



The Foxhills Federation



Minutes of Full Governing Body

Monday 21 November 2022 at 4:30 pm

At Foxhills Junior School

Governors Present:	Ann Arscott, LA Governor, Chair of Governors (AA) Lucy Howe, Headteacher Anne Marie Datlen, Co-opted Governor (AMD) David Gill, Co-opted Governor (DG) Angela Ifould, Parent Governor (AI) Don Monk, Co-opted Governor (DM) Donna Neill, Co-opted Governor, (DN) Hayley Sired, Staff Governor (HS) Glenda Thornley, Co-opted Governor (GT) <i>left the meeting at 5:50 pm</i> Sian Winter, LA Governor (SW) Natasha Wooton, Co-opted Governor (NW)
Apologies received:	Lucy Dixon, Parent Governor (LD) Michael Isherwood, Co-Opted Governor (MI) Katrina Kemp, Co-opted Governor, (KK) Tim Mead, Co-opted Governor (TM)
In Attendance:	Heather James, Associate Member (HJ) Alison Kay, Associate Member(AK) Tracy O'Connor, LA Clerk (TOC)

	<p>Presentation – Update on SENCo provision across the Federation – Clare Kealey</p> <p>The presentation is available on GovernorHub.</p> <p>A breakdown was given of the number of children with Education Health Care Plans across the Federation, the allocated hours and EHCPs that are pending.</p> <p>Priorities</p> <p>The priorities are taken from the SIP (School Improvement Plan).</p> <ul style="list-style-type: none"> • Developing and adapting learning journeys for individuals • SENDCo to support teachers in adapting the design of curriculum (the way it is taught and delivered, not content) so that disadvantaged children are supported to gain the same knowledge and experiences as others 	
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Signed:
Date:

- SENDCo/DHT to develop personalised provision/resources/support for disadvantaged pupils which support them to access the same curriculum content as their peers
- SENDCo to monitor provision and support teachers and TAs in ensuring appropriate support is in place to support children in accessing the curriculum fully
- Establish non-phonetic approaches to reading to support the lowest 20% in making progress in reading

Progress to date

- Pupil Progress Plan template adapted to ensure information captured can be tracked, monitored and reviewed from Year R to Year 6. This includes data, learning barriers, provision and personalised targets for the individual.
- Meetings held with teachers and TAs to discuss needs and provision for children with SEND. Short term targets for children with EHC Plans have been set and shared with parents.

Actions - going forward

- Meet with class teachers (across the Federation) to populate and update the Pupil Progress Plans
- Update SEND Register across the Federation
- Support teachers with personalised learning journeys, provision and differentiated task design
- Monitor provision and support teachers and TAs in ensuring appropriate support is in place to support children in accessing the curriculum fully

Meeting the needs for 2 schools

- Priority is to set up systems that work across both schools to provide consistency for the children, transparency for parents, simplify paperwork for teachers, ease tracking and monitoring for SLT and stakeholders.
- Time will be split: 3.5 days with the Juniors and 1.5 days with the Infants across the week
- Last half term (Autumn 1), more time has been spent with the Juniors familiarising myself with procedures, paperwork, transition. This half term (Autumn 2), familiarise myself with children, staff and curriculum at Infants.
- Meeting and liaising with external agencies involved with children in both schools will help me build a bigger picture of the needs across the Federation in the short and long term (provision, staff training etc.)

How is the role developing?

- Developing a single SEND register that identifies and tracks children with different levels of needs across the Federation
- Setting up Pupil Profile Plans for all children in SEND Support and/or Pupil Premium. These will begin in Year R and continue to end of Year 6.
- Recording and monitoring support across the Federation, at year group level, using Provision Maps
- Raising profile of SEND needs i.e., Dyslexia Awareness Week
- Identified staff training (delivered and/or planned for)
- EHCP needs assessments
- Networking with LA and local schools

- Referrals - ASD, MHST, OT, SALT
- Supporting class teachers
- Parent meetings

Q: Raising Dyslexia awareness is that internally or for parents as well?

To date it has been internally. Assemblies have been held with the children. Teachers have had follow up discussions in class. Staff have also received training.

Q: Was raising Dyslexia awareness a national requirement?

This is a national requirement. Dyslexia is not just about getting diagnosed it is also the early support that can be provided.

Q: How many children are Dyslexic?

1 in 10 children are Dyslexic. The children may be at different levels but the proportion is high. The earlier the child is diagnosed the support can be provided.

