Full Governing Body Meeting

Thursday 1 October 2026 at 4:30 pm

Venue: Foxhills Junior School

Governors Present:	Ann Arscott, LA Governor, Chair of Governors (AA) Lucy Howe, Headteacher Chris Boalch, Parent Governor (CB) Caroline Hubbard, Co-opted Governor (CH) Donna Neill, Co-opted Governor, (DN) Michael Paye, Parent Governor (MP) Paul Terris, Co-opted Governor (PT) Chris Willmott (CW), Co-opted Governor (CW)
Apologies received	Lowri D'Sa Co-opted Governor (LD) Anne Marie Datlen, Co-opted Governor (AMD) Glenda Thornley, Co-opted Governor (GT) Sophie Foster, Associate Member (SF)
In Attendance:	Heather James, Associate Member (HJ) Chris Dale (CD) Tracy O'Connor, LA Clerk (TOC)

	Safeguarding Presentation The Safeguarding Presentation was uploaded to HSfS following the meeting. Governors received an update on the changes introduced within Keeping Children Safe in Education (KCSIE) 2026**,** which came into force on 1 September 2026. KCSIE stands for Keeping Children Safe in Education which is the official statutory guidance issued by the Department for Education (DfE) that all schools and colleges in England must follow to protect children under the age of 18. The Headteacher delivered the presentation highlighting the key messages that had been shared with staff at the beginning of the academic year. The presentation outlined the priorities, expectations, and areas of focus for the year ahead, providing Governors with an overview of the information communicated to staff.

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The most significant changes include the requirement for all staff, including those who do not work directly with children, to read Part One of KCSIE in full. The guidance also includes strengthened content relating to mental health, online safety, artificial intelligence (AI) and deepfakes, violence against women and girls (VAWG), misogyny, attendance as a safeguarding indicator, and safer recruitment requirements

Volunteers :

Q: What impact have the changes had on the school?
Leaders advised that one significant change has been the strengthening of recruitment and safeguarding procedures for volunteers. The application process for volunteers is now more rigorous, with references being sought as part of the appointment process. In addition, Disclosure and Barring Service (DBS) checks are undertaken for volunteers who are frequent visitors to the school. Leaders noted that these measures have strengthened safeguarding arrangements and provided greater assurance that appropriate checks are carried out on individuals who regularly work within the school community.

Q: Would the processes only be completed if the volunteer was anticipated to visit the school over 3 days?

Leaders advised that the school does not permit volunteers to undertake any unregulated activity. Robust safeguarding arrangements are in place, and staff remain vigilant when volunteers are involved in school activities, including educational visits. Volunteers are not left to work unsupervised with pupils and would always be accompanied by a member of staff where appropriate.

The strengthened procedures for recruiting and managing volunteers, including the use of references and DBS checks for frequent visitors, have reinforced the school's safeguarding culture and provided additional assurance regarding the suitability of volunteers working within the school community.

Governors confirmed that they will continue to monitor the effectiveness of these arrangements through their regular review of the Single Central Record (SCR), including checking that appropriate vetting, safeguarding checks and references are in place for volunteers where required.

Benedict's Law

All staff undertook online training, which was very informative. The link was shared with Governors.

Schools are required to have appropriate arrangements in place to support pupils with allergies, including a published allergy policy, individual healthcare plans where

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	required, allergy awareness training for staff, and access to emergency adrenaline auto-injectors.
1.	**Welcome, Introductions and Apologies** The Chair welcomed everyone to the meeting and invited introductions. Governors welcomed Chris Dale, who will take up his position formally on the Governing Board with effect from 22 October 2026. The meeting was quorate. Apologies were received prior to the meeting from Lowri D'Sa, Anne Marie Datlen, Glenda Thornley and Sophie Foster.
2.	**Declaration of Business and Pecuniary Interests** **2.1 To record any business, pecuniary or personal interest on the agenda items.** There were no additional business or pecuniary interests to note. **2.2 Self-evaluation (All) All governors to identify and record the following during the meeting:** How have Governor actions discussed at this meeting benefited the children to become life-long learners? • Review of academic outcomes (Phonics, SATS results etc) • The S I P will be considered at the meeting of 22nd October How have the Governors supported and challenged the senior staff strategically during the meeting? • Questioned SATS outcomes • Response to Benedicts' law. •
3.	**Minutes of Last FGB Meeting – 2 July 2026** **3.1 To agree and sign minutes of previous meeting.** The minutes of the FGB on 2 July 2026 were an accurate record of the meetings and were agreed and approved by the FGB. **AP1: Chair to sign Approved minutes 2 July 2026. Completed** **3.2 Matters arising and action points**

