



Full Governing Body Meeting

Thursday 23 January 2025 at 4:30 pm

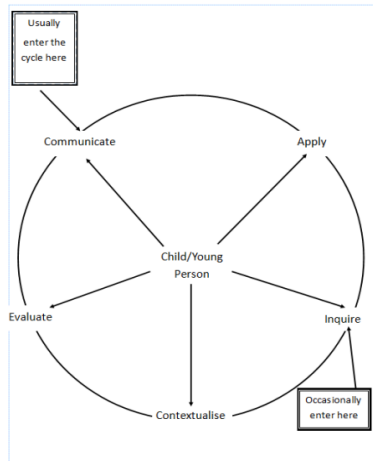
Venue: Foxhills Junior School

Governors Present:	Ann Arscott, LA Governor, Chair of Governors (AA) Lucy Howe, Headteacher Chris Boalch, Parent Governor (CB) Anne Marie Datlen, Co-opted Governor (AMD) Caroline Hubbard, Co-opted Governor (CH) Claire Minnock, Co-opted Governor (CM) Don Monk, Co-opted Governor (DM) Donna Neill, Co-opted Governor, (DN) Paul Terris, Co-opted Governor (PT) Glenda Thornley, Co-opted Governor (GT) Sian Winter, LA Governor (SW) – <i>joined the meeting at 5.50 pm</i> Natasha Wooton, Co-opted Governor (NW) – <i>left the meeting at 5.45 pm</i>
Apologies received:	Richard Boyes, Co-opted Governor (RB) Michael Paye, Parent Governor (MP)
In Attendance:	Heather James, Associate Member (HJ) Katie Kynaston (KK) Assistant Headteacher Beth Price – Year 3 teacher Isabel McGarry – Year R teacher Tracy O'Connor, LA Clerk (TOC)

Presentation – Religious Education Beth Price and Isabel McGarry

The RE syllabus is called Living Difference IV. The syllabus gets renewed every 5 years a renewal is expected at the end of the year.

In KS1 the requirements advised are 36 hours (1 hour a week) and in KS2 45 hours. All of the medium term plans are planned by Hampshire. Schools then plan lessons from their plans. It follows the cycle of enquiry.



The syllabus follows Golden Threads. There are 4 Golden Threads – Love, Special, Community and Belonging. Each concept follow one of the Golden Threads.

Traditions

- **Dharmic**
 - Relates to beliefs that originated in India or an Indian subcontinent.
 - Hinduism, Jainism, Buddhism and Sikhism.
- **Abrahamic**
 - Relates to faiths with 1 God. They believe in the prophet Abraham and believe religion came through him.
 - Judaism, Christianity, and Islam.
- **World view**
 - Persons or societies fundamental way of thinking of the world.
 - Can be beliefs, values, assumptions and influences (humanism)

Policy Changes

At the end of Primary education Foxhills want their children to feel culturally educated, to feel compassion, respect, to have moral understanding and celebrate others beliefs and traditions. Everybody is different and everyone should be treated the same.

SMSC development (social, moral, spiritual, cultural)

Hampshire's "Living Difference" religious education teaching plays a vital role in fostering pupils' spiritual, moral, social, and cultural development. The curriculum encourages children to explore diverse religious beliefs and practices, promoting empathy, understanding, and respect for different faiths and worldviews. Spiritually, pupils reflect on profound questions about existence, purpose, and ethics, which broadens their personal beliefs and values. Morally, the curriculum emphasises principles like justice, compassion, and integrity, helping children develop a strong moral compass. Socially, it promotes community and cooperation by encouraging discussions and activities that require collaboration and open-mindedness. Culturally, it exposes pupils to various traditions and customs, enhancing their appreciation for the rich tapestry of human experience and promoting a multicultural perspective. Overall,

the "Living Difference" framework equips pupils with the skills and knowledge to navigate and contribute positively to a diverse and interconnected world.

