



# The Foxhills Federation

## Minutes of Full Governing Body

Tuesday 12 July 2022 at 4:30 pm

At Foxhills Junior School

<b>Governors Present:</b>	Ann Arscott, LA Governor, Chair of Governors (AA) Andrew Shore, Headteacher ( <i>left the meeting at 5:40 pm</i> ) Lucy Howe, Headteacher David Gill, Co-opted Governor (DG) Nick Hatfield, Parent Governor (NH) Heather James, Co-opted Governor (HJ) Katrina Kemp, Co-opted Governor, (KK) Anne Marie Datlen, Co-opted Governor (AMD) Don Monk, Co-opted Governor (DM) Donna Neill, Co-opted Governor, (DN) Louise Reynolds, Co-opted Governor (LR) Hayley Sired, Staff Governor (HS) Natasha Wooton, Co-opted Governor (NW)
<b>Apologies received:</b>	Lucy Dixon, Parent Governor (LD) Michael Isherwood, Co-Opted Governor (MI) Tim Mead, Co-opted Governor (TM) Glenda Thornley, Co-opted Governor (GT) Sian Winter, LA Governor (SW)
<b>In Attendance:</b>	Chris Bristow (CB) ( <i>left the meeting at 5:40 pm</i> ) Tracy O'Connor, LA Clerk (TOC)

		Action
1.	<b>Welcome, Introductions and Apologies</b>  The Chair welcomed everyone to the meeting.  Apologies were received and accepted from Lucy Dixon, Michael Isherwood, Tim Mead, Glenda Thornley and Sian Winter.	
2.	<b>Declaration of Business and Pecuniary Interests</b>  There were no business or pecuniary interests to declare relevant to the agenda.  Governors were asked to update their Declarations of Business interests on GovernorHub. Some Governors had completed this in 2021 and they needed to be redone.	

Signed:  
Date:

	<p>Profile – Declarations tab – General Confirmations - I confirm my Declarations of Interest are correct</p> <p><b>AP1: Governors to update Declarations of Business interests on GovernorHub.</b></p>	All																														
3.	<p><b>Minutes of Last FGB Meeting – 8 June 2022</b></p> <p><b>3.1 To agree and sign minutes of previous meeting</b>            Subject to a minor amendment the minutes of the FGB on 8 June 2022 were an accurate record of the meeting and were agreed and approved by the FGB.  <b>AP2: Chair to sign Approved minutes 8 June 2022 on GovernorHub.</b></p> <p><b>3.2 Matters arising and action points</b></p> <table border="1"> <thead> <tr> <th colspan="3">Action Points – FGB - 8 June 2022</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>All Governors to update their Declaration of Interests on their profile page on GovernorHub. <b>Carried forward</b></td> <td>All</td> </tr> <tr> <td>2.</td> <td>Clerk to advise Michael Isherwood and Don Monk that their applications have been successful and they have been appointed as Co-opt Governors to the Governing Board. <b>Completed</b></td> <td>Clerk</td> </tr> <tr> <td>3.</td> <td>GIAS database – Clerk to issue the constitution details to both schools to update. <b>Completed</b></td> <td>Clerk/ School</td> </tr> <tr> <td>4.</td> <td>Agenda item next meeting - Clare Kealey has been appointed as a SENCO for the Junior School and not the Federation. If the Federation want a SENCO for September the Board would need to have a discussion and make a decision promptly.</td> <td>Clerk</td> </tr> <tr> <td>5.</td> <td>Appointment of Governor roles/Committees and Panels – Agenda item next FGB.</td> <td>Clerk</td> </tr> <tr> <td>6.</td> <td>All Governors to confirm on GovernorHub that they will adopt the Code of Conduct. (Profile - Declarations tab)</td> <td>All</td> </tr> <tr> <td>7.</td> <td>On completion of the meeting schedule for 2022/23 a copy to be sent to Gordon Duff and Helen Piela at Governor Services.</td> <td>Clerk</td> </tr> <tr> <td>8.</td> <td>Agenda item next meeting – Committees, structure and membership.</td> <td>Clerk</td> </tr> <tr> <td>9.</td> <td>Glenda Thornley to issue a zoom link to the FGB for the ratification meeting – 4 pm Tuesday 14 June 2022. <b>Completed</b></td> <td>GT</td> </tr> </tbody> </table>	Action Points – FGB - 8 June 2022			1.	All Governors to update their Declaration of Interests on their profile page on GovernorHub. <b>Carried forward</b>	All	2.	Clerk to advise Michael Isherwood and Don Monk that their applications have been successful and they have been appointed as Co-opt Governors to the Governing Board. <b>Completed</b>	Clerk	3.	GIAS database – Clerk to issue the constitution details to both schools to update. <b>Completed</b>	Clerk/ School	4.	Agenda item next meeting - Clare Kealey has been appointed as a SENCO for the Junior School and not the Federation. If the Federation want a SENCO for September the Board would need to have a discussion and make a decision promptly.	Clerk	5.	Appointment of Governor roles/Committees and Panels – Agenda item next FGB.	Clerk	6.	All Governors to confirm on GovernorHub that they will adopt the Code of Conduct. (Profile - Declarations tab)	All	7.	On completion of the meeting schedule for 2022/23 a copy to be sent to Gordon Duff and Helen Piela at Governor Services.	Clerk	8.	Agenda item next meeting – Committees, structure and membership.	Clerk	9.	Glenda Thornley to issue a zoom link to the FGB for the ratification meeting – 4 pm Tuesday 14 June 2022. <b>Completed</b>	GT	Chair
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4.	<p><b>Reports submitted to the first Federation meeting of 8<sup>th</sup> June</b></p> <p><i>(Reports issued with the agenda)</i></p> <p>At the last meeting both schools were requested to submit a short report as part of the handover process. Most of the action points will continue into the Committees. Governors were asked if there were any questions they would like to raise on the reports.</p>																															

