



# Brockenhurst Church of England Primary School And Pre-School

## Full Governor Board Meeting

On Monday 6 October 2025 at 4.30 pm

### MINUTES

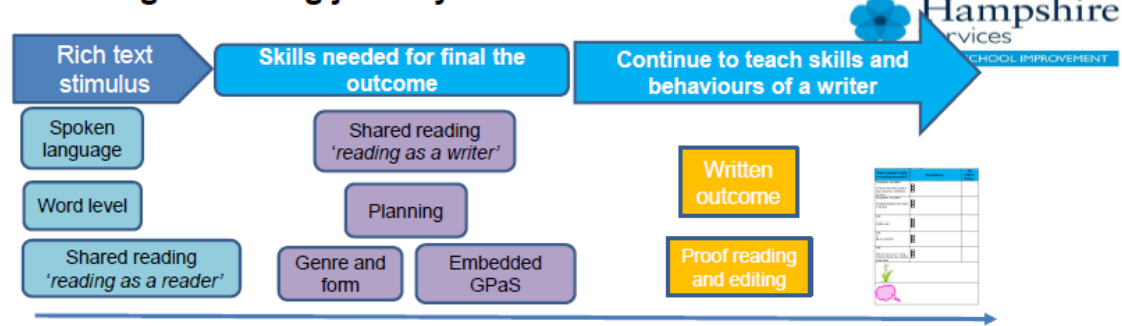
<p><b><u>Present:</u></b></p> <p>John Littlewood (JL) Headteacher          Denis Dooley (DD) Co-opted          Julie Edwards (JE) Co-opted (DHT)          Corrie Kolaczowski (CK) Parent Governor          Simon Newham (SN) Ex-Officio Foundation          Jo Plummer (JP) Foundation - <i>JP left the meeting at 6.10 pm</i>          Kevin Plummer (KP) Local Authority          Lisa Prichard (LP) Staff Governor          Chris Willsher (CW) Co-opted Governor</p> <p>In Attendance:          Tracy O'Connor LA Clerk</p>	<p><b><u>Apologies</u></b></p> <p>Andy Simmons (AS) Parent Governor          Mark Curzon (MC) Foundation Governor</p>
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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.

The meeting was quorate throughout and commenced at 4.30 pm.

<p><b>English Presentation – Alana Blick – English Lead</b></p> <p>High-quality, text-driven curriculum: The school continues to prioritise strong texts for both reading and writing. Staff adapt the curriculum throughout the year based on cohort needs, treating it as a working document. A wide range of texts are used, including both established and newly introduced ones. Teachers are proactive in identifying new texts that could enhance learning journeys. Governors were shown examples of texts used.</p> <p>The Local Authority provides strong support, including access to the School Library Service. Staff have access to various avenues for curriculum enrichment.</p>	
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## Planning a learning journey towards a clear outcome



AB provided a recap of the writing/learning journey which is based on the high-quality texts. The writing journey is based on the same format as previously. It is broken down into 3 steps.

### Reading Fluency

#### What is fluency?

The ability to apply and identify the correct pronunciation of written words immediately and without conscious effort.

It involves smoothly and effortlessly decoding words while also comprehending and interpreting the text.

Fluent readers demonstrate automaticity in recognising words, allowing them to focus on comprehension and deeper understanding of the content.

Reading fluency is embedded across the school in all age groups.

**HfL Reading Fluency Project:** The school has partnered with Herts for Learning (HfL) to enhance reading fluency. All staff have received training, ensuring consistent implementation.

**Little Wandle Phonics:** This phonics programme is fully embedded across the school, supporting early reading development.

**Fluency Through Repetition:** Children read books three times to build fluency, enabling smoother, more effortless reading and deeper comprehension.

**Sustained Focus on Fluency:** The school has invested significantly in fluency over the years and is now in a very secure and confident position in this area.

#### Dictation

Dictation was introduced last year to reinforce SPaG (spelling, punctuation, grammar) skills. Staff understand the importance of highlighting and revisiting SPaG through a spiral curriculum. There is a strong emphasis on children being able to hold a sentence, which supports successful sentence writing.

