

**Full Governing Body Meeting**

**Thursday 23 October 2025 at 4:30 pm**

**Venue: Foxhills Junior School**

|                                   |   |
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| <p><b>Governors Present:</b></p>  | <p>Lucy Howe, Headteacher<br/> Ann Arscott, LA Governor, Chair of Governors (AA)<br/> Anne Marie Datlen, Co-opted Governor (AMD)<br/> Caroline Hubbard, Co-opted Governor (CH)<br/> Michael Paye, Parent Governor (MP)<br/> Paul Terris, Co-opted Governor (PT)<br/> Natasha Wooton, Co-opted Governor (NW)<br/> Glenda Thornley, Co-opted Governor (GT)<br/> Donna Neill, Co-opted Governor, (DN)<br/> Sian Winter, LA Governor (SW) – <i>joined the meeting at 5:40 pm</i><br/> Chris Boalch, Parent Governor (CB)<br/> Sophie Foster (SF) Assistant Headteacher<br/> Lowri D'Sa Co-opted Governor (LD)</p> |
| <p><b>Apologies received:</b></p> | <p>Nicky Medley, Staff Governor (NM)<br/> Don Monk, Co-opted Governor (DM)<br/> Katie Kynaston (KK) Assistant Headteacher</p> <p><b>No Apologies received:</b><br/> Claire Minnock, Co-opted Governor (CM)</p>  |
| <p><b>In Attendance:</b></p>      | <p>Heather James, Associate Member (HJ)<br/> Tracy O'Connor, LA Clerk (TOC)</p>   |

**PSHE Presentation – Sophie Foster**

Signed:   
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Following the meeting, the Presentation was shared with the Governors.

It was noted that PSHE (Personal, Social, Health and Economic education) is a non-statutory subject, which provides the school with greater flexibility to design a bespoke curriculum tailored to the specific needs of its pupils.

Despite its non-statutory status, there remains a significant amount of guidance that schools are expected to follow to ensure the curriculum is comprehensive and effective.

The Vision for the PSHE curriculum was shared with the Governors. The impact of the PSHE curriculum should be seen in all aspects of school life: on the playground, in classrooms, and the way children from Foxhills conduct themselves in the community. Ultimately, it helps to embed the school values and achieve the vision for the Federation.

The DfE states that schools must use their PSHE curriculum to equip all pupils with a sound knowledge of risk and ensure they have the knowledge and skills to make safe and informed decisions.

It is important schools have autonomy to prioritise elements of PSHE that are most relevant for the children in their catchment, for example addressing contextual safeguarding concerns that are prevalent for our community – e.g. use of tech, compliant children, vulnerable due to a lack of assertiveness, train and bike safety etc.

Since 2020, there has been statutory guidance for relationships education and health education, with RSE (relationships and sex education) being statutory for secondary schools. The curriculum has been constructed to ensure the milestones children reach each half term are taken from here, parents were also consulted, prior to writing the curriculum.

The school uses a structured scheme for PSHE teaching called SCARF (provided by Coram Life Education), which stands for:

- Safety
- Caring
- Achievement
- Resilience
- Friendship

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This scheme ensures that all statutory requirements are covered. It is a comprehensive and recursive scheme of work, offering detailed lesson plans and task ideas to support and enhance teaching and learning.

The recursive nature of the curriculum means that the most crucial content is revisited within year groups, and each concept is revisited annually, supporting spaced learning and reinforcing understanding over time.

**Component (Substantive) Knowledge** – “Knowing that”: This includes factual content such as understanding what constitutes a healthy relationship, recognising risks, and knowing the laws around personal safety. This is supported through knowledge organisers, models, stories, real-life examples, and high-quality interactions between teachers and children.

**Composite (Disciplinary) Knowledge** – “Knowing how”: This involves how children contextualise and apply their learning both in lessons and in real-life situations. It ensures that pupils don't simply memorise disconnected facts, but instead develop the ability to make informed decisions, solve problems, and respond appropriately to challenges.

A key priority in this year's School Improvement Plan is adaptation - ensuring that all children are supported to reach the same end point, regardless of their starting point or individual needs.

