



## Full Governing Body Meeting

Thursday 15 May 2025 at 4:30 pm

Venue: Foxhills Infant School

<b>Governors Present:</b>	<p>Lucy Howe, Headteacher  Ann Arscott, LA Governor, Chair of Governors (AA)  Chris Boalch, Parent Governor (CB) <i>left the meeting at 6 pm</i>  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) <i>left the meeting at 6 pm</i>  Michael Paye, Parent Governor (MP)  Sian Winter, LA Governor (SW)</p>
<b>Apologies received:</b>	<p>Richard Boyes, Co-opted Governor (RB)  Paul Terris, Co-opted Governor (PT)  Glenda Thornley, Co-opted Governor (GT)  Natasha Wooton, Co-opted Governor (NW)</p>
<b>In Attendance:</b>	<p>Heather James, Associate Member (HJ)  Katie Kynaston (KK) Assistant Headteacher  Sophie Foster (SF) Assistant Headteacher  Tracy O'Connor, LA Clerk (TOC)</p>

### English Presentation – Sophie Foster

The Presentation has been uploaded to HSfS.

SF provided an update for the Spring 1 progress for Reading, Writing and Oracy.

A big focus this half term has been implementing the Reading curriculum. It is one of the School Improvement priorities. The curriculum is a lot more recursive. Comprehension strategies are revisited more regularly.

The approach to reading has changed and the focus on fluency increased. This was an area that was highlighted through the assessment of children and discussions with teachers through PPRMs. A lot of staff felt that some children had barriers within

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comprehension which were fluency driven. By becoming a more fluent reader it really helps with a child's comprehension. The change is embedding fluency within the curriculum.

CPD has been delivered to the teachers – what fluency actually is across all year groups. Fluency is comprised of accuracy (reading words correctly), automaticity (reading words automatically) and prosody (reading with appropriate stress and intonation).

Fluency is broken down into 4 key strands – expression and volume, phrasing, smoothness and pace. It enables children to have more clear targets and areas they need to work on. Trials are being completed in KS2.

Research has been undertaken in Reading Talk – Chris Ridley. It is important to embed each strategy before moving forward. The focus in staff meetings has been on Readers Theatre. Reading fluency now takes place 2 times a week.

As with other subjects it has currently not been shared with all staff. Each Subject Leader has been looking at the process of Learn, Practice, Apply and what that looks like in their subject.

The new approach to Reading is being trialed. They start with build, knowledge and respond. There are a lot of opportunities that link to Oracy.

The improvement can already be seen.

**Q: Is the text completed unfamiliar to them?**

The text will be the same and introduced to them the day before. They will have heard the teacher read it. It is an extract that they will learn about.

Comprehension

Comprehension strategies are taught but the strategy turns into the skill when the child is able to use it.

More opportunities for retrieval have been built in. More SATs type questions will be introduced.

**Q: Could you advise what you mean by SATs style questions?**

The aim would be that the children get familiar with how the questions are laid out, the style of the question.

Vocabulary mainly focuses on teaching tier 2 vocabulary.

Tier 1 everyday words

Tier 2 frequently occurring in written and spoken language

Tier 3 subject specific vocabulary

Assessment of reading has changed. Last week the year 3 teachers completed CPD which focused on making sure that the children were reading appropriate books. The books have been audited. A benchmarking scheme has been implemented to have children reading book banded books to ensure that they are reading confidently and for their self-esteem. Books should be matched to children's need. Teachers are trialing the new assessment this half term.

An English Team are now in place. There will be 4 people working on English. Jodie will be leading reading.