- Focus during English Core Provision
- Overlearning approach
- Implemented for 1 year

- Positive feedback from staff

### **Strong Foundations – Ofsted**

Strong Foundations is a document released by Ofsted last year. The report examines how schools secure the foundational knowledge and skills that every child needs by the end of key stage 1 to give them the best chance of educational success.

Building fluency in foundational knowledge allows children to succeed and therefore grow in confidence. However, English and literacy curriculums, more than mathematics, tend to introduce complex tasks too early. Therefore, children do not learn foundational knowledge properly, such as:

- how to compose simple sentences orally
- how to hold a pencil correctly and form letters and numbers
- how to spell
- how to become a fluent reader

(Ofsted, 2024)

### **This Year Focus**

#### **DfE Writing Framework**

- The national curriculum says that by the end of year 6 pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English.
- In this document, writing fluency refers to how smoothly and quickly a pupil can write down their thoughts in words. Fluent writers show automaticity in writing words, allowing them to convey their intended meaning.
- This document's key objective is to help schools meet the expectations set out in the Early years foundation stage (EYFS) statutory framework and the national curriculum. It aligns with Ofsted's education inspection framework and with the reading framework.

#### **Q: What is a fluent writer?**

A fluent writer is not just someone who can produce text, but someone who writes with ease and confidence. The school recognises that physical readiness is key: children are seated properly, with core stability and a secure pencil grip. Because foundational skills like letter formation and spelling are secure, children can focus on composition and expression, rather than mechanics. This approach supports children in becoming independent, fluent writers who can engage deeply with their ideas.

### **Summary**

Writing is complex. Writing places significant demands on pupils' working memory so it is vital to teach it in a sequenced way that helps to manage those demands.

- Teaching handwriting and spelling from the reception.
- Essential sentence instruction.
- Spoken language is as important for writing as for reading.
- Quality is more important than length

### **What Next**

- Core Provision
- HIAS Workshops
  - Session 1 – Executive function and metacognition for writing
  - Session 2 – Transcription - spelling
  - Session 3 – Transcription – handwriting
  - Session 4 – Transcription – punctuation
- Provision from 6 months
- English vision for Year R

### **Future Challenges**

- Daily readers – bridging the gap for our most vulnerable readers
- In the moment feedback and support for all children

#### **Q: Why is the support not possible?**

Due to staff changes in January there will be less Teaching Assistants. The number of volunteers has also decreased compared to previous years. This shift may impact the level of in-class support available. The Governors said they will help to advertise the need for support within the community.

#### **Q: It is a concern that children are not reading at home? Is there anything that the school or Governors can do to encourage parents to read to their children?**

Children have access to library books, reading scheme books, and an e-book system, as well as a full school library. Parent Workshops were held last year with a focus on the importance of reading. Teachers regularly speak with parents about reading, including during parents' evenings. Staff consistently highlight the value of reading at home.

#### **Q: What percentage of year 6 children read out of school for pleasure?**

Year 6 pupils have consistent access to the school library. Pupils can record their reading in personal diaries, though the percentage of engagement is currently unknown.

Daily opportunities are provided for children to read for enjoyment during school hours. Staff actively encourage reading and promote a love of books through classroom culture and conversations.

#### **Q: What is the current position of knowing which children are unlikely to make ARE? What interventions will help them to succeed?**

