



## Full Governing Body Meeting

Thursday 17 July 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)  Paul Terris, Co-opted Governor (PT)  Glenda Thornley, Co-opted Governor (GT)  Sian Winter, LA Governor (SW)  Natasha Wooton, Co-opted Governor (NW)</p>
<b>Apologies received:</b>	
<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>

1.	<p><b>Welcome, Introductions and Apologies</b></p> <p>The Chair welcomed everyone to the meeting.</p> <p>There were no apologies to note.</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>

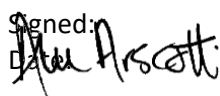
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3.	<p><b>Minutes of Last FGB Meeting – 15 May 2025</b></p> <p><b>3.1 To agree and sign minutes of previous meeting.</b>  The minutes of the FGB on 15 May 2025 were an accurate record of the meetings and were agreed and approved by the FGB.  <b>AP1: Chair to sign Approved minutes 15 May 2025.</b></p> <p><b>3.2 Matters arising and action points</b></p>
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<b>Action Points – FGB 15 May 2025</b>		
1.	Chair to sign approved minutes 11 March 2025. <b>Completed</b>	Chair
2.	<p>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.</p> <p>Included in the HT Report were report summaries which had been taken from CPOMs. HJ/KK have investigated what type of reports can be produced. More work will be completed on the labels to make the data even better.</p>	HJ/KK
3.	<p>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.</p> <p><b>Carried forward</b></p>	Clerk SW/ DM
4.	Safeguarding: Report on Filtering and Monitoring meeting with Oakford. Agenda item next meeting.	MP
5.	<p>AMD to ask Governor Services to do bespoke training on Governor Monitoring in the Spring term.</p> <p>WGBT has been booked for 12 February 2026 – Effective Questioning – 5 pm – 7pm</p>	AMD
6.	Proposed meeting dates 2025/26 – to be approved next meeting. <b>Approved</b>	Clerk/ All

<b>4.</b>	<p><b>Headteachers Written Report</b></p> <p>Governors had received the Report prior to the meeting. Governors were invited to ask questions.</p> <p style="color: blue;">Q: Year 3 boys and girls should be 65, not 75?</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">Year Group</th> <th style="text-align: left;">Reception</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;"><b>Boys</b></td> <td>32</td> <td>29</td> <td>22</td> <td>30</td> <td>39</td> <td>41</td> <td>32</td> </tr> <tr> <td style="text-align: left;"><b>Girls</b></td> <td>28</td> <td>30</td> <td>38</td> <td>35</td> <td>31</td> <td>39</td> <td>55</td> </tr> </tbody> </table>	Year Group	Reception	1	2	3	4	5	6	<b>Boys</b>	32	29	22	30	39	41	32	<b>Girls</b>	28	30	38	35	31	39	55
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<b>Total</b>	60	59	60	65	70	80	87
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Year three was an error, apologies. This should be 65 pupils in total.

### **Safeguarding**

Q: You say you refer causes for concern if they repeat, how do you decide when repetitive incidents are too much and need referring?

Q: Disguised compliance – please could you explain?

Threshold guidance is used if they feel it meets one of the three tiers- Early Help, Section 17 or Section 47. If tiers were met, they would be referred instantly. When they have multiple incidents, that indicate a family may need support or they identify an escalating situation, they would refer via an IARF (Inter Agency Referral Form). Before doing this, they would have met with families to ensure they knew the context and had all the information they need to see the wider circumstances surrounding the child. If they suspect disguised compliance, they would refer.

Disguised compliance refers to a situation where an individual, often a parent, gives the appearance of cooperating with professionals to meet the child’s needs but in reality, is not genuinely engaging or making changes required. Deceptive cooperation is used to avoid suspicion, alleviate concerns, and minimize or stop professional intervention.

#### Key aspects of disguised compliance:

##### **Superficial cooperation:**

The individual may agree to tasks, attend appointments, or provide information, but their actions are possibly half-hearted, inconsistent, or designed to simply appear compliant.