	Action Points – FGB 2 July 2026	
1.	Chair to sign approved minutes 30 April 2026	Chair

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	Completed	
2.	HJ - SATS headlines to be sent to FGB when data received. **Completed**	HJ
3.	Glossary of Terms to be sent to the Governors.	AMD/ Clerk
4.	Governor Visit Report outstanding – Maths and pupil conferencing - DN	AA/DN
5.	CW to speak with Dave Gill (Caretaker) and the Business Managers, Claire Cooper (Junior School) and Sandie Mussett (Infant School), to obtain the outstanding information required to complete and finalise the Fire Safety Risk Assessment report. **Completed**	CW
6.	AMD to book WGBT – Governor Monitoring.	AMD
7.	Clerk to circulate dates to FGB. **Completed**	Clerk

4.	**Report on informal meeting 07/09/26** The minutes of the informal meeting held on 7 September 2026 had been circulated to governors in advance of the meeting. **Appointment of Co-Chair and Vice Chair** Governors discussed the arrangements for the Chair and Vice Chair roles for the 2026/27 academic year. The current Chair outlined the responsibilities of the role and advised that the time commitment averaged approximately seven hours per week over a term. It was noted that a recent complaint had required a significant additional time commitment of around 70 hours, although such situations were acknowledged to be exceptional. Caroline Hubbard confirmed that she was willing to continue in her role as Vice Chair and SEND Governor but did not wish to take on the position of Chair at the present time due to other personal commitments. Michael Paye advised that, having reviewed his work commitments, he felt able to undertake the role of Co-Chair. It was proposed that Ann Arscott and Michael Paye be appointed as Co-Chairs of the Governing Board, with Caroline Hubbard continuing as Vice Chair. Under the proposed arrangement, the Co-Chairs would chair meetings on an alternating basis and take responsibility for setting the agenda for the meetings they chaired. For official purposes, Ann Arscott would be recorded as Chair of the Governing Board.

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Governors approved the appointment of Ann Arscott and Michael Paye as Co-Chairs, with Caroline Hubbard continuing as Vice Chair.

It was further noted that Ann Arscott would chair the Term 1 meeting and Michael Paye would chair the Term 2 meeting.

School Site

Governors discussed the school site and noted that all classes could currently be accommodated within the Junior School building. Consideration was given to whether opportunities should be explored to generate additional income using surplus accommodation or areas of the school site.

Potential options discussed included the development of community-focused provision, use of outdoor space for activities and the hire of facilities for sporting or other community uses. Governors recognised that any such proposals would need to be carefully evaluated to ensure that safeguarding requirements were fully met and that the benefits of the current availability of space within the school were not adversely affected.

Governors agreed that income-generating opportunities should be explored further, with any future proposals being brought back to the Governing Board for consideration.

The Headteacher advised that several rooms on the school site are already used by Hampshire County Council for professional training purposes and that accommodation is offered to the Local Authority when required.

Governors discussed the potential for making greater use of the school's accommodation and site to generate income. It was noted that there would be concerns regarding wider community use of the premises, particularly in relation to safeguarding, security, and site management.

Q: Could the school, with appropriate funding, consolidate its provision onto one site and then utilise the other site in a more meaningful way?

This could be explored as an option. Any such proposal would require discussion with and approval from Hampshire County Council. It was noted that safeguarding requirements and site access arrangements would be key considerations and are likely to remain the principal limiting factors when assessing the feasibility of any alternative use of the school estate.

Governors agreed that the Headteacher should continue to explore opportunities to maximise the use of the Infant School's accommodation, whilst ensuring that educational provision, safeguarding, and operational requirements remain paramount.

