



**Full Governing Body Meeting**

**Monday 27 November 2023 at 4:30 pm**

**Venue: Foxhills Junior School**

<b>Governors Present:</b>	Ann Arscott, LA Governor, Chair of Governors (AA) Lucy Howe, Headteacher Anne Marie Datlen, Co-opted Governor (AMD) Donna Neill, Co-opted Governor, (DN) Caroline Hubbard, Co-opted Governor (CH) Don Monk, Co-opted Governor (DM) Natasha Wooton, Co-opted Governor (NW) Stephanie Toyne, Parent Governor (ST) Helen Robinson, Co-opted Governor (HR) Claire Minnock, Co-opted Governor (CM) Sian Winter, LA Governor (SW)
<b>Apologies received:</b>	Lucy Dixon, Parent Governor (LD) Glenda Thornley, Co-opted Governor (GT) David Gill, Co-opted Governor (DG) Hayley Sired, Staff Governor (HS)
<b>In Attendance:</b>	Heather James, Associate Member (HJ) Sophie Foster (SF) Assistant Headteacher - <i>left the meeting at 5:55 pm</i> Tracy O'Connor, LA Clerk (TOC)

1.	<b>Welcome, Introductions and Apologies</b>  The Chair welcomed everyone to the meeting.  Apologies were received and accepted from Lucy Dixon, David Gill, Hayley Sired and Glenda Thornley.
2.	<b>Declaration of Business and Pecuniary Interests</b>  There were no declarations of business and pecuniary interests relevant to the agenda.

Signed:

Date:

<p><b>3.</b></p>	<p><b>Minutes of Last FGB Meeting – 28 September 2023</b></p> <p><b>3.1 To agree and sign minutes of previous meeting.</b> The minutes of the FGB on 28 September 2023 were an accurate record of the meeting and were agreed and approved by the FGB. <b>AP1: Chair to sign Approved minutes 28 September 2023 on GovernorHub.</b></p> <p><b>3.2 Matters arising and action points.</b></p> <table border="1" data-bbox="264 562 1461 1458"> <thead> <tr> <th colspan="3"><b>Action Points – FGB – 28 September 2023</b></th> </tr> </thead> <tbody> <tr> <td><b>1.</b></td> <td>Clerk to notify Governor Services of change to IoG. <b>Completed</b></td> <td>Clerk</td> </tr> <tr> <td><b>2.</b></td> <td>Chair to sign Approved minutes 13 July 2023 on GovernorHub. <b>Completed</b></td> <td>Chair</td> </tr> <tr> <td><b>3.</b></td> <td>Chair to contact SW to check if she is available for the HT PM committee <b>Completed</b></td> <td>Chair</td> </tr> <tr> <td><b>4.</b></td> <td>Chair and headteacher to liaise in writing to SEND Services re concerns over their response to an urgent situation <b>Completed</b></td> <td>Chair/HT</td> </tr> <tr> <td><b>5.</b></td> <td>Question to be carried forward to the CLA: Do we need a separate Complaints Policy for SEND?</td> <td>Clerk/DN</td> </tr> <tr> <td><b>6.</b></td> <td>SEND governors to provide report to CLA on October 31<sup>st</sup>.</td> <td>CB/ST</td> </tr> <tr> <td><b>7.</b></td> <td>CLA to undertake detailed consideration of the SIP on 31/10</td> <td>Clerk/DN</td> </tr> <tr> <td><b>8.</b></td> <td>CLA to schedule Learning Walks/Presentations to monitor the SIP.</td> <td>Clerk/DN</td> </tr> <tr> <td><b>9.</b></td> <td>Inclusion Action Plan to be considered by CLA on 31/10</td> <td>Clerk/DN/SEND Governors</td> </tr> <tr> <td><b>10.</b></td> <td>Home-School Agreement to be reviewed by CLA. <b>Approved</b></td> <td>Clerk/DN</td> </tr> <tr> <td><b>11.</b></td> <td>HT to issue reoccurring meeting link for virtual meetings to Clerk to upload to GovernorHub. (September 2023)</td> <td>HT</td> </tr> </tbody> </table>	<b>Action Points – FGB – 28 September 2023</b>			<b>1.</b>	Clerk to notify Governor Services of change to IoG. <b>Completed</b>	Clerk	<b>2.</b>	Chair to sign Approved minutes 13 July 2023 on GovernorHub. <b>Completed</b>	Chair	<b>3.</b>	Chair to contact SW to check if she is available for the HT PM committee <b>Completed</b>	Chair	<b>4.</b>	Chair and headteacher to liaise in writing to SEND Services re concerns over their response to an urgent situation <b>Completed</b>	Chair/HT	<b>5.</b>	Question to be carried forward to the CLA: Do we need a separate Complaints Policy for SEND?	Clerk/DN	<b>6.</b>	SEND governors to provide report to CLA on October 31 <sup>st</sup> .	CB/ST	<b>7.</b>	CLA to undertake detailed consideration of the SIP on 31/10	Clerk/DN	<b>8.</b>	CLA to schedule Learning Walks/Presentations to monitor the SIP.	Clerk/DN	<b>9.</b>	Inclusion Action Plan to be considered by CLA on 31/10	Clerk/DN/SEND Governors	<b>10.</b>	Home-School Agreement to be reviewed by CLA. <b>Approved</b>	Clerk/DN	<b>11.</b>	HT to issue reoccurring meeting link for virtual meetings to Clerk to upload to GovernorHub. (September 2023)	HT
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<p><b>4.</b></p>	<p><b>Headteacher’s report – circulated in advance of the meeting</b></p> <p>Q: Numbers on roll - Pupil numbers and gender splits seem to be significantly different from those provided in the HT report in Autumn 1. Have there been lots of changes to pupil numbers or is one of the reports incorrect? Please can you explain/clarify?</p> <p>Apologies for the contextual information an error had occurred.</p> <p>Numbers have remained the same. There is an extra child in years 3 and also in year 5.</p> <p>Year R, year 1 and year 2 are full.</p> <p>Year 3 73</p>																																				