##### **Avoiding scrutiny:**

The primary motivation is often to reduce or end professional involvement, rather than to address the underlying issues or needs.

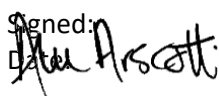
##### **Hiding deeper problems:**

Disguised compliance can mask serious issues like neglect, abuse, or other forms of harm to children or vulnerable adults.

Delayed or inadequate intervention. Examples include, changing schools, failed medical appointments, changing accounts or providing inaccurate information (related to injuries).

##### **Persistent Absence**

Q: Well done for reducing persistent absences, what work is ongoing to further reduce these?

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Building good relationships so parents can be honest. Asking for proof of holidays – flight times, medical appointments so that parents know they must be open and transparent. Raising awareness about DFE expectations and how absences are recorded. Teachers speak to parents at parents evening about their child’s attendance. Providing bespoke support for pupils, monitoring the impact of this support. Addressing concerns about friendships and bullying immediately so that children feel safe and happy.

The first Penalty Notice that is issued is an Out of Court settlement. In the event that it does not deter a parent taking a child out of school they will then go straight to Attendance Legal Panel who could fine in excess of £1,000 (one thousand) the second time.

**Q: Are many holiday requests still being received?**

Requests have diminished considerably or they are shorter. In very exceptional circumstances the Headteacher can approve holiday requests.

**Q: The report mentions training on Sensory Circuits - can you explain what Sensory Circuits are please?**

Some pupils come into school early or use different routes to come to school. Sensory circuits are in place.

Sensory circuits are used for regulation because they support children to manage sensory input from their environment, such as sounds, sights, and touch, which can be overwhelming for some.

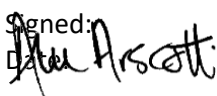
They are structured sequences of physical activities designed to help students regulate their sensory input and prepare them for learning.

- Improved Focus and Attention:
- Emotional Regulation:
- Preparing the mind and body for learning by calming and re-setting

How they work:

**Alerting:** These activities stimulate the senses, often using movement and proprioceptive input, supporting children to sense their own movements and positions. This increases alertness and arousal. Examples include jumping, bouncing, and swinging.

**Organising:** This stage involves activities that require coordination, balance, and motor planning, helping children improve their focus and attention. Examples include obstacle courses, balancing beams, and activities that require multiple steps.

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Calming: These activities help students relax and regulate their nervous system, often using deep pressure and proprioceptive input to promote a sense of calm. Examples include deep pressure massage, yoga, and deep breathing exercises.

The sensory circuits are individualised based on children's needs. They can be incorporated into the school day at different times.

## **Inclusion**

**Q: Bit confused by what is being done to increase inclusion?**

The Toolkit was sent to the Governors. The Toolkit will be the basis for the work next year – working on adaptive teaching and inclusive environments.

HJ will be solely focusing on inclusion as part of a leadership reshuffle. This will give more capacity and enable HJ and Clare Kealey (CK) to monitor real time practice and “a day in the life of a child”.

CK will work on the website to ensure it is more accessible for parents and children. CK will implement the thrive curriculum for staff and children.

**Q: Some teaching is not being adapted despite all the work put in by the SLT this year, why do you think this is and what is the plan to address this?**

The focus for the past two years has been curriculum and quality first teaching, with a focus on modelling. This has significantly improved. Adaption is a skill and requires accurate Assessment for Learning - this is still an area for development for some teachers because they are still learning how to effectively design learning tasks and adapt teaching in the moment. The toolkit will support teachers in developing these skills. The majority of professional learning will link to the implementation of the toolkit.

The appendices that they are working on in the Toolkit will set out very clearly for teachers what to do in the moment.

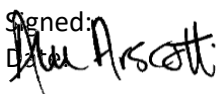
## **Audit**

**Q: Should we be looking into security marking some equipment?**

Laptops are already security marked and coded, these are the largest asset. All laptops are assigned to staff, with serial numbers, so they can identify equipment being taken off site.