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	Q: It is positive to see that the after-school clubs and holiday clubs are well attended. Does the school receive any funding or generate income from these activities? The Headteacher advised that while the clubs do generate some income, the financial return is relatively limited. However, the provision delivers wider benefits for pupils and families, including the availability of funded places for some children eligible for Pupil Premium support, helping to ensure that activities remain accessible to all. **School Visits** Governors said they would like more opportunities to visit the school during the school day to gain a deeper understanding of school life and celebrate the achievements of pupils and staff. Suggested opportunities included assemblies, performances, sports days, and other school celebrations and events. Governors also welcomed opportunities to meet staff and develop stronger links with the wider school community. The Headteacher confirmed that governors are always welcome to visit the school and attend events where appropriate. AMD agreed to notify governors of forthcoming events and activities that they may wish to attend. Governors welcomed this approach and recognised the value of regular engagement with the school community in supporting their monitoring and strategic role.
5.	**Approve GB work plan for 2026/27** The Governing Board received the proposed work plan for the 2026/27 academic year, which had been circulated in advance of the meeting. Governors reviewed the schedule and noted that the work plan would provide the framework for the Governing Board's activities throughout the year and serve as the basis for setting meeting agendas. Governors were satisfied that the work plan reflected the Board's statutory responsibilities, strategic priorities, and monitoring requirements for the academic year ahead. **The Governing Board approved the 2026/27 Work Plan.** It was noted that the work plan would remain under review throughout the year to ensure that emerging priorities and matters requiring Board consideration could be accommodated as necessary.
6.	**Election of Chair/Vice Chair** **See item 4 above.**

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	Co-option to fill vacancy The Governing Board considered the appointment of Chris Dale as a Co-opted Governor. Following consideration, governors formally approved the appointment. Chris Dale was formally appointed as a Co-opted Governor and will take up his role on the Governing Board with effect from 22 October 2026.
7.	**Terms of Reference** **7.1 Terms of Reference for the Board of Governors** The Terms of Reference for the new academic year were approved. **7.2 To adopt Terms of Reference for the Pay Committee** The Terms of Reference for the Pay Committee were approved. **7.3. To adopt Terms of Reference for the Headteacher Performance Management Committee** The Terms of Reference for the Headteacher Performance Management Panel were approved. **7.4 To adopt the Governors Code of Conduct** Governors Code of Conduct were approved and adopted. **7.5 Approval to adopt the HCC Manual of Personnel Practice (MoPP)** The FGB approved to adopt the HCC Manual of Personnel Practice (MoPP).
8.	**GB Responsibilities** The Governing Board reviewed and approved its roles and responsibilities for the 2026/27 academic year. Governors confirmed that they were clear about their responsibilities and the expectations of the role. **1 Finance governor -** Paul Terris **2 Safeguarding governor** – Ann Arscott/Lowri D'Sa **3 Curriculum governor –** Donna Neil/Chris Boalch

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	4 SEND governor – Caroline Hubbard **5 H and S –** Chris Willmott **6 Website Compliance –** Michael Paye **7 Filtering and monitoring –** Michael Paye **8 To appoint the Head Teacher's Performance Management Committee** • Donna Neill • Caroline Hubbard • Paul Terris The HTPM meeting will be on 6 October 2026 at 9.30 am (online). **9 To appoint a Pay Committee** • Ann Arscott • Chris Dale • Glenda Thornley The Pay Committee meeting will be on 19 November 2026 prior to the FGB. **10. To approve the collaborative agreement with Abbotswood Junior School.** The Governing Board were advised that a collaborative agreement is in place with Abbotswood Junior School, enabling governors from either school to support the other by serving on panel hearings when required. The arrangement is reciprocal, meaning that governors from Foxhills would also be available to support Abbotswood Junior School in the event of a panel hearing. Governors considered the agreement and approved the continuation of the collaborative arrangement.
9.	**Review of SATs results** The Year 6 headlines had been shared with the Full Governing Body in advance of the meeting for review. Governors noted the significant hard work undertaken by the Year 6 team and commended them on the excellent outcomes achieved. It was reported that attainment was above national figures overall. Q: How do you account for the overall weakness in writing and how effective are the actions underway to address these? Q: What impact are the extra interventions having on timetabling? Is the wider curriculum being squeezed to fit these interventions in?

