



Full Governing Body Meeting

Tuesday 11 March 2025 at 4:30 pm

Venue: Foxhills Infant School

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

1.	Welcome, Introductions and Apologies The Chair welcomed everyone to the meeting. Apologies were received and accepted from Lucy Howe, Richard Boyes, Claire Minnock, Donna Neil, Anne Marie Datlen, Michael Paye and Sian Winter.
2.	Declaration of Business and Pecuniary Interests There were no new declarations of business and pecuniary interests relevant to the agenda.
3.	Minutes of Last FGB Meeting – 23 January 2025 and Confidential minutes 27 February 2025 3.1 To agree and sign minutes of previous meeting.

Signed:
Date:

The minutes of the FGB on 23 January 2025 and 27 February 2025 were an accurate record of the meetings and were agreed and approved by the FGB.

AP1: Chair to sign Approved minutes 23 January 2025 and 27 February 2025. Completed

Following guidance from EPS and Gordon Duff they have advised that all staff should receive a copy of the Confidential minutes. The minutes should be anonymised. Governors confirmed they were happy for staff to receive the minutes.

A Governor is required for the ELSA interview and for the Skills Audit. Caroline and Paul will work together on the Skills Audit.

3.2 Matters arising and action points

Action Points – FGB 23 January 2025		
1.	RE Policy – PT to amend the structure of the policy. Completed Available on website.	PT
2.	Promoting Positive Behaviour Policy – PT to amend the structure of the policy. Completed	PT
3.	Chair to sign approved minutes 12 December 2024. Completed	Chair
4.	Computing presentation – agenda item 11 March FGB. Postponed until Summer 1	Clerk
5.	Prevent – AMD to re-issue the Prevent training update. Contained in minutes.	AMD
6.	EYFS – GT to organise a visit. Very positive visit. The behaviour of the children was excellent. All the children were engaged in their learning. Completed.	GT
7.	LA – Clerking Service – Clerk to send form. Completed	Clerk
8.	GB Self- evaluation Governors to complete by 31 March. A reminder was given to the Governors to complete the self-explanation.	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. Completed	DM/SW

4. Headteachers Written Report

The written report was based on the SWOT analysis (Strengths, Weaknesses, Opportunities, Threats).

Questions from Governors

SEND/ELSA

Q: P3. 'Emerging Send child' - are they receiving appropriate support?

The school are accessing the services of the educational psychologist and Primary Behaviour Support to provide bespoke support. In line with the new Behaviour Policy a meeting has been held with everyone who is involved with the child, including parents, to discuss strengths, weaknesses and what is being done. This will provide evidence going forward and will be reviewed every term.

The Behaviour Policy has been shared with all staff. All pupils are responding well to stop signals and lining up at the end of playtime and lunchtime, and subsequent transitions are quieter and calmer. All adults are committed to implementing restorative approaches and have asked for training to further support them in so doing. The services of the behaviour support team are being accessed so bespoke professional development can be provided.

Lunchtime clubs have been set up as it was identified that unstructured times of day, especially when there is a decrease in routine and adult supervision, is a trigger. The lunch club promotes calm and provides opportunities for de-escalation and it is hopeful the provision will also provide opportunities for re-setting and relaxing.

Q: Presumably if a child is emerging SEND the EHCP will not go through until the Juniors?

The school follow 3 cycles. Reviews will be done in the summer and autumn term along with meetings with the parents. The EHCP will then be ready for submission. However it is not known if the EHCP will meet the special criteria.

Q: ELSA - Note 8 children on the waiting list, how long will they have to wait?

The majority of children will complete a 6 week programme. Some children will stay on the programme for longer. The programme is always reviewed and triaged.

At the end of the block, the impact is assessed and joint decisions are made to cease ELSA (if intervention has met goals) or continue if there is still a need. In some cases, it is appropriate to discuss this with the child to gather their views. If another block is required, then new targets are set. Between blocks they do try to have a break but this is not always the case. For children with longer term emotional needs, such as mental health, they are seen for longer periods of time.

If 'emergency' cases arise i.e. a bereavement, or a sudden incident that has impacted the child significantly, then they do try and accommodate this.

Q: Do all 6 weeks of the course have to be completed or can they come off of it if their goals have been met?

Targets are set. A child could finish the course if their targets have been met and following review if they need to carry on or not. There is no definite for how long they stay on the programme.