Q: Is there external support?

The school are trying to liaise with the SENCo at Applemore College because they have a Dyslexic Unit. Their support would be very valuable.

ELSA and management provision

Anne Marie and Nicky are training LSAs to empower them to offer general emotional support. They are also currently training another LSA to become an ELSA and will be training another in the Spring term. The children receive a 6-week programme. The targets are reviewed and support adjusted as required.

Q: Is there enough ELSA support?

There are a lot of children on the waiting list with different needs. All teachers and classroom assistants are able to support ELSA. They do not need to wait.

Q: Can you explain how the banding and hours works?

The first band is about £5,000 (five) which is a ratio of 3:1. The cost of a Teaching Assistant is approximately £15,300 (fifteen thousand three hundred). Most children are awarded 25 hour enhanced fee which is £5,000 (five) which the school receives which goes towards the support.

Q: Can the funding be used in any way that is felt appropriate for that child?

Children will not receive 1:1 support. It is not healthy for children to be with an adult for their whole school day. Children have to become independent and they need to be secondary ready by the time they leave the Federation. The money is used to deploy resources to support them in the best way that they need.

Q: At the moment have many parents wanted to speak to the SENCo on a 1:1 basis? Is her advice to speak to the classroom teacher first so that they follow the correct process?

The SENCo advice is to speak to the classroom teacher first or the SENCo will meet with the parent and teacher. This can be very time consuming.

	<p>Q: What equivalent ELSA provision is provided at the Infant school? There are 2 ladies who are from Youth Family Matters who currently provide ELSA support. The ELSA at the Infant school is currently on maternity leave.</p> <p>Q: Is the SENCo aware of children attending the Infants via the Pre-school? Regular discussions are held with the on-site Pre-school and at transition. Discussions are not as regular with other Pre-schools but telephone conversations are held.</p> <p>Q: How much are parents involved with getting the EHCP? Some parents want the EHCP and want a diagnosis. Some parents are reluctant or do not always notice the need. Conversations are held with parents. Support is provided at school. Ideally the school and parents work together. Without parental permission it is difficult to take forward. It is important that all members of staff know the needs of a child and the provision is provided.</p> <p>The Governors thanked CK for her very informative presentation.</p>										
		Action									
1.	<p>Welcome, Introductions and Apologies</p> <p>The Chair welcomed everyone to the meeting. The Chair introduced Angela Ifould, new Parent Governor. The Governors introduced themselves.</p> <p>Apologies were received and accepted from Michael Isherwood, Lucy Dixon, Katrina Kemp and Tim Mead.</p>										
2.	<p>Declaration of Business and Pecuniary Interests</p> <p>There were no business or pecuniary interests to declare relevant to the agenda.</p> <p>Governors were asked to update their Declarations of Business interests on GovernorHub. Profile – Declarations tab – General Confirmations - I confirm my Declarations of Interest are correct</p>										
3.	<p>Minutes of Last FGB Meeting – 28 September 2022</p> <p>3.1 To agree and sign minutes of previous meeting The minutes of the FGB on 28 September 2022 were an accurate record of the meeting and were agreed and approved by the FGB. AP1: Chair to sign Approved minutes 28 September 2022 on GovernorHub.</p> <p>3.2 Matters arising and action points</p> <table border="1" data-bbox="209 1816 1414 1964"> <thead> <tr> <th colspan="3">Action Points – FGB – 28 September 2022</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Chair to sign Approved minutes 12 July 2022 on GovernorHub.</td> <td>Chair</td> </tr> <tr> <td></td> <td>Completed</td> <td></td> </tr> </tbody> </table>	Action Points – FGB – 28 September 2022			1.	Chair to sign Approved minutes 12 July 2022 on GovernorHub.	Chair		Completed		Chair
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	2.	Governor visits and Governor Protocol – KK to review the policy. Agenda item next meeting The policies have now been reviewed and are available on GovernorHub. The Governor Expenses policy has also been reviewed. The Governors confirmed their approval to the Governor Visit policy.	KK	
	3.	FGB Terms of Reference – Chair to amend and upload to GovernorHub. The Terms of Reference have been amended slightly. The Terms of Reference are available on GovernorHub. A GovernorHub folder has been created for all working documents which are now all in one place – GB management and website documents.	AA/Clerk	
	4.	Chair to format the Roles and Responsibilities document and circulate to the FGB. Completed	AA	
	5.	All Governors were requested to confirm on GovernorHub that they had read and understood KCSiE 2022. Clerk to email reminders.	All	
	6.	Safeguarding monitoring - The HT will liaise with MI, Chair of the Safeguarding Committee. Report at item 9	HT	
	7.	Prevent training – Governors to complete Prevent training and confirm on GovernorHub, declarations. Clerk to email reminders.	All	
	8.	GT will review both websites to see what is required to be uploaded. Discussed in minutes.	GT	
4.	<p>Headteachers Written Report</p> <p>The Governors thanked the HT for the very detailed and informative report. It is the first written report since becoming a federation. The Governors were pleased and reassured by its contents. Thanks were given to all of the staff.</p> <p>Q: Attendance. It is noted that Pupil Premium boys and SEN girls in the Infant School in years R, 1 and 2 have largely lower attendance than non PP/SEND. Is this due in part to small number statistics? Has there been any follow up on these children to identify reasons for absence?</p> <p>The stats look disproportionate due to the time of the year because they are presented as percentages and not sessions missed. They are predominantly due to chicken pox and sickness and diarrhea.</p> <p>A review is to be made of independent attendance certificates. The school are able to look at individual children and identify the sessions that they have been present and the sessions that they haven't been and the reason why. The school analyse children</p>			