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Q: To what extent are interventions compensating for weaknesses; in core classroomteaching, and at what point can successful interventions be embedded within universal provision?

Q: How do you account for Foxhills; disadvantaged and SEND pupils, lower MTC scores when compared with national and LA? What is being done to address this? How much of an impact is this having on overall maths outcomes for the school?

It was noted there was a dip in the proportion of pupils achieving Greater Depth in Writing. Governors were advised that the school had been subject to a writing moderation exercise during the previous academic year and that all teacher assessment judgements had been validated and agreed by the moderators.

Disadvantaged

The outcomes for disadvantaged pupils were noted and whilst some areas remained below national benchmarks and were identified as red, there had been a significant improvement compared with the previous year. Overall, the outcomes for disadvantaged pupils were very close to national figures, demonstrating the positive impact of the strategies and support implemented by the school.

SEND

The outcomes for pupils with SEND were reviewed and Governors were pleased to note the very positive results achieved. It was reported that there had been a significant focus on improving outcomes for SEND pupils, and Governors agreed that this targeted work had been highly successful.

Q: What has been done differently to make such progress?

The Headteacher advised that there had been much greater rigor around assessment processes. In previous years, teachers had primarily made assessment judgements based on their professional knowledge of pupils, including ongoing feedback, classroom observations and evidence from pupils' books.

Whilst testing continued to be used as an indicator of attainment and success, a more consistent approach to assessment had now been introduced across all year groups. This additional assessment information provided greater evidence to support teacher judgements and helped to strengthen the validity and reliability of outcomes. Governors welcomed the increased level of rigor and agreed that it provided greater confidence in the accuracy of assessments across the school.

The Headteacher explained that, following assessments, a detailed analysis was undertaken to identify any gaps in learning. This analysis enabled staff to determine

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whether gaps were evident across a whole class, cohort, or among specific groups of pupils.

Where gaps were identified, the school was able to respond by refining the curriculum, adapting teaching and learning approaches, and implementing targeted support and interventions. Every six weeks, leaders meet with teachers to review assessment information and undertake further analysis to monitor progress and identify emerging needs.

In addition, key pupils were tracked closely to ensure that appropriate support was in place and that interventions were having the desired impact. Governors welcomed this rigorous approach to assessment and monitoring, noting that it enabled the school to identify barriers to learning promptly and tailor provision effectively to meet pupils' needs.

Q: Will this process be carried on going forward?

The process will continue and has started already. Need is identified early and interventions have been put in place. The new approach has been put in place from this September for every year group.

Q: What is the new year 6 cohort like?

The Headteacher advised that the current Year 6 cohort presents some challenges. The cohort includes a significant proportion of disadvantaged pupils and a high number of children with complex needs. As a result, considerable support and targeted intervention will be required to ensure that all pupils are able to make strong progress and achieve their potential.

Governors acknowledged the challenges within the cohort but were reassured by the school's robust systems for tracking pupil progress, identifying need, and providing timely support.

The Headteacher advised that combined outcomes data would be shared with Governors as part of pupil performance reporting. This would provide Governors with a clearer understanding of overall attainment and progress across key measures, enabling them to monitor trends more effectively and better evaluate the impact of school improvement strategies.

Q: Have the children responded positively to more testing?

The Headteacher advised that pupils had responded positively to the increased use of testing and that they had not particularly noticed the change. Assessment tasks are

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designed to closely mirror the style and format of questions used in formal tests, ensuring that pupils are familiar with expectations.

It was explained that the intention is not to increase pressure on pupils, but to help reduce anxiety by making assessment experiences more routine and familiar. This approach is intended to build pupils' confidence, resilience and readiness for statutory assessments, whilst also providing teachers with robust information to support accurate assessment and identify any gaps in learning.

Governors welcomed this approach and noted the balance between maintaining pupil wellbeing and ensuring the validity of assessment information.