To support this, the school has been exploring Ordinarily Available Provision (OAP), a framework for universal provision that identifies strategies and resources to make learning accessible for every child. This approach focuses on adapting teaching and learning environments to remove barriers and promote inclusion.

During a recent Inset Day, staff worked in teams—teachers and Teaching Assistants—to identify and reflect on barriers to learning. The following barriers were highlighted:

- Delayed social and emotional development
- Personal issues resulting in sensitivity to themes and concepts
- Victim of abuse or safeguarding concerns
- Lack of empathy
- Delayed speech, language and communication skills
- Poor literacy skills
- Inability to debate respectfully
- Global developmental delay

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This collaborative work is helping the school to refine its provision and ensure that adaptations are meaningful, inclusive, and effective in supporting all learners.

### **Removing Barriers to Learning**

To address the barriers identified during the Inset Day, the school is implementing a range of inclusive strategies aimed at ensuring all children can access the curriculum and reach the same end point. These strategies include:

- **Knowledge of pupils on an individual level** – Understanding each child's unique needs, strengths, and challenges to tailor support effectively.
- **Use of third-person videos** – Helps to depersonalise sensitive topics, making it easier for children to engage without feeling exposed.
- **Use of puppets and role play** – Encourages expression, empathy, and exploration of emotions in a safe and imaginative way.
- **Making connections to promote understanding** – Linking new learning to familiar experiences to deepen comprehension.
- **Real-life examples** – Providing context and relevance to help children relate learning to their own lives.
- **Bubble Time** – Offering dedicated time for children to talk about their feelings and experiences in a safe, supportive environment.
- **Scribing and transcribing** – Supporting children who struggle with writing by capturing their thoughts and ideas in alternative formats.
- **Floor books** – Used to document and celebrate all children's voices, ideas, and learning journeys.
- **Providing opportunities for involvement** – Ensuring every child has a role and voice in classroom activities.
- **Small group teaching** – Allows for targeted support and personalised learning experiences.
- **Promoting group work across the curriculum** – Builds communication, collaboration, and social skills.
- **Using frameworks and guidelines for effective interaction** – Ensures consistency and clarity in communication and behaviour expectations.
- **Modelling and making explicit links** – Teachers demonstrate thinking processes and connect concepts to aid understanding.
- **Using songs to teach concepts and self-care** – Engages children in learning through music, supporting memory and emotional development.
- **SCARF workshops** – Practical, hands-on sessions that reinforce PSHE learning in an interactive and meaningful way.

### **Additional Support for SEN Children**

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For some children with Special Educational Needs (SEN), Ordinarily Available Provision (OAP) may not fully meet their needs. In these cases, the school provides targeted and individualised support to help remove barriers to learning and promote wellbeing. These strategies include:

- **Self-care resources** – Providing essential items such as toothbrushes, sanitary products, and soap to support personal hygiene and independence.
- **Social stories** – Used to teach key themes and routines in a structured, relatable way, helping children understand and navigate social situations.
- **Emotion masks** – Tools to help children interpret and express feelings, supporting emotional literacy and regulation.
- **ELSA provision** – Emotional Literacy Support Assistants work with children to develop coping strategies, resilience, and emotional understanding.
- **Reflective journals** – Encourage self-expression and reflection, helping children process experiences and emotions.
- **Worry monsters or worms** – Creative tools that allow children to share concerns in a non-threatening, imaginative way.

This year, floor books have been introduced in some subjects, particularly where learning is discussion-based. These books are used to capture the learning journey of each class, taking the pressure off written evidence in individual pupil books.

Each class has its own floor book, which documents group discussions, ideas, reflections, and collaborative learning. This approach allows teachers to record meaningful learning experiences in a visual and inclusive way, ensuring that all voices are represented.

Examples of floor books were shared with the Governors, showing how they are being used to reflect pupil engagement and understanding across the curriculum.

**Q: Where does mental health fit in?**

Mental health is woven throughout many of the PSHE themes - safety, me and my relationships, being my best.

**Q: You talk to children about keeping safe how do you know that they have taken that on board and they know what to do?**

Classroom discussions – Teachers regularly ask children reflective questions such as “If you had a problem, what would you do?” or “Who are your trusted adults?” to gauge their understanding and decision-making skills.