who have attendance below the school's expectation of 97.5%. Anybody below that threshold is reviewed to see why they have been away.

There are some children who do have a patchy profile. The schools continue to work with families to give them individual support. The Admin teams, across the two schools, have identified that they need one person centrally in the office to review attendance across both schools. Susie Blake and the HT will work together to review the attendance.

If there is not a thorough analysis on a day by day basis areas could be missed where there are potential problems.

Where there may be concerns the school follow the new procedures as set out in the new document 'working together to improve school attendance' that became effective from 1 September 2022. It sets out the legal responsibilities of schools and parents in a very comprehensive way.

Q: Can you elaborate on the development of a strategic approach to managing attendance?

Schools need to treat the root cause of absences and remove any barriers. It requires schools and local partners to work collaboratively and not against families. It is a very supportive process.

Children who are in school more often achieve better. The attendance target is shared with the whole school and individual class attendance. Classes compete healthily against each other.

The schools have a clear vision on how they are going to improve attendance. Monitoring processes and strategies will be in place that can be effectively evaluated. The rigorous monitoring uses the attendance data to identify patterns of poor attendance. If issues are identified out of school the case may be referred to Early Help if specific support is needed.

If there is persistent absence the school would explain the consequences to families. A more formal level may require a parenting contract or an education supervision order. If all options have been explored the school would have to force attendance by statutory intervention through prosecution.

The schools have received a large amount of holiday requests in term time. There are at least 4/5 every day. Local Headteachers have met and none of the Headteachers are approving holiday requests.

Q: Does the school have to resort to fining families?

The fine is £60 per parent who lives in the house. If a penalty notice is issued in the first instance, if it occurs again, the school will move straight to legal proceedings. Each school now has an Attendance Officer, Hampshire. The schools are awaiting to see who they have been allocated. The HT is writing to parents to set out the new attendance approach and their legal responsibilities.

Q: Writing – high attainers. There was a 17.7% drop since 2019, which is considerably larger than the variations on other subjects. Is this likely to be Covid related? How are you seeking to improve it?

Since 2019, it was identified that there was a lack of sustained writing which is due to remote learning- assessment was impaired. Projects became too activity driven during 2020-2021. There were gaps in learning across every year group because there were not enough writing opportunities and children did not develop stamina.

It was identified there were not enough opportunities to write (one per project- now three and fiction and non-fiction). Learning journeys have been introduced where children have the opportunity to learn, practice and apply. In year 6 this has been developed further - every week there is now an applied piece which is an extended write

Curriculum mapping – Spelling Punctuation And Grammar (SPAG) is now in the right year groups, with an emphasis on spelling and handwriting.

AK's Performance Management target will be working with Rachel to improve writing outcomes.

Teachers will be upskilled by ensuring that moderation is across the Federation to ensure writing progresses from year R to year 6.

On 11 January 2023 the HT has arranged for a cluster moderation where every year group from year R to year 6 will go to another Infant or Junior School where all teachers will be able to moderate children's writing.

The HT is confident that there will be an upward trajectory in the amount of children achieving ARE (age related expectation) and GD (greater depth) in writing.

