



Full Governing Body Meeting

Thursday 25 September 2025 at 4:30 pm

Venue: Foxhills Junior School

Governors Present:	<p>Lucy Howe, Headteacher Ann Arscott, LA Governor, Chair of Governors (AA) Anne Marie Datlen, Co-opted Governor (AMD) Caroline Hubbard, Co-opted Governor (CH) - <i>left the meeting at 5.45 pm</i> Nicky Medley, Staff Governor (NM) Don Monk, Co-opted Governor (DM) Michael Paye, Parent Governor (MP) Paul Terris, Co-opted Governor (PT)</p>
Apologies received:	<p>Natasha Wooton, Co-opted Governor (NW) Glenda Thornley, Co-opted Governor (GT) Donna Neill, Co-opted Governor, (DN) Claire Minnock, Co-opted Governor (CM) Chris Boalch, Parent Governor (CB) Sophie Foster (SF) Assistant Headteacher</p> <p>No Apologies received: Sian Winter, LA Governor (SW)</p>
In Attendance:	<p>Heather James, Associate Member (HJ) Katie Kynaston (KK) Assistant Headteacher Tracy O'Connor, LA Clerk (TOC)</p>

Safeguarding/KCSiE Presentation

Following the meeting the presentation was shared with the Governors on HSfS.

Policy & Responsibilities

- KCSiE is updated annually and came into effect on 1 September 2025.
- The Headteacher provided an update to ensure all staff are clear on their safeguarding responsibilities.

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Ann Arscott

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- Staff must be able to prevent impairment to children’s physical or mental health and development by being alert to signs of abuse or neglect.

Contextual Safeguarding

- Risks to children may occur outside the home (e.g. peer groups, online, community settings).
- Staff are expected to be professionally curious and maintain the mindset that “it can happen here.”
- Staff build positive relationships with parents while remaining vigilant.

Recording & Monitoring

- CPOMs is used to record concerns. Records are up to date and timely.

Policy Review

- Governors have reviewed the safeguarding policy.
- The policy includes procedures for staff and now incorporates the Foxhill Principles, which align with KCSiE.

Training & Support

- Ongoing training helps staff identify contextual factors that may lead to harm.
- Children are educated on how to stay safe, including online safety.

Disclosures & DSL Accountability

- Staff follow the 7 Rs when handling disclosures.
- Designated Safeguarding Leads (DSLs) are held to account by the Governing Body.

External Collaboration

- The school continues to work closely with CAIT (Child Abuse Investigation Team).
- Internet Matters is recommended as a resource for parents.

KCSiE Part 2 Updates

- Few changes this year, but online safety additions include:
 - Misinformation
 - Disinformation
 - Conspiracy theories

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	<ul style="list-style-type: none"> • Children must be digitally literate to identify scams and unsafe content. • The computing curriculum includes online safety elements in every section. <p>AP1: Governors to complete Online Safeguarding training and Prevent training.</p>
1.	<p>Welcome, Introductions and Apologies</p> <p>The Chair welcomed everyone to the meeting. The meeting was quorate.</p> <p>Nicky Medley was welcomed to the meeting. She has been appointed as Staff Governor. Introductions were made.</p> <p>Apologies were received and accepted from Natasha Wooton, Glenda Thornley, Donna Neill, Claire Minnock, Chris Boalch and Sophie Foster.</p> <p>No apologies were received from Sian Winter.</p> <p>NB. Subsequent to the meeting, Sian advised that she had been ill</p>
2.	<p>Declaration of Business and Pecuniary Interests</p> <p>2.1 To record any business, pecuniary or personal interest on the agenda items. 2.2 To update and confirm Declarations of Interest on HSS for the new academic year.</p> <p>Governors were reminded to let the Clerk know if there are any business, pecuniary or personal interests to note.</p> <p>2.3 Self-evaluation (All) All governors to identify and record the following during the meeting:</p> <ul style="list-style-type: none"> • 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?
3.	<p>Appointment of Chair and Vice Chair for new academic year</p> <p>The Clerk asked for nominations to appoint/re-elect the FGB Chair and Vice Chair for the 2025/26 academic year.</p> <p>FGB Chair – Ann Arscott – Nominated by Don Monk</p> <p>Seconded by Paul Terris</p> <p>The Governors elected Ann Arscott as Chair for the new academic year.</p>