	<p>It was suggested that a staff and parents survey be conducted in the spring term.</p>	
<p><b>5.</b></p>	<p><b>Joint Headteacher Report to include KS1 and KS2 outcomes</b></p> <p><i>The questions and responses were circulated to the Governors prior to the meeting.</i></p> <p>The Chair thanked the Headteachers for their reports and to the Governors for the questions that were received and responded to.</p> <p>The Junior School SATS data has now been included in the Report.</p> <p>The Governors congratulated the whole school team on the SATS results which were excellent. The results were in line with the teacher assessments and the writing moderation. There is no national data to compare against for this year. A national pass mark will be produced in September for the times tables test for Year 4.</p> <p>In the Year 3 joining in September there will be 3 children who have not passed the phonics test. Discussions will be held with the Year 3 teachers.</p> <p><b>Junior School questions and responses</b></p> <p><b>Safeguarding</b></p> <p><b>Q: Were there any significant safeguarding issues dealt with in the summer term?</b> No Interagency referrals were made to Children’s Services. 37 Yellow Form referrals were made to the DSL (some for same child over time).</p> <p><b>Q: Were the number of reports/referrals made to DSLs in line with expectations and across the broad range of staff (e.g., not just teachers)?</b> Whilst it is not possible to have any expectations for a number of referrals, we have not identified that there has been any particular increase in reports made to DSLs.</p> <p>Safeguarding is everyone’s responsibility and so the reporting of safeguarding issues (and completion of a report) will depend upon who raised the concern. Both LSAs and teachers have reported concerns (recorded in a running record and logged against staff names. The Junior school will be moving to the same system as the Infant school – CPOMS - from September 2022).</p> <p><b>School Context</b></p> <p><b>Q: Has the current year 4 NOR been stable since they joined the school or is it declining?</b> Yes, it is stable. The Year 4 intake (at the start of KS2) was the first year that the Infant school had reduced from three-form entry to two.</p> <p><b>Q: What are the NOR for Year 3 in September?</b> Year 3: 74. It is possible that there is a fall in birth rate across the area. There are between 5 to 10 children less than usual from Eling. A strategy to address this decline is already being worked on.</p>	

### Attendance

Q: This can be a key issue for Ofsted, should we be concerned about the 93% attendance figure for Infants?