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|    | <p>Monitoring and observation – Through ongoing monitoring, staff have found that children are able to answer confidently, articulate their thoughts, and report concerns appropriately.</p> <p>The school recognises that some children may be non-verbal or have communication difficulties. To ensure these pupils are also supported:</p> <ul style="list-style-type: none"> <li>• Children are provided with a range of strategies to express themselves, including visual aids, emotion tools, and alternative communication methods.</li> <li>• Staff have a strong knowledge of individual pupils, enabling them to spot changes in behaviour or presentation that may indicate a concern.</li> </ul> <p>Q: Do the teachers feel confident with their own confidence? How do you know how comfortable the teachers feel with the delivery of the material?</p> <p>To support teachers in delivering sensitive and complex PSHE content confidently, the school uses the SCARF scheme, which provides:</p> <ul style="list-style-type: none"> <li>• Structured materials and lesson plans</li> <li>• Clear guidance on appropriate language and approaches</li> <li>• Practical resources to help navigate challenging topics</li> </ul> <p>Teachers are encouraged to have Teaching Assistants (TAs) present during lessons that may involve difficult or sensitive discussions, to provide additional support and helping to manage unexpected questions or comments from pupils.</p> <p>The Governors thanked Sophie for her very informative presentation.</p> |
| 1. | <p><b>Welcome, Introductions and Apologies</b></p> <p>The Chair welcomed everyone to the meeting. The meeting was quorate. Introductions were made.</p> <p>Apologies were received and accepted from Nicky Medley and Don Monk.</p> <p>No apologies were received from Claire Minnock.</p> <p><b>Co-opt Ms Lowri D'Sa to the board</b></p> <p>Lowri D'Sa was asked to leave the room while the Governors discussed her application to be appointed as a Co-Opted Governor.</p>  |

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|    | <p>Following the discussion, the Governors unanimously approved her application.</p> <p>She was then invited back into the meeting.</p> <ul style="list-style-type: none"> <li>• Nominated by: Ann Arscott</li> <li>• Seconded by: Glenda Thornley</li> </ul>  |
| 2. | <p><b>Declaration of Business and Pecuniary Interests</b></p> <p><b>2.1 To record any business, pecuniary or personal interest on the agenda items.</b></p> <p><b>2.2 To update and confirm Declarations of Interest on HSS for the new academic year.</b></p> <p>Governors were reminded to let the Clerk know if there are any business, pecuniary or personal interests to note.</p> <p>There were no additional business or pecuniary interests to note.</p> <p><b>2.3 Self-evaluation (All) All governors to identify and record the following during the meeting:</b></p> <ul style="list-style-type: none"> <li>• How have Governor actions discussed at this meeting benefited the children to become life-long learners?</li> <li>• How have the Governors supported and challenged the senior staff strategically during the meeting?</li> </ul> |
| 3. | <p><b>Minutes of Last FGB Meeting – 25 September 2025</b></p> <p><b>3.1 To agree and sign minutes of previous meeting.</b></p> <p>Subject to minor amendment the minutes of the FGB on 25 September 2025 were an accurate record of the meetings and were agreed and approved by the FGB.</p> <p><b>AP1: Chair to sign Approved minutes 25 September 2025.</b></p> <p><b>3.2 Matters arising and action points</b></p>   |

| <b>Action Points – FGB 25 September 2025</b> |   |     |
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| 1.   | <p>Governors to complete Online Safeguarding training and Prevent.</p> <p>Governors were reminded to update their training records on HSfS.</p> <p>Governors were asked to send their certificates to the Chair or advise that the training has been completed.</p> | All |

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| 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 <b>Completed</b>  | Chair    |
| 5. | Confirm agreement to Clerk that you have read and understood Keeping Children Safe in Education for the new academic year.  | All      |
| 6. | Relationships Education and RSE policy – next meeting agenda  | HT/Clerk |
| 7. | Chair to prepare a schedule of work for each meeting.   | Chair    |