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	<p>Don Monk advised that he would not be able to take on the role of Vice Chair this year.</p> <p>The Governing Body acknowledged the importance of having a succession plan in place. This presents an ideal opportunity for another Governor to consider taking on the Vice Chair role.</p> <p>It was noted that having a spread of experience across the Governing Body is beneficial. The option of a co-Chair arrangement may also be explored.</p> <p>AP2: Succession planning agenda item next meeting – Vice Chair role.</p>
4.	<p>Minutes of Last FGB Meeting – 17 July 2025</p> <p>3.1 To agree and sign minutes of previous meeting. The minutes and confidential minutes of the FGB on 17 July 2025 were an accurate record of the meetings and were agreed and approved by the FGB. AP4: Chair to sign Approved minutes 17 July 2025.</p> <p>3.2 Matters arising and action points</p>

Action Points – FGB 17 July 2025		
1.	Chair to sign approved minutes 15 May 2025. Completed	Chair
2.	October 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. Completed	AA
4.	Pay Policy to be circulated to the Governors. Sent with agenda	AA

5.	<p>Headteachers Verbal Report</p> <p>Number on Roll</p> <p>The Infant School has a full complement of pupils.</p> <p>Junior School numbers are as follows:</p> <ul style="list-style-type: none"> ○ Year 3: 33 and 34 pupils ○ Year 4: 2 classes of 34 pupils ○ Year 5: 35 and 34 pupils ○ Year 6: 25, 27 and 29 pupils
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Q: Were these numbers anticipated at the end of last term?

Yes, the figures are as anticipated. Since the start of the year, four children have joined Year 4 and one child has joined Year 6.

Q: Are the new children from families moving into the area?

Yes, families have moved into the catchment area.

Admissions and Capacity

- Year 4 currently has 69 pupils, with a cap of 70.
- Year 5 has no formal PAN (Published Admission Number) cap, but the Local Authority has applied a cap of 70.
- Year 6 has a PAN of 90.

Q: Is the school at capacity now?

Year 4 is close to capacity with 69 pupils.

The Headteacher advised that she would like to apply to the Office of the Schools Adjudicator to reduce the PAN for the current Year 3 cohort (currently 67 pupils) from 90 to 70.

This PAN adjustment would remain with the cohort until they leave Year 6. The Headteacher is working with the Local Authority on this proposal.

Governors approved the request to a cap to the PAN of 70 for the current year 3 cohort.

School Improvement Plan (SIP)

Governors had received a copy of the School Improvement Plan prior to the meeting.

The Headteacher outlined the key focus areas, including:

Use of Assessment

- This area covers both Assessment for Learning and the accuracy and reliability of summative assessment data.
- Summative data refers to the information gathered at the end of a learning period, typically through tests, to determine what knowledge pupils have acquired.
- Teachers use this data to support and validate their own assessments of pupil progress.

Question level Analysis

The school is exploring the use of Question level analysis to assess how well children can apply their knowledge in unfamiliar contexts. This approach allows teachers to evaluate depth of understanding and identify gaps in learning.

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Year-on-year, teachers can use insights from previous cohorts to inform planning and support.

The school is considering new testing procedures that incorporate Question level analysis and provide actionable data for teachers to use post-assessment.

Development of Pupil Progress Meetings

HJ is leading on Inclusion and KK is leading on Assessment.

The school has joined the Hampshire Improving Standards Team.

KK will be working with Rebecca Collins to support the development of assessment practices. The aim is to empower teachers to become agents of problem-solving in relation to their own data.

Development of Ordinarily available provision

The development of Ordinarily Available Provision is expected to enhance high-quality first teaching. This involves routine adaptations in teaching practice, described as universally proportionate—what works for vulnerable children is often beneficial for all pupils.

A Teaching and Learning Toolkit has been developed, based on the five fundamentals of effective teaching and learning. The toolkit will serve as a foundation for performance management, professional development, and tailored support for staff.

Q: I struggled a little bit to map success measures on the front into what is strangely called something slightly different in the table (Success Criteria). There seems to be different language as well in the descriptive success criteria to what is written in the front-page success measures and I'm not sure if it is intentional or helpful?