**Q: How does the royalty for Matilda compare to previous years' lesser known productions?**

The royalty charge is £420 (four hundred and twenty). VAT has been charged on 20% of the purchase price. The invoice total is £495 (four hundred and ninety five). This is higher than previous years because it was a music theatre international production and

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ticket prices were raised to £5 (five) to cover some of the costs. To perform Matilda, a performance agreement has to be obtained and credits have to be included on all title pages of the programme (to acknowledge 100% Matilda the musical JR, 20% book by Dennis Kelly, Music and Lyrics 20% by Time Minchin).

**Q: Did the increase in ticket price cover the production?**

Yes it covered the production price.

The Governors said the production was amazing. The children really enjoyed it.

### **SEND report**

*“Deployment of TA’s in Year 6 from September as they are likely to be working in a 1:1 situation rather than whole class support”*

**Q: The SEND report suggests lack of TLA provision for year 6? What is the plan regards this?**

With the staffing restructure at the Junior school there will be one full time TA who should be able to support need for the year group. This is why they will be focusing on improving ordinarily inclusive provision through the use of the Toolkit.

### **SWOT analysis Threats are defined as:**

- *Reduced staffing capacity (restructure and maternity leaves)*
- *Budget constraints*
- *Needs of individuals pupils- an increase of high needs in EYFS and Y6*

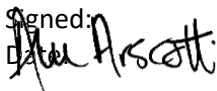
**Q: Please could you advise how you hope to mitigate these? Especially within the SLT?**

**Q: The SWOT analysis is really helpful in understanding the successes and challenges faced by the school. Looking at the next academic year what actions will be taken to mitigate the threat mentioned of the reduced staffing capacity?**

SLT- redefined responsibilities and accountabilities to focus on the core areas of improvement. Maternity leaves have been covered as they have appointed new teachers to the school.

Budget- supporting the development of improved teaching as opposed to meeting children’s needs through additional human resources. Toolkit, professional learning, mentoring.

Needs- adaptive teaching, renewed PPRM (Pupil Progress Review Meetings) - inclusion and assessment. More real time monitoring from the inclusion team. How is adaptive teaching working in the classroom?

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Toolkit will be used to upskill teachers, ensuring they can improve ordinarily inclusive education. The shifts provision to practice (what we do and how) rather than people (who we've got and who will they support).

### **Alternative Provision**

Q: Are any children in AP moving to new schools, i.e. off the register?

Yes. There are four children and three have been offered SEND placements for September 2025.

### **Playground zones**

Q: Do you feel these have improved behaviour over lunch times?

It's hard to say until they have undertaken a reclassification of the CPOMs tags to ensure staff can report friendship disputes in the correct way to undertake any meaningful analysis.

They do know that children enjoy and participate in the range of activities and ensuring they are occupied reduces the opportunity for problems.

Games do go wrong and children are still learning to resolve conflicts independently and successfully. The children do show good introspection, they are reflective and are committed to restoration.

### **Subject leadership and Five Fundamentals**

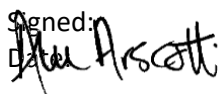
Q: These are impressive documents and provide governors with clear insight on organisation, how the curriculum is delivered, and expectations of staff, all linked to the school vision. References to adaptive teaching and scaffolding are particularly welcome. It is noted that there needs to be a shift in staff thinking to ultimately achieve this – how is this enacted?

Q: The Report refers to scaffolding rather than differentiation in learning; can you explain the difference between scaffolding and differentiation and how "the shift in thinking" for teachers and TAs will be achieved?

Q: You mention a "shift in thinking" - how long do you envisage this process taking and how is this shift being addressed (E.G. buddying/coaching/training by SLT?)

Thank you. It requires teachers to think and therefore do things differently when they teach. This will require professional training and mentoring from leaders to support them to recognise what has gone before and how this needs to change.

Appendices in the toolkit will help Teachers to see the differences and this will aid understanding and provide practical ways of making the changes. Shift comes from

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education, training and experimentation. It will form the basis for appraisals for all staff so this will secure commitment and by in and will enable leaders to provide bespoke support/direction. It is anticipated this will take at least a full academic year.