Governors noted that the mathematics results were exceptional, particularly given the starting point at the beginning of the academic year. It was reported that mathematics had been a key area of focus throughout the year.

Q: Do you think the learning from this work can be repeated going forward?

The Headteacher confirmed that the learning from this work would be replicated in future years. In addition to securing improved outcomes, the school's approach to mathematics had been further enhanced and embedded within practice across the school.

It was reported that a clear multiplication progression had been developed to strengthen pupils' understanding and fluency as they move through the year groups. Furthermore, a dedicated document outlining the effective use of manipulatives had been created to support consistency in teaching and ensure that concrete resources are used purposefully to develop mathematical understanding.

Q: How do the outcomes compare to other local schools in the area?

They are very positive compared to other local schools.

Q: What are the principle reasons for the low Y4 outcomes and what recovery plans are already in place to ensure this year group does not become a concern from a SATs point of view when in Y6?

Whilst many pupils were secure in their multiplication facts, assessment analysis identified that some were finding it difficult to apply this knowledge when solving mathematical problems and reasoning questions. As a result, a renewed focus has been placed on ensuring that pupils are able to transfer their mathematical fluency into a wider range of contexts.

Q: How would you account for the lack of improvement in Year 5 maths? Is the issue primarily related to curriculum coverage, foundational knowledge, fluency, teaching quality, attendance or test technique?

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	Analysis of the Year 5 outcomes identified a number of contributory factors. In some cases, pupils had misread questions and therefore were unable to demonstrate their mathematical understanding fully. As a result, test techniques and strategies have been explicitly taught to help pupils interpret and answer questions more accurately. It was also noted that some areas of the mathematics curriculum had not been fully taught by the time the assessments were undertaken, particularly fractions, decimals and percentages. Consequently, pupils had not yet had the opportunity to secure the knowledge and skills required for those aspects of the test. To address this, the curriculum mapping has been reviewed and amended to ensure that key content is taught earlier and is fully covered before assessments take place. Q: What proportion of pupils who met the expected standard at the end of Key Stage 1 also achieved at the end of Key Stage 2 in reading, writing and mathematics? Is the teacher assessment and test data comparison legitimate? Governors were advised that comparisons between Key Stage 1 and Key Stage 2 outcomes demonstrate strong progress overall. Combined attainment at the expected standard increased from 65.5% at the end of Key Stage 1 in 2022 to 69.1% at the end of Key Stage 2. In reading, attainment improved from 75.9% at Key Stage 1 to 86.4% at Key Stage 2. The proportion of pupils achieving Greater Depth in Reading also increased significantly from 32.8% to 44.0%. The main area of concern was writing. Whilst overall outcomes remained positive, the proportion of pupils achieving Greater Depth in Writing decreased from 13.8% at Key Stage 1 to 9.9% at Key Stage 2. Q: How does the school intend to close the substantial attainment gap between disadvantaged and non-disadvantaged pupils? Q: How is the school evaluating the quality of disadvantaged pupils' everyday classroom teaching, rather than relying principally on additional interventions? Governors were advised that both areas are addressed within the School Improvement Plan. The plan contains the school's strategic actions to improve outcomes for disadvantaged pupils, including approaches to strengthen high-quality classroom teaching and reduce attainment gaps. The School Improvement Plan is currently being finalised and will be shared with Governors ahead of the next meeting, at which point the details of the planned actions and evaluation measures can be considered.