**Q: Have parents been advised about the book banded books?**

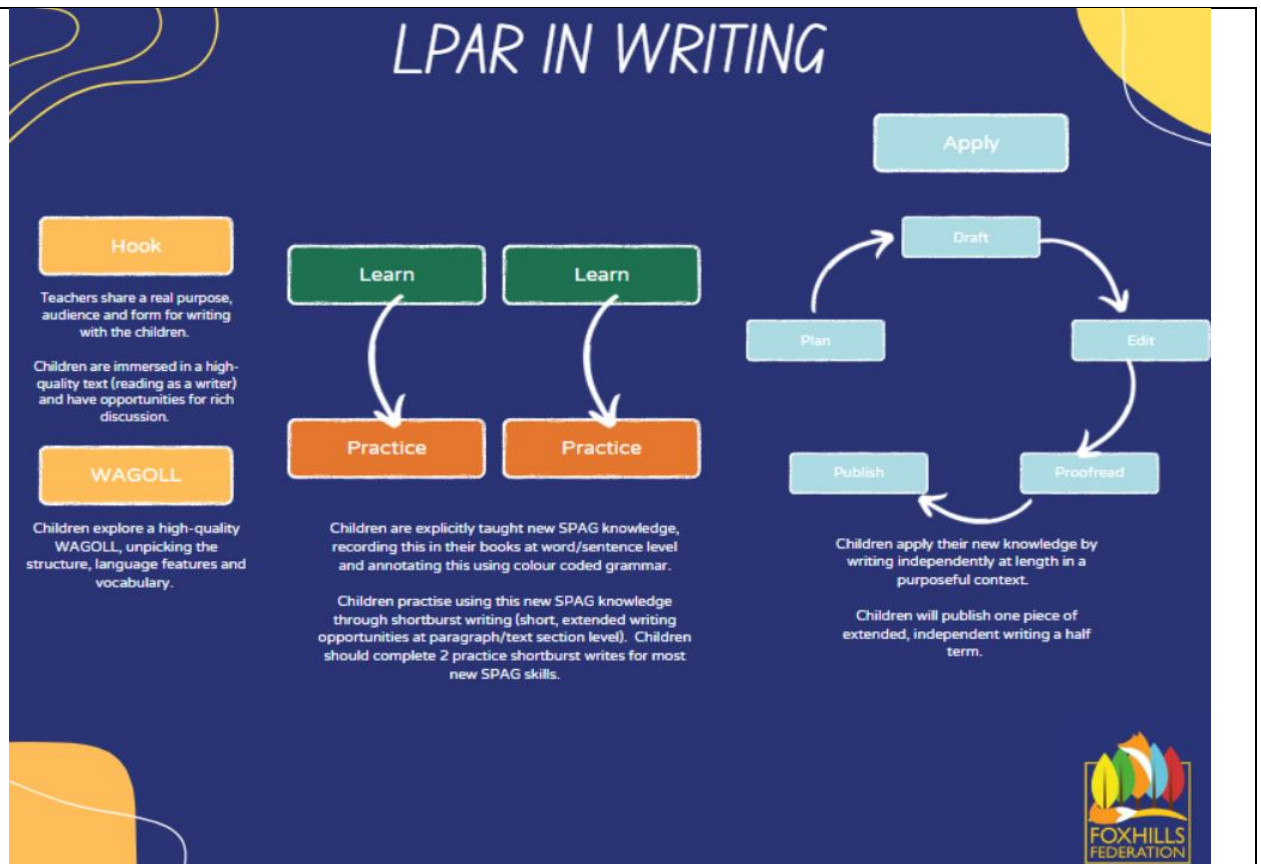
When the year 2 children move up to year 3 they will just carry on. For some children in year 4 the teachers will have conversations with parents.

Phonics

The Infant TAs have received CPD which focused on spelling. The Junior TAs have received training on reading. In Spring 2 the phonics screening was 56.6% and following the mocks completed today they are at 90% which is excellent. The National benchmark is 83%. All children have made substantial progress.

Writing curriculum

The process of Learn, Practice, Apply and revisit has changed. Natalie is working on a lot of areas that are being trialed in year 4. She has started working with the year 3 and year 5 children to embed some areas that have been introduced.



SF led a PDM in KS2 about non-negotiables for each year group. Non negotiables are well established at the Infant school but not as well at the Junior school. This is currently being worked on.

A new spelling scheme has been purchased. It is being trialed in year 4. In summer 2 it will be rolled out across the whole school.

From book scrutinies there have been improvements in the children's stamina and improved understanding of the writing cycle. Outcomes have been moderated. The quality of the writing has significantly improved. The next steps that have been identified as editing and retrieval in writing.

### Oracy

Best practice is to have a whole school approach. They have looked at what oracy is and how it links to the School Improvement. Learning to talk and learning through talk. A positive impact has already been observed in year 4 and year 5.