Governors were shown an example of an appendices so that they are clear what it looks like.

When there is a differentiation model it is usually pre-planned variations. An adaptive teaching is when all children are doing the same thing but it is real time responsiveness in the lesson – how are they getting on and what do they need to do next?

The Toolkit will be like the handbook. It will be good for Induction for new teachers and will be the basis for Professional Development.

Teachers will still plan for adaptive teaching they will have real-time for each different scenario. They cannot plan which child will need it and for how long. When children need further challenge what will they be given and what ways am I going to challenge them. If a child has a misconception what misconception might they have and how can it be adapted to their needs.

**Q: How can the teacher make sure that they are giving attention to the children that may sit quietly?**

The teacher and the TA will circulate around the room continuously. Teachers will make sure every child's book is checked multiple times and checking on them to ensure they are not stuck. Opportunities will be planned so that the children can respond to the teacher. What they respond will tell the teacher what their understanding is. Hinge questions will be asked to provide opportunities for the children to show what they know.

Governors were encouraged to visit the classrooms to see the process in action.

**Q: Is this the way teachers in training are now taught?**

The Early Career Framework is used to assess the ECTs. The ECF aligns with the curriculum and one of the core strands is adaptive teaching.

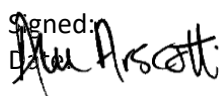
**Q: If the Governors went to another Junior school would they find other Heads driving the same agenda is it a common agenda?**

Heads have their own vision for education and what they define to be effective teaching and learning. It is important that every child feels included and there is a learning model so all children feel they will have learning explained to them in a way that they understand.

**Q: Is this something that continues when the children move to secondary schools?**

It can be very different. Some schools are very good. At the Juniors the children are learning how to learn which they can take forward themselves.

**Q: Are you expecting the focus on this learning to result in better outcomes?**

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This is the drive but that is only one measure of your success. It is about having the best teachers that you can have. For children who have left primary school it is so that they have the confidence and knowledge that they need.

**Q: How is the impact going to be measured?**

It would be seen in practice. Planning support will be provided. Governors will see the use of hinge questions, comprehension checks, use of whiteboards and what teachers do with that information. PDMs will be linked to a section of the Toolkit.

### **Parent drop ins**

**Q: It is noted that these are well attended, indicating that parents find them valuable. How many usually attend? Are they on specific days, or by request?**

Claire is providing a valuable service.

The drop ins are a new initiative for September. At the moment, Heather, Clare and Jenna meet with Parents on a needs basis. Further support will be provided to parents.

**'children are able to give back to their community through music'**

Very much appreciated by the Outreach group, and through the Yr 6 production. The school are fully embracing giving back. It is important they can achieve this based on many of the privileges the children have and experience. It promotes the values, particularly care, and the Headteacher is keen for the school to play an active role in the community. It promotes children's citizenship development and provides opportunities for social development beyond their families and friends. They will be looking at further ways they can work with the Parish, local libraries and other community services.

### **Referrals**

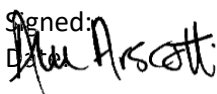
**Q: I notice that most of the referrals relate to home life and parenting does the school have plans to address this by offering free courses to parents (e.g. Lorraine Lee)?**

Clare will be exploring options for supporting parental well-being as part of our new accountabilities. She is responsible for organising parental well-being with the operational aspects delegated to Jenna. They can explore Lorraine Lee and other options as agreed, this would be useful. In the past, when this was offered generically, the parents who do not require this service attend so they would need direct signposting.

### **Pay Policy**

**Q: Have these increases been factored into future budgeting forecasts? What are the practical implications for the school (ie what is being cut to provide the pay increases?)**

EFS (Education Financial Services) provide adjustments to budgeting tools to reflect rises. The tool is used internally to undertake all accounting and budgeting. The juniors

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will receive an additional £39,362 (thirty nine thousand three hundred and sixty two) of funding, the infants will receive £22,971 (twenty two thousand nine hundred and seventy one). This will be received in two instalments, September 2025 and April 2026. This is unlikely to fully fund the entire cost of the 4% increase but it will obviously go some way towards assisting.

