



Brockenhurst Church of England Primary School And Pre-School

Full Governor Board Meeting

On Monday 9 January 2023 at 4.30 pm

MINUTES

<p><u>Present:</u> Vicky Wales (VW) Foundation (Chair) John Littlewood (J Li) Headteacher Marie Macey-Dare (M M-D) Co-opted Beth Martin (BM) Staff – <i>left the meeting at 6:15 pm</i> Jo Plummer (JP) Foundation Kevin Plummer (KP) Local Authority Bronya Szatkowska (BS) Co-opted Kirsty Tomblin (KT) Parent – <i>joined the meeting at 5:05 pm</i></p> <p>In Attendance: - Julie Edwards (JE) Associate Tracy O'Connor LA Clerk</p>	<p><u>Apologies</u> Lucy Ladd (LL) Parent Simon Newham (SN) Ex-Officio Foundation</p>
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The meeting was Quorate throughout and commenced at 4:30 pm.

Blue type indicates Governors fulfilling their core function of holding leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff.

<p>Curriculum Presentation</p> <p>SEND – Julie Edwards</p> <p>The Presentation was circulated to the Governors on GovernorHub.</p> <p>Profile of the School</p> <p>Children are on the SEND register in all year groups except Year R. Unless on an EHCP we place children from year R on a monitored Watch List rather than the SEN register.</p>	
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We have children on the SEN register in all **4 areas of need**:

- Communication & interaction
- Cognition & learning
- SEMH (social, emotional and mental health difficulties)
- Sensory and/or physical needs
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The SEN Register is flexible - the intention is for children to come off it.

Budget allocation – How is it spent?

High needs Funding – this funding is targeted 1:1 funding for a specific child. We currently have 2 children with an EHC plan. We have 1 child that we have been funding since year 1 out of the SEN budget. This child's EHC is proceeding to full assessment.

SEN allocation:

This is spent in the main on TAs, resources and screening/intervention packages.

TAs are allocated to each class. Their role is to support SEN and vulnerable children as a priority, at the point of need. This is detailed in their performance management targets.

In the afternoon some TAs are employed to deliver targeted interventions (these link to progress checking) in:

- Reading
- Writing
- Maths
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Currently, they are also being used to reinforce Little Wandle phonics to those at risk of falling behind.

External Agencies I liaise with

- Educational Psychology service
- SENDCo Circle (1x per half term)
- Speech & Language Advisory service (4 children in YR)
- Visual impairment Advisor (1 child)
- CAMHS
- Mental Health Forums (1x per half term)
- School nurse
- Epilepsy nurse
- Diabetic nurse
- Child Wellbeing Practitioner Service
- Children's services
- EMTAS (although there has been no significant help to the school)

Speech and Language

The complexities of language needs are increasing.

NHS outreach is thin on the ground, the referral process is lengthy, reports/target plans take a long time to come back after a child has been seen.

This reflects a national picture of speech and language support.

We have been proactive rather than reactive in managing this:
Our TA (who is a trained teacher) is about to complete her ELKLAN training. She is delivering an Infant and Junior Language links targeted programme to those identified through screening.

Another 2 TAs are delivering Speech Links screening to identify early in the school any child who needs specific intervention. (Y1 → YR → Y2)

Reducing the Gap

Progress Checking: this is now split over 2 days per term – one for Reading and writing, one for maths.

Opportunity cost- we have spent considerable time and thought on this in relation to our children and their access to the curriculum.

All teachers and subject leaders have a particular focus on the bottom 20% in each class. This will vary in a class according to subject. It isn't necessarily SEN children.

Any child placed on the SEN register at Brockenhurst has specific needs, they are not simply 'underachieving children'.

Quality First teaching and in class adjustments are our first line of attack, followed by specific targeted interventions where required and referrals to external agencies for support.

Successes and Challenges

Successes:

So far all referrals to EHC, CAMHs and Child Wellbeing Practitioners have been successful.

Our school Speech & Language therapist was very impressed that we had invested in ELKLAN training, Speech Links and Language links.

Stareway to Spelling- evidence further up the juniors that it is having a positive impact on children's spelling.