Characteristics

- The ability to ask questions and show curiosity about different beliefs.
- The ability to use my knowledge to discuss religious or moral questions.
- The ability to use religious language.
- The ability to respect the beliefs of others.
- The ability to explore what I believe.
- The ability to recognise there are no right or wrong answers

Actions

- Review with SLT the appropriateness of LPA (Learn, Practice, Apply) in RE.
- Get evaluation step (apply) correct in all year groups, to enable an understanding of children's independent knowledge.
- Review whether interspersed or blocked RE meets our intentions best. Review where RE fits within the timetable.
- Investigate the possibility of incorporating more autonomous, child-led learning units at end of each phase (2,4 and 6) to provide teachers with the opportunity to build on children's interests - Pondering time possibly based around a World View.
- Build local links with representatives from different world-views.
- Knowing our children and their religious background to utilise parents knowledge if appropriate.

Q: Do the school cover everybody's religion who attend the school?

Pondering time will be used to cover this. There are books available in the book corner which represent every child in the school.

Q: Interspersed or blocked RE – There is not a lot of time for the lessons. Are some of the lessons interweaved with other lessons?

The positive of having a day allocated to RE would be very beneficial and would be cross curricular. The only negative would be if a child was absent on that day.

Q: How do the RE leads disseminate to the rest of the staff?

Time will be booked and staff meetings held. When monitoring is undertaken a SWOT – (strength, weaknesses, opportunities and threats) will be completed. Actions and support that is needed is recorded. Staff development needs are then prioritised and planned.

The Governors thanked the RE leads for their very comprehensive and enthusiastic presentation.

The FGB Approved the RE policy.

AP1: RE Policy – PT to amend the structure of the policy.

1. **Welcome, Introductions and Apologies**

	<p>The Chair welcomed everyone to the meeting.</p> <p>Apologies were received and accepted from Richard Boyes and Michael Paye.</p>															
2.	<p>Declaration of Business and Pecuniary Interests</p> <p>There were no new declarations of business and pecuniary interests relevant to the agenda.</p>															
3.	<p>Minutes of Last FGB Meeting – 12 December 2024</p> <p>3.1 To agree and sign minutes of previous meeting. The minutes of the FGB on 12 December 2024 were an accurate record of the meetings and were agreed and approved by the FGB. AP1: Chair to sign Approved minutes 12 December 2024. Completed</p> <p>3.2 Matters arising and action points</p> <table border="1" data-bbox="204 857 1437 1267"> <thead> <tr> <th colspan="3">Action Points – FGB 12 December 2024</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Chair to sign approved minutes 17 October 2024 and 11 November 2024. Completed</td> <td>Chair</td> </tr> <tr> <td>2.</td> <td>Computing presentation – agenda item next FGB.</td> <td>Chair/ Clerk</td> </tr> <tr> <td>3.</td> <td>CM to publicise the timetable for Governor monitoring – 2 Governors required. Completed</td> <td>CM</td> </tr> <tr> <td>4.</td> <td>Promoting Positive Behaviour – agenda item next meeting.</td> <td>HT/ Clerk</td> </tr> </tbody> </table>	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. Completed	CM	4.	Promoting Positive Behaviour – agenda item next meeting.	HT/ Clerk
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4.	<p>Headteachers Verbal Report</p> <p>The Headteacher presented the verbal report based on the SWOT analysis (Strengths, Weaknesses, Opportunities, Threats).</p> <p>Strengths</p> <p>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.</p> <p>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).</p> <p>Use of show me boards across both schools- being used to support AfL, to increase pupil participation and active learning.</p>															

Data- all year groups already meeting the KS2 national average for combined. The PPRM (Performance Management) process holds teachers to account, enables QFT reflections and changes, facilitates discussions about provision, adaptation and variation. Leaders and teachers are enabled to reflect on pedagogy to maintain the attainment trajectory

Validated phonics and end of KS2 data shows that the attainment for PP pupils is above PP attainment nationally.

The use of AfL 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.

Feedback in books (fidelity to policy, helping children to progress, accurate and relevant).

Weaknesses

Identified sequencing of Design Technology curriculum not sure that it enables intentions to be fulfilled. A proposal for change will be submitted and shared with SLT. On approval it will be used to revise the mapping. It will be in place for September 2025.

Learn, Practice, Apply will be looked at to ensure that it is still fit for purpose and enables the full delivery of the curriculum intent.

Review of safety in Science – audits, processes and Risk Assessments. Roles and responsibilities to review effectiveness will be identified. The school are 100% compliant of all of their obligations. The Health and Safety Checklist is still relevant.