Year 4 79  
Year 5 90  
Year 6 87

**Q: School development priorities. You mention “In light of the recent Ofsted inspection at the infant school, and monitoring of teaching and learning at the junior school, school development priorities have changed.” What were the specific focus areas from the Ofsted inspection that has driven this need for change?**

There were no development points or specific areas of focus from the Ofsted Inspection. Outcomes were shared with the Governors but they have to remain strictly confidential. The report is still awaited. On receipt it will be shared more widely.

The HT wanted to look at the mapping again in order to refine it. Following research it has been decided across both schools to become even more knowledge focused. The difference between substantive and disciplinary knowledge. Also the mapping needs to become more detailed so that teachers can be supported with subject knowledge.

Eventually there could be flexible deployment across the Federation. Flexible deployment is positive when trying to recruit. There would be the option to work across two key stages and would be good staff professional development. Teachers can be upskilled in subjects and the children will benefit from a high quality provision.

There were no issues identified with the sequencing of mapping. By refining it would become even better than it currently is.

**Q: Recursive curriculum – I understand how this helps embed learning, but I would appreciate a quick summary of what is meant by this so as governors we can identify where and how this is being delivered.**

When there is a recursive curriculum teachers have to identify the knowledge that children need to know. Teachers need to know how children are expected to know it. The mapping makes it very clear. When there is a recursive curriculum it is identifying when and how the substantive and disciplinary knowledge will be revisited.

The recursive curriculum revisits key information. This will strengthen a child’s understanding but also practicing and bringing that to the forefront of their mind. Children become confident in what they know because they practice it in different ways. Going forward every subject will be taught every week for an hour.

**Q: Given that the school has a lot of resources will some of those still be used for topics?**

Yes they will still be used. Good primary pedagogy is a thematic approach because it strengthens a child’s understanding. When you are a mathematician it is different to when you are a geographer or a scientist. If everything is grouped together children will not know the difference.

Subject leaders will have ownership of the subject – why this, why now. Staff are welcoming the change.

**Q: Personal Development – What “free clubs” are being considered and is there a financial and resource cost to the school in supporting these? Are they being considered for during the school day or after school? The links to Oaktree lodge looks a great initiative.**

The school are keen to develop wider personal development for children across the Federation. At the Junior school all teachers run clubs for free. This will be introduced at the Infant school to ensure it is equitable.