Infant attendance, nationally, is usually lower than Junior schools. Younger children generally pick up more infections than older.

Q: What is EAL?

English as an Additional Language.

### Data

Q: Juniors Multiplication test: these results are excellent, but how does this year's predicted 88.75% compare to previous years/cohorts and LA/National figures previously published?

### SATs REPORT JULY 2022

Year 6 children take standard Assessment Tests (SATs) across England in May each year. There are formal and controlled tests in Reading (two papers), Grammar, Spelling, and Mathematics (three papers). Papers are sealed upon completion of each test and sent to the DfE to be externally marked.

Test results are shared with schools at the start of July. Results are usually published in National papers. Writing and Science are teacher assessed, with results sent to the DfE. Local authorities moderate writing standards. For the previous two years, due to the covid pandemic, SATs have been suspended. Schools have, instead, reported all outcomes as teacher assessments.

A range of governors and Lucy Howe attended the administration of the SATs from taking sealed papers from the locked cupboard to completion of the tests. Each stage of the process was witnessed and signed against. The Junior HT completed a signed Declaration form at the end to confirm that tests were conducted in accordance to the requirements. Our school was selected for KS2 Writing moderation by an HCC moderator.

Moderation: the team agreed with every one of our judgements. We were delighted with our Year 6 outcomes, which are not vastly different from pre-covid outcomes. However, we recognise that the national standard has fallen significantly. We believe that our provision throughout lockdown and the much-targeted support for children on their return to school has resulted in our very strong results.

### Staffing

Q: Could you confirm how many new teachers and TAs/LSAs will be starting across the Federation?

Whilst we do usually have low mobility of staff, this year we have had a larger than usual turnover. I must clarify that all departures are for reasons related to personal

circumstances, e.g., moving to work in own child's school, set own business, relocation or finding employment closer to home.

New staff: Amanda Reed (Y6 teacher), Emily Lees (Y4 teacher. ECT), Raquel Tur Lillo (Y3 teacher. ECT). Caroline London (Y5 LSA), Kayla Edgar (Y6 LSA)

**Q: How do the LSAs work in the Junior school? In the Infants it is one TA per class plus additional adults depending on ECHP/SEN support required.**

Each class has one Learning Support Assistant (LSAs) who works a morning. We allocate afternoon support to each year team (meaning that some LSAs are full time). We then allocate additional adults to support children with an EHCP. We also have LSAs who work afternoons to pick up additional tasks, such as Speech and Language (S&L), Emotional Literacy Support (ELSA) or, if necessary, Physio support.

### **Pupil Premium**

As noted in the report there is a considerable percentage disparity between PP uptake between the IS (11.2%) and JS (16.1%). It is acknowledged that FSMs in the IS age group may mask the necessity for PP to be registered by parents.

**Q: How should the federation incentivise the pupil premium to parents, particularly in the IS?**

I recommend that this issue is explored further by the HT and the Governors in the Autumn term.

It is noted that the highest % of unauthorised absence (1.5%) occurs in the PP group.

**Q: Is this still related to one child?**

We have one PP child who lives some 25 miles away. They also have siblings who attend a local Secondary school. They are attempting to relocate back to this area. They travel on a daily basis between home and school. This is an obvious strain on the family and, as a result, the child sometimes arrives too late for registration. The majority of authorised absences are related to medical appointments.

### **Infant School questions and responses**

#### **Safeguarding**

**Q: Were there any significant safeguarding issues dealt with in the summer term?**

One case, early April, referred to children's services due to ongoing concerns. Case discharged. School continues to monitor the child and record concerns.

**Q: Were the number of reports/referrals made to DSLs in line with expectations and across the broad range of staff (e.g., not just teachers)?**

We have not identified an increase in referrals, and there is not an 'expectation' as this is a responsive process.

Referrals: 63 this term (includes safeguarding, on-going logs, behaviour, attendance)  
Teachers: 40, TAs 8, Admin 15

### School Context

Q: What are the NOR for Year R and Yr3 in September?

We have 60 children on roll in September, 5 on our waiting list.

### Attendance

Q: This can be a key issue for Ofsted, should we be concerned about the 93% attendance figure for Infants?