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 PD training for all staff about retrieval

Incorrect use of Teaching Assistants and learning time at the junior school: TAs are too passive, teachers are not guiding TAs during whole class inputs, some GDS children are not enabled to develop their reasoning skills through explicit teaching.

Leadership Action: Identify teachers not using AfL appropriately to ensure bespoke support (coaching/mentoring) can take place. Leaders to provide bespoke PDT 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.

The new Behaviour Policy has been shared with the staff. This is an opportunity to shift culture and to build relationships between staff and children.

Threats

Budget – both schools are entering a deficit budget by 2025/6 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

SEN/Pupil Premium

Monitoring has been completed at the Infants. SEN review meetings have been completed. The meetings have been very productive. Targets have been discussed ensuring that the targets are smart and the interventions are effective.

Ongoing support has been put in place where interventions are not working as they should be and areas identified across the whole school – dyslexic approaches in class, Thrive and emotional recognition. Claire has already been trained in Thrive. Some individual Thrive assessments have been completed for some children but it has not yet been disseminated to the whole school. Thrive would work well with the new Behaviour Policy.

Precision teaching is taking place and records are being kept. This will be revisited to ensure the teaching is consistent and taking place as it should be.

Techniques have been discussed with some classes to encourage children to be more independent. The ECT mentor will provide further support.

There is some work to chase up re Free School Meal children.

There is a Solent Therapy Pack that can be used to assess the children in Year R and Year 1. From the assessment referrals can be made to OT and Physio. This will be highlighted again to the teachers.

British Sign Language training is being undertaken. The training is being held after school and anyone can attend. Going forward it will be rolled out to all staff.

The restructure is the biggest threat. A meeting has been held with the ELSAs to discuss the way forward. There is currently a huge caseload. Going forward the best staff will need to be recruited. The requirement would be for people who can deal with behaviour and deal with different special needs.

Q: Is there anybody in both schools that requires 1:1 during the day for their own safety because of their behaviours?

This is a concern. When new cohorts are received it is not always known what the needs are in advance. The funding needs to be secured. This has been identified above.

See Confidential Minutes

Curriculum update

Coming to the end of the Subject Leadership cycle. Nearly all Subject Leaders have had time. This allows for subjects to be mapped as areas of strength and areas for development. Training provision has been put in place due to changes in staffing for some Subject Leaders. The mapping is really strong and powerful. Staff are supported to be really confident in adapting tasks effectively. Learn Practice Apply is working well.

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). 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 has made a lot of progress. A structured intervention programme for maths has been brought into which will enable the gaps to be closed. Times tables Rockstars has been widened to ensure that when the children move to the Junior school they are in a stronger place.

The links to the NCT are strong. There are significant opportunities to work on teacher subject knowledge which is working well.

There is now a consistent use of revisit task across the Juniors and in some cases it is now best practice.

Q: If TT Rockstars is being rolled out to the Infant School do all children have the opportunity to do it at home?

Teachers are being encouraged to use it as part of curriculum time as well. It will only be relevant for Year 2 children. iPads have been delivered and the children are very excited.

Q: Development of teachers and intervention programmes – are there resources on a wish list that would be welcomed or is it completed in-house?

It is all in-house due to budget savings. CPD is all in-house. Some of the CPD (NCT) is funded by the Government. Some small financial investments have been made – TT rockstars and maths intervention. The school is extremely well resourced in maths. The