It will be important to capitalise on the teacher’s strengths but to also involve parents. In the New Year the HT will contact the parents asking for ideas and what clubs they think would benefit their child.

Links have been developed with Oaktree lodge. It is an opportunity for the children to get to know the residents. They will be able to read, talk and play games with them. When children work with older people it supports them with learning empathy and kindness. It can also support older people to be around young children particularly if they are lonely. The children have already made a Christmas card for each resident and made mince pies.

The children will also work more closely with the Pre-school which will be positive.

**Q: ELSA and Well-being support  
How many children in KS2 have need of this support?**

There are 22 children accessing ELSA and well-being support.

**Q: Referrals**

**Summaries are too small to read all of the descriptions. What time period do they relate to? Is it correct that 212 pupils are currently being monitored for concerns at FJS and 58 at FIS? Does this involve anything over and above the usual level of vigilance? Are there any concerning trends?**

Apologies were given that some of the summaries were too small to read. There are 212 pupils at the Junior school and 58 at the Infant school that are being monitored. This is the usual level of expectation. CPOMs recording has improved and is in one place. This enables a picture of a child to be developed and works effectively across the Federation.

There are no concerning trends but at the Junior school there are some issues with online gaming and the chatting. There is some unkindness on game chat.

**Q: How do you deal with that?**

Online safety training has been provided for staff. The curriculum focuses on the 4Cs and how the children are protected. Children are educated about online safety. Relationships should be respectful.

**Q: School Improvement Plan**

	<p>Are FJS staff on board with moving away from projects or have you met with much resistance? Does this mean a complete revision of work carried out on curriculum development last year or is it a continuation and building on what was already achieved?</p> <p>This was discussed previously in the minutes. Initially there was some resistance. Sometimes there is a fear of change. SF attends PPA with all staff to support them with planning. The Governors were shown books and the reasoning applied.</p> <p>Please see Confidential minutes</p>
5.	<p><b>Ofsted Inspection of FIS</b> Discussed in the minutes</p>
6.	<p><b>SENCO provision</b></p> <p>SF had previously provided a detailed report which has been uploaded to GovernorHub in Autumn 1.</p> <p>SF provided an update from the Autumn 1 report. Learning walks are completed at least weekly. There is already an Inclusion Action Plan in place, we know where we want to be long term, but equally things change and the schools needs change.</p> <p>At the Junior school they are working on assessment for learning and task design. Adaptations are made to ensure that all children are provided with enough support and challenge. At the Infant school Assessment for learning and task design is continued but there is a focus on presentation and high expectations particularly for children with SEND.</p> <p>SF is joining each year group in PPA at the Junior school to look at how cut away teaching works and what assessment for learning looks like. Initially there was a focus on maths. SF provided examples of how tasks have been adapted for children with SEN. It is too early to say what the impact will be but the children are enjoying maths more and are engaging positively.</p> <p>Phonics intervention data will be uploaded when the next data drop has been completed. There is evidence at both schools that the lowest 20% of readers are making very good progress.</p> <p>The link between home and school has been worked on. What teachers are writing in reading logs is helpful in supporting reading at home. This has had a good impact and is being monitored.</p> <p>HJ and SF have been leading the Pupil Premium and SEN progress. The Junior classes have now been completed. Governors had received access to anonymous examples so that they could see what the process was. Teachers are accountable to ensure that a child's progress is accelerated or they will achieve. It is clear that the teachers are able to see the difference between keep up and catch up. They are able to set personalised targets more clearly.</p> <p><a href="#">Q: What proportion of children fall into that category?</a></p>