	<p>Staff regularly review data from the previous academic year to inform planning and interventions. YARK Assessments are used to identify reading needs and feed directly into the reading fluency intervention programme.</p> <p>Staff have a clear understanding of who their vulnerable readers and writers are.</p> <p>Intervention Programmes:</p> <ul style="list-style-type: none"> <li>• Stairway to Spelling is in place to support spelling development.</li> <li>• A range of reading interventions are actively used to support progress.</li> </ul> <p>The overarching goal is to bring as many children as possible closer to Age-Related Expectations (ARE).</p> <p>Whole-Class Spiral Curriculum ensures regular exposure to complex topics, helping to reinforce learning and close gaps.</p> <p>Regular progress meetings are held to track pupil development and adjust support as needed.</p> <p>Increasing the number of volunteers for daily reading would be highly beneficial in supporting individual pupil progress.</p> <p><b>Q: In terms of staff changes do you think they will have a significant impact on those interventions, the quality of them and if you do think they are there anything that can be done as Governors that would mitigate that?</b></p> <p>From January, there will be fewer Teaching Assistants and a reduced number of volunteers compared to previous years. The school is fortunate to have highly skilled Teaching Assistants, whose expertise continues to make a significant impact.</p> <p>Staff are encouraged to think creatively and adopt flexible strategies to ensure all learners continue to receive the support they need. While reduced staffing presents challenges, the school's commitment to high-quality teaching and targeted support ensures that pupils continue to thrive.</p> <p><b>Q: Is there anything that the Governing Body could do to help?</b></p> <ul style="list-style-type: none"> <li>• Support recruitment of volunteers to read with children regularly, especially vulnerable readers.</li> <li>• Help with the practical task of changing reading books, particularly for younger children.</li> <li>• Assist younger pupils with key word recognition and usage.</li> </ul> <p><b>Presence and Visibility</b></p> <p>Time in School: Governors spending time in school can help build relationships, understand classroom needs, and offer hands-on support.</p>	
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	<p>Reading Role Models: Governors could take part in “Governor Reads” sessions to model reading and promote its importance.</p> <p><b>Community Outreach</b></p> <p><b>New Forest Volunteer Fair (January 2026):</b> Governors highlighted this upcoming event as a valuable opportunity to recruit new volunteers and raise awareness of the school’s needs.</p> <p>The Governors thanked AB for her very informative presentation.</p>	
1.	<p><b>Welcome, Prayer and Apologies</b></p> <p>The agenda and supporting documents were circulated to the FGB prior to the meeting to enable questions to be prepared.</p> <p>Apologies were received and accepted from Mark Curzon and Andy Simmons.</p> <p>SN opened the meeting with a prayer.</p>	
2.	<p><b>Declaration of Business and Pecuniary Interests</b></p> <p><b>2.1 To record any business, pecuniary or personal interest on the agenda items.</b></p> <p>There were no new declarations of business or pecuniary interests declared relevant to this agenda.</p>	
3.	<p><b>Minutes of Last FGB Meeting – 8 September 2025</b></p> <p><b>3.1 To agree and sign minutes of previous meeting</b>  <b>3.2 Matters arising and action points (Action points below)</b></p> <p>The minutes of the FGB meeting on 8 September 2025 were agreed as an accurate record of the meeting and were approved by the Chair.</p> <p><b>AP1:Chair to sign Approved FGB Minutes 8 September 2025 and forward to Clerk to upload to HSS.</b></p> <p><b>AP2: Clerk to send Approved Minutes to Diocese. Completed</b></p>	<p><b>Chair</b></p> <p><b>Clerk</b></p>

	<b>Action Points – FGB 8 September 2025</b>	<b>Who</b>
1.	Clerk to send the Terms of Reference to CW for review. <b>Completed</b>	Clerk

2.	Terms of Reference – agenda item next meeting. <b>Approved</b>	Clerk
3.	Governors to advise the Clerk if they have any Declarations of interest. Clerk to update HSfS.	All
4.	KCSiE - Clerk to update HSfS. <b>Completed</b>	Clerk
5.	Governors to advise the Clerk when they have completed the Prevent training. Clerk to update HSfS.	All
6.	Chair to sign Approved FGB Minutes 14 July 2025 and forward to Clerk to upload to HSS.	Chair
7.	Governors to look at new Governor Action plan in the autumn term – to be added to FGB agenda.	All/Clerk
8.	Governors to issue a letter to parents at the start of autumn term. A letter to be sent explaining what the Governor role is and how they can be contacted. <b>Completed</b>	Chair/HT
9.	Parent representative (Smart phone) to be invited to present information on smart phone free schools to governors in the autumn term. CK to invite to the October meeting. Governors already have a plan of action and supported the way forward.	CK
10.	SIAMS training for governors. Update – the link at the Diocese will be Sue Bowen. Date to be arranged in the autumn term. The school are due a SIAMS inspection and a discussion will then be held. <b>SIAMS training – 11 November 2025 – 3.30 pm to 5.30 pm – All staff and Governors</b>	HT
11.	Clerk to issue the Governor Skills Matrix. <b>Completed</b>	Clerk
12.	Clerk to send DD, CW and HT the governor recruitment wording. <b>Completed</b>	Clerk
13.	HT to contact Governor Services to ask if they would be able to provide bespoke training on SEND for the Governors and Staff. The EP has been contacted. JL and JE will review dates.	HT
14.	Governing Board Action Plan – Clerk to send to CW. <b>Completed</b>	Clerk
15.	HT/KP to arrange a date with David to complete a site walk. A site walk will be completed after half term.	HT/KP
16.	To include in Newsletter – parents/Governors – MiDAS (Minibus Driver Awareness Scheme). To be included in the next Newsletter.	HT