Q: Comment not sure what ' the second ELSA intervention may not proceed the first' means?

If it is deemed necessary that a child requires additional ELSA sessions, these may not be consecutive because of case load or waiting lists. This means there may be a break between ELSA courses for children (if this is not detrimental).

Q: Is access to behaviour support team free or is there cost to the school for this?

There is an SLA (service level agreement) that is paid for and this entitles a package of support (hours, consultations, discussions).

Q: With ELSA provision decreasing after the restructure, I am concerned about the extra pressure on class teachers and TAs to manage those that would likely have been on ELSA caseload?

Understandable. This will be kept under review. Time to talk is always in place and teachers/TAs are best place to chat to children as they know them and have built good relationships with their pupils. Children who need ELSA will still receive it as it is a specialist provision and not all staff are trained to deliver this intervention. Waiting lists may be impacted which is why this will need to be monitored closely. In the new structure they are dropping from 32 hours to 26 and they will need to see if this is sufficient based on need from September 2025.

Safeguarding

Q: Parental concern – was this only a comms issue, or did it relate to school’s response?

Due to social media and WhatsApp speculation, parents were concerned that the child was in school. Some parents also sought confirmation that the child had been “expelled”. The case then, as it is now, is that details of the child and their arrangements are confidential. The school’s response was in-line with policy. Communication was shared with parents as soon as possible once the draft had been cleared by legal and communication policy procedures. This process meant that there were restrictions and limitations to the level of detail that could be shared, which was averse to the expectations of the parents.

Q: Has the parental concern calmed down?

Yes it has.

Q: CPOMS review - Home issues/parenting/comms with parents are the most frequently reported. Please could you elaborate on this? E.g. type of issue/incident?

Policies stipulate that confidentiality must be upheld when sharing information that could potentially identify individuals. In summary, common issues include: managing older siblings who experience anxiety and school based emotional avoidance, domestic issues, parental separation and divorce, parents dealing with children who need child and adolescent mental health support (CAMHS).

There is a range across the whole school.

Q: Cause for concern/bullying/friendship issues. Are these individual children, or repeated incidents with a small group?

Individuals, repeated incidents, that relate to other individuals. No evidence of bullying but some evidence of children not getting on and being unable to resolve conflicts and overcome feelings towards each other (that has happened on more than one occasions). This has reduced significantly with the introduction of the well-being room as children have less time to be together unsupervised and more support to manage unstructured times of the day. These concerns are not apparent in lessons.

When the pupil conferencing was held the children said that they liked the well-being room. Some staff have attended training on enhancing playtimes which has been excellent.

Q: Has it become more of an issue in recent years?

Following covid it appeared to heighten. It depends on different cohorts that may not get on as well. It can be a balance of personalities in a particular year group.

Q: Are the children ever moved around?

The Infant children that would be moving to the Juniors have been introduced and have met the Junior children. Some children play across the year groups. Some year groups work well together and others may be shuffled. Some parents can have strong opinions who their child can play with which can be challenging.

Social media has had a significant impact and access to social media. Things can escalate overnight.

Q: In the safeguarding section the CPOMS referrals data doesn't really help with context of change over time. I feel it may be useful to have a comparison with last year or last two years to highlight patterns/changes and flush out systemic issues and ensure we're aware of them and how the school deals with them.

Trend data is monitored regularly to enable DSLs to spot patterns, escalations or changes. This information is used to develop the PSHE curriculum (teaching children about consent and control, for example) and to guide staff professionally in their safeguarding understanding and knowledge. This makes sure they are reactive and responsive to the needs of our community.

Referrals are mainly received related to physical abuse and these are managed depending on thresholds guidance. Mainly, referrals are managed in two ways: in house, where the DSL feels it does not meet thresholds for referring, usually universal or level 1 need, and these types of referrals involve conversations with parents, sign posting, support and monitoring. The second type are referrals that meet the need for early help- child in need or child protection. These referrals are shared with the LA and the LA then make a decision to take the case forward (MASH- multiagency safeguarding hub).

The referral data, in its current format, is shared with governors to demonstrate the number of referrals made by school staff, to prove and confirm that all staff understand and can fulfil KCSIE requirements.

