



## Full Governing Body Meeting

Thursday 7 March 2024 at 4:30 pm

Venue: Foxhills Junior School

<b>Governors Present:</b>	Ann Arscott, LA Governor, Chair of Governors (AA) Lucy Howe, Headteacher Anne Marie Datlen, Co-opted Governor (AMD) Caroline Hubbard, Co-opted Governor (CH) Don Monk, Co-opted Governor (DM) Natasha Wooton, Co-opted Governor (NW) <i>joined the meeting at 5:10 pm.</i> Helen Robinson, Co-opted Governor (HR) Claire Minnock, Co-opted Governor (CM) Glenda Thornley, Co-opted Governor (GT) Paul Terris, Co-opted Governor (PT)
<b>Apologies received:</b>	Donna Neill, Co-opted Governor, (DN) Stephanie Toyne, Parent Governor (ST) Hayley Sired, Staff Governor (HS) Sian Winter, LA Governor (SW)
<b>In Attendance:</b>	Heather James, Associate Member (HJ) <i>joined the meeting at 5 pm</i> Sophie Foster (SF) Assistant Headteacher Tracy O'Connor, LA Clerk (TOC)

1.	<p><b>Welcome, Introductions and Apologies</b></p> <p>The Chair welcomed everyone to the meeting.</p> <p>Apologies were received and accepted from Hayley Sired, Stephanie Toyne and Donna Neil.</p> <p>No apologies were received from Sian Winter.</p> <p>Governor resignation – Lucy Dixon has resigned from the Governing Body. Lucy unfortunately is unable to fulfill her Governor commitments. Lucy advised that when</p>
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	<p>circumstances change she may be interested in returning. Governors said that she would be missed as she was a valuable member of the Governing Body.</p> <p>Governors made the decision that the Parent Governor recruitment would be advertised in the summer term.</p>												
2.	<p><b>Declaration of Business and Pecuniary Interests</b></p> <p>There were no new declarations of business and pecuniary interests relevant to the agenda.</p>												
3.	<p><b>Minutes of Last FGB Meeting – 27 November 2023</b></p> <p><b>3.1 To agree and sign minutes of previous meeting.</b> The minutes of the FGB on 27 November 2023 were an accurate record of the meeting and were agreed and approved by the FGB. <b>AP1: Chair to sign Approved minutes 27 November 2023.</b></p> <p><b>3.2 Matters arising and action points.</b></p> <table border="1" data-bbox="252 929 1449 1301"> <thead> <tr> <th colspan="3" data-bbox="252 929 1449 1003"><b>Action Points – FGB – 27 November 2023</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="252 1003 338 1115">1.</td> <td data-bbox="338 1003 1302 1115">Chair to sign Approved minutes 28 September 2023 on GovernorHub. <b>Completed</b></td> <td data-bbox="1302 1003 1449 1115">Chair</td> </tr> <tr> <td data-bbox="252 1115 338 1227">2.</td> <td data-bbox="338 1115 1302 1227">Policies – Freedom of Information, Dignity at Work Policy and E-safety Policy to be reviewed at the next FGB. Completed</td> <td data-bbox="1302 1115 1449 1227">Clerk</td> </tr> <tr> <td data-bbox="252 1227 338 1301">3.</td> <td data-bbox="338 1227 1302 1301">Charlotte/Sophie to present the Relationships and Wider Personal Development at the FGB on 20 May 2024.</td> <td data-bbox="1302 1227 1449 1301">Clerk</td> </tr> </tbody> </table>	<b>Action Points – FGB – 27 November 2023</b>			1.	Chair to sign Approved minutes 28 September 2023 on GovernorHub. <b>Completed</b>	Chair	2.	Policies – Freedom of Information, Dignity at Work Policy and E-safety Policy to be reviewed at the next FGB. Completed	Clerk	3.	Charlotte/Sophie to present the Relationships and Wider Personal Development at the FGB on 20 May 2024.	Clerk
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1.	Chair to sign Approved minutes 28 September 2023 on GovernorHub. <b>Completed</b>	Chair											
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3.	Charlotte/Sophie to present the Relationships and Wider Personal Development at the FGB on 20 May 2024.	Clerk											
4.	<p><b>Headteacher’s report – circulated in advance of the meeting</b></p> <p>All Governors confirmed receipt of the Report and were invited to ask questions.</p> <p><a href="#">Q: The numbers for year 3 are quite low how many first choices will be coming into the current year 3?</a> There are 66 first choices. It will be a 2 form entry. A lot of Eling families cannot drive which is a concern as they are unable to walk to Foxhills. The HT will explore options for a mini bus. Admissions has closed but they are still in the process of allocating schools. Some schools are able to set their own PAN because they are a Foundation School and the Governing Body can set their own admissions criteria.</p> <p>112 applications have been submitted for the Infant school. The HT has spoken with Admissions to ask about going to 3 form entry at the Infants. The whole process would take about 2 years.</p> <p><a href="#">Q: At the Infants is Foxhills accommodating all of the catchment?</a></p>												