The Governors said that it was a very interesting development and was excellent.

Q: Maths – high attainers. Congratulations on the 19.7% rise since 2018!

During covid parents were more confident teaching maths to their children. The school could use remote provision in the same way as cut-a-way.

Maths is well planned. The curriculum is sequenced. It progresses with clarity. The staff subject knowledge is strong. Wordless number problems ensure children can apply knowledge to unknown contexts that increases their fluency. Any barriers are removed because children are not unnerved by a problem.

Termly assessments have been introduced for every year group. It is a summative assessment, where teachers are able to analyse what the children know, but it also removes test anxiety and gets children prepared for SATS ahead of time.

Q: Curriculum Development – Projects - the emphasis on knowledge focus, rather than outcome, is an interesting and logical shift. Would this be a suitable focus for a Learning Walk?

It would be a good opportunity to speak to subject leaders as it would fulfil the School Improvement Plan. How are projects different?

ELSA leaflet – AM produced an excellent ELSA leaflet.

Q: Can Governors receive a copy of the ELSA leaflet?

The leaflet is available on the website. Governors will be sent a copy of the leaflet.

Q: Bespoke Provision mentions a child with significant needs requiring 1:1 LSA support. The child's needs are central but what support is offered to the LSA who works with the child every day?

1:1 provision is not always the same LSA. It is important that provision for children enables them to have access to a range of adults and resources to meet individual need.

Where there is a case where a child has a particular relationship with an LSA supervision from leaders is always ensured. This gives the opportunity to debrief, reflect. LSAs also have access to professionals and agencies to improve their expertise and skills. LSAs are involved in meetings so that they ensure they know what is happening and why. The team recognise when someone needs a break.

Q: Will the Library Service Level Agreement provision be for both infant and junior libraries; is the Infant English/Library lead also involved? Is there the opportunity to share library facilities?

The Infant already have the School Library Service SLA. Predominantly the 2 libraries will remain distinct. This is because the curriculums are different and therefore literature in the libraries needs to be different. Themes are presented differently, for example, diversity. Resources will be modernised at the junior school to ensure that if a diversity audit was completed the material the school were providing was appropriate.

Q: Behaviour - it specifically states under Infants there are no reports of bullying, but this is not stated for Juniors. Are there reports of bullying in Juniors? (noting this may be linked to conversations discussed during safeguarding training about social media groups). Are these within expected levels?

It is important to note that there are not expected levels in terms of behaviour. It is dependent on the children and their needs. In school children are able to report concerns immediately to staff. Staff will act upon them and report on CPOMs (electronic recording system). Behaviour is a safeguarding issue.

Outside of school, the use of social media makes it very hard to determine 'expected levels' because there will be lots going on that the school are unaware of.

The school look out for vulnerabilities of individuals who could be targeted and advise Parents.

The school educate Parents. There is a page on the Infant school website which will also be available on the Junior website. Children can be educated on different Apps.

The school are keen to invite the PSCO to the school in the new year to discuss emotional safety and wellbeing.

The CARES curriculum is being reviewed. A big part of CARES was bespoke to the Junior school as assertiveness was promoted in the children. This started with consent. Children will be equipped with resilience.

Q: Behaviour - it specifically says that an increase in ELSA support trained staff is needed at Juniors, is it felt ELSA support is covered effectively in the Infants?

Not currently - JP is on maternity leave but this is being covered by Youth Family Matters. Teachers and TAs provide time to talk.

Q: Bespoke provision - should we use the pronoun They rather than he/she to reduce chance of identification?

The HT agreed to use the pronoun they to reduce chance of identification.

Q: Referrals - the data as presented is useful, thank you. We have spoken before about the importance of ensuring all staff (not just teachers) are confident in reporting concerns. The statistics show that support staff only reported 6 concerns across the federation, versus 129 for teachers. Do Teachers include LSA and TAs? Does support include lunchtime and admin staff?

Access to CPOMS is tricky for TAs/LSA as they don't always have access to computers. AK is reviewing this. Teachers report on their behalf. The HT is confident support staff know what abuse and neglect is. They will always ask and check with teachers and DSLs.

Q: Are they all level concerns or a range of concerns?

There are a range of concerns. All staff know how to escalate concerns.

Q: Following conversations at F&R, the referrals process, and safeguarding, what support is in place for staff who are working with more challenging children to ensure staff mental health and well-being is being catered for?