Reception: under 90% 8/60-13.3%.

Under 95% 36/60-60%

Year One: under 90% 7/60 11.6%.

Under 95% 35/60-58.3%

Year two: under 90% 5/58-8.6%.

Under 95% 31/58-53.4%

Absences due to ill health and holidays. We have a large number of holiday requests, which are not being authorised, but are being taken as families feel they would benefit from a break following Covid.

Q: Do we think the approach to addressing attendance is working, or do we need to consider alternative or additional approaches?

Yes, approaches being used to address persistent absences are working to the extent that attendance has improved.

### Data

Q: Infants writing, although above LA and National figures, is still a weakness. Noting the low figure from year R, what knock on effect will this have for those children not ARE/GD in year 1 and beyond? As this has been an area of focus, are there more or different interventions that can be used to improve writing for the children?

We do not anticipate there being a negative effect on children as they move into Y1.

Assessment for learning will be used to determine what is right for the children and what must be done to close gaps. Writing learning journeys will support children with handwriting and composition. We avoid interventions because we believe in 'keep up' not 'catch up', and the focus must be on quality first teaching meeting all children's needs.

Gaps will be addressed through the curriculum and task design. At the end of KS1, attainment in writing is 10% lower than reading and maths nationally. Whilst there is a 10% difference between writing, maths and reading for Foxhills in EYFS, this reduces to 7% by the end of KS1, demonstrating the capacity within the teaching team to close gaps and meet children's needs. Interventions that do take place are reading focused. This is because reading comes before writing and supports children to deepen their understanding of the world and to connect knowledge, essential when generating ideas for writing.

Reading underpins the entire curriculum and we must prioritise this. When children can read, they develop their writing skills because they improve their spelling (they can see

	<p>words written down and once they can read them, they are transferred to their orthographic store: a mental process used to store and remember words).</p> <p><b>Staffing</b>  <b>Q: Could you confirm how many new teachers and TAs/LSAs will be starting across the Federation?</b>          We have one new teacher joining in the Infants, Jodie Butchers, she replaces Tracy White who retires at the end of this academic year.</p> <p><b>Pupil premium</b>          As noted in the report there is a considerable percentage disparity between PP uptake between the IS (11.2%) and JS (16.1%). It is acknowledged that FSMs in the IS age group may mask the necessity for PP to be registered by parents.</p> <p><b>Q: How should the federation incentivise the pupil premium to parents, particularly in the IS?</b>          We will be explaining to parents that after year two, universal FSM ends. With this in mind, earlier identification of PP children is necessary in order for us to provide streamlined provision. The insight we will have over our families is a distinct benefit of the federation (avoids us having to start again in Y3). With regards to PP children who join us from other infant schools, transition will need to address this. Proposing to start this process at the beginning of year two.</p> <p>The Governors thanked the Headteachers for the attendance information. It was useful for Governors to know why the figures were where they were and reassurance the interventions put in place to address attendance are working.</p>	
<p><b>6.</b></p>	<p><b>LLP (Learning and Leadership Partner) Reports</b></p> <p><b>6.1 Infant School</b></p> <p>Governors are pleased with the report which accurately reflects what the school has achieved since the last inspection and the current position. The school are already making good progress with the action points.</p> <p><b>Action 1:</b> Enhancing the quality of teaching and learning: consistently high teaching. This relates to the design of task in reading - it was felt that tasks were not progressive and that children were not being stretched in their thinking. I addressed this with the staff and, following our discussions, it became clear that we needed to re-establish progression in reading skills before we focused on task design. We have clarified the meaning of each skill by revisiting the reading glossary (this secures consistency in how concepts are explained to children).</p> <p><b>Action 2:</b> A bespoke coaching and mentoring programme is in place, which has been predominantly used for ECT's and new appointments to the school. The programme includes opportunities to shadow examples of best practice, team teaching, observing teaching and learning alongside leaders to facilitate reflection and discussion,</p>	