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The Admission policy is written by the Authority. Catchment takes into account the distance, siblings, employees children. Normally if there is an in-year admission it is because a child has moved into the area or Looked After.

At the next meeting a comprehensive update for staffing, budget and complement will be known and shared.

*HJ joined the meeting at 5 pm.*

**Q: Year 6 have 21 children with SEND is that impacting on the school?**

Not all of the children have an EHCP. It is children who are being kept under review.

### **Attendance**

The report highlighted attendance concerns. The HT provided details of the concerns. Some children receive bespoke alternative provision. The school continue to work with youth and family matters and family support. The Governors thanked the school for being so inclusive and for the work they have been doing to address this.

*NW joined the meeting at 5:10 pm.*

### **Staff Absence**

**Q: If there is a teacher who is off sick do the school then need to pay someone to come in and cover or is it covered internally?**

Someone would be required to cover. If the HLTA can be deployed they will be but if not a supply teacher would be needed. Where Teaching Assistants can or are willing they can be asked to cover.

### **School Improvement Plan**

The HT shared the SIP and provided the Governors an update. The school self-evaluation was also shared. Governors can see where the schools were, what they have been working on and where they currently are. By September the two schools should be more in line. The Governors said the document was very clear and succinct.

The SIP has been updated to March 2024. The Improvement Plan focuses on curriculum and learning.

**Q: Would the School Improvement Plan not be the right place to capture key actions relating to F&R such as staffing level strategy and financial stability? It feels very weighted into Curriculum & Learning topics. I'd have expected to see consideration of actions against the SFVS and benchmarking such as capital investments relating to infrastructure aspects of running the school to budget. If it's not here is it somewhere else?**

That is the purpose of the Finance and Resources Committee. That would be used for a school development plan. The School Improvement Plan focuses on teaching and learning and improving outcomes. The school are measured on outcomes and by Ofsted on the progress that children are making in education. The Resources

Committee need to ensure that the budget is maintained. The budget is individually coded so Governors can see what has been spent – actuals v variances.

Infrastructure and services would be on a school development plan. The school does not have a School Development Plan as such as our budget is defined by HCC and government and is allocated with little opportunity for variance. Budgets are tight and the budget share will not be increased.

**Q: Are there any areas of capital investment that there is a desperate need for?**

There is a separate capital budget but certain criteria needs to be met. The money is being spent appropriately to meet the needs of the children.

The budget is constantly reviewed to try and identify any opportunities that can be improved or challenged to what is currently being done. Schools can receive support from grants but this is quite limited.

### **Sports Funding**

**Q: The sports funding section needs a 2024 update, especially as the HT explained to us at F&R that is an area where we have additional as yet unspent funding and an embryonic plan to do something different. Should this be updated in the action area and some milestones set out to measure/capture delivery against intent?**

The sports funding is completed by Natalie. Her evaluation has not been finalised yet.

**Q: Milestones. This reads like a list of aspirations rather than a list that is being managed and reported against, and potentially there are way too many of them.), We need some clarity on the 'definition of done' for each one saying what the measured achievement will need to be to pass the milestone. And maybe half a dozen key milestones per term, where some of the aspirations can be better grouped.**

The milestones may appear to be a list of aspirations but they are things that have been achieved. Evidence is available to support. Governors are able to look at anonymised samples in Pay Committees. A lot of the milestones are reported on at meetings. Governors can triangulate this when they conduct their learning walks.

**Q: Do we/should we have a status report showing where the school is against each one of the Dec 2023 milestones that have been set out in the plan (as we have passed that date). And given we're now in March, do we have a progress status report or traffic light showing where the school is against the imminent target date of April 2024? And what happens to the ones not achieved? If the plan needs updating to only look forward when in the school cycle does that get done?**

The HT is happy to rag-rate the milestones if that is what the Governors would like. Close evidence is maintained. The document is used to guide the work and monitoring. At CLA meetings the Improvement Plan is discussed and leaders are held to account.