The categories are customised and relate to abuse, neglect and exploitation. These categories reflect responsibilities and due diligence (set out in KCSIE) and reflect how safeguarding is categorised and managed by the authorities (these are the categories used by children's services and the police when considering safeguarding).

Patterns or changes usually relate to individuals or families rather than referrals. As a result, individuals are closely monitored and each individual referral is categorised to monitor changes or escalation, to enable DSLs to take appropriate action.

The school has only had CPOMs for a couple of years and looking forward the data will be available to identify patterns or changes. There is CPOMs training that would show what data is available and what it can produce. This training would be interesting.

AP3: HJ/KK investigate the data that can be pulled from CPOMs and how the data can be used to build a picture.

Q: CPOMS data - does the school have a focus on (for example) the top three areas of referrals (I'm assuming they do this by default but would be good to know)

The focus is on need: universal, early help, section 17- children in need, section 47- child protection. Any referral that meets section 47 thresholds (child protection) would be actioned immediately. Section 47 relates to a concern that is emotional, physical or sexual (abuse or neglect). Section 17, child in need, would be next escalation and these referrals indicate possible risk of harm or on-going concerns that indicate that parents/carers may not meeting their child's developmental, emotional or physical needs.

Early help referrals are below these two thresholds and may be suggested by staff when concerns indicate that a family may need signposting: parenting, housing or financial support (not exhaustive). Apart from section 47, all engagement is voluntary and relies of parental willingness. It is for this reason that referrals are made with consent, unless advising a parent would increase risk of harm to a child and then they are not. It is only the DSL (HT) that can make this decision.

Q: It suggests that you are looking at it child by child, case by case. Is there more of a systemic area maybe linking it to looking at the patterns and data to see if there is something that should be changed or linking it back to the new Foxy rules and the Behaviour policy. You would hope to see an improvement over time in certain general areas. The HT referred to in her report already the transitional points are good because everyone is lining up and they are quiet. It is important to look at it from all angles if the rich data is available.

An in-depth review of the data should help to get a bigger picture overall. The HT has used CPOMs to look at who has been making the referrals and analysing the trends of the types of referrals. Are they getting more behaviour in certain cohorts or more parenting issues,

emotional. Who has not been making referrals and why is that? Is further training needed. Most staff are very good at making referrals and identifying trends.

It was suggested that the Governors are linked to the Hampshire Safeguarding Threshold chart for a further understanding (Link below). The document is to support practitioners working with children in all agencies and organisations across Hampshire to access the right help for children, young people and their families at the right time.

https://www.hampshirescp.org.uk/wp-content/uploads/2023/10/2025-02-UPDATE-Feb-2025-v3-HIOW-Thresholds-Chart-FOR-PUBLICATION_compressed.pdf

A useful tool that Governors would find helpful is the Hampshire Safeguarding Children's Partnership. They have a wealth of information about what areas to look for with Safeguarding and what happens.

<https://www.hampshirescp.org.uk/>

The Chair referred the Governors to the Safeguarding Audit that is completed in September. (FGB (26 Sept 2024) documents folder).

Q: CPOMS data - is there a reason why the infant and junior data sets are in a different format and with different categorisations and would it be helpful if they were aligned?

There is no reason, how the reports were generated. They were changed but it could be that the system has defaulted back. These will be aligned next time.

Q: CPOMS data - junior referrals - I wasn't entirely sure what the relationship is between 'currently monitored' and 'incidents a/y' columns and why it's reported like that?

Incidents A/Y relate to how many incidents in this category this academic year. Currently monitored means how many children have been recorded in this category since September 2024 (but are not being monitored).

Q: Knife crime education - are there plans to continue knife carrying education in upper school as whilst I'm sure this is an isolated incident, knife crime is an epidemic in this country so please consider continued opportunity to educate on the risks, thanks.

The school must follow the National Curriculum. Knife crime does not feature as part of the upper KS2 curriculum but personal safety does, so it could be contextulised. Some parents specifically asked us not to talk to their children about this so we must ensure a balance. We have been offered support from the police, who will provide some workshops for children and we may utilise this offer, ensuring it is appropriate for the age of the children we educate. We will offer parents the chance to withdraw, should they choose. We will also look into supporting parents as this is a conversation for them to be having with their children as and when they deem necessary.

Attendance

Q: Persistent absenteeism. PP and SEN boys in Year 3 have the highest rate. Is this related to transition?