	<p>school try to ensure that they are research led, up to date and current. Consistency across the Federation is key. Bespoke training packages are tailored to be relevant and meaningful.</p> <p>Professional learning time is used for core subject monitoring, behaviours. Learning time is based on the monitoring and evaluation so it is relevant. The Inset days are strategically placed in the year to deliver what is required.</p> <p>Q: Do teachers have the opportunity to request particular areas or is it on identified needs basis? Is it well received?</p> <p>Learning walks are completed and feedback is given. During Performance Management teachers identify areas that they would like support with. Barriers are identified. Supportive and practical sessions are planned. It is currently still in its infancy but it should be positively received. The teachers are embracing the curriculum, they understand it.</p> <p><i>NW left the meeting at 5.45 pm</i></p> <p>The Chair said that the curriculum statements on the website were excellent.</p> <p>Q: Was it signposted to parents that the curriculum statements are on the website?</p> <p>The Headteacher will advise parents that they are available.</p> <p>Q: The mapping has been uploaded to the website to assist parents. Some of the mapping was overwhelming as a non-academic teacher. The phonics video was really positive and parents could learn from them. Was the mapping published for the purposes of the teachers or for parents? It would be good to get parents involved to know what they can help with. Going forward the website will be made more child friendly – children being interviewed, examples of maths teaching and videos. The website is a good resource. This would encourage parents to get engaged and co-educate. How the curriculum is delivered is discussed at Meet the Teacher sessions. Curriculum development is an area that can be refined and improved.</p> <p><i>SW joined the meeting at 5.50 pm</i></p>
<p>5.</p>	<p>Safeguarding/Child protection</p> <p>5.1. Safeguarding Schedule update</p> <p>5.2. To recruit governors to assist in tasks</p> <p>Ann Arscott advised that the Safeguarding Schedule has been updated. All targets have been completed for the Autumn term.</p> <p>Spring term – CH, DN, GT and CB volunteered to assist with pupil interviews.</p> <p>Safeguarding site walk (checklist) – CB volunteered to complete the site walk.</p> <p>AP5: Prevent – AMD to re-issue the Prevent training update.</p>
<p>6.</p>	<p>SEND Provision</p>

	<p>Caroline Hubbard advised that the SEND report had been issued to the Governors. The meeting was very productive. All the children on the register are constantly reviewed. Do they need to be on the register – are we doing something additional to or different from?</p> <p>Alternative provision was discussed at length and the amount of time that was needed to deal with different agencies and chasing up. This will be an area that will be revisited and monitored. HJ highlighted that alternative provision would likely be a line of enquiry for Ofsted.</p>
<p>7.</p>	<p>Curriculum Monitoring</p> <p>Report from CLA Lead Governor – Claire Minnock</p> <p>Learning walks have been scheduled. The reports will be circulated when approved.</p> <p>English – no visit made – transition period Maths – learning walk completed. Geography, History and Science – meetings held with Subject Leaders. SWOT analysis provided. Mapping was positive. Book reviews were good.</p> <p>Met with Pupil Voice. The report is on HSfS.</p> <p>There was a lot of enrichment opportunities and very positive ideas.</p> <p>Southampton Art Gallery visited year 5. The visit was very well received.</p> <p>AP6: EYFS – GT to organise a visit.</p>
<p>8.</p>	<p>Promoting Positive Behaviour</p> <p>Presentation and draft policy for approval</p> <p>The previous policy was too sanction heavy. If a child is unable to do something because they do not have the right skills they should not be sanctioned. The expectations have been re-written. The policy is about educating the staff about understanding emotional development and consistency. Staff have been trialing systems and the feedback received from staff and children has been very positive.</p> <p>There was not a behaviour problem at Foxhills before it is a culture shift. Some children were not able to independently manage conflict. They did not have the skills to do so. Some children were being exploited by others they were doing something they knew they should not.</p> <p>Q: What is expected of the children at Foxhills about behaviour? It would be expected that the children know the rules. It would be expected that they could tell you what adults do in the classroom if something is wrong – praise publicly, remind privately. There would not be shaming. The teacher would be in control.</p> <p>The revised policy and slides will be presented in assembly to the children.</p>

	<p>The FGB approved the Promoting Positive Behaviour Policy.</p>
9.	<p>Governor Training</p> <p>Whole Governing Board Training</p> <p>Governors were reminded that they do need to identify a focus for the next WGBT. 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> <p>https://hampshireservicesforschools.hants.gov.uk/P34171</p> <p>Prevent Training – Governors to ensure that they complete the required Prevent training.</p> <p>https://www.support-people-susceptible-to-radicalisation.service.gov.uk/portal</p> <p>Additional information - https://secure2.sla-online.co.uk/v3/Resources/Page/33241</p>
10.	<p>Policies and documents for review and ratification</p> <p>RE Policy – Approved by the FGB</p> <p>Promoting Positive Behaviour Policy – Approved by the FGB</p> <p>PT to refine the structure of the policies.</p>
11.	<p>Any Other Business</p> <p>11.1 Agree decision regarding Advice, Support and Training subscription 2025/26 to Governor Services – Deadline to notify if no longer wish to subscribe 14 February 2025 - FGB Approved</p> <p>11.2 Agree decision about LA clerking service and agree contracted hours by 14 February 2025 – FGB Approved</p> <p>6 x Admin 7 x FGB = 70 hours Total hours = 76 hours</p> <p>AP7: LA Clerking Service – Clerk to send form. Completed</p> <p>Governing Board Self – Evaluation</p>

Governors should complete self-evaluation every year. There is a standard format. Responses will be anonymous. It is important that Governors complete the form honestly.