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| 4. | <p><b>Appointment of Vice Chair</b></p> <p>During the last meeting, several Governors expressed interest in shadowing the Chair to gain a deeper understanding of her responsibilities. Governor Services advised that an official Vice Chair must be nominated. Following this guidance, it was agreed that Caroline Hubbard would take on the role of Vice Chair.</p>   |
| 5. | <p><b>Safeguarding</b></p> <p><b>Prevent Training</b><br/> <a href="https://www.support-people-susceptible-to-radicalisation.service.gov.uk/prevent-duty-training-learn-how-support-people-susceptible-radicalisation">https://www.support-people-susceptible-to-radicalisation.service.gov.uk/prevent-duty-training-learn-how-support-people-susceptible-radicalisation</a></p> <p><b>5.1 Confirm appointment of Lead Governor for safeguarding (Ann Arscott)</b></p> <p>AA advised that she would be happy to continue in the role of Lead Governor. LD will be working closely alongside to support.</p> <p>Pupil Conferencing will be completed during the half term. Dates will be arranged, and Governors will be invited to take part in conducting the sessions.</p> <p><b>AP3: Pupil Conferencing - HJ to advise dates to the Chair.</b></p> <p><b>5.2 Approve Terms of Reference for Safeguarding Lead Governor</b></p> |

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The Safeguarding Terms of Reference were approved by the Board.

### **5.3 Approve Safeguarding Information for Governors document**

An addition has been made to the document outlining the process to follow in the event of an incident affecting the whole school. It would be beneficial for all Governors to familiarise themselves with this procedure to support parents and to ensure clarity in such circumstances.

The Governors approved the document.

### **5.4 Plan Safeguarding monitoring in Autumn 2**

Monitoring discussed above.

### **5.5 Single Central Record report (AA)**

The SCR is reviewed at least once a term. The Chair has completed the checks and all records were up to date.

The Safeguarding Report will be presented at the second meeting of the term. It will include all relevant details.

## **6. Headteachers Verbal Report**

### **Number on Roll**

Juniors- 286 (PAN 360, 74 surplus places)

Infants- 178 (PAN 180, two surplus places in year two)

### **Attendance**

Infants 95.5% - in line with National.

Juniors 95.4%

There have been some viruses and illnesses in circulation which have affected attendance.

### **Staffing**

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There have been staff absences across all groups, primarily due to respiratory, COVID and stomach upsets.

There have also been longer-term absences within both support and leadership teams. Additionally, three members of staff are due to go on maternity leave. One staff member is currently on maternity leave, and another is expected to return after the half term.

### **Safeguarding**

Three children are currently subject to Section 47 (Child Protection). The school has attended core group conferences and worked with agencies such as health services to determine appropriate thresholds. In these cases, engagement is no longer voluntary, as is often the case with children in need (Section 17) and those under Section 47.

The school continues to monitor the wellbeing of the children subject to Section 47. Staff are expected to report regularly to Children's Services and attend group meetings to provide updates.

### **School Improvement Plan (SIP)**

#### **Strengths**

Reflection- teachers are independently identifying changes to mapping and undertaking these with leadership support (KS1 Maths, DT, KS2 writing).

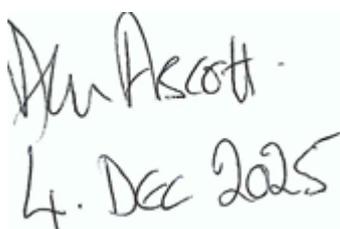
Middle leaders have identified that retrieval in maths should be consistent with English and have developed new approaches for teachers to trail. This is increasing opportunities for adaption in retrieval and our keep up culture.

Professional learning is supporting all teachers in meeting SIP objectives, specifically:

To support teachers in adapting teaching and learning so that all children make progress by:

- The federations' universal offer (leaders and teachers have developed OAP (Ordinarily Available Provision) for all subjects and by domain in core)
- Progression in handwriting documents (stage not age)- this helps teachers to understand handwriting development and provide ordinarily available provision based on children's stages
- Reviewing the writing framework (DfE, July 2025) to enhance mastery teaching and learning. This has resulted in re-writing the KS2 writing mapping

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Q: Are the documents that have been shared with the Governors work that has been completed and identified by the staff at Foxhills? Can you charge for sharing the hard work that has been completed?