### **Wider Personal Development**

The document has been shared with the Governors. It is still in draft format.

**Q: Does additional mean for particular children?**

Apologies for any confusion it means additional to the curriculum. Every child will benefit from the Wider Personal Development offer. Children who have SEND who are still learning the skills needed to facilitate friendships will receive even more than the offer. Some children have not yet embedded the relationships education in their long term memory so that they can independently manage issues.

The school want all children to be empathetic and to cherish core values of respect and tolerance, with a desire to help others and 'give back'. The community engagement work, and the experiences that are offered to children through teacher led clubs, enable the development and nurture children's spiritual, moral, social and cultural development, preparing them for an active life in modern Britain. The aim is to develop children who have the confidence, knowledge and skills to embrace future learning and life so they become resilient and respectful citizens, who are able to play an active role in their school and wider communities.

**Forest School**

A qualified Forest School teacher has been appointed. Every child in every year group will have an opportunity to do Forest School.

**Nursing Home**

Every year group will volunteer at a local Nursing Home. The children read, sing, tidy gardens and will picnic with the residents in better weather. An agreement is in place and the children will visit every 6 weeks. At Christmas cards were made and cakes have been made for Easter.

All of the Nursing Home fundraising is now for Foxhills. The Nursing Home fundraised and purchased all new books for the library. Some children do not have grandparents or they may not see them regularly. Books about Dementia have been purchased. The books have been shared in assemblies and how the mind works discussed with the children. The books are available in the library. If adult concepts are introduced to children in a way that they understand it will enable them to contribute positively to life in modern Britain as they get older.

**Foodbank**

The school will be working with the Baptist Church and children will be helping at the foodbank.

**Allotments**

The Parish Council has kindly allocated an allotment space. The children will be working with people on the allotments and supporting the community. The vegetables and fruits that are grown will be donated to the foodbank.

**Parish Council**

	<p>The HT will be meeting the Parish Councillor to discuss and plan how they can support the Outreach group and Wider Open Spaces through the Parish Council. Foxhills children are going to support the Parish Council in developing the playground in Whartons Lane. The opportunity will introduce the children to local democracy which is important.</p> <p>The children are going to support at the lunch club at Colbury Church.</p> <p><b>Litter picking</b></p> <p>The children will be volunteering to pick litter.</p> <p><b>Urban school link</b></p> <p>Lyndsey and Rachel will be setting up an Urban school link which will be in place by September. This will provide the children to participate in social settings by volunteering, working and socialising with children from different ethnic backgrounds. Foxhills will offer once a year from year 1 to year 6 they will work with the same class at an urban school in Southampton on the Nature Trail. They will team build, co-operate, creative problem solving and working together as a group.</p> <p>A Governor suggested that the school contact Friends of Bartley Park who are a group set up by the community of Totton residents with the aim of increasing the biodiversity and the natural beauty of the park.</p> <p><b>AP3: HT to contact Friends of Bartley Park.</b></p> <p><b>Network Rail</b></p> <p>The school will be working with Network Rail to raise awareness about rail safety.</p> <p><b>RSHE curriculum</b></p> <p>The HT will be writing to parents to consult with them about shaping the curriculum. What skills do they think their children need?</p>
<p><b>5.</b></p>	<p><b>Chair of Governors report</b>  <b>To Consider whether the Board should move to a flat structure from September 2024</b></p> <p>Governing bodies are increasingly adopting a 'flat' structure as opposed to a committee structure. The Chair issued a draft prior to the meeting which showed three meetings in the Autumn and Spring Terms, and two in the Summer Term, though it may be necessary to make this three.</p> <p>Advantages.</p>