Schools budget Support Grant is made up as follows -

Basic per pupil rate is £37 (thirty seven) per primary pupil

A lump sum of £1,400 (one thousand four hundred) (regardless of pupil numbers)

A FSM6 rate of £35 (thirty five) per pupil

An area cost adjustment is applied to the National Funding Formula and the base funding rate is multiplied by the relevant area cost adjustment to calculate our allocations.

### **Lunchtime staff**

**Q: What training do lunchtime staff have with regards to behaviour management and incident reporting. A parent has reported that they have seen the 'dinner ladies' standing around chatting, rather than interacting with the children and dealing with any incidents. Are the lunchtime staff trained in leading play? And if not, are there plans to do this?**  
Important that parents raise this with the school, so they can respond and be aware as it is operational.

Lunchtime supervisory staff receive safeguarding training, first aid and behaviour management training. They are also supported by SLT and the PE leader to supervise and lead playground games and activities.

The logs (first aid and CPOMs) indicate that incidents are dealt with and that SLT are called upon to support with behaviour.

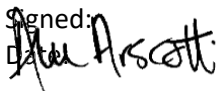
It has been witnessed staff talking to each other and they should not be. Everyone is responsible for a zone and should be interacting with children. Supervisory staff have been reminded multiple times and address it when it is observed. Expectations will be reiterated in September.

### **5. Chair of Governors Report**

The Report was issued with the documents.

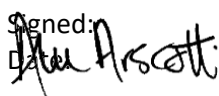
### **6. Junior School Ofsted Report**

The Governors said the Report was very fair and positive. It reflects the current position of the school. Good conversations were held with the Inspector. The Inspector liked the transparency and honesty. The Areas for Improvement are accurate and reflect how hard the teachers have worked. Personal development was identified as a strength across the Federation.

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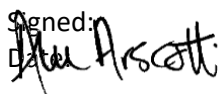
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	<p>The Headteacher thanked the Governing Body. The Inspector acknowledged that they were experienced, knew the school well, were ambitious for the staff and could appreciate the work that had been done since the Federation.</p>
<p><b>7.</b></p>	<p><b>SATS results</b></p> <p>The Governors confirmed they had received the data.</p> <p><b>Junior</b></p> <p>The school achieved a combined score of 76.8% which was above National 62.1%.</p> <p>Reading above 77% National 74.9%  Writing above 83.9% National 72.2%</p> <p><b>Q: Were the results in line with expectation?</b>  The results were disappointing but it was not a surprise. The needs of the children and each cohort can be very different. Excellent points of progress have been achieved and the children have worked really hard.</p> <p>Key changes have already been made. The maths curriculum has been reviewed.</p> <p><b>Q: Were you anticipating from the teacher assessments that SATs results would be higher?</b>  It was known that the results would be low.</p> <p>To achieve Greater Depth you are unable to drop many marks. Arithmetic needs to be completely fluent and the reasoning must be very secure. Any gaps will prohibit achieving Greater Depth.</p> <p><b>Infants</b></p> <p>Phonics achieved 93.3% above National 80%</p> <p>Phonics year 2 achieved 100%</p> <p>Teacher assessment will be a priority next year.</p>
<p><b>8.</b></p>	<p><b>SEND Report</b></p> <p>CH thanked CK and HJ for meeting with her. The meeting was very useful and there was a clear focus.</p> <p>Explanation about THRIVE and how these assessments are completed and implemented was discussed.</p>

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	<p>The ELSA provision and the deployment of TAs in year 6 from September has been addressed in the HT's Report.</p> <p>The main focus for the Autumn term meeting will be the Strategic Plan for Inclusion with the consideration of adaptation and variety.</p>
<b>9.</b>	<p><b>Parent Survey</b></p> <p>The Governors had received the parent survey analysis.</p> <p><b>AP3: Chair to send the agreed response to the parents.</b></p>
<b>10.</b>	<p><b>Federation Restructure</b></p> <p><b>Report on redundancy hearing 27 June 2025</b></p> <p><b>Please see the Confidential Minutes</b></p>
<b>11.</b>	<p><b>Governing Training</b></p> <p><b>WGBT</b></p> <p>WGBT booked – Thursday 12 February 2026 – Effective Questioning – Tutor John Lewis - 5 pm to 7 pm</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>
<b>12.</b>	<p><b>Safeguarding/Child protection</b></p>

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The termly monitoring has been completed.