There has been no support from the Local Authority. Foxhills have been supporting the Local Authority. The documents are part of their tool kit which is being used to support their 5 fundamentals course. A presentation was delivered to other Headteachers to show where they were.

Q: What would the provision look like in the classroom?

Every child would have benefit from the resources that would be available to them all.

To support a consistent approach and align with the new DfE writing framework recommendations, work has been completed on progression in handwriting documents. This work identifies barriers to progress and outlines strategies that can be used at each individual stage.

Q: Do schools get a choice in how to teach print or cursive?

There is a clear rationale behind the school's handwriting approach. While some schools only teach print in the Infant phase, Foxhills has conducted research into long-term memory and found that transitioning to cursive later can cause difficulties. This research has informed the school's decision to take a consistent approach from the outset.

Q: How does the progression document fit with the OAP model?

The progression document aligns with the OAP (Ordinarily Available Provision) model by identifying barriers and outlining support strategies at each stage. For example, in Key Stage 2, bespoke interventions may be provided for pupils with SEND. If a child in any year group is struggling to hold a pencil or experiencing difficulties with fine motor skills, OAP strategies would include access to a range of pencil grips, different pens, and varied writing surfaces. These options will be available to support individual needs.

*SW joined the meeting at 5:40 pm*

Q: How do you evaluate this with your staff?

At the end of the Inset day, every year group was expected to deliver a presentation showing the resources they had created based on their learning. Learning walks are carried out to observe what is available in classrooms. During Personal Development

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meetings, staff are expected to share examples of children's work and demonstrate how provision has been adapted to meet individual needs.

Staff requested and have set up shared folders to store resources, making them accessible for all teachers across different year groups. This supports collaboration and consistency in teaching materials. Governors commented that this was a really positive development.

### **Vulnerable pupils**

Vulnerable pupils (FSM) are developing more positive attitudes to reading as a result of the book corner development, improved literature in the library, book banded books for KS2 to support children who are still decoding, Read Write Inc in KS2. They have upskilled teachers in identifying underlying reading barriers.

The Headteacher shared quotes from children who are FSM or SEND reflecting with leaders about their attitudes to reading. It is important that the school can reflect their attitude to reading.

"I really like phonics and reading. At school, I read books that other children wear glasses and I wear glasses too" (YR)

"Reading is important as we get more better at stuff" (Y1)

"A sound mat helps me get better at school" (Y1)

"Phonics helps me learn to read and that's why we always do it" (Y1)

Child asked to keep reading, even though it was time to stop (Y3)

"When you're older and have a phone, you need to know how to type the words" (Y3)

"Reading can help you learn all sorts of other things" (Y4)

"If you can read, you can have a good life" (Y4)

"You can get any job if you can read what they say" (Y5)

"I absolutely love reading, I'm good at reading. Taking breaks when I'm reading helps me. Reading helps you in life and with your future work" (Y6)

"The more you know, the further you will go" (Y6)

### **End of KS2 outcomes**

The results for Key Stage 2 were slightly below expectations in the area of Greater Depth for SPAG (Spelling, Punctuation and Grammar).

Leaders have addressed GPS gaps by:

- Implementing non-negotiables across both schools
- Professional learning to support teachers in developing independence in writing

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- Using new assessment frameworks for writing to increase accuracy and validity of teacher assessments
- Introducing a new spelling scheme
- Implanted GPS retrieval
- Purchased new summative testing materials in order to undertake question level analysis

**Q: What year group are the summative assessments used?**

They are from year 1 upwards.

In each year group, the school is measuring how many words per minute children should be able to read in order to comprehend effectively. To achieve Age-Related Expectations (ARE), children should be able to read approximately 130 words per minute.

**Q: How is this assessed? Some children do not enjoy reading out loud.**

To assess reading fluency, children are asked to read alone aloud with a teacher. At the end of each line, the number of words read is recorded to calculate words per minute. While some children may not enjoy reading aloud, this method helps identify discrepancies between oral fluency and mental fluency. The goal is to ensure children can read at a pace—around 130 words per minute—that supports comprehension and meets Age-Related Expectations.