**Q: How long do you think it will take to implement it totally?**

Where it is a new strategy it needs every Subject Leader to be on board. By September it should be up and running and part of the planning process.

**Q: How will you judge how effective it is in each subject?**

	<p>A lot will be observed on learning walks but also pupil conferencing. You can also see it in writing particularly in maths where a child needs to articulate.</p> <p><b>Q: Is this a strategy that other schools have implemented?</b> It has been a focus this year for the Hampshire English Core Provision. It has been a main focus for a lot of schools with a high level of deprivation or schools that have a lot of children with English as an Additional Language or Pupil Premium.</p> <p>The Governors thanked SF for her presentation and look forward to seeing the outcomes.</p>
1.	<p><b>Welcome, Introductions and Apologies</b></p> <p>The Chair welcomed everyone to the meeting.</p> <p>Apologies were received and accepted from Richard Boyes, Paul Terris, Glenda Thornley and Natasha Wooton.</p> <p>The Chair advised that a resignation had been received from Hayley Sired, Staff Governor. The Chair read her resignation letter to the Governors. Hayley will be missed very much.</p> <p>The Chair advised that Richard Boyes, Co-opt Governor, has resigned from the Governing Board due to work commitments.</p> <p>Both vacancies will be appointed in the Autumn term.</p>
2.	<p><b>Declaration of Business and Pecuniary Interests</b></p> <p>There were no new declarations of business and pecuniary interests relevant to the agenda.</p>
3.	<p><b>Minutes of Last FGB Meeting – 11 March 2025</b></p> <p><b>3.1 To agree and sign minutes of previous meeting.</b> The minutes of the FGB on 11 March 2025 were an accurate record of the meetings and were agreed and approved by the FGB. <b>AP1: Chair to sign Approved minutes 11 March 2025. Completed</b></p> <p><b>3.2 Matters arising and action points</b></p>

<b>Action Points – FGB 11 March 2025</b>		
1.	Chair to sign approved minutes 23 January 2025 and 27 February 2025. <b>Completed</b>	Chair
2.	GB Self- evaluation Governors to complete by 31 March. 11 March - Governors were given a reminder to complete the self-evaluation by 31 March. <b>Completed</b>	All

	<a href="https://forms.office.com/Pages/ResponsePage.aspx?id=-XhTSvQpPk2-iWadA62p2IDz70uCYdIKv0uyagAAbYxUM1A5OEREUE5JU0FJWFRXTEdN NkdKNEJKRS4u">https://forms.office.com/Pages/ResponsePage.aspx?id=-XhTSvQpPk2-iWadA62p2IDz70uCYdIKv0uyagAAbYxUM1A5OEREUE5JU0FJWFRXTEdN NkdKNEJKRS4u</a>	
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. Carried forward Summer 2.	HJ/KK
4.	DN to provide a report to the Governors of the discussion re Safeguarding in an Alternative Provision. <b>Completed</b>	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. <b>Completed</b>	DN
7.	SFVS – Chair to sign – deadline 31 March <b>Completed</b>	Chair/ DM
8.	Safer Recruitment training – CH to share the slides. <b>Completed</b>	CH

4.	<p><b>Headteachers Verbal Report</b></p> <p><b>Numbers on Roll</b></p> <p>The Infant School is full for September. There are 60 children in Reception, year 1 and year 2. 66 children in year 3, 70 children in year 4, 80 children in year 5 and 87 children in year 6.</p> <p>60 children were offered a place in Reception for September. There have been two deceleration requests. There are 2 families who have 2 first choices. They are considering independent provision. There may be 4 places that Hampshire may not be offer. There is a waiting list of 13.</p> <p>There have been 66 applicants for year 3. There will be 2 classes of 33 children. Susie has been liaising with Admissions and the numbers are being capped to 70 in years 3, 4 and 5. Year 6 will be the only year group who has 3 classes in September.</p> <p>The school are 20 pupils lower this year than last year. This will impact the budget.</p> <p><b>Admissions</b></p> <p>Discussions have been held with Admissions to discuss whether they should make an official PAN reduction. Admissions are predicting that in 2028/29 the school will have 90+ children. Admissions look at schools within a 3 mile radius. Admissions forecast the feeder % as –</p> <p>2021/22 88</p>
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2022/23 74  
 2023/24 72  
 2024/25 67  
 2025/26 69  
 2026/27 73  
 2027/28 71  
 2028/29 80  
 2029/30 56

The school need to make a decision on what is agreed for the official PAN reduction.