	<p>In some classes there are no children who fall into the catch-up category. In other year groups there may be one or two. There are 4 children who are on pre-learning journeys at the Junior school currently. It is important teachers adapt the provision and to be proactive to meet the complexity of need.</p> <p>Task design has been key. It is important to ensure learning is embedded and is secure. More open ended tasks have been introduced to enable them to show their learning and reasoning.</p> <p><b>Q: Is that for children specifically with barriers to learning or is it for everyone?</b> It is for everyone. There can be many different learning styles in any class. Tasks are designed to support the children and to help everybody.</p> <p>The teachers are supported and staff meeting time is used to work together and to empower everybody.</p>
<p><b>7.</b></p>	<p><b>Budget</b> Discussed in the minutes</p>
<p><b>8.</b></p>	<p><b>School Improvement Plan 2023/24</b></p> <p>The Autumn term Action Plan has been reviewed. The priorities for the School Improvement Plan for the rest of the year will be to finish the mapping and to ensure that task design and Assessment for learning is being used across both schools. The impact is already being seen and will be fully in place by September.</p>
<p><b>9.</b></p>	<p><b>Attendance and Behaviour</b></p> <p>Whole school attendance 93.6% Junior school 97% Infant school 90.3%</p> <p>The Attendance figures were in the HT Report. There are no concerns re attendance.</p> <p>There are approximately 10% persistent absence which is below 90%. The school aim for 95%. The persistent absence is due to ill health and holidays. Holidays are not authorised unless there are exceptional circumstances. 14 Penalty notices have been issued since September.</p> <p>When attendance drops below 90% the parents are contacted to discuss concerns. Attendance patterns and causes are established. The school works closely with parents to support them and to reestablish routines and expectations. Referrals have been made to the Attendance Legal Panel when attendance is 60%. .</p> <p>There are no behaviour concerns to note. There are some developmental concerns at the Infant but nothing significant. At the Juniors there have been some unkind and inappropriate words. The school are working with families and will continue to monitor the position. As a long term concern it would need to be reported to Children Services.</p>

Signed:  
Date:

	<p>The firewall at the school is excellent and has been improved. Phones are taken from the children at the start of the day and kept safe until the end of the day. Filtering alerts are received if anything has cropped up under a category. 292 categories are denied.</p> <p><i>SF left the meeting at 5:55 pm</i></p>
<p><b>10.</b></p>	<p><b>Safeguarding and Child Protection</b></p> <p>All Governors confirmed they had read and understood Keeping Children Safe in Education for the new academic year.</p>
<p><b>11.</b></p>	<p><b>Feedback from Committee meetings</b></p> <ul style="list-style-type: none"> <li>• <b>F&amp;R – 27 November 2023</b></li> </ul> <p>The budget is reviewed mid-year and adjustments are made as necessary. The F&amp;R Committee have reviewed the budget and have Approved the proposed adjustments.</p> <p>The Infant and Junior school budgets have been revised based on reasonable projections which has improved the deficit which is projected in 2 to 3 years' time.</p> <p>Some scenarios have also been modelled which may or may not come to fruition. The Committee could see that they made a noticeable positive difference to the Infant school budget and a minor disadvantage to the Junior school budget.</p> <p><b>The FGB approved the budget.</b></p> <ul style="list-style-type: none"> <li>• <b>Safeguarding – 16 November 2023</b></li> </ul> <p>The Safeguarding Committee met. The new monitoring and filtering requirements in KCSiE were discussed. All monitoring has been completed this half term. Staff interviews were held. Reports have been uploaded to GovernorHub. Governors were encouraged to read the Safeguarding Minutes.</p> <ul style="list-style-type: none"> <li>• <b>CLA – 29 November 2023</b></li> </ul> <p>The Committee are meeting on Wednesday. Monitoring will be scheduled for the year to ensure the Committee are being proactive.</p> <ul style="list-style-type: none"> <li>• <b>HT Performance Management</b></li> </ul> <p>The HTPM Committee met to discuss the HT performance.</p> <ul style="list-style-type: none"> <li>• <b>Pay Committee 10 October 2023</b></li> </ul>

