised concerns about the use of ClassDojo, as it involves the use of on-screen avatars. The Headteacher explained that this approach was introduced following a request from a teacher to trial it within a Year 6 class. Prior to implementation, research was undertaken to ensure its effectiveness.

The platform proved to be highly engaging for pupils and supported the development of a consistent approach to recognising and rewarding behaviour and values across the Federation. It also strengthened communication with parents, offering real-time updates in a way that is comparable to systems such as Tapestry.

Following a successful trial, the use of ClassDojo has been viewed positively as an effective tool to support behaviour management and home–school communication.

ClassDojo is implemented consistently across all classrooms, providing familiar routines, predictability, and a sense of safety for pupils. This consistency supports smooth transitions between year groups and classrooms, particularly for those children who benefit from clear and structured systems.

While the platform has been positively received overall, the school has acknowledged that some pupils became particularly focused on developing their avatars. A small number of parents reported feeling under pressure to support this at home.

Some parents expressed concern about the use of ClassDojo in the context of the school moving towards a smartphone-free approach. A minority felt there was a contradiction in promoting reduced smartphone use while also using a digital platform for communication and rewards.

In addition, some parents reported difficulties accessing the system, including challenges with logging in. This meant they were not always able to view their child's rewards, which led to frustration.

Governors could see the value in the Federation having a consistent system but what is the system solving? Is it useful and meaningful?

The Headteacher said she will take the feedback on board. The Headteacher will speak with the children about the reward system and keep the position under review.

Pupil Numbers for September

A total of 49 children have been offered a Reception place for September.

Q: What about year 3?

A total of 65 children are expected to be in Year 3 in September. These pupils will be organised into two classes, with one class of 32 and the other of 33. All children will transition from Foxhills Infant School.

Q: How does it effect the budget in year R?

It is not positive as it is not full. Consideration has been given to staffing. Governors have seen the budget and reviewed the position.

4.2 Review of year 6 practice SATS results

Year 6 had done brilliantly in their practice SATs.

Q: What do you put the results down to?

This success can be attributed to highly focused PPRMs, which targeted individual pupils with specific, tailored plans. The use of streaming and targeted interventions has also played a key role in supporting pupil progress.

When compared to last year's national outcomes, the cohort has already achieved results slightly above the national average, which is a strong position to be in.

Historically, outcomes for disadvantaged pupils were a significant concern, with only 11% achieving the expected combined standard compared to 47% nationally. While this remains an area for development, there has been notable improvement, with current outcomes rising to 33.3%.

The main area of weakness continues to be writing. However, performance in reading and maths is now above national averages. To address the writing gap, pupils have been carefully identified for bespoke tuition and targeted support.

SEN pupils have achieved very positive outcomes. They are performing well at Age-Related Expectations (ARE), and outcomes at Greater Depth are above national averages, which is a significant strength.

Signed:

Date:



02/07/26

Q: Outcomes for disadvantaged pupils at Greater Depth were not as strong—why is this the case?

Targeted actions have been put in place to address this. Every assessment question was carefully analysed to identify gaps in learning. Data has been used effectively to pinpoint individual pupil needs, ensuring that support is precise and responsive.

Regular testing plays a crucial role in this process, as it provides detailed insights into pupil performance and helps to quickly identify areas requiring further development. This enables timely and targeted intervention to improve outcomes, particularly for disadvantaged pupils aiming for Greater Depth.

Q: How do you manage to balance this level of focus with the children's wellbeing?

Pupil wellbeing remains a key priority alongside academic success. Children have been supported through coaching and relaxation sessions, helping them to manage stress and build resilience.

The curriculum has remained broad and balanced, ensuring that pupils continue to access a full range of subjects. Afternoons are intentionally structured to be more relaxed, allowing children time to decompress while still engaging in meaningful learning experiences.

In terms of monitoring progress, structured meetings take place every six weeks with teachers to review detailed question-level analysis (question 11 analysis). Alongside this, individual pupil performance is continuously reviewed. Teachers analyse scores to identify specific pupils for targeted support, ensuring that interventions are both timely and personalised.

SATs preparation is approached in a way that positively contributes to pupils' wellbeing. Through regular exposure to test-style questions and conditions, children become familiar with the expectations and format of the assessments. This helps to reduce anxiety, as the experience feels routine rather than intimidating by the time they take the actual tests.

Pupils work through a series of questions under test conditions as part of their preparation, which builds both confidence and resilience. Becoming accustomed to this environment ensures that they are better equipped to manage the demands of the tests.

Overall, practising in this structured way enables children to feel more prepared, self-assured, and calm, supporting both their academic performance and emotional wellbeing.

Q: Did you see similar levels of improvement in lower year groups?