All staff are working with challenging children. Roles and responsibilities are different, everyone is affected. Staff in both schools have received team teach training which is how you would implement physical restrictive intervention. This is always a last result. The process has given staff confidence. The staff are provided with supervision and there are opportunities to de-brief and reflect. There is a culture of openness and honesty. Staff can say how they feel.

There is a change of face culture across both schools. Staff help each other.

There is a Senior Leadership Team presence in every year group. They are able to lead and co-ordinate provisions for individuals. They also have the skills and confidence to initiate change as necessary.

Q: Is there a lot of cases where the LSAs have a lot of challenging children they are worried about?

There are approximately 3 children out of a total 560. All staff are given support. Staff wellbeing is high priority.

	AP2: Child Protection policy – To be amended by HJ. HJ to forward to Clerk.	HJ
5.	<p>Chair’s Report</p> <p>All Governors had received the Chair’s Report.</p> <p>The collaborative agreement with Abbotswood Junior School Governing Board has been confirmed with the clerk that they wish to go ahead. This should be formally ratified on 28 November 2022.</p> <p>It was proposed and agreed to complete a Parent Survey next spring.</p>	
6.	<p>SENCO Provision</p> <p>Update on SENCO provision across the federation</p> <p>Discussed previously in the minutes.</p>	
7.	<p>Ofsted Working Party</p> <p>A lot of work has been completed on Safeguarding. All information is available on GovernorHub and the website.</p> <p><i>GT left the meeting at 5:50 pm</i></p>	
8.	<p>School Improvement Plan</p> <p>The School Improvement Plans, that have been uploaded to GovernorHub, are the evaluations. They reflect the current position.</p> <p>8.1 Infant School</p> <p>Action: To ensure all reading teachers are pronouncing pure sounds.</p> <p>November 2022 - EYFS, both classes, have modelled accurate cued articulation and the children are joining in with it. One child with speech sound difficulties is finding it particularly useful in enabling them to keep up in phonics.</p> <p>Action: Upskill TAs so they are moving children’s reading on (not just listening to readers)</p> <p>November 2022 - Training with all staff has addressed the need for reading and re-reading of books that match GPCs. Reflections – more books being ordered to bridge gap between Read Write Inc books and Rising Stars books.</p> <p>Q: What is meant by the benchmarking scheme?</p> <p>There is a colour scheme throughout the school that the children progress through. If they read a book and are able to answer questions it provides information if they are</p>	

reading at 95% accuracy. Is it the right book for them? It guides the teacher to look at the fluency.

Action: To improve the teaching of vocabulary

November 2022 - EYFS and Year Two text mapping has now been planned. Currently in the process of vocabulary mapping for EYFS. This will then be shared with teachers and TAs. SF did a learning walk to look at vocabulary in the environment and fed back to Year One that they needed their vocabulary in the book corner. This has now been addressed.

Action: Embed learn, practice, apply through MOLE in EYFS

November 2022- Learning journeys are in place. Learning zones reflect the school's mapping and Tapestry is being used to celebrate achievements.

8.2 Junior School

Action: To ensure the entire curriculum is sequentially planned so that knowledge builds and deepens overtime

November 2022- science, music and PE have been created by senior leaders and shared as examples of WAGOLLS for other subject leaders on our inset day. These examples have been used to guide others in creating mapping for their subjects.

A Curriculum overview (for the whole school) has been created which sets out where knowledge will be taught (in which project), ensuring everyone knows "why this, why now".

Learning journeys have been created in foundation subjects, English and science (displayed in children's projects books, science books and on learning walls). This has resulted in lessons being more focused because learning is organised as learn, practice, apply.

Assessment for Learning is improving - year leaders are leading their teams in analysing what children know and can after each step and what they need next, and pedagogical approach to address this (revisit, over-learning, practise). In some classes, cut a way is now being used in foundation subjects.

Learning walls are now used to display key knowledge and vocabulary in foundations subjects (within projects). Examples of WAGOLLS are also displayed.

Action: To implement and embed learning journeys in foundation subjects

Deputy HT to support the MfL subject leader to map the curriculum.

AW to support the PSHE leader in developing CARES into a sequential curriculum.

The Governors thanked the Deputy Headteachers' for their updates. The documents are very useful and comprehensive.

9. Safeguarding/Child Protection

MI and AA met with the HT. MI has completed the evaluation programme. The Single Central Register was reviewed. Gaps were identified and these are being addressed.

