



Brockenhurst Church of England Primary School And Pre-School

Full Governor Board Meeting

On Monday 8 December 2025 at 4.30 pm

MINUTES

<p><u>Present:</u></p> <p>John Littlewood (JL) Headteacher Mark Curzon (MC) Foundation Governor 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 Kevin Plummer (KP) Local Authority Andy Simmons (AS) Parent Governor Chris Willsher (CW) Co-opted Governor (Chair)</p> <p>In Attendance: Tracy O'Connor LA Clerk</p>	<p><u>Apologies</u></p> <p>Lisa Prichard (LP) Staff Governor</p>
---	---

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>SEND Presentation</p> <p>The government is making changes to the SEND system. The changes aim to improve how children with SEND receive support. The Code of Practice is still the same and that is what is followed in school until any new statutory guidance is published and implemented.</p> <p>National Trends and Challenges</p> <p>Increased demand- number of children with SEN Support and EHC have increased significantly since 2016. System pressure- the increasing scale of need is putting significant pressure on local authorities and their budgets. Increased complexity- an increasing number of children are being diagnosed with multiple complex needs.</p>	
---	--

Delayed assessments- due to rising pressure in the system, assessments are sometimes being carried out later after a child's needs have escalated.

Special Educational Needs

National:

- SEN Support = 14.2%
- EHC = 5.3%

School:

- SEN Support = 16.07%
- EHC = 1.34%

When the school assess a child who requires SEN support or an EHC they look at 4 areas of need –

- Cognition and learning difficulties
- Social emotional and/or mental health needs
- Sensory and/or physical needs
- Communication and interaction

The areas may overlap because some children have other needs.

The most common types of primary need:

National:

- SEN = speech, language & communication needs
- EHC =Autistic spectrum disorder

School:

- SEN = speech, language & communication needs
- EHC =Autistic spectrum disorder

The school profile and 4 areas of need was shared with the Governors.

15 children primary need communication and interaction

12 children primary need cognition and learning

3 children primary need sensory and/or physical need

6 children primary need social, emotional and mental health

How does the school identify children with SEND

- Child enters school with a diagnosis or is already on SEN Support.
- Staff raise concerns directly with SENCo or through Progress checking termly.
- Parents raise concerns directly with me or with the class teacher.
- Outside agencies flag concerns.

Definition of special educational needs:

A pupil has SEN where their learning difficulty or disability calls for special educational provision. This provision is different from or additional to that normally available to pupils of the same age.

Underlying principles for vulnerable children at our school

- We do not cap ability- our aspirations are high for all children.
- We intervene early.
- We are forensic in our assessments of children.
- We deliver carefully chosen evidence- based interventions.
- We develop the 'whole child' in a nurturing Christian environment.
- We want all children to be prepared for the next phase of their educational journey.

Q: Is it a surprise that the SEN support is 16.1% compared to National of 14.2% is that because of the work that is completed early to identify need?

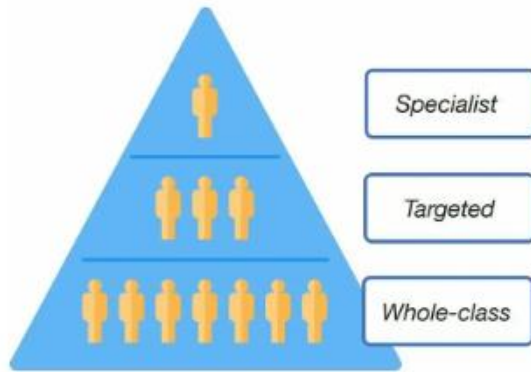
The school's SEN Support percentage is slightly above the national figure. This is not a concern; it reflects strong practice in early identification and intervention. Being on the SEN register is not permanent, children can move off when needs are met.

Q: It is observed in the data that the support is higher in the lower years and then drops in the higher years.

Needs are identified and addressed promptly. Many pupils make progress and no longer require SEN Support. Adjusted as needs change.

The school follows a graduated response which is a cycle of support for pupils with SEND.

- Identify the child's needs through observation, assessment, and discussion with parents and professionals.
- Agree on outcomes and strategies. Create a support plan with clear targets and responsibilities.
- Implement the interventions and adjustments in class or through targeted programs.
- Evaluate progress against the agreed outcomes. Adjust the plan as needed.



Specialist support. In addition to 'good teaching for pupils with SEN is good teaching for all,' some pupils will need specialist intervention delivered by a trained professional.

Targeted interventions. If pupils require additional support beyond what can be offered in whole class teaching, a targeted, one-to-one or small-group intervention could provide the intensive focus required for the pupil to make progress. More guidance on effective implementation of targeted interventions is provided below.