No, it relates to an individual who attends school on reduced hours.

Q: Persistent absence - really positive figure for juniors, well done to all. Infants seemed to increase slightly - any concerns as statement says numbers are down?

This was an error. They have been put in the wrong boxes. The infant data is better, not juniors. This should read:

School and PA percentages	2023- 2024	2024- 2025 (so far)
Juniors	18 pupils- 5.53%	16 pupils- 5.31%
Infants	17 pupil- 9.44%	7 children- 3.89%
DFE persistent absence rate 2024-25	18.6%	

It does indicate that interventions are having an improvement.

Q: Absence in SEN boys year 3 seemed higher than in any year - any concerns?

No. It relates to a child who is SEN and PP and has reduced hours provision.

Q: Attendance - I wasn't sure if the first table was with or without holiday/code C2, and what exactly is code C2?

With C2. C2 is the code used for recording pupils who attend school reduced hours or alternative provision.

Q: What safeguards are in place to protect staff collecting children from home in cases of parental/sibling illness? On these (presumably rare) occasions, would children be collected using the minibus? How many members of staff are able to drive the minibus?

There are enough staff who are trained to drive, not sure of exact figures, but there are also staff who have business insurance and can use personal vehicles to transport in emergencies. Staff have to travel in pairs and usually accompanied by SLT. These are rare occasions.

Q: Have there been many occasions when you have had to collect a child from home?

Not for a very long time. In the past it has been done for specific children. Some parents have been offered.

PUPIL WELFARE

Q: Who runs/oversees the lunchtime club? Is it lunchtime staff or teaching staff? Do any other pupils attend this? And is this by choice or through invite (i.e. only open to those who struggle at playtime)

Nurture staff run the sessions at the infants, TAs at the juniors. It is by invitation at both schools and at the juniors, pupils can choose to attend on an ad hoc basis.

There are 3 TAs who run the club over the week. 2 TAs each day. The club is working well. Non structure time can be challenging for some children.

Q: Are the other children aware of the club?

The children are brought in before the other children are aware.

Q: Any plans for parental workshop support to help with behaviour as seems a common theme?

Yes, we are considering how to support parents. We have resources on the website and often signpost based on specific need. General workshops are attended by the same parents, often the ones who do not need it so it is more concerned with bespoke and targeted support.

STAFFING/CURRICULUM

Q: Is the TA absence having an impact in the infant school year 1, particularly the phonics plans?

Not anymore as we have moved the HLTA into the class and are providing phonic boosters. Now considering how PPA is managed at the infant school.

Q: Subject leads; I was told Mr Tustin had taken over languages? Is this not the case and he remains on music?

He supports with singing but has been moved to languages. The HT will ensure this is updated.

Q: I note that Lynsey Bromley has responsibility for 2 key subjects (albeit as part of a wider team for maths). She is the only one with dual responsibility, is this correct?

Lynsey Bromley has not taken on the maths yet. This will happen on her return from maternity leave. This is forward planning. Lynsey is excited about it. At the moment her priority is PSHE and transitioning the PSHE so that when she goes on maternity leave it can be ready to hand over.

This reflects her TLR and UPS status. Natalie Hogbourne, who is also a middle leader and has the same status, has the same: writing and PE. Natalie does get additional release time. Natalie has a full day for English and additional Subject Leadership time for PE.

Jody Young has been taking over the transition from computing moving on to the English team. In the interim period Jody has been provided with additional time out of class. This will reduce over time but allowed her time to pick up two responsibilities.

Both staff have taken it on board and working really hard to make it a success. They have both been very proactive.

Q: What will change when her maternity leave begins – will those returning slot into her subject leadership roles?

A review of leadership will be undertaken at this point, to ensure skills and experience are taken into consideration.

Q: I notice that only 'feedback' from the 'areas for development' list from 27/02/25 monitoring appears on the SWOT analysis. How often is the SWOT reviewed as surely it should be a working document to reflect latest monitoring

SWOTs are reviewed monthly. It is important that areas for development are manageable for staff and focus on current need. The HT SWOT is focused on teaching and learning only and this is an appropriate development point at this stage. Other leaders will be presenting their SWOTS which reflect all monitoring and areas for development. When change is introduced it is always staged to protect wellbeing and work load.

The Governors were thanked for their questions they raised a lot of different aspects.