17.	Clerk to issue 2025/26 meeting schedule. <b>Completed.</b>	Clerk
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4.	<p><b>Headteacher Report (written)</b></p> <p>The Headteacher’s Report, including attendance and pre-school occupancy data, was circulated to Governors in advance of the meeting.</p> <p>Governors were invited to ask questions.</p> <p><b>Q: Suspension – Is that one person or two people?</b> It was one individual. However, there was a separate incident involving another person last week.</p> <p><b>Q: Is there anything the Governors can do to support?</b> The school is already working closely with external professionals. All recommended actions have been implemented.</p> <p><b>Year 6 residential</b></p> <p>The Year 6 residential was reported to be a great success. Governors extended their congratulations to Alana, who led the trip with excellence. The children were kept safe throughout, and the staff team were commended for their outstanding support. The residential providers were also praised for their quality of service.</p> <p>A draft letter for next year’s residential is already in preparation. The children demonstrated impressive resilience during the trip.</p> <p>Governors requested that their thanks and appreciation be passed on to Alana.</p> <p><b>Nursery</b></p> <p>The recent Open Mornings were successfully completed, with 13 families attending, accompanied by children ranging in age from 5 weeks to 3½ years.</p> <p>From January, the Preschool provision will be restructured to operate as two distinct rooms:</p> <ul style="list-style-type: none"> <li>• One for 2-year-olds (capacity: 10 children)</li> <li>• One for 3- and 4-year-olds (capacity: 16 children)</li> </ul> <p>There is currently a waiting list of 5 children, and action has been taken to accommodate this within the revised structure.</p>	
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	<p>The Nursery is now officially full until next Autumn, with a waiting list already in place.</p> <p>Census Day</p> <p>Census Day took place last week, with a total of 192 children recorded on roll. This is a very positive outcome.</p> <p><b>SEND update</b></p> <p><b>The SENCO provided an update.</b></p> <p>The SENCo attended the Designated Teacher Conference for the Virtual School last week. The event featured two keynote speakers who shared valuable insights from differing perspectives—one focusing on Looked After Children, and the other on children who have been adopted after being in care. Both sessions were informative and thought-provoking.</p> <p>Additional updates include:</p> <ul style="list-style-type: none"> <li>• Two ASD referrals are in the process of being submitted.</li> <li>• Speech and Language Therapy (SALT) targets are currently under review.</li> <li>• An Annual Review Meeting for a Preschool child is scheduled to be completed before Christmas.</li> <li>• At the upcoming Teacher Meeting, staff will review and refine intervention plans from the previous year in preparation for Parents' Evening.</li> </ul> <p><b>Q: How do you feel the process is going for when you are not here and someone else will have to pick up SEND?</b></p> <p>The SEND workload remains high, with a significant number of ongoing cases and processes. Following the half-term break, key SEND processes and pathways will be reviewed and implemented.</p> <p>A handover is planned to ensure that the staff member responsible for SEND is fully briefed on procedures and knows where all relevant documentation and resources are located.</p> <p><b>Q: The Headteacher will temporarily be taking over what does that mean in practice?</b></p> <p>From the following September there is a designated person who is already preapproved for the SENCo training.</p> <p><b>Q: When the role is taken over temporarily by the Headteacher is there any parts of that role that could be given or delegated to other staff?</b></p> <p>Some admin elements could be given to the office staff. The school are thinking now about putting a plan in place.</p>	
5.	<p><b>Budget and Finance</b></p> <p>Budget revision is scheduled for next Tuesday.</p>	