The success measures outlined on page 1 indicate the overall aims and measurable outcomes, primarily through data. These measures will guide the school's monitoring and evaluation processes. Achievement of these measures will signal successful implementation. Success criteria are the specific steps required to meet the overall success measures.

Q: Perhaps the alignment through the document could be better followed if the front page objectives and success measures were numbered, and then in the success criteria the numbers were used to back reference easily. I'd probably go 1-6 on objectives and then 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1, 5.1, 6.1 on the measures.

This can be completed if it would be helpful.

SATS outcomes

The SATs outcomes identified three key areas for improvement:

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- Maths
- Free School Meals (FSM)
- Greater Depth

While outcomes were above the national average, they were not at the level the school aspires to.

KK has undertaken a detailed analysis of past papers to identify specific issues. Concerns were noted around curriculum sequencing and subject knowledge.

Learning walks have been completed, and it was observed that some task design lacked ambition for pupils working at Greater Depth. Children need consistent opportunities to demonstrate deeper understanding.

The school recognised cohort vulnerabilities and commended the team for working extremely hard to provide emotional support.

FSM pupils performed below the national average for combined outcomes. Further work will be undertaken to improve adaptation strategies, with targeted support beginning from Year 1. These pupils will be a focus in performance management processes.

The school is proud of its teachers, who are working diligently to implement improvements and support all learners.

Q: At the July meeting you stated SATS results were not as good as expected in all areas. Please could you advise if the SIP addresses the areas you feel we should improve in relation to these results.

The school has undertaken Question level analysis and identified areas of weakness.

Arithmetic fluency was highlighted as a concern and has since been addressed.

Pupil Progress Meetings have been revised to better support data-informed teaching. Staff are receiving professional training through the Hampshire Improving Standards Team.

Early target setting has been implemented to support timely intervention.

A new schedule has been introduced to align assessment revisions with Governing Body meetings.

The school is actively addressing the FSM (Free School Meals) attainment gap through Ordinarily Available Provision (OAP).

Teachers are being supported in their professional development, including refining understanding of Greater Depth and designing tasks that create opportunities for pupils to demonstrate deeper learning.

Q: The objectives for improvement do they refer to observations made by Ofsted?

Following feedback from Ofsted, the school has focused on increasing adaptation and variation in teaching materials.

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While all children are learning the same core content, teachers are adapting their delivery methods to suit individual learning needs.

Q: Is there a risk that the greater depth are being held back?

Teachers are expected to adapt at both ends of the learning, and such adaptations are often subtle. Examples of effective adaptation were shared with Governors during the meeting.

A key focus is ensuring children can apply their learning in different contexts and develop the ability to unpick and understand answers in depth.

Q: Did you not know this last year or the year before? Why is the focus this year going to make a difference? Do you think it is a good fit where the school is currently?

Over the past three years, teachers have redeveloped the curriculum and planned progressive learning journeys. Last year's focus was on curriculum delivery and modelling. This year, the emphasis is on refining and tweaking existing practices.

The recently introduced Ordinarily Available Provision (OAP) guidance aligns well with the school's current position and priorities.

Ofsted identified inconsistencies in adaptation during lessons and recommended the development of consistent use of Assessment for Learning (AfL) in real time.

CH left the meeting at 5.45 pm

Q: Are the teachers onboard?

Governors were shown Year 1 planning to illustrate how the curriculum is being implemented in practice. This was found to be very helpful. It was acknowledged that implementing the guidance is time-intensive, both in terms of preparing materials and applying them in the classroom. The school expressed pride in the teaching staff, who are working hard to embrace the changes and embed them into their practice.

6. Terms of Reference

6.1 To adopt terms of Reference for the Board of Governors - **Adopted**

6.2 To adopt the Terms of Reference for the Pay Panel - **Adopted**

6.3 To adopt Terms of Reference for the Headteacher Performance Management Panel - **Adopted**

The Governors confirmed that they would adopt the Terms of Reference.