Dyslexia Gold package – convergence insufficiency- the children are saying unequivocally that it is making the act of reading easier for them.

<p>Our teachers and TAs know their children incredibly well and constantly strive to improve outcomes for children with SEN.</p> <p>Challenges for me:</p> <ul style="list-style-type: none"> • Time pressures • Meetings with parents who need support are increasing. • The time it takes from referral to action across the external agencies . <p>Why do we do it?</p> <p>To empower our children to believe that they can achieve.</p> <p>For them to know that we are there to support them.</p> <p>To provide our children with a safe and nurturing place where they want to be, to enable them to thrive.</p> <p>To give our children the very best chance in the next phase of their education.</p> <p>Final thought.....</p> <p>Last week, at the end of a meeting with a child and his parent about why I wanted to seek help from a Child Wellbeing Practitioner for him, I asked him if he had any questions. He thought for a while and then turned to me and said; “I just think it’s so lovely that you would think of doing this for me..”</p> <p>The Governors were invited to ask questions.</p> <p>Q: How long does it take for the language assessment to be completed for each child?</p> <p>Each assessment takes 10-15 minutes per child. The assessment is only completed once if nothing is flagged. If there are any issues they should be identified in Year R and interventions would be put in place.</p> <p>Q: Why is speech and language an increasing problem?</p> <p>The increasing problem has been identified Nationally following Covid. There could be many reasons. Children did not have as much social time in the classroom. A lot of parents were working from home and some parents were stressed. Access to centres for the under 2’s did not exist. Some children could be 3½ years old before they had access to social interaction and language.</p> <p>Q: In the SEND Lead’s plan one of the areas to be completed was the sorting of the cupboard. Has this been completed?</p> <p>This has not been completed yet. The Chair advised she is happy to assist when this is completed.</p>	<p>JE/ Chair</p>
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	<p>AP4: SEND cupboard – Chair to assist JE.</p> <p>Q: Is there anything that the Governors can do to support that they are not already doing?</p> <p>The number of children on the SEN register has drastically reduced. A lot of this is because needs have been identified. The level has been reduced from 16.9% to under 10% across the school. (34/36 children to 22 children). Identifying needs at an early stage makes all the difference.</p> <p>AP5: Governors asked that their thanks be given to the team for all of the work that is completed specifically with the vulnerable children.</p>	JE
		Action
1.	<p>Welcome, Prayer and Apologies</p> <p>The agenda and supporting documents were circulated to the FGB prior to the meeting to enable questions to be prepared.</p> <p>The meeting opened with a prayer.</p> <p>The Chair welcomed everyone to the meeting and wished the Governing Body a Happy New Year.</p> <p>Apologies were received from Lucy Ladd and Simon Newham.</p>	
2.	<p>Declaration of Business and Pecuniary Interests</p> <p>There were no declarations of business or pecuniary interests declared relevant to the agenda.</p>	
3.	<p>Minutes of Last FGB Meeting – 5 December 2022</p> <p>The minutes of the FGB on 5 December 2022 were an accurate record of the meeting and were approved by the Chair.</p> <p>AP2: Chair to sign the FGB Minutes – 5 December 2022 on GovernorHub.</p> <p>AP3: Clerk to send Winchester Diocese approved copy of the finalised minutes –5 December 2022. Completed.</p>	Chair Clerk

	Action Points – FGB 5 December 2022	Who
1.	<p>Artist in residence - SN will speak to colleagues to see if they would be able to visit the school.</p> <p>9 January 2023 update – c/fwd</p>	