MI is keen to interview staff and this has been arranged in December 2022.

All Autumn monitoring on the Governors' schedule will then be completed.

A reminder was given to the Governors that the minimum governor safeguarding training is the e-learning on Governor Services.

Governor Services also offer their own bespoke training which Governors can access. The DTG is also looking at the training that National College can offer. The National College safeguarding training compliments the Governor Services training. There is also Prevent training which is excellent.

10. Finance

10.1 Agree revised budget by 30 November 2022

The budget was discussed at the Finance and Resource Committee on 17 November 2022. The Chair of the F&R Committee provided feedback.

DM and SW meet with the Finance Managers at the Infants and Junior schools to discuss and monitor the budget prior to the Committee meetings.

Working with the Finance Managers different scenarios have been researched. Scenarios are still at the discussion stage and were shared and discussed with the Governors. EFS continue to work closely with the schools and the Finance Officers. The HT will be discussing the position at the Headteachers Conference next week.

The biggest significant variance on the budgets were the staffing costs. All categories of staff have been given a pay rise. The supplementary grant has been based on inaccurate modelling which will have a significant impact on the budget.

The number on roll is predicted to reduce going forward due to low birth rate. In the October census the number of children on roll are used towards the budget share from the following April. The school will continue to market the school. Tours are provided to attract parents across the Federation.

Infant School Budget	2022/23	2023/24	2024/25
Total Income Revenue	956,989	932,599	940,367
Total Expenditure Revenue	999,755	1,031,327	1,077,055
In year surplus (deficit)	(42,766)	(98,728)	(136,688)

Surplus/(deficit) brought forward	68,814	26,048	(72,680)
Cumulative surplus/(deficit) brought forward	26,048	(72,680)	(209,368)

Junior School Budget	2022/23	2023/24	2024/25
Total Income Revenue	1,878,063	1,802,279	1,746,030
Total Expenditure Revenue	1,947,820	1,930,183	1,948,896
In year surplus (deficit)	(69,757)	(127,904)	(202,865)
Surplus/(deficit) brought forward	192,160	122,403	(5,501)
Cumulative surplus/(deficit) brought forward	122,403	(5,501)	(208,366)

The governing body is aware of the future years deficit as shown on the plan and will take action to address it.

The Chair of Governors signed and approved the interim separate budgets for both schools.

10.2 Consider Benchmarking data

The Benchmarking tool allows schools to compare themselves with other Hampshire maintained schools based on similar size and locality. It provides planning checks for the Governors and can be used to support the school when reviewing their financial efficiency.

It was agreed the benchmarking exercise will be completed at a later stage.

11. Feedback from Committee meetings

- **F&R – Thursday 17 November 2022**

Budgets reviewed and approved.

DG has explored if there are any grants available for energy savings. He has a meeting next week with someone to look at LED lighting which may get a grant. LED lighting is a lot cheaper compared to what is already installed. From next year fluorescent tubes will no longer be sold.

DG has also spoken to someone about motion sensors which would be a good proposal and very beneficial. The motion sensors would be fitted internally only.

The thermostats for radiators are very expensive approximately £10,000 for both schools. Some of the radiators have thermostats, but not all, depending when they were installed. Hampshire have visited the school and have done some tweaks to the

Juniors. They have put a thermostat into the boiler. This will control all of the heating. Hampshire will do the same at the Infants.

Policies reviewed and agreed –

- Access to site policy
- Fire Safety Management
- Children with health needs who cannot attend school Policy
- GDPR

Reminders have been given to staff to remind them to turn lights off when they are not being used.

- **Safeguarding**

- **See item 9 of the minutes**

- Meeting with HT 13 October – MI, AA, KK (see Safeguarding Monitoring Schedule)
 - Meeting with HT 11 November MI and AA verbal update

The H&S Governor completed a H&S walk. The reports are available on GovernorHub. DG provided an update.

Two fascia boards had broken away above the doors. Hampshire repaired the boards over half term. Others were also replaced.

A new door was replaced in the Infant kitchen.

Tree – A meeting is scheduled this week to discuss the fallen tree. A Risk Assessment has been completed.

- **CLA – Tue 11 Oct 2022**

- Chair appointed
 - Draft minutes attached

Link Governors were appointed.

Monitoring roles and responsibilities were discussed. Meetings will be arranged to monitor the points on the Action Plan.

Lucy Dixon has been appointed as the Inclusion Governor.