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	Phonics: Outcomes were strong across all areas and were above national figures. Governors welcomed the positive performance and the consistency of results across the cohort. **Multiplication Tables Check (MTC):** Outcomes were above national figures overall. However, analysis identified that disadvantaged pupils and pupils with SEND did not perform as well. Leaders acknowledged this gap and will continue to review the data and targeted support to ensure these groups are able to achieve in line with expectations. Q: Is the overall picture the Infant School has historically been very strong and then concerns arise in year 6. Is there a concern in years 3 and 4? Has this been addressed? Have teachers been moved and upskilled? Leaders advised that the Year 3 outcomes are very positive. Performance varies between cohorts, with some year groups being stronger than others due to differing pupil needs and cohort characteristics. The school recognises these differences when analysing outcomes and planning provision. Staff decisions, including the deployment of teachers and support staff, have been informed by assessment data and the identified needs of individual cohorts to ensure pupils receive appropriate support and to strengthen outcomes where required. Governors noted that attainment information had been provided separately for disadvantaged pupils and for pupils with SEND. However, the data did not identify pupils who fall within both groups, making it difficult to understand the outcomes of those who may face multiple barriers to learning. Governors requested further analysis showing the overlap between disadvantaged pupils and pupils with SEND, including the number of pupils who are represented in both groups and their attainment outcomes. Governors agreed that this information would provide a clearer picture of performance and enable more meaningful comparisons when evaluating the impact of support and interventions for these pupils.
10.	**Safeguarding** **Safeguarding and KCSiE update** **10.1 Confirm agreement that you have read and understood Keeping Children Safe in Education for the new academic year.** **10.2 Confirm you have completed Prevent Training for 2026/27.** **https://www.support-people-susceptible-to-radicalisation.service.gov.uk/prevent-duty-training-learn-how-support-people-susceptible-radicalisation**

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	Deadline for all above 21 October 2026 **10.3 Approved HCSB Safeguarding Audit.** **Due 30 September - Completed** The Chair advised that she would be issuing a template to all Governors to ensure that mandatory training requirements have been completed and recorded. This will enable the Governing Board to monitor compliance effectively and ensure that all Governors remain up to date with statutory training, including Keeping Children Safe in Education (KCSIE), Prevent, and Benedict's Law training requirements.
11.	**Staff Wellbeing Survey outcomes** The survey presents a positive picture overall. Staff consistently describe Foxhills as a supportive, caring, child-centered and community-focused school. The strongest areas identified for further development relate to communication, workload pinch points, feedback processes, professionalism and ensuring concerns raised by staff are followed through effectively. Governors welcomed the detailed wellbeing survey analysis and accompanying action plan. They agreed that the proposed actions addressed the issues highlighted through the survey and demonstrated the Senior Leadership Team's commitment to staff wellbeing. Governors recognised that staff wellbeing is an essential component of effective staff management and were pleased to see this reflected in the school's response and planned actions. Governors were advised that Lowri D'Sa and Caroline Hubbard have been undertaking work relating to wellbeing in schools and would be interested in supporting or participating in any future wellbeing initiatives. Governors were also invited to attend the staff wellbeing survey feedback session, which is scheduled for Wednesday 14 October 2026 from 3.30 p.m. to 4.30 p.m. This will provide an opportunity for Governors to hear the feedback shared with staff and gain a deeper understanding of the survey findings and planned actions. Q: How will the action plan be monitored? Governors discussed the staff wellbeing action plan and agreed that it would be beneficial for wellbeing to become a standing item on future Governing Board agendas. This would enable Governors to monitor progress against the agreed actions and evaluate the impact of the work being undertaken. Leaders advised that the action plan would be shared with staff, highlighting the actions identified in response to the wellbeing survey findings. Staff would be invited to provide further feedback and suggest any additional actions they would like to see included.

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	Success measures would then be incorporated into the plan to enable progress and impact to be evaluated over time. Governors noted that they could support this work through their monitoring activities. It was agreed that Governors could undertake sampling and engage in discussions with staff during monitoring visits and learning walks to gather feedback and assess the effectiveness of the actions implemented. Q: How do staff generally receive feedback following learning walks? Is it predominantly verbal? Leaders advised that good practice is highlighted during the learning walk whenever it is observed. Following the visit, feedback may be provided in a variety of ways depending on the focus and nature of the observations. This may involve discussions with individual members of staff where a specific area has been identified for development, feedback to groups of staff where themes emerge, or written communication via email. The Headteacher noted that their preferred approach is to provide feedback verbally, as this allows for immediate professional dialogue and discussion. Some staff may not recognise that they are receiving feedback when it is delivered as verbal praise during learning walks or informal interactions. Governors noted that while verbal feedback can be immediate and supportive, there is a risk that staff may not always identify positive comments as formal professional feedback.
12.	**Health and Safety Report Summer 2026** The Health and Safety Report had been shared with the Governors prior to the meeting. A Tidy up the site/community day is scheduled for Saturday 24 April 2027.
13.	**Exit/induction interview report** Governors were advised that both exit interviews and induction interviews had been completed. It was noted that the induction form was lengthy and time-consuming to complete; however, the information gathered had proved valuable. Some repetition was identified within the wellbeing form, and this will be reviewed as part of the ongoing refinement of the process. Following discussion, it was agreed that new members of staff will be asked to complete the induction form electronically in future. Governors felt this would make the process more efficient while continuing to capture the useful information obtained through the induction process.