2.	Chair to sign the FGB Minutes – 7 November 2022 on GovernorHub. Completed	Chair
3.	Clerk to send Winchester Diocese approved copy of the finalised minutes– 7 November 2022. Completed	Clerk
4.	Staff to have discussions with children in Year 3 about changing for PE.	HT
5.	PE changing – HT to follow up with parent who had volunteered to explore costings. 9 January 2023 update – The HT has spoken to the parents who raised the initial comment. No costings have been explored. The parents gave their opinion that a curtain would be preferable. The Governors proposed that a discussion should be held with year 5 to find out their views. An anonymous vote could be made to see if a poncho would make a difference to them when changing? If the children said it would be something they were interested in exploring further a pilot could be trialled in year 5. AP6: JE to discuss PE changing with year 5.	HT JE
6.	HC3S meeting – Monday 16 January 2023 – Parent Governors to attend. 9 January 2023 update – HC3S will be working with the children. AP7: HC3S – 16 January 2023 - Governors were invited to attend the meeting at the end of the day when parents will be attending.	LL/KT
7.	Alumni tracking - BS/VW to look at case studies 9 January 2023 – A discussion has been held. BS has suggested preparing a form that could be sent to alumni that are known. Thanks were given to BS.	BS/VW
8.	School Council to be advised that they would be very welcome to attend the Governing Body meeting to give their views and their aims. Date and time to be arranged. It was suggested that a recording could be made. 9 January 2023 – The School Council have been spoken to about preparing a presentation to the FGB. The School Council were excited about the presentation. A meeting will be held with the School Council on Wednesday 11 January to discuss tasking some children in readiness for the presentation.	BM
9.	BM to issue a reminder to staff if there is anything staff would like support or help with to let the Governors know. C/fwd	BM
10	Governor link visits to be arranged. C/fwd History/Geography – LL – to be arranged Art – BS - completed RE (Rachel Platt) – JP – to be arranged Languages – KT – to be arranged	LL/BS/JP/KT

	Pupil Voice – KT – completed English – JP – 10 January 2023 Sport – BS – to be arranged	
11.	SIP Curriculum Review LLP report – agenda item January 2023.	Clerk
12.	Teacher pay rise - There has been a lot of conversations amongst staff. It was suggested that at the staff meeting it could be discussed as a whole group so that everyone is informed. 9 January 2023 update - Completed	HT
13.	HT to thank the staff on behalf of the Governors. Completed	HT
14.	SEND – standard agenda item. Completed	Clerk
15.	Anonymised case studies. Would staff feel that would be valuable for Governors? Senior leaders to consider using this option. 9 January 2023 update – Anonymised case studies will be referred to for Governor information	HT
16.	Number of complaints – to be provided in the HT summer term report. c/fwd	HT