Whole-class teaching. If it appears that a pupil needs additional support, the starting point should be the consideration of the classroom teaching they receive. Have you maximised their opportunity to access the best possible teaching you can offer?

Progress of vulnerable children

- Early Learning Goals:
- Whole cohort - 66.6% met
- Close monitoring of this group in the future
- Phonics check:
- Whole cohort (95% passed)
- 2 children did not- on specific targeted interventions

KS2 SATS

The stats were shared with the Governors which are exceptional.

SEND Funding

The Ofsted report and LLPR reports validate how they use their SEN funding is efficient and effective.

Staff development

Planned CPD continues to develop and grow the staff in meeting the needs of all pupils in their care.

Work with External Agencies

- Educational psychology
- Visual advisor
- Physical Impairment advisor
- Speech & Language Advisor
- Occupational Health
- Physiotherapy
- School Nursing team
- CAMHS

Successes

- Investment in the staff and TAs over time- all TAs now at HTL3 level, 1 MELSA trained.
- Makaton training for Ladybird and Hedgehog Leads in pre-school
- Maintaining 2 ELSAs & Nurture provision.
- Pupil premium data.
- Attendance data for vulnerable groups.
- KS2 Fluency project in Years 5 And 6
- Fostering independence CPD by educational psychologist.
- Forensic monitoring of children (HAM/progress-checking).
2-year-olds-11 year olds→ opportunities for early identification
- Strong and positive liaison with outside agencies
- CPD of SENDCo and ring-fenced time

Challenges

- Speech & Language issues are increasing from entry.
- Transforming SEND- increasing pressure on school to sort problems out.
- Emotional School-based avoidance (EBSA) and persistent absences on the rise nationally.
- Changes in staffing – loss of experience.
- Parental expectations.
- Time.

Key points for Governors to monitor considering budgetary re-structure

- Wellbeing of staff.
- Wellbeing of children.
- 1st Annual review completed by May 2026.
- 2nd Annual completed review by July 2026.
- That SENCO award is achieved by next SENDCo within 3 years.
- Impact in reduction of staff on progress of our most vulnerable groups

Q: Is there a reason why the levels of SEND and speech and language are increasing each year?

Many children under 4 have limited opportunities for play and communication. This impacts language development, social skills, and emotional regulation. Family support workers and early intervention teams have been reduced in many areas. It is important to maintain professional relationships/contacts.

Q: How do you feel the handover is going?

A formal handover meeting is scheduled for next week to ensure clarity and continuity. Educational Psychologists have delivered two sessions with staff, and the Headteacher attended both. A follow-up meeting in January with the EP will focus on key cases and next steps. All SEND systems and processes are set up and are functioning. Teachers are skilled at identifying needs early, which supports the graduated response and timely interventions.

Q: How is the pressure on individual class teachers?

	<p>The school currently can meet need. Provision matches the need. All children will progress and meet their personal targets.</p> <p>Q: Have any interventions been reduced due to Teaching Assistant reductions? Some interventions have been reduced. Afternoon support staff have reduced from 6 members to 4. Approximately one-third of intervention hours have been lost. Vulnerable groups still receive interventions. Overlearning and consolidation activities have been reduced, which may impact progress for some pupils.</p> <p>Q: The Board were going to advertise that the school were looking for reading support? Was it advertised and was it very successful? There has been a positive response. The school now have over 40 helpers which is excellent.</p> <p>Q: Is that enough support? There will always be a need to recruit. An advert will be placed annually to keep numbers up.</p> <p>It is important that governors do not underestimate the challenges and workload associated with SEND this year due to a loss of expertise within the staff and knowledge within the Governing Body.</p> <p>It was suggested that if a SEND Governor could not be recruited, would it be possible to look to other Governing Bodies to appoint someone who could attend key meetings.</p> <p>Governors thanked JE for her very informative presentation.</p>	
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>Apologies were received and accepted from Lisa Prichard.</p> <p>SN opened the meeting with a prayer.</p>	
2.	<p>Declaration of Business and Pecuniary Interests</p> <p>2.1 To record any business, pecuniary or personal interest on the agenda items.</p> <p>There were no new declarations of business or pecuniary interests declared relevant to this agenda.</p>	

3.	<p>Minutes of Last FGB Meeting – 6 October 2025</p> <p>3.1 To agree and sign minutes of previous meeting 3.2 Matters arising and action points (Action points below)</p> <p>The minutes of the FGB meeting on 6 October 2025 were agreed as an accurate record of the meeting and were approved by the Chair.</p> <p>AP1: Chair to sign Approved FGB Minutes 6 October 2025 and forward to Clerk to upload to HSS.</p> <p>AP2: Clerk to send Approved Minutes to Diocese. Completed</p>	
		Chair
		Clerk