	<p>Some staffing changes have already taken place earlier than expected, resulting in a cost saving of approximately £10,000 to £15,000.</p> <p>However, other staffing considerations, including maternity and paternity leave, are expected to balance out the savings. Overall, the financial impact is anticipated to be cost neutral, and these changes are not covered by insurance.</p> <p>Nursery – the final grant is due. The keypad entry and the signage will be completed and will be covered by the grant.</p> <p>Sports funding – the final amount is not known. To date £7,500 has been received.</p>	
6.	<p><b>SIP 2025/26</b></p> <p>The SIP has now been completed and circulated to the Governors.</p> <p>Governors approved the SIP.</p>	
7.	<p><b>Safeguarding update</b></p> <p><b>HCC Annual Safeguarding Audit by 30 September</b></p> <p>The Audit has been completed and has been submitted.</p> <p>A thorough walk was completed. The report will be sent to Governors following the meeting.</p> <p>All staff were wearing lanyards. The Single Central Register checks were all completed.</p> <p>All posters were in place (but it was noted that the previous Governor’s name and picture were on them). To be updated.</p> <p>The kitchen cupboard had some cleaning products in which potentially a child could access. It was agreed that these would be kept out of reach in the kitchen. N.B a pupil is not allowed in there unaccompanied, so the risk is small.</p> <p>Every entry and exit can now be covered by CCTV – which increases the security for all of the pupils (and staff).</p>	
8.	<p><b>Staff Wellbeing</b></p> <p>There have been recent staffing changes, and while these have required some adjustment, staff are responding positively. Teams are working well together, and supportive conversations are taking place across the school.</p>	

	<p>However, it was noted that negative pupil behaviours are having a direct impact on some staff, causing distress in certain cases. The leadership team is aware of the situation and is actively addressing the concerns to support staff wellbeing.</p> <p>Q: Are there any plans to Benchmark with a school who has gone through a similar process and restructure?</p> <p>It would be a positive idea. The Local Leadership Partner (LLP) has indicated that they may be able to identify comparable schools for this purpose.</p> <p><b>AP7: Chair to contact LLP – identify comparable schools.</b></p>	
9.	<p><b>Governor Matters</b></p> <p><b>9.1 Constitution</b></p> <ul style="list-style-type: none"> <li>• 1 x Co-opted vacancy</li> </ul> <p>It was agreed the vacancy will be advertised as soon as possible. (Newsletter, Lymington Times, LA recruitment, WhatsApp groups, Parish Magazine, Brockenhurst College).</p> <p><b>9.2 Governor link visits</b></p> <p>Safeguarding - completed RE – to be scheduled</p> <p><b>9.3 WGBT - Training to be agreed and booked by 31 December</b></p> <p>HT to contact Governor Services to ask if they would be able to provide bespoke training on SEND for the Governors and Staff.</p> <p>SIAMS training – 11 November 2025 - 3.30 pm to 5.30 pm – All staff and Governors</p> <p><b>9.4 Governor feedback from any other meetings</b></p> <p>There was no Governor feedback from any other meetings.</p> <p><b>9.5 Terms of Reference</b></p> <p>The Terms of Reference were reviewed and approved.</p> <p><b>9.6 Governor Action Plan</b></p> <p>Agenda item next meeting.</p>	
10.	<p><b>HTPM/Pay Committee</b></p> <p>The HTPM Committee met and confirmed that the Headteacher Appraisal process has been completed.</p>	

	<p>The Committee reported that the Headteacher’s performance over the past year was exceptional, particularly given the challenging circumstances faced by the school. The Headteacher has achieved a great deal, and the Committee emphasised the importance of ensuring that this outstanding contribution is recognised.</p> <p>The objectives for the 2025/26 academic year have been formally set.</p> <p><b>Objective 1</b> - To maintain standards, provision and outcomes in line with the school’s strategic vision and philosophy under the new leadership and staffing structure.</p> <p><b>Objective 2</b> – To redevelop strategic leadership expertise and capacity for school improvement including areas of Safeguarding and tackling educational disadvantage.</p> <p><b>Objective 3</b> – Explore opportunities to develop any necessary skills and knowledge to continue to provide exceptional leadership in the school’s new context.</p>	
11.	<p><b>Health and Safety (Verbal Update)</b></p> <p><b>11.1 Site Walk</b></p> <p>Site walk will be completed following the removal of the skip after half term.</p> <p><b>11.2 Training</b></p> <p>All H&amp;S training has been completed and is up to date.</p>	
12.	<p><b>Parent Governor Feedback</b></p> <p>(Opportunity for parent governors to inform Governing Body of any particular issues)</p> <p>There was no Parent Governor feedback.</p> <p>A Parent Survey will be issued before October half term. It will include Preschool and Year R.</p> <p>The Staff Survey will be completed after Easter.</p> <p><i>JP left the meeting at 6.10 pm</i></p>	
13.	<p><b>Documents and Policies for review and approval</b></p> <p>Relationships, Sex and Health Education Policy – amended – <b>Approved by Governor</b></p>	