- **HT Performance Management**

The HTPM Committee met on 21 October 2022. The LLP, Sian Smith attended the meeting to discuss the Committee's proposals. Appropriate HT objectives were discussed and agreed for the new academic year.

DM has been appointed as the Headteacher Wellbeing Governor at the HT's request.

- **Pay Committee**

	<p>The Pay Committee met to discuss and ensure the Pay Policy is up to date, the Performance Management process for staff is rigorous and fair and the appropriate pay awards are allocated.</p>	
12.	<p>Governor Visits and Governor protocol</p> <p>The Governor Visit policy was approved.</p>	
13.	<p>https://app.governorhub.com/s/hampshire/training</p> <p>13.1 Training update 13.2 WGBT – Curriculum – Intent, Implementation and Impact in your school – 12 January 2023 at 5:30 pm</p> <p>13.3 Training undertaken since last FGB</p> <p>The DTG referred to the Governor Services Training and Development Plan Overview which is very helpful for Governors. All Governors were encouraged to undertake training. https://app.governorhub.com/document/62b2b8e9e3cacc271f707d3/view</p> <p>Chairs Network – AA – 17 November 2022 Safeguarding webinar – AA - 20 October 2022</p> <p>AP3: Governors were reminded to update their training records on GovernorHub – Profile – Training – Add a new training record.</p> <p>Governors were encouraged to complete the training template which raised awareness for all Governors. On completion, please send to AM and copy in AA. https://app.governorhub.com/document/636d71f4987ae0ba976ed41e/view</p>	All
14.	<p>Membership of Governing Board</p> <p>The skills on the Governing Body were reviewed. It was agreed that the membership was correct for the Governing Board.</p>	
15.	<p>Policies and documents for review and ratification</p> <ul style="list-style-type: none"> • Admissions - Approved • Pupil Premium Strategy Statement Approved • RE curriculum statement and policy – The RE curriculum has moved across to the new Hampshire syllabus. <p>AP4: HJ/LH to review the RE curriculum statement and policy across the Federation.</p> <ul style="list-style-type: none"> • Restrictive Physical Intervention policy - Approved 	

<p>16.</p>	<p>Team Building Event</p> <p>It was proposed that initially at the beginning of the Federation a team building event would have been beneficial and nice to bring everyone together. Governors agreed that the Governing Body have moved forward and have come a long way which was very encouraging.</p> <p>It was agreed that it would be positive for the Federation Governing Body to meet with the staff.</p> <p>AP5: HS and AMD will arrange for the Federation Governing Body to meet with the staff for tea and cake in the new year.</p>	<p>HS/AM</p>
<p>20.</p>	<p>Any Other Business</p> <p>AP6: Governors were reminded to arrange for their pictures to be taken with Dan for their new key fobs and passes.</p> <p>AP7: School website update - Governors to provide a pen portrait.</p>	<p>All</p> <p>All</p>
<p>21.</p>	<p>Self-evaluation of 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? <p>Questions on HT's report Attendance – working with the SLT. SENCo role – presentation School Improvement Plan – evaluation. Reviewed the library and diversity. Approved the budget. Data - increase in attainment in some subjects and decrease in others. Explanation of likely reasons and what has been actioned. Curriculum.</p>	
	<p>The Chair thanked everyone for attending and for their valued contribution.</p>	
	<p>Meeting Dates</p> <p>CLA – Monday 23 January 2023 – 2:30 pm</p> <p>Safeguarding – Mon 6 February 2023 – 9 am</p> <p>F&R Wed 15 March 2023 – 8 am</p> <p>FGB – Mon 20 March 2023 – 4:30 pm</p>	
	<p>The meeting closed at 6:50 pm.</p>	



The Foxhills Federation



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Action Points – FGB – 21 November 2022		
1.	Chair to sign Approved minutes 28 September 2022 on GovernorHub.	Chair
2.	Child Protection policy – To be amended by HJ. HJ to forward to Clerk.	HJ
3.	Governors were reminded to update their training records on GovernorHub – Profile – Training – Add a new training record.	All
4.	HJ/LH to review the RE curriculum statement and policy across the Federation.	HJ/LH
5.	HS and AM will arrange for the Federation Governing Body to meet with the staff for tea and cake in the new year.	HS/AM
6.	Governors were reminded to arrange their pictures to be taken with Dan for their new key fobs and passes.	All
7.	School website update - Governors to provide a pen portrait.	All