The Headteacher said that going forward there will be a change of Subject Leadership and the approach to sport will be very different. This would be positive for families and would encourage applications. The sport provision and availability of after school clubs have improved but there is still a lot to do.

When there was a school bus it made access to the school a lot easier. Foxhills is difficult to walk to.

**Q: There may be 4 places available at the Infant School will they be filled before September?**

Yes they will be filled.

**Attendance**

Infant Whole School	96.%
Junior School Whole School Including C2	94.8%
Junior School Whole School Excluding C2	96.6%
National (Year To Date) attendance	94.6%

Children coded as C2: Children who are accessing reduced hours provision, alternative provision or education other than school

The Headteacher highlighted that in year 4 Pupil Premium boys attendance is 88.2%. This is due to a child accessing reduced hours provision. In year 3 Pupil Premium boys 94.7%. Two children are coded as C2.

**Persistent Absence**

School and PA percentages	2023- 2024	2024-2025 (so far)
Infants NOR 180	8 children	3 children
Juniors NOR 325/305	35 children	25 children
DFE persistent absence rate 2024-25	18.6%	

The Headteacher looked at persistent absences compared to last year to see the impact of the work that had been undertaken to support families.

Reductions are attributed to interventions, raising awareness, bespoke support, improved partnership working for children who require alternative provision.

The school are well below the DFE persistent absence rate for 2024/25 which is positive.

Attendance data is monitored daily to identify patterns at an individual and cohort level. New procedures include warn and inform letters and meetings with leaders when attendance drops below 90%. These have been useful in identifying parental attitudes to attendance, identifying personal barriers and planning how to overcome these.

There are higher levels of absence at the Junior school. There are a number of reasons. Some children by year 5 have emotional based school avoidance. There are a lot of absences around menstrual cycles where the girls are still learning to manage it. The school are supporting them.

**Q: Is there provision in place to support the girls?**

Yes there are sanitary bins that will be in every toilet and sanitary products are available. The girls are still very young. Conversations have been held with parents.

Monitoring of attendance indicates that most absences are due to illness and medical procedures.

Holiday requests have reduced.

At a cohort level, groups of children are reviewed. The KS2 PP boy and SEND cohorts, in years 3,4 and 5 relate to pupils who are attending reduced hours and who are accessing alternative provision. This has been agreed by the parents, the LA and the school. Progress and attendance at Alternative Provision is closely monitored.

### **Expectations**

Every child is expected to attend school every day and the aim is for 97.5% whole school attendance. The school is aspirational (expecting higher than national attendance) because children must be in school to learn the curriculum and make progress.

The school employ an empathic approach. They have to listen and understand why children are not in school. Patterns in absences are looked for and discussed with parents and the pupils causes for non -attendance. They work together to find ways to overcome these barriers and review provision for its effectiveness. By facilitating support, it enables families to access the support they need both in school and through wider professional services. Often, the early help process is initiated so they can gather a holistic view of a family and their needs.

Currently, there are not any families subject to formalised support because engagement is high and parents work in partnership with the school. In the past, the Attendance Legal Team have had to be involved and this has improved attendance considerably for individuals.

**Q: Has there been many cases this year?**

There has been 1 case this year.

Penalty notices, which are out of court settlements, are aimed at deterring families from taking leave of absences for holidays and other unauthorised reasons. They are issued by both schools when a child's absence meets trigger thresholds. No more than two penalty notices will be issued before further legal action is taken. The Headteacher works with local schools within the cluster for a unified approach and has developed a collective agreement over what will be considered exceptional circumstances (with regards to authorisation).