4.	<p>Head Teacher’s Report (written)</p> <p>Governors confirmed they had received the HT Report prior to the meeting. The HT highlighted the current challenges and celebrations.</p> <p>Current challenges and celebrations</p> <p>Celebrations</p> <p>The pupils and staff are fully embracing everything. They are extremely focused which is a real strength. The children are heavily engaged which is a result of the quality first teaching.</p> <p>Challenges</p> <p>The time spent on minor or trivial matters is a real challenge. Some of the challenges can result in a significant amount of time being spent.</p> <p>Q: What is the current Number on Roll? The current Number on Roll is 209.</p> <p>Attendance</p>	
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	<p>Q: Is the attendance decreasing slightly? The whole overall attendance is decreasing this is due to holidays being taken in December.</p> <p><i>KT joined the meeting at 5:05 pm</i></p> <p>Discussions have been held about key patterns. Governors are aware that because the school are so focused and know the individual children, key patterns are not being seen. Interventions are matched to individuals. It is still important that parents understand the importance of attendance.</p> <p>Penalty Notices continue to be issued when holidays are taken in term time.</p> <p>Q: ParentView has been issued twice on the Newsletter. 4 responses have been received in total. How can parents be encouraged to complete it? It was suggested that Governors work with the PTA to encourage completion of ParentView. It was agreed that at the next Parents evening in February Governors will attend and encourage completion.</p> <p>Report on non-teaching staff appraisal and pay</p> <p>The non-teaching staff have very different and specific job descriptions for the role they undertake – Admin, Caretaker, TA, 1:1 and Pre-School. Some of the roles are transferable within school. Appraisal is always specific to the performance in their role.</p> <p>There are 23 staff who are non-teaching staff.</p> <p>43% are at the top of their pay grade and will receive cost of living and amended backdated pay. 31% are eligible for a pay award, cost of living and backdated pay. 26% are new to the role or at the start of a cycle and will receive cost of living and appropriate backdated pay.</p> <p>The HT completes the majority of the appraisals for the non-teaching staff. It was suggested where possible the HT delegate this to reduce his load.</p> <p>AP10: HT delegate, where possible, appraisals for non-teaching staff.</p> <p>Q: Has Hampshire got an appraisal form for the HT to use? Hampshire has an appraisal form for everything except for general ancillaries. The appraisals will be completed by the end of January.</p> <p>AP11: The Governors asked for their thanks to be given to all non-teaching staff.</p>	<p>HT</p> <p>HT</p>
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5.	<p>Strategic Planning</p> <p>5.1 Review strategic ambition 5</p> <p>To enhance the physical environment of the school and the visibility of the provision</p> <p>Q: What are the Governors views in terms of what changes have been made to the physical environment of the school and the visibility of the provision?</p> <p>The Governors considered and discussed photographs showing the significant changes to the physical environment.</p> <ul style="list-style-type: none"> • New sports equipment - £7,000 (seven) funded from Sports Premium. The children have been using and enjoying the new equipment. The equipment encourages the children to be more physical. • Sensory garden • Ladybirds – extension of the Pre-School due to its success • All weather running track – Really positive for the children to be able to use the track for the daily mile even during the bad weather. • Forest School – The children really enjoy Forest School and those experiencing it this term are very excited. • Cricket nets – huge success. For use by the children and within the community. • Reception canopy – part of outdoor learning. • Adventure play –provided by the PTA • Pre-School building – taken over and expanding • New Pre-School building – PTA funding – to be completed • Change signs in front of the school – corporate visibility and strategic plan visible to all. • Legacy school orchard – 5 fruit trees and oak tree - Fairweather Garden Centre • Platinum award scooter park– encourage walk, scooter, bike to school – storage facility for scooters and bikes <p>The school site has had many new developments and now there is a wider range of facilities for the children.</p> <p>Q: Is the school receiving positive feedback when tours of the school are held?</p> <p>A lot of people are astounded and are surprised. The running track, climbing wall and the Forest School and pigs are a real selling points for the school.</p> <p>Maintenance for the different facilities is already planned in. The facilities will be included on the Asset Register as they are physical assets.</p> <p>AP12: HT to include the new facilities on the Asset Register.</p>	HT
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	<p>Q: What are the Governors views in terms of the visibility and how the message is getting out to a wider group?</p> <ul style="list-style-type: none"> • Instagram – 120 followers. • Lymington Times-may need more articles if they would print them. • Community Links – more information about the school and pre-school is now shared with other community groups • Local businesses – sharing experiences <p>Q: Has the Prospectus been issued to the Estate Agents? Not yet but they are ready. The Prospectus will be included and distributed with the welcome packs.</p> <p>AP13: BS/KT to distribute the Prospectus to the Estate Agents.</p>	BS/KT
6.	<p>Budget and Finance</p> <p>The HT will be receiving the January update this week. The only item that he is aware of is the uplift on Early Years funding is going through.</p> <p>Q: Has the HT heard anything about the Ukraine children funding? The HT has not seen anything yet.</p>	
7.	<p>7.1 SIP Curriculum Review</p> <p>The Governors reviewed the SIP.</p> <p>Improvement Priority 1</p> <p>Effectiveness of leadership and management - school</p> <p>1.1 Maintain and continue to develop a strong and effective safeguarding culture within Pre-School and School</p> <p>1.2 Adapt implementation of wider curriculum based on impact</p> <p>1.3 Establish NFLA (New Forest Learning Alliance) – a collaborative working model of local schools</p> <p>Effectiveness of leadership and management - Governance</p> <p>1.4 Review governance structure and implement agreed changes to ensure most effective use of governor skills and abilities</p> <p>1.5 Implementgovernanceactionplan22/23</p>	