Signed:

Date:



02/07/26

	A similar approach has been introduced in other year groups, including the use of PPRMs to support targeted teaching and intervention. The use of detailed question-level analysis (question 11 analysis) has been particularly valuable for teachers. It enables them to identify whether gaps are specific to individual pupils, a wider cohort, or across the year group. This ensures that any areas of need are quickly recognised and addressed through precise, targeted support.
5.	Annual Budget 5.1 Infant School Budget Approval 5.2 Junior School Budget Approval Governors had received the budget reports in advance of the meeting to allow for thorough review and analysis. The budgets provided were detailed, comprehensive, and highly informative, supporting effective discussion and oversight. Points to note on 2026/27 budgets: • On 20 April we were notified of a new 'Inclusive Mainstream Fund' for schools from the DfE. This additional allocation will be paid for this and the next two financial years, for schools to deliver 'improved inclusion practice.' The DfE will provide additional information/guidance in due course. • Sports Funding has been confirmed to August 2026, nothing has been included in either budget for future years. • We are investigating utilising more services within Arbor (dinner ordering & payments, trip payments etc.). Having all these services within Arbor will mean we can cancel Schools Cash Office and hopefully make savings at both schools. • Accurate expenditure has been included where available, other expenditure yet to be confirmed has been included with the 3% inflationary increase set in the budget software. Infant School. Q: Noted trip income of £5,000 (five thousand), this has presumably been spent on visits? The £5,000 is the anticipated income from parents, to cover cost of trips for the 2026-27 financial year, based on last year's payments received. Q: Donations of £5,000 - who made these? The PTA paid for the fireworks which were £5,000. Q: Power surge Dec 2024, should this be Dec 2025? No. The power surge happened in December 2024.

	The Full Governing Board (FGB) formally approved the budgets for both schools. The current financial position shows a marked improvement, with the budgets presenting a more positive outlook moving forward.
6.	CLA Curriculum monitoring meetings have been scheduled. All Governors are welcome to attend. Maths 18 May 2026 9 am to 11 am English 2 June 2026 9 am to 11 am Ordinarily Available Provision – date has been arranged PE was presented to the Governors at the last FGB. It was identified that transport to events was likely to be an issue going forward. Q: PTA fundraising – is there a specific project that could be supported? It has been proposed that PTA fundraising could be directed towards the development of a therapeutic classroom. This would be a purposeful use of funds, addressing a clear and identified need within the school. The PTA has expressed a preference for supporting a project that is visible and meaningful to the children. A therapeutic classroom would meet this aim, as it would provide a recognisable space that pupils can directly benefit from. Supporting this initiative would also offer an opportunity to share and visualise the impact of fundraising with the school community. A therapeutic classroom is designed to create a calming, supportive environment that helps to regulate children's emotions and support their wellbeing. This aligns closely with the school's priorities. The school has also received government funding to promote high-quality, inclusive teaching, where the learning environment is recognised as a key factor alongside curriculum content and adaptation. Overall, it would be highly beneficial for the PTA to support this project, as it contributes both to pupil wellbeing and to the development of an inclusive, supportive learning environment.
7.	Parent Survey Governors had reviewed the outcomes. The recurrent themes are -

PE

Staff on the gate

Class sizes

School meals

Use of screens

Banning mobile phones

Staff on the gate

Governors said that in the response to parents it was important to explain why things may not be able to happen. If there is a limited/reduced Senior Leadership Team it can be difficult to always be available and meet parent expectations. The Headteacher is always available to be contacted and will always respond to parents if they raise a concern.

Communication

The school communicates with parents appropriately and in a timely manner, ensuring that information is shared when it is both relevant and legally permissible.

All communication is conducted in line with confidentiality requirements, and the school remains mindful of its duty to protect sensitive information.

PE

The school has reviewed its current PE provision and identified that the “Real PE” programme has been unpopular. As a screen-led approach, it has limited opportunities for active skill development and has reduced teacher confidence in delivering high-quality PE.

Currently, there is a combination of Real PE and games-based lessons. However, from September, the school will move fully towards a games-based model.

This revised approach will focus on the teaching of skills both indoors and outdoors, with pupils applying these skills through participation in competitive sports. This is intended to strengthen both pupil engagement and skill progression.

The use of ACE sports coaches will continue, as this provision has had a significant and positive impact on the quality of PE and pupil outcomes.

Use of Screens

The Infant School has reviewed the use of screen-based activities, including Danny Go sessions used for movement breaks. This approach has been identified as unpopular with parents.