## **Teaching and Learning update**

### **Areas of Strength**

Learning behaviours  
Planning  
Curriculum implementation  
Fidelity to mapping  
Subject leadership

Areas of strength continue to be learning behaviours. Teachers planning is improving. They are understanding how to use curriculum mapping to form strong learning journeys. Curriculum implementation has improved. It has fidelity to mapping. Subject Leadership is really strong and are able to share what is working well and are able to share with stakeholders.

Subject Leaders have undertaken 3 types of monitoring –

- Observed teaching and learning
- Spoken to children
- Looked in books

Teachers are now able to refine ready for September.

### **Areas for Development – (to go on School Improvement Plan)**

Look at the role of Assessment for Learning to improve the quality of feedback. The LLP report highlighted that not all written feedback was supporting children to move forward.

Oracy development – improve reasoning in all subjects. Improve vocabulary and language.

Greater Depth Standard – Maths – introduction of mathematical vocabulary, improving modelling, support children with non-routine problems/questions. Identify questions specific to each year group that will be included in teacher's Task Design. Identify gaps early to be able to support the children.

### **Current Strengths**

Tasks design in maths has improved considerably- improved representations and deeper learning.

Children are able to reason mathematically by using correct vocabulary to express understanding, method and strategy.

Children's learning behaviours are consistently strong.

All teachers hold high expectations for children's learning.

Variation and adaption are enabling independent learning.

TAs are now mirror teaching, checking learning, providing feedback and teaching responsively.

Modelling is good - exposition is clear, focused on key knowledge and is presented correctly.

Learning walls are well used by children in lessons.

Organisation in lessons is good- children move themselves on and honesty sheets are appropriately used in upper KS2.

Subject leaders understand how their subject is being implemented, the extent that their vision is being development and the impact on children's knowledge and long-term memory. Subject leaders talk confidently about their subjects to leaders and stakeholders and make suggestions for improvements.

Learn, practice, apply relates to the substantive knowledge of the subject being taught.

Purposeful retrieval in maths is now consistent and improving memory retention. To be rolled out to science.

### **Weaknesses**

There is not enough feedback in some books to impact progression.

Teachers are not always responding to feedback that helps children move forward.

Teachers need to use feedback to establish what they know about individuals and plan subsequent learning and teaching.

Children must be given time to respond to written marking.

When designing feedback opportunities in lessons, teachers need to ensure it is not passive- the use of hinge questions and show me boards need to be more prevalent in some classes.

Use examples of excellent practice to share with teachers across both schools.

Leaders to review the assessment and feedback policy to ensure it is purposeful and manageable for teachers.

### **Opportunities**

The English team are re-thinking oracy across the federation. The development of oracy will need to enable children to talk about learning, formulate ideas, build on and challenge thinking, explain reasoning and be prepared to argue a viewpoint, to then use as a basis for elaboration and explanation. This will strengthen knowledge acquisition and conceptual understanding.

Oracy will go beyond the curriculum. It will encourage life skills so that children are able to use talk more effectively.

New approaches to PPA are being trailed to ensure teachers have full entitlement, do not have to plan for PPA and children are less impacted by their absence. A day a fortnight is being trailed during summer 2 in readiness to roll out from September 2025 as a permanent change. The Headteacher will write to parents to explain about the trial.

**Q: The PPA time will not change it will now be 1 day?**

The process should enable PPA time to remain consistent and will be easier to cover.

### **Threats**

Larger class sizes in years 3, 4 and 5 at the junior school- impact on workload and marking for teachers will need to be considered

Reduced staffing at the juniors - revised ways of working, new expectations of retained staff. Staff well-being will need to be considered

Budgets- unable to replace 1:1 TA at the Infants due to proposed deficit which has the potential to impact on 2025/26 EYFS cohort and EHCP needs.

KS2 SATs outcomes. Maths could be below National which will affect the combined percentage. There are some children with significant needs within the cohort that have had an impact.

## **5. Federation Restructure**

**See Confidential Minutes**

*DN and CB left the meeting at 6 pm.*

## **6. Budget**

### **6.1 Budget Approval for Infant School**

The forward year percentages are set by County in terms of teachers pay and uplifting and are fed in automatically.

The numbers of staff have been adjusted to reflect the staffing plans which were known before the restructure updates.