7. Strategic intentions for 2025 – 2026

Curriculum, Learning and Achievement

Donna Neill

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Finance and Resources with two governors each taking responsibility for monitoring the school budgets	Natasha Wootton Don Monk Sian Winter
Safeguarding Governor	Ann Arscott
Health and Safety – to be completed once a term	
Filtering and Monitoring	Michael Paye
SEND/Inclusion Governor	Caroline Hubbard
Development and Training Governor	Anne Marie Datlen
Termly letter to parents	Ann Arscott
Community Liaison – periodic article for Parish Magazine	Ann Arscott/Anne Marie Datlen
Staff Wellbeing	Caroline Hubbard
Recruitment and Induction	Ann Arscott/Anne Marie Datlen
Website compliancy	Michael Paye
HTPM Panel	Don Monk (Chair), Donna Neill, Caroline Hubbard, Paul Terris
Pay Panel	Ann Arscott (Chair) Glenda Thornley, Natasha Wootton

8. School Improvement Plan 2025/26
Discussed at item 5.

9. Safeguarding/Child Protection

AP5: Confirm agreement to Clerk that you have read and understood Keeping Children Safe in Education for the new academic year.

A6P: Confirm to Clerk you have completed Prevent Training for 2025/26.
<https://www.support-people-susceptible-to-radicalisation.service.gov.uk/prevent-duty-training-learn-how-support-people-susceptible-radicalisation>

Deadline for all above 23 October 2025

Safeguarding/Child Protection Policies

Q: I wonder whether these two policy documents have duplication and overlap and wonder whether they should or could more clearly cross-reference each other to set context?

The school adopts both the Safeguarding Policy and the Child Protection Policy, which are written by the Local Authority. There is an overlap between the two policies as they are closely linked.

The Safeguarding Policy provides detailed information about specific risks to children and outlines the broader safeguarding framework.

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The Child Protection Policy focuses on the actions and procedures that staff and Designated Safeguarding Leads (DSLs) must follow when there is a concern about potential harm or abuse.

Q: I also think it would be helpful to know what if any changes have been made since last ratified issue.

Q: Do they take account of the 2024 and 2025 changes to KCSiE (which the Caspar briefing note helpfully summarises)?

The revised policy is issued at the start of each academic year and includes a table of changes reflecting updates to Keeping Children Safe in Education (KCSiE) and current safeguarding themes.

The school has adopted the 7Rs (Annex 4), which support staff in how to receive and respond to safeguarding information.

Q: As they are important documents with a significant amount of content and information, would it be worth considering giving them a structural update to distinguish policy, procedure and guidance a bit like we did last year with some other policy documents?

If the policy were a school document, structural updates could be made. The Federation principles have been incorporated into the adopted policy. Key elements from the policy are also embedded into other school documents to ensure consistency and alignment.

Q: Do you ever get any near misses where you could learn from? Do LA share cases that have happened in the area?

Serious Case Reviews and safeguarding reports are received and reviewed. The school has undertaken internal case reviews and used these opportunities to engage staff in discussion and reinforce key safeguarding principles. The Hampshire Safeguarding Children Partnership website was noted as a helpful resource for guidance and support.

The Hampshire Safeguarding Children Partnership website continues to be a helpful resource for staff and leadership.

Safeguarding Audit

Q: I wasn't sure how to review this or when it was reviewed, as it doesn't have any context information such as document/audit owner or update date reference.

Q: Where the few action points exist should they have ownership and target dates associated with them or alignment to school improvement plan if appropriate?

There were few actions required, but the audit is valuable in identifying any gaps in provision. Last year's audit has been updated and is reviewed through the Safeguarding Schedule, which is monitored by the Governing Body.

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Actions for 2025 relate to filtering and monitoring, which are being reviewed by KK and MP.

During the summer term, an analysis was undertaken of the filtering and monitoring alerts received from Oakford. This analysis is part of the school's ongoing commitment to safeguarding and digital safety.

A key frustration identified was that many alerts were linked to a user ID FXJTJ, making it difficult to determine the individual or device responsible. No safeguarding alerts have been received. Conversations were held with Oakford, who completed trial work in response to the concern. Oakford believes they have found a way to link alerts more effectively to individual devices, which will improve monitoring and accountability.

The Governors approved the Safeguarding Audit.

10. Governing Training

Training and Development Plan Overview

The 2025–26 training documents were shared in the meeting folder.

The training overview is a useful tool to help identify areas for development and plan future training needs.

Training Records

Governors were asked to ensure that they update their training records on HSfS.