	The Pay Committee met and approved the recommendations.
12.	<p>Governor Training</p> <p><b>Whole Governing Board Training</b> – 18 January 2024 – 5:30 pm – Infant School - Improving Attainment in Vulnerable Groups</p> <p>Governor Induction Training – if there are any issues please contact the Development and Training Governor (AM)</p> <p><b>Training Undertaken</b></p> <p>All Governors confirmed they had completed their Prevent and KCSiE training.</p> <p>AMD – 17 October 2023 - Development and Training Governor (DTG) Meeting</p> <p>AA – 20 November 2023 - Chairs' Network Meetings</p> <p>GT – 30 October 2023 - Tackling Bullying in Schools - The Governors' Role</p> <p><b>Training Booked</b></p> <p>CH – 27 November 2023 - Governor Briefing - An introduction to Transforming SEND (Hampshire)</p> <p>Governors were encouraged to look at training courses available on the Hampshire Governor Services Training programme and the Training and Development Plan Overview.</p> <p><a href="https://app.governorhub.com/s/hampshire/training">https://app.governorhub.com/s/hampshire/training</a></p> <p><a href="https://app.governorhub.com/document/62b2b8e9e3caccd271f707d3/view">https://app.governorhub.com/document/62b2b8e9e3caccd271f707d3/view</a></p>
13.	<p><b>Instrument of Government and Constitution</b></p> <p><b>Instrument of Government</b></p> <p>As approved by the FGB the amended Instrument of Government has been received to show a reduction in Governors from 18 to 15.</p> <p><b>Constitution</b></p> <p>The FGB agreed and appointed Sophie Foster as an Associate Governor with no voting rights.</p>
14.	<p><b>Policies and Documents for review and ratification</b></p> <p><b>Federation Attendance Policy</b> - minor amendments completed – <b>Approved</b></p>



	<p><b>Complaints Policy</b> - minor amendments completed – <b>Approved</b></p> <p><b>Access to Campus</b> - minor amendments completed – <b>Approved</b></p> <p><b>Behaviour Principles</b> – minor amendments completed – <b>Approved</b></p> <p><b>AP2: Policies – Freedom of Information, Dignity at Work Policy and E-safety Policy to be reviewed at the next FGB.</b></p> <p><b>Freedom of Information</b></p> <p><b>Dignity at Work Policy</b>  Q: Should the first sentence read 'all employees of the Federation'? Does it include kitchen staff who are HCC staff? Why does it not include apprentices?  The HT has spoken about teachers, TAs, apprentices, students and third party staff for kitchen. The language has been updated.</p> <p><b>E-Safety policy</b>  Introducing the policy to pupils  e-Safety rules will be posted in all rooms where computers are used and discussed with pupils regularly.  Q: Will this be done in a way that is accessible to pupils in the Infant school who may not be able to read fluently yet?  Yes it is. It is displayed in the library. Every element of e-safety is represented by a character. The character has powers to keep safe online.</p>
15.	<p><b>Any Other Business</b></p> <p>There was no Any Other Business</p>
16.	<p><b>Dates and items for future meetings</b></p> <p>CLA Monday 22 January 2024 – 2:30 pm</p> <p>Safeguarding – Tuesday 6 February 2024 – 9 am</p> <p>Resources Monday 4 March 2024 – 8:30 am</p> <p>FGB Thursday 7 March 2024 - 4.30 pm</p>
17.	<p><b>Self-evaluation of the meeting</b></p> <ul style="list-style-type: none"> <li>• <b>How have Governor actions discussed at this meeting benefited the children to become life-long learners?</b> <ul style="list-style-type: none"> <li>➤ <b>Governors appraised of curriculum mapping initiatives in both schools</b></li> <li>➤ <b>All staff are 'on board' with this, to ensure both schools benefit</b></li> <li>➤ <b>Provision for SEND children discussed (more to follow after CLA)</b></li> <li>➤ <b>Staffing issues discussed</b></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>How have the Governors supported and challenged the senior staff strategically during the meeting?</b> <ul style="list-style-type: none"> <li>➤ Questions re Curriculum mapping, safeguarding issues, attendance</li> <li>➤ Questions re policy approvals</li> </ul> </li> </ul>
	The Chair thanked everyone for attending and for their valued contribution.
	The meeting closed at 6:25 pm.

<b>Action Points – FGB – 27 November 2023</b>		
1.	Chair to sign Approved minutes 28 September 2023 on GovernorHub.	Chair
2.	Policies – Freedom of Information, Dignity at Work Policy and E-safety Policy to be reviewed at the next FGB.	Clerk

### **Glossary of acronyms**

<p>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</p>	<p>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</p>
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