In year 2 the Infants will go into deficit. A Recovery Plan is required. As a school they are very low on additional funding (Pupil Premium) which is also reflected in the benchmarking compared to other local schools.

The benchmarking did highlight a need to review the leadership model. Compared to other schools leadership the school is slightly heavier.

Projections have been built into the forecast. The budget is as realistic as it could possibly be and everything has been included that is currently known.

Staffing is the biggest cost but is not high risk.

### **6.2 Budget Approval for Junior School**

The Junior budget is similar to the Infants. There will also be a deficit in year 2 which is unusual. The two schools financially work closely together by combining resources.

It was suggested that Governors look at the Benchmarking (HCC document) and the graphs that are available. At the top you are able to display the data by pupil rather than total. (Drop down on total change to per pupil). The data is very useful.

The school are not doing anything different to other schools which is positive.

**Q: While overall our total expenditure was showing parity with comparative schools, it's clear that our E03 Education Support Staff Costs are high and have grown significantly above the average comparator. Will this be addressed through the current restructure activity or will we still remain high - is this acceptable moving forward?**

It will be addressed through the restructure. It may be that the costs remain high because the school employ Teaching Assistants full time and many other Junior schools do not.

It was highlighted that for Educational Support Staff the school are at the top for spending.

Premises the school have remained the same.

	<p>Learning resources, ICT and non ICT are below.</p> <p>Q: Have we got enough funding, do we need more resources. It appears that there is a significant underspend compared to other schools? Is there anything really significant that is needed?</p> <p>In the future some of the interactive whiteboards will need upgrading. Historic spending has satisfied the need but some of the tech in some rooms will need to be upgraded. The whiteboards would be expenditure from the Capital budget.</p> <p>Q: Is a budget allocated for the proposed refurbishment/AstroTurf in the reception outside area as mentioned?</p> <p>There is not a specific budget just for Early Years. Money will be ringfenced for areas that need to be refurbished or repaired.</p> <p>There was nothing that stands out to note on the Benchmarking.</p> <p>It was noted that for some smaller schools who were more profitable they had received some additional resource for support which was very significant.</p> <p>Some schools were self-generating additional income from renting their space. (Leasing to a nursery).</p> <p><b>The Governing Body are aware of the future year deficit and will take action to address it.</b></p> <p><b>The Governors approved the budgets.</b></p>
7.	<p><b>Sports Premium</b></p> <p>Update at next FGB (July).</p>
8.	<p><b>Pupil Premium</b></p> <p>Data had been circulated to the FGB.</p>
9.	<p><b>Safeguarding/Child protection</b></p> <p>9.1 The SCR check has been completed.</p> <p>9.2 The report on safeguarding for pupils in alternative provision has been uploaded to HSfS and circulated to the Governors.</p> <p>9.3 A discussion was held with AA, CH, KK and the Headteacher to discuss DSL training which was very re-assuring and intense.</p> <ul style="list-style-type: none"> <li>• To what extent do DSLs understand their role profile and fulfil this?</li> <li>• How do DSL's stay abreast of new developments</li> <li>• What training to DSL's undertake</li> </ul>

- How do DSL's support staff

**9.4**

**AP4: Report on Filtering and Monitoring meeting with Oakford. Agenda item next meeting.**

**10. Curriculum Monitoring**

**10.1 Report from CLA Lead Governor**  
**10.2 Reports on History and Geography LWs**  
**10.3 Learning Walks scheduled for the summer term**

Dates are to be scheduled for curriculum monitoring.

It is proposed to complete learning walks for English and Maths in Summer 2 and PE in Autumn 2.

Thanks was given to GT and CB for undertaking the EYFS Learning walk.

**Q: The playground was discussed are there any PTFA funds that could be used towards improvements?**

The children have already expressed what they would like to spend the funding on to improve the playground. The PTFA will communicate back to parents.

**11. School Improvement Plan**  
**Review SIP and status summary reports from leaders**

Discussed previously in minutes.

**12. Consider if a staff survey should be undertaken**

The Headteacher and Governors said that a staff survey should be completed. It is important to receive feedback and capture that information.

**Q: Comparison with others - do HCC have anyone we could ask to review for a broader perspective? Or do we have access to what other schools ask? It would seem to me that this is an area where we should benefit from external commonality/guidance rather than just inventing our own?**

The questions are based on what Ofsted ask.