AP8: GB Self- evaluation Governors to complete by 31 March.

<https://forms.office.com/Pages/ResponsePage.aspx?id=-XhTSvQpPk2-iWadA62p2IDz70uCYdIKv0uyagAAbYxUM1A5OEREUE5JU0FJWFRXTEdNNkdKNEJKRS4u>

<https://mail.google.com/mail/u/0?ui=2&ik=0798d0097f&attid=0.1&permmsgid=msg-f:1822118711456769485&th=1949775066f925cd&view=att&zw&disp=safe>

Restructure meeting – Thursday 27 February 2025 – 4.30 pm

Governors were reminded that the meeting should remain completely confidential. A Governor who has a pecuniary interest in the outcome may not attend (including staff). Only Governors who attend the meeting will receive the minutes.

AP9: Restructure meeting – Governors to advise the Chair asap if they are unable to attend as the meeting must be quorate (8 Governors).

SFVS

AP10: Don Monk and Sian Winter to complete the SFVS.

Hampshire Services for Schools

There are some new papers that Governors should be aware of –

H&S Governance in Schools – issued 9 December 2024

Internal Audit findings for Schools – 20 January 2025

Governor Involvement

Governors were encouraged to think how they could be more involved. Ideas to the Chair.

- Governors attend theme days
- Governors to attend assemblies

12. Dates and items for future meetings

Meeting	Date	Time
Extraordinary FGB	27 February 2025	4.30 pm
FGB	11 March 2025	4.30 pm
FGB	15 May 2025	4.30 pm
FGB	17 July 2025	4.30 pm

13. Self-evaluation of the meeting

Signed:

Date:

	<p>How have Governor actions discussed at this meeting benefited the children to become life-long learners?</p> <ul style="list-style-type: none"> ➤ Governors participated in a Maths Learning Walk, and met with the subject leaders for History, Geography and Science. Opportunities to ask questions concerning the recent curriculum mapping, and its impact on learning. ➤ Presentation on RE in Foxhills by the RE subjects leaders in each school. Governors supported the RE curriculum and approved the RE policy. ➤ Promoting Positive Behaviour. Governors considered and approved the new policy which embodies recent research to provide a framework for expected behaviour and conduct, thus supporting an environment which encourages learning. <p>How have the Governors supported and challenged the senior staff strategically during the meeting?</p> <ul style="list-style-type: none"> ➤ Discussion on RE and Positive behaviour policies ➤ Discussion re alternative provision - to be followed up ➤ Questions re SEND provision
	<p>The Chair thanked everyone for attending and for their valued contribution.</p>
	<p>The meeting closed at 6.35 pm.</p>

Action Points – FGB 23 January 2025		
1.	RE Policy – PT to amend the structure of the policy.	PT
2.	Promoting Positive Behaviour Policy – PT to amend the structure of the policy.	PT
3.	Chair to sign approved minutes 12 December 2024. Completed	Chair
4.	Computing presentation – agenda item 11 March FGB.	Clerk
5.	Prevent – AMD to re-issue the Prevent training update.	AMD
6.	EYFS – GT to organise a visit.	GT
7.	LA – Clerking Service – Clerk to send form. Completed	Clerk
8.	GB Self- evaluation Governors to complete by 31 March.	All
9.	Restructure meeting – Governors to advise the Chair asap if they are unable to attend as the meeting must be quorate (8 Governors).	All
10.	DM and SW to complete the SFVS.	DM/SW

Signed:
Date:

Lead governors

Safeguarding Curriculum Finance	Ann Arscott Claire Minnock, Natasha Wooton Don Monk Sian Winter
Development and Training Pay Committee chair Headteacher Performance Management Committee chair	Anne Marie Datlen Ann Arscott Don Monk

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 <u>SWOT – Strengths, weaknesses, opportunities, threats</u> <u>TTRS – Times Table Rock Stars</u>
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Signed: AMK
Date: 11 03 25