	Action Points – FGB 6 October 2025	Who
1.	Chair to sign Approved FGB Minutes 8 September 2025 and forward to Clerk to upload to HSS. Completed	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. The training has been booked for 9 February 2025 at 4 pm.	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. SN has successfully completed and passed the MiDAS training. The school are currently using Ballard drivers for transport. While this incurs an additional cost, it has proven to be a more efficient solution.	HT
7.	Chair to contact LLP – identify comparable schools(restructure). The Chair has spoken to the LLP and a response is currently awaited.	Chair
8.	Website to be updated (staff). Completed	HT

4.	<p>Headteacher Report (verbal)</p> <p>4.1 Current challenges and celebrations 4.2 Autumn Attendance report by groups 4.3 Pupil Premium Statement (for Approval)</p>	
----	---	--

4.4 Sports Premium update

4.5 LLPR update

Pre-school numbers are continuing to increase, which is very positive. There are currently 34 children, ranging from 6 months to 4 years old. Not all children attend every day. There is a waiting list in place.

Challenges

Changes in leadership, structure, and future numbers are ongoing considerations. Tours continue and have been conducted with 20 families. Potentially there may be 8 children transferring from pre-school this year (compared to 21 last year). -All schools are experiencing a fall in numbers, so this trend is not unique.

The main school currently has 192 children, which is very positive.

Breakfast Club: An average of 16 children attend daily.

After School Club: An average of 20 children attend daily.

Attendance

97% whole school

95.1% Pupil Premium

96.3% SEND

93.5% Pupil Premium and SEND

The Governors reviewed the Local Authority (LA) comparison tool, which benchmarks the school's attendance against similar schools.

Current Attendance Data: Overall attendance: 97.0% – ranked 75th out of 422 schools

Pupils with SEN support: 96.3% – ranked 88th out of 422 schools

Pupils with FSM: 95.1% – ranked 106th out of 422 schools

Pupils with SEN and FSM: 93.5% – ranked 188th out of 422 schools

Q: Did it impact the school when a local secondary school took 2 weeks off at half term?

Yes, the FSM (Free School Meals) attendance did have an impact.

Q: Would Brockenhurst consider changing to 2 weeks off at half term?

Maintained schools must adhere to the Department for Education (DfE) guidelines for the length of the school year and day. They usually cannot make major changes like adding an extra week to half-term without approval.

Academies have more flexibility. They can set their own term dates and structure the school day, provided they still meet the statutory requirement of 190 pupil days per year.

Safeguarding

Please see Confidential minutes

Nursery (Grasshoppers)

The Headteacher continues to hold a Performance Management role. School has contacted Totton College and Bournemouth College to identify potential Level 2/3 candidates. Recruitment challenges are impacting on other local providers who are also advertising for nursery staff. Financially, the role is not appealing. The vacancy may remain open despite positive actions. There is a significant impact noted on provision.

Q: Could a specialist volunteer fill this role?

No. Regulations for children under 2 are very strict. A Level 3 qualification is required. School is willing to consider a Level 3 childminder for an afternoon contract.

Q: Is there an advert that can be shared?

Yes. Position has been shared on Instagram and in the school newsletter.

AP3: Level 3 vacancy advert to be sent to CW and SN.

Martyns Law/Lockdown

Martyn's Law (Terrorism (Protection of Premises) Act 2025) comes into full effect in April 2027 after a 24-month implementation period. Educational settings automatically fall into the standard tier, regardless of capacity. This requires proportionate measures.

The school has previously reviewed lockdown procedures and systems in line with current guidance. Discussions have taken place with nearby schools about site-wide solutions and best practice sharing. Walkie-Talkie option has been explored. Issuing everyone a walkie-talkie, with each classroom having 2 devices set to a specific channel. Staff would use a shared key code and consistent procedures; every member of staff would take responsibility. Costs will be significant – maintaining the devices involves both upfront and ongoing spending.

Q: It was noted that guidance has not been received and no action should be taken – do not spend any money.

The Home Office and Department for Education guidance clarify that no expenditure is legally required before the implementation period ends in April 2027:

- The Home Office confirms a 24-month implementation period, during which the Act is not yet enforceable and duty holders are encouraged to prepare without spending money on hardware or specialist services.

- Education-specific guidance reiterates schools should review and plan, not spend on physical measures, as the Standard Tier requires only low-cost, proportionate steps focused on procedures and training.