**Q: If same as previous, did we get the responses we expected/needed or did we identify any gaps or need for change based on last time around?**

2024	Admin staff	5 replies (83%)
	Teaching assistants	13 replies (42%)

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		Teaching staff (excl. SLT)	11 replies (46%)	
<p>A response of 33% is considered indicative for this type of survey, however these are very small numbers. Historically such surveys have had a similar response. Wellbeing was a major concern in the last survey, and a staff wellbeing group was set up, though its impact has been limited due to staff illness. The SLT felt this was a useful survey, despite the small numbers.</p>				
13.	<p><b>Governor Training Governor Self Evaluation</b></p> <p><b>Q: A Governor asked where the questions for the self-evaluation had come from?</b> The questions were from the National Association of Governors.</p> <p><b>Q: Does the Chair speak to Governors in depth every year?</b> This is a difficult timing task to complete. The Chair is aware of each Governor and is always very open to questions or comments. Some questions were difficult to answer if a Governor had not been in post very long.</p> <p>The Chair said that delays in receiving documents/information on time for meetings was frustrating so that Governors have an opportunity to read it in advance and prepare.</p> <p><b>Q: How do we decide if actions are necessary to improve or change where we see weaknesses in the results - e.g. 'individual contribution' was rather mixed.</b></p> <p>AA has been looking at some WGBT training topics on GB structures and effectiveness. It is proposed that the FGB should be looking at one of these for the next WGBT, which can be tailored to specific needs e.g. moving to a flat structure from a committee structure.</p> <p><b>AP5: AMD to ask Governor Services to do bespoke training on Governor Monitoring in the Spring term.</b></p> <p>It was really positive to note that Governors had agreed (100%) with the Headteacher a number of measurable strategic aims which were embedded in the SIP.</p> <p>The responses were felt reasonable. There was nothing of concern.</p> <p>PT attended an online training session from Hampshire Council in April on the subject of Primary School Curriculum. One of the key things which may be of general interest was that on 19 March DfE published an Interim Report on its intent to refresh the curriculum. The school have taken from the document that the Government are considering the breadth and depth of the curriculum recognising that there is too much content. In the summer term it will be reviewed. Teachers are having discussions with the children to see what knowledge has been retained.</p> <p><b>Useful Training Links –</b></p>			

	<p>Link to training programme –</p> <p><a href="https://secure2.sla-online.co.uk/v3/File/DownloadFile?fileGuid=6fec4abb-2f61-4c8d-b950-993a3dc7a115&amp;type=PageSectionDocuments">https://secure2.sla-online.co.uk/v3/File/DownloadFile?fileGuid=6fec4abb-2f61-4c8d-b950-993a3dc7a115&amp;type=PageSectionDocuments</a></p> <p>Link for E-Learning –</p> <p><a href="https://hampshireservicesforschools.hants.gov.uk/P34171">https://hampshireservicesforschools.hants.gov.uk/P34171</a></p> <p><u>Prevent Training</u> – Governors to ensure that they complete the required Prevent training.</p> <p><a href="https://www.support-people-susceptible-to-radicalisation.service.gov.uk/portal">https://www.support-people-susceptible-to-radicalisation.service.gov.uk/portal</a></p> <p>Additional information - <a href="https://secure2.sla-online.co.uk/v3/Resources/Page/33241">https://secure2.sla-online.co.uk/v3/Resources/Page/33241</a></p>
14.	<p><b>Policies and documents for review and ratification</b></p> <p>Charging for School Activities – minor amendments - <b>Approved</b></p> <p>Children with Health needs who cannot attend school – no changes – <b>Approved</b></p> <p>Exclusion Policy – no changes – <b>Approved</b></p> <p>Check for references to 'the school' throughout as many need to change to 'the federation'.</p> <p>Under 'Statement of Intent', 'would harm the welfare' is a high burden and should be replaced with 'would be reasonably likely to harm... ' or similar.</p> <p>Page x - Remove 'both' before 'reasonably, fairly, lawfully and..'</p> <p>Paragraph 1.1 - should it say underlie rather than underline? Also, the seventh bullet in this list should refer to verbal OR physical abuse (instead of AND)</p> <p>Supporting Pupils with Medical Needs – minor amendments – <b>Approved</b></p> <p>Q: Would it be appropriate to add the related staff induction material into the document as a link or a reference, and should it also be reviewed? This is covered in the First Aid policy where records of training are stipulated.</p> <p>Q: How does the school audit and manage the live status of 'Administration of Medicines; Treatment Consent forms';? E.g. how long are they valid for, when and how do they get closed, how many are currently active/open, and which ones are linked to IHCP and how many not linked? Most staff are able to manage administration of medicines unless specific training is required. Administration is managed through a care plan. A parent would complete a consent form. The form is for the duration of the illness. If a repeat or a secondary</p>