A significant amount of work is being undertaken on text mapping, supported by extensive research. This approach draws on a broad range of experiences and is helping to strengthen understanding and application of texts across the curriculum.

### **Weaknesses**

Teachers still require support to adapt provision, resources and teaching. INSET 2/3 have been specifically designed to deepen teacher's understanding and to create a practical resource bank for teachers to use.

The Partnership for Inclusion for Neurodiversity in Schools (PINS) has identified that not all teachers currently have resources readily available to support neurodiverse pupils. They will be working with the Local Authority to audit the provision in school and provide professional learning for staff. Two days have been allocated across the Infant and Junior schools. The first day focused on reviewing existing adaptations and exploring ways to enhance them. The provision developed will be accessible to all, ensuring every child can benefit from the available resources.

As part of the PINS project, a sensory audit will be conducted. This will involve reviewing both classroom and outdoor environments to assess how they can be adapted to better

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|     | <p>support children with neurodiverse needs. The aim is to create inclusive spaces that are accessible and supportive for all pupils.</p> <p>As part of the PINS project, a set of six training sessions is being offered to help staff better understand the needs of neurodiverse children. These sessions will be delivered during Personal Development meetings.</p> <p>As part of the PINS project, the leaders will be seeking parents' views and running a workshop to engage families in the initiative. This will help ensure that the support for neurodiverse children is informed by a broad range of perspectives and experiences.</p> |
| 7.  | <p><b>Curriculum Monitoring</b></p> <p><b>7.1 Report on July Learning Walk not received</b><br/> <b>7.2 Learning walk date for Autumn 2</b></p> <p>New dates will be proposed to the Governors once they have been arranged. It was agreed that morning sessions would be preferable. Learning walks will not be limited to two governors. The topics covered will align with the Federation Improvement Plan and include SPAG, Maths, FSM, and Pupil Premium.</p> <p><b>AP4: Curriculum monitoring – learning walk – dates to be circulated.</b></p>   |
| 8.  | <p><b>SEND Report</b></p> <p>The SEND report had been circulated to the Governors. The learning walk was very informative. Following the meeting, the guidance on Ordinarily Available Provision and Special Educational Needs and Disabilities support was also shared with Governors. The document was found to be very interesting and provided a clear focus for classroom practice.</p>  |
| 9.  | <p><b>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.</b></p> <p>As part of the required checks, DBS checks are now included under the Single Central Register. These checks have been completed, and no risks were identified.</p>   |
| 10. | <p><b>Teachers' Pay Panel report</b></p> <p>The Panel convened today to review teachers eligible for pay progression. A written report summarising the outcomes and recommendations will be completed and</p>   |

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|  | <p>circulated to the Governors in due course. The relevant Guidance has recently changed, and this was taken into account during the review process.</p>  |
| <p><b>11. Governing Training</b></p>                                 | <p>Governors were reminded of the importance of undertaking training wherever possible to support their role effectively. An SLA (Service Level Agreement) is in place to cover the cost of training, and Governors are encouraged to make full use of the opportunities available.</p> <p><b>Training undertaken</b></p> <p>AA advised that she attended the Safeguarding training that was very good. The presentation was excellent and contained a lot of information.</p> <p><b>Training Records</b></p> <p>Governors were asked to ensure that they update their training records on HSfS.</p> <p>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'.</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><b>12. Policies and Documents for review and ratification</b></p> |   |

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- **Relationships Education and RSE policy** – Revised guidance will come into force next September. Every time the policy is changed parents are consulted – **Approved**
- **Complaints Policy - Approved**
- **SEN Policy** – Training and Resources section – neurodiversity to be added. Sensory and/or physical needs section – neurodiverse behaviour to be clarified - **Approved**
- **Dignity at work - Approved**
- **Governors' Code of Conduct** – reviewed annually – **Approved**
- **Health and Safety policy** – minor amendments to be completed by AA - **Approved**

**13. Any Other Business**

An email was received from Derek Myers' PA regarding the school's Ofsted inspection schedule. The school was asked to consider whether it wished to be inspected sooner or revert to the standard four-year cycle.