	<p>collective teacher efficacy. The impact of this, on ECT's, was reflected in our recent ECT moderation.</p> <p><b>Action 3:</b> Middle leaders are building on the positive developments of the last academic year by:</p> <ul style="list-style-type: none"> <li>• Mentoring ECT's</li> <li>• Coaching colleagues</li> <li>• Leading performance management of TAs</li> <li>• Leading professional development training for colleagues related to their core subject responsibilities.</li> <li>• Monitoring the impact of their core subject on teaching and learning</li> <li>• Supporting SLT to construct the S.I.P.</li> </ul> <p><b>6.2 Junior School</b></p> <p><b>Q:</b> As the findings for assessment and feedback were only on Year 3 and 4, have any spot checks been done on other years and classes?</p> <p>We have regular learning walks and monitoring of books, where aspects of teaching and learning are assessed. This is an open and shared process with all staff. We recognise teachers are qualified professionals and, thus, should be treated as such. Therefore, we do not generally do spot- checks, unless there is a concern over teaching and learning standards.</p> <p>Generally, standards across the school are good – as stated in the report, we have identified some areas that require improvement and these have been addressed for September 2022.</p> <p><b>Q:</b> In practice what is meant by "these areas will be sharpened next year", what steps are being taken and is it across the school? Is there anything the Infants can learn from these points?</p> <p>The one issue identified by the LLP was that feedback was not always responded to. The aspects raised about assessment and feedback will be addressed in the Autumn term.</p> <p><b>Q:</b> How much of the SLT are involved in the LLP visit?</p> <p>The timetable is set by the school and the SLT are involved and lead on subjects and learning walks.</p>	
<p><b>7.</b></p>	<p><b>SENCO Provision</b></p> <p>Update on SENCO provision across the federation</p> <p>LH had spoken with EPS to discuss a shared SENCo. CB currently leads inclusion at the Juniors and HJ leads inclusion and SEN at the Infants. In order for Alison Kay, CB Replacement, and HJ to fulfill their Deputy Head responsibilities they will need to lose their SENCo responsibilities.</p>	





# The Foxhills Federation



	<p>Due to the Federation EPS have confirmed that they can restructure and start to think how a SENCo could be deployed across both schools.</p> <p><b>Q:</b> I would be interested in hearing EPS's views as I was under the impression that a role that covered the entire Federation could require a new contract and salary based on the group of the federation rather than the group of individual school. I would also welcome confirmation that no other teachers (current staff or joining in Sept) have the qualifications required or would be interested in the role for career development purposes if it were advertised.</p> <p>They are recommending we advertise the role internally to see if anyone else would wish to apply. This will be done in the autumn term.</p> <p><b>Q:</b> Is it correct that to be a SENCo you do not need to have the qualification? Somebody who has the skills and experience to undertake the qualification can apply. It is a long process to qualify.</p> <p><b>Q:</b> What are the financial implications of it being a cross Federation role? It would be a shared salary role. This will be reviewed at budget revision.</p> <p><b>AP3: LH to find out the group size and financial implications of a shared SENCo working across the Federation.</b></p> <p>The Junior School SENCo said the role is getting bigger. Parents are able to apply directly to the Local Authority for an EHCP (Education Health Care Plan). There will be 16 children in the Junior School with an EHCP.</p> <p>The Government Green paper, that is in consultation, is designed to make the process less adversarial.</p> <p><b>Q:</b> Are there additional needs coming from Early Years? Gaps have been identified in personal, social, emotional development and independence. Some children have significant medical needs and will require 1:1 resource.</p> <p>The current Year 4 did not attend Year 2 due to covid and it was noticeable when they started in Year 3 that covid had had an impact. This will be a significant factor with regards the data moving forward.</p> <p><b>Q:</b> What measures were put in place to support that? When they started in Year 3 additional adults to work with the children were allocated. LSAs were reading with the children on a daily basis. The provision that they received supported the children. The children were back on track within 6 weeks.</p>	LH
8.	<p><b>Ofsted</b> <i>To appoint an 'Ofsted ready' working party</i></p>	