	<b>AP8: Website to be updated (staff).</b>	
14.	<p><b>Correspondence</b></p> <p>Parent concern re Safeguarding received. Shared with DSL and the Safeguarding Governor.</p> <p>Some parents have written to the school to thank them for the Year 6 residential which is very positive.</p>	
15.	<p><b>Items to Consult/Inform Parents</b></p> <ul style="list-style-type: none"> <li>• Volunteers – reading</li> <li>• Parent survey</li> <li>• To include in Newsletter – parents/Governors – MiDAS (Minibus Driver Awareness Scheme)</li> </ul>	
	<p><b>Any Other Business</b></p> <p><b>SIAMS training – 11 November 2025 – 3.30 pm to 5.30 pm – All staff and Governors</b></p>	
16.	<p><b>Dates for future meetings</b></p> <p>FGB Monday 8 December – 4.30 pm FGB Monday 19 January 2026 – 4.30 pm</p>	
	<p><b>Impact Statement</b></p> <ul style="list-style-type: none"> <li>• Presentation – writing/dictation</li> <li>• Volunteers – listeners and readers</li> <li>• Budget review</li> <li>• Recruitment new governor</li> <li>• SIP</li> <li>• HT Performance Management</li> </ul>	
	<p>The Chair thanked everyone for their time at the meeting.</p> <p>The meeting ended at 6.18 pm.</p>	

	<b>Action Points – FGB 6 October 2025</b>	<b>Who</b>
1.	Chair to sign Approved FGB Minutes 8 September 2025 and forward to Clerk to upload to HSS.	Chair
2.	Clerk to send Approved Minutes to Diocese. Completed	Clerk

3.	Governor Skill Matrix – Clerk to send to Chair and DTG for review.	Clerk
4.	HT to contact Governor Services to ask if they would be able to provide bespoke training on SEND for the Governors and Staff. The EP has been contacted. JL and JE will review dates.	HT
5.	Chair to update the Governing Board Action plan. Agenda item next meeting.	Chair
6.	To include in Newsletter – parents/Governors – MiDAS (Minibus Driver Awareness Scheme). To be included in the next Newsletter.	HT
7.	Chair to contact LLP – identify comparable schools.	Chair
8.	Website to be updated (staff).	HT

## Roles and Responsibilities

Area	Governor
Art	Corrie Kolaczowski
DT	Simon Newham
English	Chris Willsher
Humanities (Geography/History)	Denis Dooley
IT	Chris Willsher
Maths	Denis Dooley
Modern Foreign Languages	Corrie Kolaczowski
Music	Corrie Kolaczowski
PSHE	Andy Simmons
RE	Jo Plummer
Relationship and Sex Education (PSHE)	Andy Simmons
Science	Simon Newham
Sport	Andy Simmons
Community and Business	Denis Dooley
Data Protection	Kevin Plummer
Development and Training	Mark Curzon
Early Years including Pre-School	Jo Plummer
Health and Safety, Finance	Kevin Plummer
Pupil Voice	Simon Newham
Safeguarding	Jo Plummer
SEND	Chris Willsher
Staff Wellbeing	Simon Newham/Jo Plummer

<b>Committees</b>	
<b>Headteacher Performance Management</b> John Littlewood Chris Willsher (Chair) Simon Newham Kevin Plummer Tracy O'Connor (Clerk)	<b>Pay Committee</b> Chris Willsher John Littlewood Jo Plummer Kevin Plummer

MINUTES APPROVED

Signature *Chris Willsher*

Chris Willsher  
 Chair of Governors

8 December 2025