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	<ul style="list-style-type: none"> <li>• All governors would be conversant with all GB matters. Currently the HT and the Chair are the only governors to attend all committee meetings as well as GB meetings (11 meetings/year). A flat structure would be 8 or 9 meetings a year, which is the number most governors currently attend.</li> <li>• Less repetition. Committee reports are a standing item on FGB agendas.</li> </ul> <p>Disadvantages</p> <ul style="list-style-type: none"> <li>• Less opportunity for in depth review, especially safeguarding and children’s learning.</li> </ul> <p>Governors said it would be positive for all Governors to have more of an overview. It was agreed to canvass the opinion of the Governors who were not present at the meeting.</p> <p><b>AP4: Flat Structure - Governors were supportive but were asked to consider the move to a flat structure and make a decision in May.</b></p>
<p><b>6.</b></p>	<p><b>LLPR Visit Report – FJS</b></p> <p>All Governors had received the LLPR Visit Report for the Junior School.</p> <p>One of the actions was to ensure that ordinary inclusive practice is embedded across the school so that the provision for pupils with SEND is enhanced and their outcomes improve.</p> <p>The PPRM process has been initiated and is ongoing. It has resulted in increased opportunities for participation. Barriers are known and are being catered for through quality first teaching. Assessment for Learning and modelling in lessons is getting better. There is still work to do on varying teaching but task design is better. The Wider Personal Development is looking at ways to eradicate disadvantages for children.</p> <p><b>PPRM</b></p> <p>Since January PPRM (Pupil Progress Review Meetings) have been completed with the Pupil Premium and SEN children. HJ has worked with all class teachers and TAs looking at the barriers for the Pupil Premium children and working through targets for them. The process is very detailed.</p> <p>At the Infants IEP (Pupil Progress Plans) are in place. Barriers have been identified, book reviews have been completed and next steps are set.</p> <p>At the Juniors the Pupil Premium children started from scratch. HJ has spent half a day with each class to create the plans. Support has been put in place. This is still on-going.</p>

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	<p>Monitoring in classes is being undertaken to back up and observe. Are the targets being met? Are they being reviewed? Plans have been implemented to give the teachers more accountability.</p> <p>Good progress has been made but it is important to ensure consistency across classes and across year groups. Need to think about how they are giving children knowledge so that every child gains the same knowledge but it may be presented in a different way. Task designs may be adapted and worded differently.</p> <p><a href="#">Q: How is it impacting year 6?</a></p> <p>Year 6 are working a hybrid model which should increase their access to knowledge.</p> <p><b>Quality of Teaching</b></p> <p>The policy has been rewritten and is used across the Federation. It is working well. Specific examples have been included in the appendices on how to give feedback. Good examples are seen in the book and good examples of children being able to address feedback which has enabled them to get better.</p> <p>The teachers are experimenting small steps planning through learning days. The pathway is clearer and they are making good progress. It is still a journey.</p>
7.	<p><b>SENCO provision</b></p> <p>Discussed previously in the minutes.</p>
8.	<p><b>Budget</b></p> <p>The SFVS was reviewed and modified at the Resource Committee on 4 March 2024. FGB confirmed they had reviewed the SFVS. There is consistency across the Federation. There are some differences because there are 2 budgets.</p> <p>Benchmarking has been completed. Both schools overall are in the middle which is positive. Reviews were made where a school was out of line with the benchmark and there were rationales for that. No major concerns were identified.</p> <p>Governors are aware of future year deficit and are taking actions to address it.</p> <p><b>The Governors approved the SFVS and the Chair signed the documents</b></p>
9.	<p><b>School Improvement Plan 2023/24</b></p> <p>Discussed previously in the minutes.</p>
10.	<p><b>Attendance and Behaviour</b></p> <p>Included on the HT Report.</p>

<p><b>11.</b></p>	<p><b>Feedback from Committee meetings</b></p> <ul style="list-style-type: none"> <li>• <b>F&amp;R – 4 March 2024</b></li> </ul> <p>Discussed at item 8.</p> <ul style="list-style-type: none"> <li>• <b>Safeguarding – 6 February 2024</b></li> </ul> <p>The Safeguarding Committee met. The Chair is preparing a report. All targets except one have been completed. Staff interviews and reports to discuss Induction have been completed.</p> <p>Pupil conferencing is scheduled and will be reported back at the next FGB.</p> <ul style="list-style-type: none"> <li>• <b>CLA – 8 January 2024</b></li> </ul> <p>The presentations that were delivered were excellent. The presentations were able to support the Governors so they could clearly see where they are in the journey. They were very clear and confident. The enthusiasm was excellent.</p>
<p><b>12.</b></p>	<p><b>Governor Training</b></p> <p><b>Whole Governing Board Training – 12 March 2024 – 5 pm – Junior School (Hall) - Improving Attainment in Vulnerable Groups</b></p> <p>AMD and GT attended a webinar on Safeguarding which was very good. The webinar was presented by the LADO and her expertise and knowledge was excellent. Governors were encouraged to attend it was very informative.</p> <p><b>AP5: Governors were encouraged to undertake the Prevent e-learning.</b></p> <p>Minutes have been issued following the Governor Forum.</p> <p><b>AP6: Governors were reminded that the school do subscribe to the Service Level Agreement and were encouraged to look at training courses available on the Hampshire Governor Services Training programme and the Training and Development Plan Overview.</b></p> <p><a href="https://documents.hants.gov.uk/governors/HampshireGovernorServicesTraining2024-25.pdf">https://documents.hants.gov.uk/governors/HampshireGovernorServicesTraining2024-25.pdf</a></p>
<p><b>13.</b></p>	<p><b>Policies and Documents for review and ratification</b></p> <p>Online Safety Policy – Approved</p> <p>Freedom of Information Policy – Approved</p>