After discussion, it was agreed to revert to the four-year cycle. This decision reflects the need to embed the new inspection framework effectively before undergoing a review. Based on this timeline, the earliest possible inspection would be in Autumn 2027.

H&S site walk volunteers were requested. A site walk is completed every term.

**AP5: H&S site walk – to be completed every term – MP to contact Dave Gill.**

Staff survey – the survey has been issued to staff. Some responses have been completed already.

Celebration assemblies are held every Friday afternoon (2.45 pm). All Governors are welcome. If they would like to attend, please notify the Headteacher.

For Information – the draft National Park Local Plan (page 98) has been published and it includes possible buildings between the school and Knellers Lane (approx 70 dwellings). There will be a period of public consultation 5 November – 14 December 2025. They want to improve the local road network and associated cycle pedestrian links to ensure

Signed:  
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|            | safe access to local facilities including schools. If anybody has any questions/suggestions please email CH.  |                           |
| <b>14.</b> | <b>Dates and items for future meetings</b>  |                           |
|            | <b>Meeting</b>  | <b>Date</b>               |
|            | EFGB (via Teams)  | Thursday 20 November 2025 |
|            | FGB   | Thursday 4 December 2025  |
| <b>15.</b> | <b>Self-evaluation of the meeting</b>   |                           |
|            | <p>How have Governor actions discussed at this meeting benefited the children to become life-long learners?</p> <ul style="list-style-type: none"> <li>• PSHE presentation increased governors' understanding of this topic</li> <li>• Governors endorsed the HTs report on the SIP, which included adaptive learning, and how this was being implemented</li> <li>• Safeguarding awareness supported the federation's vision of a calm environment conducive to learning</li> </ul> <p>How have the Governors supported and challenged the senior staff strategically during the meeting?</p> <ul style="list-style-type: none"> <li>• Questions on PSHE. Governors supportive of the teaching of PSHE.</li> <li>• Questions and support for the SIP</li> <li>• Questions on INSET day outcomes</li> </ul> |                           |
|            | The Chair thanked everyone for attending and for their valued contribution.   |                           |
|            | The meeting closed at 6.30 pm.  |                           |

| <b>Action Points – FGB 23 October 2025</b> |  |       |
|--|--|-------|
| 1.   | Chair to sign approved minutes 25 September 2025.<br><b>Completed</b>  | Chair |
| 2.   | Confirm agreement to Clerk that you have read and understood Keeping Children Safe in Education for the new academic year. | All   |
| 3.   | Pupil Conferencing - HJ to advise dates to the Chair for circulation.  | HJ    |

Signed:  
Date:

*Ann Ascott*  
*4. Dec 2025*

|    |   |    |
|----|---|----|
| 4. | Curriculum monitoring – learning walk – dates to be circulated.         | DN |
| 5. | H&S site walk – to be completed every term – MP to contact Dave Gill.   | MP |
| 6. | EFGB – Thursday 20 November – 4.30pm – HJ to set up Teams meeting link. | HJ |

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

### Glossary of acronyms

Signed:  
Date:

*Ann Arscott*  
*4. Dec 2025*

|   |  |
|---|--|
| <p>EHCP- education health care plan<br/> LAC- looked after child<br/> PLAC- post looked after child<br/> SEND- special educational needs and disabilities<br/> HT- Headteacher<br/> DHT- deputy headteacher<br/> AHT- assistant headteacher<br/> SENDco- special educational needs co-Ordinator<br/> PAN- published admission numbers<br/> NOR- number on roll<br/> Revenue C/F – carry forward<br/> 0.6- 3 days a week<br/> 0.4- 2 days a week</p> | <p>HLTA- higher level teaching assistant<br/> ECT- early career teacher<br/> SATs- standardised assessment tasks<br/> 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<br/> EYFS- Early years foundation stage (children aged 4-5)<br/> RE- religious education<br/> ELSA- emotional literacy support assistant<br/> TLRs- teaching and learning leaders<br/> <u>SWOT – Strengths, weaknesses, opportunities, threats</u><br/> <u>TTRS – Times Table Rock Stars</u></p> |
|---|--|

Signed:   
Date: 4. Dec 2025