Q: All the policies and guidance state run, hide, tell. Children in classrooms is not running away. Are the children not made more vulnerable?

Run, Hide, Tell remains the overarching principle, but for schools, the practical application is adapted:

Run: Only if it is safe and supervised (eg if outside and an exit route is clear).

Hide: In most cases, children will be advised to move to the nearest lockable room, away from doors and windows, and stay quiet.

Tell: Staff communicate with emergency services as soon as it is safe.

Schools typically implement lockdown rather than uncontrolled evacuation because children are vulnerable and cannot make independent decisions. Controlled hiding in secure rooms reduces exposure compared to running into open areas.

There is no single room without vulnerability, but the goal is to minimise risk by locking doors and staying out of sight and remaining silent until emergency services arrive.

The Home Office has confirmed that detailed, school-specific guidance will be issued under Martyn's Law before April 2027. This will clarify best practice for educational settings.

Assessment

The data drop was completed today. Update on assessment outcomes will be provided at the next meeting.

LLPR

The LLPR report was shared with the Governors. Governors noted the report was incredibly positive. The meeting was described as very strong.

The LLP provided outstanding praise for the school and demonstrated a clear understanding of its context. Action points raised were considered reasonable and achievable.

The report highlighted the positive work undertaken by the Headteacher, Deputy Headteacher, Governors, and the whole school team. Additional verbal feedback included many complimentary comments about individual staff, which were not all recorded in the written report.

Governors acknowledged a real vulnerability for both the school and governing body in all aspects of inclusion, including staffing and leadership at every level.

Sport and Pupil Premium (Approval)

Initial funding for Sport Premium has been received. Pupil Premium funding continues to be received.

Q: Real PE is the largest cost and is allocated at several different indicators. What is the total cost of the real pe?

The total cost for Real PE is £4,000 (four thousand), which includes the previous package (part of the cost carried forward) and the new package (transitioned into current provision). It has been allocated across different indicators: Physicality (in-person delivery/resources) and Online (digital platform access).

Q: Coaches and afterschool clubs £1,450 allocated – what clubs has this paid for?

Tennis and cricket. Some funding is paid for children's participation.

AP4: Sport Premium funding – HT to review/amend the document. Agenda item next meeting.

Governors reviewed and Approved the Pupil Premium Statement.

Leadership

A strategic group has been established and will begin implementation in January. Although the Senior Management Team (SMT) will be reduced, the structure allows for wider meetings at different levels and promotes distributed leadership. The group comprises a mix of staff to ensure shared input and collaborative decision-making going forward.

PTFA

The school organised and ran a fabulous Winter Wonderland event, which was festive, well-supported, and thriving.

Governors were assured that the school did not exceed capacity. Every room accessed had a fire door and Evacuation policies were in place and would have been followed if required.

Parent Communication

The Headteacher received a parent communication regarding changing arrangements for older children. Governors had explored this previously and ponchos were purchased but not used. The school is gender-neutral where every child is treated individually.

Year 6 change separately and were offered ponchos as an alternative, but the current cohort declined.

	<p>Year 5 cannot be separated due to classroom logistics. Changing robes were trialed successfully and 35 robes have been purchased so all children have independent access.</p> <p>SIAMS training</p> <p>The in-house SIAMS training was good. JP, KP and DD were thanked for attending and for providing pizzas which were appreciated.</p> <p>Julie Edwards</p> <p>The Headteacher expressed his personal thanks to Julie for her exceptional care, love, and support to staff and children over the past 13 years. Julie was described as an absolute legend and irreplaceable, reflecting her outstanding contribution to the school community.</p>													
5.	<p>SIP curriculum review</p> <p>Governors had received the LLPR report.</p>													
6.	<p>Safeguarding update</p> <p>Covered previously in the minutes.</p>													
7.	<p>Staff Wellbeing</p> <p>There are currently high levels of colds and sickness, making absence cover tight.</p> <p>Q: Are there any contingency plans to cover absence?</p> <p>All Teaching Assistants are HLTAs and may be asked to cover classes if required.</p> <p>Q: Looking forwards should agency staff be considered and included in future budgets?</p> <p>TAs and 1:1 Tas are strong in support roles. Teaching quality during internal cover is not consistently strong.</p>													
8.	<p>Governor Matters</p> <p>8.1 Constitution/Terms of Reference</p> <table border="1"> <thead> <tr> <th></th> <th>Number</th> <th>Current</th> <th>Vacancies</th> </tr> </thead> <tbody> <tr> <td>Co-opted Governor</td> <td>4</td> <td>2</td> <td>2</td> </tr> <tr> <td>Foundation Governor</td> <td>3</td> <td>3</td> <td>0</td> </tr> </tbody> </table>		Number	Current	Vacancies	Co-opted Governor	4	2	2	Foundation Governor	3	3	0	
	Number	Current	Vacancies											
Co-opted Governor	4	2	2											
Foundation Governor	3	3	0											

Headteacher	1	1	0
Local Authority Governor	1	1	0
Parent Governors	2	2	0
Staff Governor	1	1	0

Governor vacancies were discussed.