	<p>Dignity at Work Policy – Approved</p> <p>How to guide – Dignity at Work - Approved</p> <p>The Chair has undertaken a review of the school website. The policies will be reviewed at the next FGB.</p> <p>Staff survey – amended. Approved.</p> <p>Parent survey – Approved. To be issued in May.</p>										
<p><b>14.</b></p>	<p><b>Any Other Business</b></p> <p><b>AP7: Chair to issue a request for Governors to help with the SATs for Monday 13 May to Thursday 16 May 2024 – 8:30 am.</b></p> <p><b>Inset days – Approved by Governors</b></p> <table border="1" data-bbox="252 857 1468 1048"> <tr> <td>Monday 2 September 2024</td> <td>Curriculum and Safeguarding</td> </tr> <tr> <td>Friday 11 October 2024</td> <td>Curriculum – Teaching and Learning</td> </tr> <tr> <td>Monday 14 October 2024</td> <td>Curriculum – Teaching and Learning</td> </tr> <tr> <td>Friday 14 March 2025</td> <td>To be confirmed</td> </tr> <tr> <td>Friday 27 June 2025</td> <td>Transition</td> </tr> </table> <p><b>AP8: Agenda item – September FGB – Safeguarding Presentation.</b></p>	Monday 2 September 2024	Curriculum and Safeguarding	Friday 11 October 2024	Curriculum – Teaching and Learning	Monday 14 October 2024	Curriculum – Teaching and Learning	Friday 14 March 2025	To be confirmed	Friday 27 June 2025	Transition
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<p><b>15.</b></p>	<p><b>Dates and items for future meetings</b></p> <p>CLA Monday 29 April 2024 – 9 am</p> <p>Safeguarding – Tuesday 25 June 2024 – 9 am</p> <p>Resources Monday 20 May 2024 – 2:30 pm</p> <p>FGB Monday 20 May 2024 - 4.30 pm</p>										
<p><b>16.</b></p>	<p><b>Self-evaluation of the meeting</b></p> <ul style="list-style-type: none"> <li>• <b>How have Governor actions discussed at this meeting benefited the children to become life-long learners?</b></li> <li>• <b>How have the Governors supported and challenged the senior staff strategically during the meeting?</b></li> </ul> <p><b>AP9: Self-evaluation of meeting to be sent to the Chair.</b></p>										

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Date:

	The Chair thanked everyone for attending and for their valued contribution.
	The meeting closed at 6:35 pm.


<b>Action Points – FGB – 7 March 2024</b>		
1.	Chair to sign Approved minutes 27 November 2023.	Chair
2.	Charlotte/Sophie to present the Relationships and Wider Personal Development at the FGB on 20 May 2024.	Clerk/ HT/Chair
3.	HT to contact Friends of Bartley Park.	HT
4.	Flat Structure - Governors were supportive of the proposal but were asked to consider the move to a flat structure and make a decision in May.	All
5.	Governors were encouraged to undertake the Prevent e-learning.	All
6.	Governors are reminded that the school do subscribe to the Service Level Agreement and are encouraged to look at training courses available on the Hampshire Governor Services Training programme and the Training and Development Plan Overview.	All
7.	Chair to issue a request for Governors to help with the SATs for Monday 13 May to Thursday 16 May 2024 – 8:30 am.	Chair/All
8.	Agenda item – September FGB – Safeguarding Presentation.	Chair/Clerk
9.	Self-evaluation of meeting to be sent to the Chair.	All

## 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	HLTA- higher level teaching assistant ECT- early career teacher SATs- standardised assessment tasks Burgundy book- The Burgundy Book is a national agreement between the five teacher unions and the national employers (NEOST). A handbook setting out the conditions of service for schoolteachers in England and Wales EYFS- Early years foundation stage (children aged 4-5) RE- religious education
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0.6- 3 days a week  
0.4- 2 days a week

ELSA- emotional literacy support  
assistant  
TLRs- teaching and learning leaders

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Date: 26 05 24