	<p>1.6 Challenge progress, achievement and attainment of all pupils and associated groups</p> <p>1.7 Continue to progress with strategic action plan including further expansion of community links</p> <p>1.8 Review styles and forms of communication with parents</p> <p>Improvement Priority 2</p> <p>Outcomes for Children</p> <p>2.1 Reduce progress gap for PP/SEND pupils and lowest 20%</p> <p>2.2 Sustain progress, achievement and attainment of all pupils – progress checking</p> <p>2.3 Increase leadership time for subject leads to ensure intention, implementation and impact are reviewed and actions taken</p> <p>2.4 Introduce and embed a new whole school approach to impact of interventions through an “opportunity cost” approach</p> <p>Improvement Priority 3</p> <p>Quality of Teaching, Learning and Assessment</p> <p>3.1 Subject leaders to triangulate their subject and assess within the wider curriculum</p> <p>3.2 Review learning values in action following previous years’ introduction</p> <p>3.3 Develop new phonics approach following review and training</p> <p>3.4 Ensure Y2 children have appropriate phonics knowledge</p> <p>Improvement Priority 4</p> <p>Personal Development, Behaviour and Welfare</p> <p>4.1 Establish a children’s worship group who support Christian values and the Church/Youth Worker when appointed</p> <p>4.2 Develop business links through engaging with pupils and showing them what future roles are out there – raising aspirations</p>	
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	<p>4.3 Provide 6 weeks Forest School outdoor learning experience for all pupils</p> <p>Jigsaw has been a whole new approach that has been introduced. It was agreed that it should be added to the SIP. Governors are very aware that the staff have been doing a lot of work introducing Jigsaw. Governors said it would be interesting to hear staff feedback later in the academic year.</p> <p>AP14: HT to amend the SIP to include Jigsaw.</p> <p>7.2 Phase 1 data review by groups</p> <p>The Governors had received anonymised data per year group prior to the meeting. The HT discussed the highlights and focus for each year group.</p> <p>Year 1</p> <p>The lowest 20% are not SEND or Pupil Premium. Reading and Maths are strong. Writing is 10% behind Reading and Maths but is still positive compared to National expectations.</p> <p>SEND are 100% on track at present.</p> <p>The focus will be transcription and grammar. Pupil Premium - writing</p> <p>Year 2</p> <p>All areas are equal with no subject gaps.</p> <p>The focus will be Reading and Writing.</p> <p>Year 3</p> <p>All subjects are equal in progress.</p> <p>It is important to ensure that all expectations are realistic for each individual child.</p> <p>The focus will be maths (girls maths is 10% behind) and writing (boys writing is 27% behind).</p> <p>Year 4</p> <p>Pupil Premium achievement is as expected within the range. Maths progress at all levels is strong.</p>	<p>HT</p>
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<p>The focus is SEND is lower. Boys writing is 10% lower than girls.</p> <p>Year 5</p> <p>Strong progress in all subjects.</p> <p>Girls are stronger than boys in all subjects by 10%.</p> <p>Year 6</p> <p>Progress is strong in all areas.</p> <p>Cohort specific focus –There are some SEN children in the year group who require support to ensure they are secondary ready and there has been discussion within the senior leadership team about the balance for these children of being secondary ready and their focus on working. Should the focus be on SATs? The professional view is that a group of year 6 require access to a more differentiated curriculum to ensure they have the right skills set for the next stage in their learning at secondary school.</p> <p>Q: Are families aware and are they supportive? Families are aware that their children are not at ARE and are having additional support. The children will still be prepared for and will still sit the SATs. Conversations have been held with parents. Governors were supportive of the decision to provide a group of Yr 6 pupils with support to ensure they had the opportunity to prepare for secondary school.</p> <p>It has been very helpful for Governors to receive the commentary that the HT has provided to support the data. If this could be included on the document next time it would be very useful.</p> <p>AP15: HT to provide report on the document to support the data.</p> <p>Q: Where does the data come from? Is the data published anywhere? The Hampshire Assessment model is used. The school has to termly complete the model. Some of the information is teacher assessment. The data is internal data so staff can understand the progress children are making and provide the right next steps.</p> <p>Q: How will Governors know any concerns will be dealt with? The next set of data is compared against the current data. The focus areas should diminish or no longer be a focus. Governors can discuss the focus areas with the teachers when they complete their governor visits.</p> <p>Q: The data has been shared with the Governors for information. Is there anything that Governors should note as an action point?</p>	<p>HT</p>
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	<p>The information has been shared with the Governors so that they can also challenge. The Governors thanked the HT and noted the particular focus in each year group and that there were several year groups where boys writing was lower.</p> <p>7.3 LLP Report</p> <p>The actions were shared verbally with the Governors at the last meeting. Governors have now had an opportunity to read the report. Governors were asked if there were any questions?</p> <p>The report indicates that there need to be some changes. What changes might the Governors see?</p> <p>There are two physical changes that Governors should see. One would be in the internal environment and one in the external environment. Governors would see the way changes in the way the external environment is organised and used. It would be more engaging and more creative. Internally Governors would see the classroom would be more dynamic. Staff will be interacting with the children and promoting the children to be more independent learners. The children will be encouraged to lead their learning and development through facilitation. An external review will be commissioned.</p> <p>AP16: LLP report - HT to report back on progress at the beginning of the summer term.</p> <p><i>BM left the meeting at 6:15 pm</i></p>	HT
8.	SEND – see presentation	
9.	<p>Safeguarding</p> <p>The Single Central Register check has been completed.</p> <p>The updated Safeguarding Plan has been completed and circulated to the Governors.</p>	
10.	<p>Staff Wellbeing</p> <p>The staff greatly appreciated the fruit hamper provided by the governors at the start of term.</p> <p>At the last meeting it was discussed with the Governors the impact that the potential strike action would have on the staff. The HT advised that it has also been agreed by the Headteachers Union that they were in agreement to strike action.</p> <p>Staff are aware that the school is approaching the Ofsted window.</p>	