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14.	**LH response to questions submitted for July meeting** The responses to the questions were included in the minutes.
15.	**Approve travel expense claim for AA** Governors considered and approved a travel expense claim for AA in respect of travel to Winchester to attend a meeting associated with resolving workplace matters. Governors were satisfied that the expenditure was appropriate and in accordance with the school's expense arrangements.
16.	**Policies for Approval by FGB** • Allergy Safety Policy – new policy - **Approved** • Child Protection Policy – amendments - **Approved** • Safeguarding Policy - **Approved**
17.	**60th Anniversary Presentation** Governors were advised that AMD is coordinating arrangements for the school's 60th anniversary celebrations**.** It was noted that the Spring Fayre**,** scheduled for Saturday 22 May 2027**,** will also form part of the school's 60th anniversary celebrations. Further details of the planned events and activities will be shared as arrangements progress.
18.	**Any Other Business** **Staff Governor vacancy** It was reported that two applications have been received to date**,** although the application window remains open and the process has not yet closed. **Open Days** Governors asked whether the school would welcome Governor representation at future Open Days. The Headteacher confirmed that Governor attendance would be welcomed.

	Infant	**Junior**
Friday 16 October 2026	9.30 am	1.30 pm
Monday 2 November 2026	1.30 pm	
Monday 9 November 2026		1.30 pm
Friday 4 December 2026	1.30 pm	9.30 am

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19.	**Confidential Item** Please see Confidential minutes.
20.	**Dates and items for future meetings** **Meeting** / **Date** / **Time** FGB / 22 October 2026 / 4:30 pm FGB / 19 November 2026 / 4:30 pm FGB / 21 January 2027 / 4:30 pm FGB / 11 March 2027 / 4:30 pm FGB / 20 May 2027 / 4:30 pm FGB / 1 July 2027 / 4:30 pm
	The Chair thanked everyone for attending and for their valued contribution.
	The meeting closed at 6.45 pm

	Action Points – FGB 1 October 2026	
1.	Chair to sign approved minutes 2 July 2026 **Completed**	Chair
2.	Glossary of Terms to be sent to the Governors.	AMD
3.	Governor Visit Report outstanding – Maths and pupil conferencing – DN to check	DN
4.	AMD to book WGBT – Governor Monitoring.	AMD

Roles and Responsibilities 2026/27

Curriculum,Learning and Achievement	Donna Neill/Chris Boalch
Safeguarding Governor	Ann Arscott/Lowri D'Sa
Health and Safety – to be completed once a term	Chris Willmott
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	Caroline Hubbard
Recruitment and Induction	Ann Arscott/Anne Marie Datlen
Website compliancy	Michael Paye
HTPM Panel	Donna Neill, Caroline Hubbard, Paul Terris

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Pay Panel	Ann Arscott (Chair) Glenda Thornley, Chris Dale
Attendance	Ann Arscott

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 Revenue C/F – carry forward 0.6- 3 days a week 0.4- 2 days a week	HLTA- higher level teaching assistant ECT- early career teacher SATs- standardised assessment tasks Burgundy book- The Burgundy Book is a national agreement between the five teacher unions and the national employers (NEOST). A handbook setting out the conditions of service for schoolteachers in England and Wales EYFS- Early years foundation stage (children aged 4-5) RE- religious education ELSA- emotional literacy support assistant TLRs- teaching and learning leaders SWOT – Strengths, weaknesses, opportunities, threats TTRS – Times Table Rock Stars

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