The Governors said the Headteacher report was very explicit and very clear.

5. LLP Reports

5.1 Infant School

5.2 Junior School

The LLP Reports were discussed. All Governors had received a copy.

The Governors said the experience was interesting. The staff were excellent and the staff felt positive about their experience which was important. The school were re-assured by the whole experience.

The overall outcome was that the school is performing really well and the results could be seen. The additional improvement areas are things that they already know about and fit in to their ongoing trajectory.

Going forward the LLP will be working with Claire and Heather on a toolkit to be used across the Federation. Taking what is already good and making it even better.

Staff feel very comfortable and feel supported. The school were really proud of the staff.

Q: What will now happen on the action plan? What is the expectation?

The LLP will revisit the school next year.

Oracy will be a big focus going into the summer term. It is part of the long term trajectory. A strategic plan will be developed for what oracy looks like in the school. This will be launched thoroughly going forward.

Q: Presumably you can link most of the areas to things that are already in the School Improvement Plan?

Quality of teaching and learning is always monitored. All of the PDM for teachers is aimed at addressing the points. A lot of the actions can be dovetailed into the strategic work that is being completed.

The Governors said congratulations the reports were very good and thank you to all who attended.

6. Safeguarding/Child protection

6.1. Safeguarding Schedule update.

The Safeguarding Schedule has been updated. Most actions have been completed.

6.2. Review of safeguarding in alternative provision

DN and AA met with HJ to discuss safeguarding in alternative provision. HJ explained the process.

AP4: DN to provide a report to the Governors of the discussion re Safeguarding in an Alternative Provision.

6.3. Report on Pupil conferencing

CH and GT completed the Pupil conferencing at the Infant School. DN and AA completed the Pupil conferencing at the Junior School. The Governors have received a report.

The Governors found the conferencing very valuable. The year 2 children were incredibly articulate and very clear with their answers. The activity is interesting to do. The children are very confident in talking to people who they do not know. The children were also aware of stranger danger. The Governors were challenged by the children which is excellent.

DN and AA met with 3 children from each year group in the Junior School. All children were very articulate and very confident. The children were happy to discuss their point of view and they were happy. A child said that if they felt a bit unhappy or anxious they could go to the bubble room. This was really positive.

It was suggested that going forward maybe the questions could be more focused so time could be spent on a specific area.

6.4 Report on training for DSL and DDSLs

A meeting was arranged to discuss training for DSLs and DDSLs within the scope of the safeguarding schedule. The meeting has had to be rescheduled.

	<p>6.5 SCR Check</p> <p>The SCR check is to be completed.</p> <p>6.6 Health and Safety walk</p> <p>CB completed the Health and Safety walk. Governors have received the report. There were no major concerns. The school site looks lovely. The only concern may be when Keith reduces his hours how this will impact on Dave in his role going forward.</p>
7.	<p>Budget Infant Budget update Junior Budget update</p> <p>The budget is 11/12 through the year. No outturn report has been completed. The school is currently on track. There are no significant issues or concerns. The budget is well managed. The predicted spend is as expected.</p> <p>The notes that accompany the budget are very helpful.</p> <p>The biggest driver is the staffing costs which is being addressed.</p> <p>There is a suggested audit that is completed over the course of 24 months which looks at -</p> <ul style="list-style-type: none"> • Is the Payroll accurate • Are DBS checks recorded properly for staff • Petty cash • School Assets <p>SW has completed the check for the Infant school. The Junior school is nearly completed. An Audit document received from Hampshire has been circulated to the Governors. The document aligns very closely to the audit completed by SW and DM.</p> <p>AP5: July FGB agenda item - audit finding review - completed by SW and DM – is the payroll accurate, are DBS checks recorded properly for staff, petty cash and school assets.</p>
8.	<p>Curriculum Monitoring</p> <p>Governors have received a report from CM on curriculum monitoring – science which was very interesting.</p> <p>AP6: DN to forward the Geography and History curriculum monitoring reports to be uploaded to HSfS.</p>
9.	<p>SFVS approval</p>