Adding a manual training record and attendance at training courses run by Governor Services will be automatically added to your training record. If you wish to add a record for a course you have completed via another organisation, you can add a manual record. Select 'Training records' from the dashboard icon and select 'add new record'.

Essentials of Chairing – GS114A

Whether you are a new chair, vice chair or an aspiring chair, this course will support you in understanding the key tasks of the role and the skills required to be an effective chair or vice-chair.

WGBT

WGBT booked – Thursday 12 February 2026 – Effective Questioning –
Tutor John Lewis - 5 pm to 7 pm

Link to training programme –

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

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	<p>Link for E-Learning –</p> <p>https://hampshireservicesforschools.hants.gov.uk/P34171</p> <p>Governor Forum</p> <p>14/10/2025 19:00 - 20:30 pm</p> <p>Venue: Online - Microsoft Teams</p> <p>Trainer: Maureen Bax</p> <p>Governors were invited to attend.</p>
11.	<p>Federation Website Compliance</p> <p>Discussed previously in the minutes.</p>
12.	<p>Policies and Documents for review and ratification</p> <p>Collaborative Agreement 2025/26 with Abbotswood School</p> <p>Governors were informed of a change in the collaborative agreement process. A formal written agreement is no longer required. Instead, both schools must record their agreement to collaborate in their respective Governing Body meeting minutes. Abbotswood will consider and record the agreement at their Governing Body meeting this week.</p> <p>The Governing Body agreed to enter into a collaborative agreement with Abbotswood School.</p> <p>The Governors confirmed adoption of the policies and procedures within the Manual of Personnel Practice (MOPP) (HSfS – Resources – type in search bar MOPP)</p> <p>The Governors confirmed adoption of the HCC Governors Good Practice Guide.</p> <p>The Safeguarding and Child Protection policies were approved by the FGB.</p> <p>The Pay Policy was approved by the FGB.</p>
13.	<p>Any Other Business</p> <p>The Governors said they had a lovely time at the Parish Council fete. The school choir were brilliant.</p> <p>Change to meeting dates</p>

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	<p>The FGB originally scheduled for 14 May 2026 has been rescheduled to Thursday 30 April 2026.</p> <p>The FGB originally scheduled for 16 July 2026 has been rescheduled to Thursday 2 July 2026.</p>		
14.	Dates and items for future meetings		
	Meeting	Date	Time
	FGB	Thursday 23 October 2025	4.30 pm
	Pay Panel	To be arranged - Oct	
	HTPM	To be arranged	
15.	<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> <ul style="list-style-type: none"> • Item 5. Discussion on SATs outcomes, School Improvement Pan, Use of Assessment • Support of vulnerable children • Safeguarding actions to support a risk-free environment as necessary <p>How have the Governors supported and challenged the senior staff strategically during the meeting?</p> <ul style="list-style-type: none"> • Questions relating to agenda items including safeguarding, S.I.P. 		
	The Chair thanked everyone for attending and for their valued contribution.		
	The meeting closed at 6.30 pm.		

Action Points – FGB 25 September 2025		
1.	Governors to complete Online Safeguarding training and Prevent.	All
2.	Succession planning agenda item next meeting – Vice Chair role.	Clerk
3.	October 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
4.	Chair to sign approved minutes 17 July 2025	Chair
5.	Confirm agreement to Clerk that you have read and understood Keeping Children Safe in Education for the new academic year.	All

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6.	Relationships Education and RSE policy – next meeting agenda	HT/Clerk
7.	Chair to prepare a schedule of work for each meeting.	Chair

Roles and Responsibilities 2025/26	
Curriculum, Learning and Achievement	Donna Neill
Finance and Resources with two governors each taking responsibility for monitoring the school budgets	Natasha Wootton Don Monk Sian Winter
Safeguarding Governor	Ann Arscott
Health and Safety – to be completed once a term	
Filtering and Monitoring	Michael Paye
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Staff Wellbeing Committee	Caroline Hubbard
Recruitment and Induction	Ann Arscott/Anne Marie Datlen
Website compliancy	Michael Paye
HTPM Panel	Don Monk (Chair), Donna Neill, Caroline Hubbard, Paul Terris
Pay Panel	Ann Arscott (Chair) Glenda Thornley, Natasha Wootton

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	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
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Revenue C/F – carry forward 0.6- 3 days a week 0.4- 2 days a week	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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