## The Foxhills Federation



	<p>The Infant School are currently in the Ofsted window. The school last had an Ofsted visit in February 2018. Some of the new Governors will not have any knowledge of the Infant School. It is proposed to appoint an 'Ofsted ready' working party.</p> <p>The following Governors were appointed –</p> <p>Louise Reynolds Sian Winter Donna Neill Ann Arscott Katrina Kemp</p> <p>If any other Governors would like to join the working party, they are very welcome.</p> <p><b>AP4: LH to arrange a date to discuss the 'Ofsted' working party.</b></p> <p><i>AS and CB left the meeting at 5:40 pm</i></p>	LH
<b>9.</b>	<p><b>Appoint Governors to Committees</b></p> <p>It had been proposed to change to a flat structure which means that there are no Committees. All Governors are part of the same process. At the FGB governors will discuss finance, safeguarding, curriculum and SENCo rather than delegating to Committees.</p> <p>The Chair has discussed the proposal with other Chairs of Governors and the predominance is still the Committee structure. At the current time it was felt not the right time to change.</p> <p>At the next Chairs' networking meeting a discussion will be held on flat structures. It has been suggested that Boards work out why they would like a flat structure and why it would be better than the existing structure. The Clerk sourced some material about flat structures which will be circulated to Governors.</p> <p>There are pros and cons for a flat structure. A flat structure would ensure the meetings were always quorate and everyone would be up to speed and have knowledge about both schools.</p> <p>It is important that the FGB consider the structure, and have good reasons for changing it.</p> <p>It was proposed and agreed that currently the Governors would go forward with the existing Committee structure but would think about the flat structure at a later stage.</p> <p>The following Committees were agreed –</p>	