AP5: Governor vacancy advert to be sent to FGB to share widely.

The Terms of Reference had been reformatted.

The FGB confirmed their approval to the Terms of Reference.

8.2 Governor link visits

SN has completed a Science visit. The report has been shared with the Governors. White Rose continues to be embedded.

DD has scheduled a Geography visit in February.

CK completed a music visit. The Headteacher confirmed that Hampshire Music Service will continue for a further two years. This continuity has been safeguarded by an anonymous benefactor, which was described as an amazing opportunity for the school.

AP6: Music visit report to be completed.

8.3 WGBT

Special Educational Needs and Disabilities
Monday 9 February 2026
4 pm to 6 pm
Tutor Dean Prodomo

8.4 SIAMS training feedback– Sue Bowen – Diocese

Three Governors attended the meeting. The training was very positive.

8.5 Governor training feedback

JP has completed refresher Child Protection training.

8.6 Governor Action Plan

The draft Governor Action Plan was approved and adopted by the FGB. Next step rag-rating to be applied.

AP7: Governor Action Plan – Priority 1 – Clarity of Vision, ethos and strategic direction – Agenda item next meeting

	<p>8.7 Governor Skills Matrix</p> <p>Review of the skills matrix identified SEN (Special Educational Needs) as an ongoing area for development. No governor is currently in the position to take on the SEN link role.</p> <p>8.8 Governor feedback from any other meetings</p> <p>There was no feedback from any other meeting.</p>	
9.	<p>Health and Safety (Verbal Update)</p> <p>9.1 Site Walk</p> <p>A Site walk will be scheduled for January.</p> <p>A car/trip hazard concern in the car park has been raised.</p> <p>9.2 Training</p> <p>All H&S training has been completed and is up to date.</p>	
10.	<p>Parent Governor Feedback</p> <p>(Opportunity for parent governors to inform Governing Body of any particular issues)</p> <p>Thanks was given to the Headteacher on behalf of the Parents for reviewing and actioning the PE communication.</p>	
11.	<p>Documents and Policies for review and approval</p> <p>Pupil Premium Sports Premium</p> <p>Both documents were Approved.</p>	
12.	<p>Correspondence</p> <p>PE communication – actioned.</p>	
13.	<p>Items to Consult/Inform Parents</p> <p>LLPR feedback to parents.</p> <p>The Pupil and Parent surveys will be conducted in January.</p>	
14.	<p>Any Other Business</p> <p>Farewell to Julie Edwards</p>	

	Governors formally said farewell to Julie Edwards. A huge thank you was expressed on behalf of the Governing Body for her exceptional contribution. Julie's reputation extends far beyond the school, and she will leave a unique gap that will be impossible to fill. Governors wished her every happiness for the future.	
15.	<p>Dates for future meetings</p> <p>FGB Monday 19 January 2026 – 4.30 pm WGBT Monday 9 February 2026 – 4 pm FGB Monday 9 March 2026 – 4.30 pm</p> <p>HTPM Wednesday 4 March 2026 – 8.30 am</p>	
	<p>Impact Statement</p> <ul style="list-style-type: none"> • Presentation –SEND • 	
	<p>The Chair thanked everyone for their time at the meeting.</p> <p>The meeting ended at 6.20 pm.</p>	

	Action Points – FGB 8 December 2025	Who
1.	Chair to sign Approved FGB Minutes 6 October 2025 and forward to Clerk to upload to HSS.	Chair
2.	Clerk to send Approved Minutes to Diocese. Completed	Clerk
3.	Level 3 vacancy advert to be sent to CW and SN.	HT
4.	Sport Premium funding – HT to review the document. Agenda item next meeting.	HT/Clerk
5.	Governor vacancy advert to be sent to FGB to share widely.	DD
6.	Music visit report to be completed.	CK
7.	Governor Action Plan – Priority 1 – Clarity of vision, ethos and strategic direction – Agenda item next meeting	Chair/Clerk

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

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

MINUTES APPROVED

Signature

Name (PRINT)

Position

Date