A Safeguarding incident was reported in the HT Report which Governors had received. All procedures had been followed correctly. Referrals have been made to Oakford.

A guidance note was discussed to send to parents about putting in controls on home devices and monitoring. If able referencing real world examples would be beneficial.

**Report on Filtering and monitoring meeting with Oakford**

Oakford are filtering and monitoring as would be expected. A list of actions were identified and how to improve the approach. Actions have now been addressed. KK and the HT receive the alerts. Parent workshops will be held.

**13. Any Other Business**

**AP4: Pay Policy to be circulated to the Governors.**

**Change to school hours**

It will be necessary to make an adjustment because of directed time. Teachers can only be directed for a set amount of hours each year.

The Governors discussed options and approved the proposal of –

8.35 am to 3.05 pm - Infants

8.40 am to 3.10 pm - Juniors

Gates will be opened 5 minutes before.

The Headteacher will write to the parents to inform them.

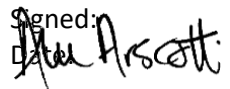
**Year 3**

The Headteacher advised that she would like to write to the Office of the Schools Adjudicator in September to ask for them to cap the PAN at 70 for the year 3 cohort. It would be capped for the duration at the Junior school.

**The Governors approved the decision to ask for the PAN to be capped at 70 for year 3.**

**14. Dates and items for future meetings**

Meeting	Date	Time
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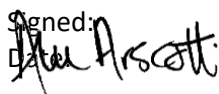
	FGB	25 September 2025	4.30 pm	
15.	Self-evaluation of the meeting			
	How have Governor actions discussed at this meeting benefited the children to become life-long learners?			
	How have the Governors supported and challenged the senior staff strategically during the meeting?			
	The Chair thanked everyone for attending and for their valued contribution.			
	The meeting closed at 6.45 pm.			

Action Points – FGB 17 July 2025		
1.	Chair to sign approved minutes 15 May 2025.	Chair
2.	September 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
3.	Parent Survey - Chair to send a response to the parents.	AA
4.	Pay Policy to be circulated to the Governors.	AA

### Lead governors

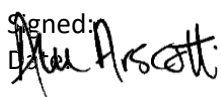
Safeguarding Curriculum Finance	Ann Arscott Claire Minnock, Natasha Wooton Don Monk Sian Winter
Development and Training Pay Committee chair Headteacher Performance Management Committee chair	Anne Marie Datlen Ann Arscott Don Monk

### Glossary of acronyms

Signed:  


25 Sept 2025

<p>EHCP- education health care plan  LAC- looked after child  PLAC- post looked after child  SEND- special educational needs and disabilities  HT- Headteacher  DHT- deputy headteacher  AHT- assistant headteacher  SENDco- special educational needs co-Ordinator  PAN- published admission numbers  NOR- number on roll  Revenue C/F – carry forward  0.6- 3 days a week  0.4- 2 days a week</p>	<p>HLTA- higher level teaching assistant  ECT- early career teacher  SATs- standardised assessment tasks  Burgundy book- The Burgundy Book is a national agreement between the five teacher unions and the national employers (NEOST). A handbook setting out the conditions of service for schoolteachers in England and Wales  EYFS- Early years foundation stage (children aged 4-5)  RE- religious education  ELSA- emotional literacy support assistant  TLRs- teaching and learning leaders  <u>SWOT – Strengths, weaknesses, opportunities, threats</u>  <u>TTRS – Times Table Rock Stars</u></p>
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Signed:  


25 Sept 2025