<p><b>Children’s Learning and Achievement</b></p> <p>Ann Arscott Anne Marie Datlen Lucy Dixon Michael Isherwood Heather James Donna Neill Louise Reynolds Hayley Sired Glenda Thornley Lucy Howe – HT, Foxhills Federation Heather James – Deputy HT, FIS Alison Kay – Deputy HT, FJS Tracy O’Connor - Clerk</p>	<p><b>Finance and Resources</b></p> <p>Ann Arscott David Gill Nick Hatfield Katrina Kemp Don Monk Sian Winter Natasha Wooton Lucy Howe – HT, Foxhills Federation Tracy O’Connor – Clerk Sandie Dulieu – Finance Manager FIS Claire Cooper – Finance Manager FJS</p>																						
<p><b>HTPM</b></p> <p>Don Monk Donna Neill Sian Winter</p>	<p><b>Pay Committee</b></p> <p>Nick Hatfield Katrina Kemp Natasha Wooton</p>																						
<p><b>Safeguarding</b></p> <p>Ann Arscott Michael Isherwood Katrina Kemp Sian Winter Lucy Howe – HT, Foxhills Federation DSL from each school</p>	<p><b>Complaints, grievances and disciplinary Panel</b></p> <p>To be selected from a pool</p>																						
<p><b>10. Allocate roles to Governors</b></p> <p>The following roles were allocated for the 2022/23 academic year.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>SEND Governor</td> <td>Louise Reynolds</td> </tr> <tr> <td>H&amp;S Governor</td> <td>Tim Mead</td> </tr> <tr> <td>Artsmark Governor (Jnr)</td> <td>Donna Neill</td> </tr> <tr> <td>Development and Training Governor</td> <td>Anne Marie Datlen</td> </tr> <tr> <td>Governor Forum Rep</td> <td>Anne Marie Datlen/Don Monk</td> </tr> <tr> <td>RED Force Governor (Jnr)</td> <td>Natasha Wooton</td> </tr> <tr> <td>CARES Governor (Jnr)</td> <td></td> </tr> <tr> <td>Termly letter to parents</td> <td>Ann Arscott</td> </tr> <tr> <td>Community Liaison – article for Parish Magazine</td> <td>Ann Arscott/Anne Marie Datlen</td> </tr> <tr> <td>Recruitment and Induction</td> <td></td> </tr> </table> <p><b>AP5: Subject Link Governors – Agenda Item – next CLA</b></p> <p><b>AP6: Terms of Reference for Committees – Agenda item – next Committee meetings</b></p>			SEND Governor	Louise Reynolds	H&S Governor	Tim Mead	Artsmark Governor (Jnr)	Donna Neill	Development and Training Governor	Anne Marie Datlen	Governor Forum Rep	Anne Marie Datlen/Don Monk	RED Force Governor (Jnr)	Natasha Wooton	CARES Governor (Jnr)		Termly letter to parents	Ann Arscott	Community Liaison – article for Parish Magazine	Ann Arscott/Anne Marie Datlen	Recruitment and Induction		<p>Clerk</p> <p>Clerk</p>
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Community Liaison – article for Parish Magazine	Ann Arscott/Anne Marie Datlen																						
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<b>11.</b>	<b>11.1 WGBT Understanding the Primary Curriculum</b>	<p>The Development and Training Governor would like to book the Whole Governing Board Training. The DTG looked at the area of need, training records and identified that Curriculum – Intent, Implementation and Impact would be very useful training for the Board. Governor Services will be in contact with the DTG. The proposed date is 7 November 2022. There may be the potential for a hybrid option.</p> <p>When Committees and Link Governors have been appointed the DTG will look at further development needs.</p> <p><b>11.2 Training undertaken since last GB on 8<sup>th</sup> June</b></p> <p><b>(i) Chairs and Vice chairs networking meeting (AA) report in meeting folder</b></p> <p><b>Training undertaken</b></p> <p>Chairs Network Meeting – Ann Arscott – 30 June 2022. The course was held face to face and was very good and interesting. A report was issued to the Governors. It was identified –</p> <ul style="list-style-type: none"> <li>• Important to support the HT/staff through ongoing challenging circumstances/be sensitive to work/life balance.</li> <li>• Concern re impact of rising fuel charges on budgets ‘equal to teacher’s salary.</li> <li>• LSA recruitment and retention a major problem. Salary not competitive enough. Abysmal salary for highly skilled staff ‘can earn more shelf stacking’.</li> <li>• Increase in children with EHCPs and complex needs.</li> <li>• Schools reducing PAN/NOR</li> </ul> <p>The HT advised that she will be contacting Admissions. Admissions have access to the births for the area. They know 5 years in advance how many children will be attending schools. It will be proposed that they meet with local Headteachers to give them more insight which will enable them to be able to forward plan.</p> <p>The Infant catchment is different to the Junior catchment. The Infant feed from approximately 13 Pre-Schools. The Infant School are full in every year group. Years 3 and 4 are not full at the Junior School. It is proposed to become more involved with local schools to improve transition.</p> <p><b>(ii) Recruitment and Induction Governor (AA/AMD)</b></p> <p>Induction for New Governors - Don Monk - 1 July 2022. The course was held virtually which was not ideal as there were technical issues. The course was well run and they did try to make it as interactive as possible but it was felt that if it were held face to face it would have been more beneficial and you would have had the opportunity to interact with other Governors.</p>	
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	<p>The DTG referred to the Training and Development plan overview which is available on GovernorHub – Training and Development folder. The plan gives an overview of essential courses for all governors, key courses for those with a designated leadership role and courses relevant to committee roles or designated governor responsibilities. The school pay a subscription for the training package. The finances have not yet been received but the school do get a lot of value from it.</p> <p><b>AP7: Training and Development plan overview to be distributed to Governors. Completed.</b></p> <p><b>Upcoming Training</b></p> <p>Bookings are now open for the Annual Governors' Conference that will be taking place on Friday 14 October 2022 at the Macdonald Botley Park Hotel.</p> <p><b>AP8: DTG to re-issue the information about the Annual Governors' Conference on Friday 14 October 2022. Completed.</b></p>	<p>Clerk</p> <p>AMD</p>										
<p>12.</p>	<p><b>Agree Inset Days</b></p> <p>The following Inset Days were proposed and approved by the FGB.</p> <table border="1" data-bbox="209 1010 1449 1751"> <tr> <td data-bbox="209 1010 663 1305"> <p>Thursday 1 September 2022</p> </td> <td data-bbox="663 1010 1449 1305"> <p>The two schools will work together. At the last Inset Day, the presentation was shared where it was discussed to have one vision across the two schools and how those values will progress from Reception to Year 6.</p> <p>PM – Safeguarding – Low level concerns and peer on peer abuse, KCSiE</p> </td> </tr> <tr> <td data-bbox="209 1305 663 1453"> <p>Friday 2 September 2022</p> </td> <td data-bbox="663 1305 1449 1453"> <p>Infants – External Trainer – Trauma and Attachment training</p> <p>Juniors - Projects</p> </td> </tr> <tr> <td data-bbox="209 1453 663 1565"> <p>Monday 31 October 2022</p> </td> <td data-bbox="663 1453 1449 1565"> <p>HT to work with SLTs to decide focus and will update Governors</p> </td> </tr> <tr> <td data-bbox="209 1565 663 1677"> <p>Monday 20 February 2023</p> </td> <td data-bbox="663 1565 1449 1677"> <p>HT to work with SLTs to decide focus and will update Governors</p> </td> </tr> <tr> <td data-bbox="209 1677 663 1751"> <p>Friday 23 June 2023</p> </td> <td data-bbox="663 1677 1449 1751"> <p>HT to work with SLTs to decide focus and will update Governors</p> </td> </tr> </table>	<p>Thursday 1 September 2022</p>	<p>The two schools will work together. At the last Inset Day, the presentation was shared where it was discussed to have one vision across the two schools and how those values will progress from Reception to Year 6.</p> <p>PM – Safeguarding – Low level concerns and peer on peer abuse, KCSiE</p>	<p>Friday 2 September 2022</p>	<p>Infants – External Trainer – Trauma and Attachment training</p> <p>Juniors - Projects</p>	<p>Monday 31 October 2022</p>	<p>HT to work with SLTs to decide focus and will update Governors</p>	<p>Monday 20 February 2023</p>	<p>HT to work with SLTs to decide focus and will update Governors</p>	<p>Friday 23 June 2023</p>	<p>HT to work with SLTs to decide focus and will update Governors</p>	
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<p>13.</p>	<p><b>Agree meeting schedule for next academic year (circulated with agenda)</b></p> <p>The Chair circulated the Meeting times survey outcome to the Governors prior to the meeting.</p>											