	In Key Stage 2, screens are used to supplement teaching and learning, through programmes such as Spelling Shed and Times Table Rock Stars (TTRS). These tools are used to support the development of key skills in an engaging and structured way. Moving forward, it has been suggested that parents will be surveyed to gather their views on the use of technology. This will help the school to better understand parental perceptions and identify any areas where technology may be considered to be overused. The feedback will inform future decisions, ensuring that the use of technology remains balanced and purposeful. School meals Following the previous catering provider ceasing trading, the school has engaged an alternative provider. The new provider has demonstrated a willingness to be responsive and open to feedback. School leaders have already met with the provider to review and discuss potential improvements to the menu. In addition, pupils have been actively involved by providing their own feedback on the meals offered. This collaborative approach aims to ensure that the catering provision meets the needs and preferences of the school community while maintaining quality and satisfaction. Response to parents Governors requested that, in the response to parents, it should be clearly communicated that there were a small number of highly personal comments included within the survey. The Governing Body reviewed these comments and found them to be unsubstantiated. Governors emphasised that future surveys should not be used as a platform for personal criticism. Where a parent has a concern about an individual, it is expected that this is raised directly with the person concerned or, if appropriate, with the Chair of Governors, rather than being included anonymously within survey responses. AP2: Parent survey – Chair to reply to parents.
8.	Filtering and Monitoring AP3: HT to forward outcomes of the annual review meeting with Jack Miles from Oakford (IT management) to MP.
9.	Governor Matters Membership review – end of Term of Office 7 June 2026 Ann Arscott - renew

	Anne Marie Datlen - renew Donna Neill - renew Glenda Thornley - renew Sian Winter – to step down Natasha Wooton – to step down Succession Planning • Chairing the Governing Body Governors need to consider succession planning and Chairing the Governing Body role. Constitution In September there will be 2 x Co-opted Governor positions vacant.
10.	Governor Training Ordinarily Available Provision training – AD, CB and DN attended the training online. There was a lot of pre-reading which was very useful. Safeguarding training – AA, NW and NM attended the training online which was well presented.
11.	Policies and documents for review and ratification Administration of Medicines – Approved GT– Q: Storing medicines – some medicines need to be stored in a fridge? There are fridges available in the kitchen. GDPR policy – Approved - PT Q: Do we need to name the Data Controller on the policy? The policy is a Hampshire policy. Remote Learning Policy – AP4: Remote Learning Policy – agenda item next meeting Restrictive Physical Intervention – Approved - LD/MD Following new guidance from Hampshire/DfE policy renewed. LD named Governor to be added. Training will now be annually. Supporting Pupils with medical needs – Approved - CB
12.	Foxhills Junior School 60th Anniversary Governors noted that a millennium time capsule was buried in December 2000 and is located in the Junior School garden. In light of the school's upcoming 60th anniversary

	celebrations, governors agreed that it would be a lovely and meaningful idea to organise an “unburying” of the capsule as part of the commemorative activities. Contents of the Capsule It is understood that the following items were placed in the capsule: • School uniform • Letters written by pupils at the time • A letter from the then Headteacher, Michael Espezel CB confirmed that he would be willing to assist with arrangements for the unburying.						
13.	Any Other Business Whartons Park – the children visited the new playpark which was really lovely and the children were excited. Governors extended their sincere thanks to Sian as she prepares to step down from the Governing Board. Sian has been an integral member for many years; her dedication, commitment, and support have been invaluable to the school. Her contribution has made a lasting impact, and she will be very much missed by all.						
14.	Dates and items for future meetings <table><tr><td>Meeting</td><td>Date</td><td>Time</td></tr><tr><td>FGB</td><td>Thursday 2 July 2026</td><td>4.30 pm</td></tr></table> The Chair thanked everyone for attending and for their valued contribution. The meeting closed at 6.50 pm	Meeting	Date	Time	FGB	Thursday 2 July 2026	4.30 pm
Meeting	Date	Time					
FGB	Thursday 2 July 2026	4.30 pm					

	Action Points – FGB 30 April 2026	
1.	Chair to sign approved minutes 12 March 2026 Completed	Chair
2.	Parent survey – Chair to reply to parents.	Chair

Signed:
Date:



02/07/26

3.	HT to forward outcomes of the annual review meeting with Jack Miles from Oakford (IT management) to MP.	HT
4.	Remote Learning Policy – agenda item next meeting	HT

Roles and Responsibilities 2025/26	
Curriculum, Learning and Achievement	Donna Neill
Finance and Resources with two governors each taking responsibility for monitoring the school budgets	Natasha Wootton Sian Winter
Safeguarding Governor	Ann Arscott
Health and Safety – to be completed once a term	Michael Paye
Filtering and Monitoring	Michael Paye
SEND/Inclusion Governor/LAC	Caroline Hubbard
Development and Training Governor	Anne Marie Datlen
Termly letter to parents	Ann Arscott
Community Liaison – periodic article for Parish Magazine	Ann Arscott/Anne Marie Datlen
Staff Wellbeing Committee	Caroline Hubbard
Recruitment and Induction	Ann Arscott/Anne Marie Datlen
Website compliancy	Michael Paye
HTPM Panel	Donna Neill, Caroline Hubbard, Paul Terris
Pay Panel	Ann Arscott (Chair) Glenda Thornley, Natasha Wootton
Attendance	Nicky Medley

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	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
--	--

Signed:

Date:



02/07/26

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	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 <u>SWOT – Strengths, weaknesses, opportunities, threats</u> <u>TTRS – Times Table Rock Stars</u>
--	--

Signed:
Date:



02/07/26