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	<p>complaint is required a new form would need to be completed. The forms are not on-going.</p> <p>Q: Would it be useful to restructure the policy document into a clear set of policy statements and separate out the guidance into separate sections/appendices? Yes this could be done.</p> <p>Q: It wasn't entirely clear to me if there are any gaps caused by those not covered by IHCP's and whether this was an area that needed some more guidance, linked to status of the forms above. Having a Health Care Plan is independent from having an Education Health Care Plan. The two are not necessarily linked.</p> <p>Q: I would be interested to know roughly how many pupils this policy currently affects and a snapshot of the types of medical needs staff are dealing with and how training is handled as pupils move through year groups or staff move on. Care plans are regularly reviewed. At the Junior school there are 5 children and at the Infants there are 13 children who have care plans. At the Junior school they are aware that there are some children who have an allergy to nuts. Parents have not requested a Care Plan because they are satisfied that being a nut free school is sufficient. Another child has an Allergy Alert Action Plan which has specific details of what to do next.</p>						
15.	<p><b>Any Other Business</b></p> <p>The Chair thanked CH and DM for helping with SATs it was appreciated. Thank you also to the many staff involved who maintained a very calm and caring atmosphere. The children were amazing. They were confident and knew what they had to do.</p>						
16.	<p><b>Dates and items for future meetings</b></p> <table border="1" data-bbox="209 1261 1002 1339"> <thead> <tr> <th data-bbox="209 1261 544 1301">Meeting</th> <th data-bbox="544 1261 831 1301">Date</th> <th data-bbox="831 1261 1002 1301">Time</th> </tr> </thead> <tbody> <tr> <td data-bbox="209 1301 544 1339">FGB</td> <td data-bbox="544 1301 831 1339">17 July 2025</td> <td data-bbox="831 1301 1002 1339">4.30 pm</td> </tr> </tbody> </table>	Meeting	Date	Time	FGB	17 July 2025	4.30 pm
Meeting	Date	Time					
FGB	17 July 2025	4.30 pm					
13.	<p>Self-evaluation of the meeting</p> <p>How have Governor actions discussed at this meeting benefited the children to become life-long learners?</p> <p>How have the Governors supported and challenged the senior staff strategically during the meeting?</p>						
	<p>The Chair thanked everyone for attending and for their valued contribution.</p>						
	<p>The meeting closed at 6.40 pm.</p>						

<b>Action Points – FGB 15 May 2025</b>		
1.	Chair to sign approved minutes 11 March 2025.	Chair
2.	HJ/KK to investigate the data that can be pulled from CPOMs and how the data can be used to build a bigger picture. Carried forward to Summer 2.	HJ/KK
3.	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
4.	Safeguarding: Report on Filtering and Monitoring meeting with Oakford. Agenda item next meeting.	MP
5.	AMD to ask Governor Services to do bespoke training on Governor Monitoring in the Spring term.	AMD
6.	Proposed meeting dates 2025/26 – to be approved next meeting.	Clerk/ All

### 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

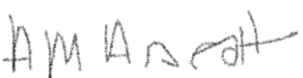
EHCP- education health care plan LAC- looked after child PLAC- post looked after child SEND- special educational needs and disabilities HT- Headteacher DHT- deputy headteacher AHT- assistant headteacher SENDco- special educational needs co-Ordinator	HLTA- higher level teaching assistant ECT- early career 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
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Signed:

Date:

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	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: 17 7 25