	<p>Over the course of last term LMT have been looking at the Ofsted criteria and reflecting on how it applies. The criteria will be shared with all staff and Governors for their feedback. It was important that staff do not panic. Ofsted are due but the school is fabulous and it will be an opportunity to share that with Ofsted. The Governors and HT have full confidence in the staff and the school.</p>	
11.	<p>Governor Matters</p> <p>11.1 Governor Link Visits Discussed previously in the minutes.</p> <p>11.2 Governor Training</p> <p>Training Attended</p> <p>A Whole School Approach to Mental Health – VW – 5 December 2022 – joint delivery from the Local Authority and the Mental Health teams. Mental health forums and Education Personnel health and wellbeing survey were discussed. The wellbeing focused on staff and the pupils. Are Governors focused enough on staff and pupil wellbeing?</p> <p>Jigsaw – VW – introduction training. The programme has a lot of available resources. It will be interesting for Governors to get staff and children feedback.</p> <p>SEND Conference</p> <p>The SEND Conference will be a 4 hour webinar on Friday 17 March 2023 at 9:30 am. Governors were encouraged to book on to the Conference.</p> <p>11.3 Governor feedback from any other meeting</p> <p>KT advised that she had met with the SEND Lead and will share her Governor report (completed).</p> <p>11.4 Agree decision regarding Advice, Support and Training subscription 2023/24 to Governor Services – Deadline to notify if no longer wish to subscribe Friday 10 February 2023</p> <p>The Governors agreed to continue the Governor Services Advice, Support and Training subscription 2023/24 as there were no better options available.</p> <p>11.5 Agree decision about LA clerking service and agree contracted hours by 10 February 2023</p>	

	<p>6 x Admin = 6 hours 10 x FGB = 100 hours 3 x HTPM = 21 Total hours = 127 hours</p> <p>The Governors agreed the LA clerking contracted hours. AP17: Clerk to submit the Clerking Service Contracted Hours Return to Governor Services. Completed.</p> <p>11.6 Hampshire Service Level Agreements</p> <p>The Governors approved the Hampshire Service Level Agreements. A Governor asked if they were still the best option and the HT advised that they were and there was no better alternative.</p>	Clerk
12.	<p>Health and Safety (Verbal Update)</p> <p>12.1 Site Walk</p> <p>The roof in Year R has had its third repair. The roof should no longer leak.</p> <p>The flooring in the KS2 corridor was completed over Christmas. The funding £3,850 (three thousand eight hundred and fifty) was taken out of the capital funding. There is no longer a H and S risk.</p> <p>The trees and hedges work are scheduled for completion.</p> <p>A replacement stairgate has now been installed to the HT room.</p>	
13.	<p>Parent Governor Feedback</p> <p>There was no feedback to report.</p>	
14.	<p>Documents and Policies for review and approval</p> <p>Assessment policy - All Governors reviewed the policy in advance of the meeting.</p> <p>Complaints Policy has been updated –it now includes changes from working days to 5 school days. The policy includes what is not a part of it eg Admissions, exclusions and who should be contacted.</p> <p>The Governors Approved the policy.</p>	
15.	<p>Correspondence</p>	