	<p>Due to the changes to the budget the SFVS has had to be reworked. DM has been working with SW. Each school is required to have its own SFVS completed as they have their own budget. Consistency has tried to be maintained.</p> <p>The Governors approved the SFVS subject to minor amendments. (Date change – flat structure/reference to Resource Committee)</p> <p>AP7: SFVS – Chair to sign – deadline 31 March</p>
<p>10.</p>	<p>Annual Parent Survey 10.1 To decide any changes to the current survey questions 10.2 To agree timeline</p> <p>The Parent Survey is usually completed the first week of the summer term. Replies are received via SurveyMonkey.</p> <p>Q: Do the Governors want any changes made to the questions?</p> <p>A Governor felt there was a lot of duplication in some of the questions. Could the survey be made sharper? What information do the school want to get out of the survey?</p> <p>The questions are based on ParentView which is what Ofsted ask.</p> <p>Engagement and responses from parents has not been a concern. Last year 35% were received overall and 48% were received in the year R.</p> <p>Does the information give you better more accurate information from the parents?</p> <p>The current format has been used for the last 2 years as a Federation. There is an area where parents can add additional comments if they would like to. It is important to have honesty and self-reflection.</p> <p>Governors agreed that if the survey worked well last year and a good response was received why change it. Next year the survey can be reviewed again as things may have changed.</p> <p>The survey will be issued after Easter.</p>
<p>11.</p>	<p>School Improvement Plan Review SIP and status summary reports from leaders</p> <p>There was no update received.</p>
<p>12.</p>	<p>Health and Safety report for premises</p> <p>Discussed previously in the meeting.</p>
<p>13.</p>	<p>Governor Training</p> <p>The Area Forum presentation has been shared with the Governors. Governors were encouraged to look at the presentation.</p>

CH has completed the Safer Recruitment training. It was a long day. The training was very good and very thought provoking.

AP8: Safer Recruitment training – CH to share the slides.

GT has completed the staff wellbeing training which was very interesting. Report to follow.

Q: What has happened to the Wellbeing group that was going to be set up?

Going forward the Wellbeing group will be developed further.

Whole Governing Board Training

Link to training programme –

<https://secure2.sla-online.co.uk/v3/File/DownloadFile?fileGuid=6fec4abb-2f61-4c8d-b950-993a3dc7a115&type=PageSectionDocuments>

Link for E-Learning –

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

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

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

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

14. Policies and documents for review and ratification

Use of Biometric Information policy – **Approved by the FGB**

15. Any Other Business

There was no any other business.

16. Dates and items for future meetings

Meeting	Date	Time
FGB	15 May 2025	4.30 pm
FGB	17 July 2025	4.30 pm

13. Self-evaluation of the meeting

How have Governor actions discussed at this meeting benefited the children to become life-long learners?

- Detailed questioning re LLP reports
- Discussion on SEND referrals
- Consideration of impact of re-structuring on staff expertise across the federation

	<p>How have the Governors supported and challenged the senior staff strategically during the meeting?</p> <ul style="list-style-type: none"> • Support for the re-structure process due to falling rolls • Questions to HT ref her report and other matters • Attendance – scrutinised attendance figures, and questioned apparent anomalies • Discussion on safeguarding incident and subsequent procedures
	The Chair thanked everyone for attending and for their valued contribution.
	The meeting closed at 6.30 pm.

Action Points – FGB 11 March 2025		
1.	Chair to sign approved minutes 23 January 2025 and 27 February 2025.	Chair
2.	<p>GB Self- evaluation Governors to complete by 31 March. 11 March - Governors were given a reminder to complete the self-evaluation by 31 March.</p> <p>https://forms.office.com/Pages/ResponsePage.aspx?id=-XhTSvQpPk2-iWadA62p2IDz70uCYdIKv0uyagAAbYxUM1A5OEREUE5JU0FJWFRXTEdNNkdKNEJKRS4u</p>	All
3.	HJ/KK to investigate the data that can be pulled from CPOMs and how the data can be used to build a bigger picture.	HJ/KK
4.	DN to provide a report to the Governors of the discussion re Safeguarding in an Alternative Provision.	DN
5.	July FGB agenda item - audit finding review/review best practice - completed by SW and DM (March) – is the payroll accurate, are DBS checks recorded properly for staff, petty cash and school assets.	Clerk SW/DM
6.	DN to forward the Geography and History curriculum monitoring reports to be uploaded to HSfS.	DN
7.	SFVS – Chair to sign – deadline 31 March	Chair/ DM
8.	Safer Recruitment training – CH to share the slides.	CH

Lead governors

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

AWA 17 05 25