## The Foxhills Federation



	<p>Some time has been spent looking at the timetable to try to accommodate preferences, but where governor availability is limited to one or two days a week, with a preference for particular days, this has been very difficult. The Clerk's availability is limited too, as she clerks for other GBs.</p> <p>The Chair appreciates the timetable as set will prove difficult for some governors, but it was felt that they will have to run with it. Hybrid meetings will be looked at which may help.</p>	
14.	<p>Presentation by Mrs Howe on her vision for the federation (previously given at her interview and federation INSET on 27/06/22)</p> <p>The Presentation was shared with the Governors.</p>	
15.	<p><b>Any Other Business</b></p> <p>There was no any other business.</p>	
16.	<p><b>Impact Statement</b></p>	
	<p>The Chair thanked everyone for attending and for their valued contribution.</p>	
	<p><b>Meeting Dates</b></p> <p>F&amp;R Thursday 15 September 2022 – 8 am</p> <p>Pay – Thursday 15 September 2022 following F&amp;R</p> <p>FGB – Wednesday 28 September 2022 – 4:30 pm</p> <p>CLA – Tuesday 11 October 2022 – 2:30 pm</p>	
	<p>The meeting closed at 6:25 pm.</p>	

<b>Action Points – FGB – 12 July 2022</b>		
1.	Governors to update Declarations of Business interests on GovernorHub.	All
2.	Chair to sign Approved minutes 8 June 2022 on GovernorHub.	Chair
3.	LH to find out the group size and financial implications of a shared SENCo working across the Federation.	LH
4.	LH to arrange a date to discuss the 'Ofsted' working party.	LH
5.	Subject Link Governors – Agenda Item – next CLA	Clerk
6.	Terms of Reference for Committees – Agenda item – next Committee meetings	Clerk
7.	Training and Development plan overview to be distributed to Governors. Completed.	Clerk
8.	DTG to re-issue the information about the Annual Governors' Conference on Friday 14 October 2022. Completed.	AMD