	An email has been received which the HT is dealing with.	
16.	Items to Consult/Inform Parents There were no items to consult/inform parents.	
17.	Any Other Business There was no any other business.	
18.	Dates for future meetings FGB – meetings start at 4:30 pm Monday 6 February 2023 Monday 13 March 2023 Monday 8 May 2023 Monday 12 June 2023 Monday 10 July 2023 HTPM – meetings start at 8:30 am Wednesday 1 February 2023 Wednesday 28 June 2023	
19.	Impact Statement <ul style="list-style-type: none"> • SEND Presentation provided detail of how children are being supported • Governors looked at the impact of the work - SEND • Reviewed data and progress and noted areas to monitor • Reviewed Strategic Ambition 5 for Governing Body • Actions and progress from external LLP visit and changes needed. 	
	The Chair thanked everyone for attending and for their valued contributions. The meeting ended at 6:35 pm.	

	Action Points – FGB 9 January 2023	Who
1.	Artist in residence - SN will speak to colleagues to see if they would be able to visit the school. 9 January update – c/fwd	
2.	Chair to sign the FGB Minutes – 5 December 2022 on GovernorHub.	Chair

3.	Clerk to send Winchester Diocese approved copy of the finalised minutes– 5 December 2022. Completed	Clerk
4.	SEND cupboard – Chair to assist JE.	JE/Chair
5.	Governors asked that their thanks be given to the team for all of the work that is completed specifically with the vulnerable children.	JE
6.	JE to discuss PE changing with year 5.	JE
7.	HC3S – 16 January 2023 - Governors were invited to attend the meeting at the end of the day when parents will be attending.	All
8.	Governor link visits to be arranged. C/fwd History/Geography – LL – to be arranged RE (Rachel Platt) – JP – to be arranged Languages – KT – to be arranged Sport – BS – to be arranged	LL/JP/KT/BS
9.	Number of complaints – to be provided in the HT summer term report.	HT/Clerk
10.	HT delegate where possible appraisals for non-teaching staff.	HT
11.	The Governors asked for their thanks to be given to all non-teaching staff.	HT
12.	HT to include the facilities on the Asset Register.	HT
13.	BS/KT to distribute the Prospectus to Estate Agents.	BS/KT
14.	HT to amend the SIP to include Jigsaw.	HT
15.	HT to provide report on the document to support the data.	HT
16.	LLP report - HT to report back on progress at the beginning of the summer term.	HT
17.	Clerk to submit the Clerking Service Contracted Hours Return to Governor Services. Completed.	Clerk

Roles and Responsibilities

Area	Governor
Art/DT	Bronya Szatkowska
English	Jo Plummer
Humanities (Geography/History)	Lucy Ladd
Maths	Kirsty Tomblin
Modern Foreign Languages	Kirsty Tomblin
Music	Vicky Wales
RE	Jo Plummer
Relationship and Sex Education	Simon Newham
Science	Simon Newham
Sport	Bronya Szatkowska
Community and Business	Bronya Szatkowska
Data Protection	Kevin Plummer
Development and Training	Vicky Wales
Early Years including Pre-School	Vicky Wales
Health and Safety, Financial Audits	Kevin Plummer
Pupil Voice	Kirsty Tomblin/Simon Newham/Beth Martin
Safeguarding	Vicky Wales/Jo Plummer
SEND	Kirsty Tomblin
Staff Wellbeing	Simon Newham/Jo Plummer/Beth Martin
Volunteers and Volunteering	Lucy Ladd

Committees	
Headteacher Performance Management John Littlewood Vicky Wales Simon Newham Kevin Plummer Tracy O'Connor (Clerk)	Pay Committee John Littlewood Jo Plummer Kevin Plummer Vicky Wales

MINUTES APPROVED

Signature

Name (PRINT)

Position

Date