

**Hove Learning Federation Full Governing Body Meeting
30.1.24, 6pm, Holland Road**

MINUTES

GOVERNORS	Anne-Marie Williamson, David Karp, Ben Massey, Jo Corbett, Lisa Marshall, Lorna Cummings, Louise Wilkinson, Ella Livingstone, Nick Jefferson, Barbara Bush, Marcel Amour
OTHER PARTICIPANTS	Abby Hedger-Jones (Associate Member), Niamh O'Shea (Associate Member), Rachel Jeffers
CLERK	Chelle McCann
APOLOGIES	Maddie Southern, Emer Gardner, Sam Ledger

#	AGENDA ITEM
1.	<p>Introduction</p> <ul style="list-style-type: none"> • The meeting opened at 6pm with a warm welcome from the Chair • The Chair noted that the Silver Arts Mark has been achieved by the school and that the recent Parents Evening went well with the children focussed and engaged • Apologies were noted and accepted from EG • Notification of Any Urgent Business – none noted • Declarations of Interest – none noted.
2.	<p>Minutes of Last Meeting</p> <ul style="list-style-type: none"> • Approval – The minutes from the meetings held on 10.10.23 and 19.10.23 were approved. • Matters Arising – none noted. • Actions – actions have been allocated on GVO and the board were reminded to review these and close them on the GVO where appropriate.
3.	<p>Head's Updates</p> <p>The following documents were made available prior to the meeting on the GVO.</p> <ul style="list-style-type: none"> • WHIS Autumn Term 2023 Head's Report • HJS Autumn Term 2023 Head's Report <p>Governors thanked LC/BM for the concise reports submitted to the meeting.</p> <ul style="list-style-type: none"> • LC talked govenrors through the new format for the Headteachers Report and that there will continue to be 2 separate reports – 1 for WHIS, 1 for HJS • Governors were reminded that they will need to approve the Pupil Premium Report in item 4. This is live on the school's website. • Governors were asked to reflect on marketing and PAN for the incoming Reception September Intake. The parent meetings went very well and numbers projected are positive. • LC shared that the key priorities document has been RAG rated but does need to be further reviewed. • NOS shared the QoE priorities and CUSP have been presented to governors previously. • There has been a huge amount of work on pulling together the curriculum across the federation so that there is a coherent curriculum across both schools. • LC highlighted that the data is low on entry but this is similar across intake. • The Phonics data is stronger and it is felt that this is because the system is now embedded. • LC shared the overview of subject monitoring and the approach for 2023-24. The feedback for these has been uploaded to the supplementary reading on the GVO.

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	<ul style="list-style-type: none"> • NOS shared that the shallow splashes (1/2 day) consist of book study, pupil study – this term has included the SEND/PP children. There have also been some learning walks where appropriate. • Subject reviews are more intense and happen over 2 days including all year groups. • With Subject Reviews the Subject teams feedback to year leads. Shallow splashes are also shared with SLT and extended SLT. • CPD for staff – there has been movement with the 121-support model. The schools are trying to move away from work with 1 child to small groups. Where interventions are happening all support, staff are involved. • Love local – we are looking at building cultural capital across the curriculum and within that how much access there is to cultural capital. In some year groups we are not using our locality as much as we could be. CKH has created road maps to include this across each year group and subject teams. The school’s want to ensure they are using natural habitats to support learning. • Club and extra-curricular are now being tracked for additional data of PP/DAL etc • LC highlighted a staff meeting about reflecting on the curriculum in line with the anti-racist strategy. Teachers will always reflect on this but the staff meetings really support the constant review to ensure that authors as well as subject matter. Teachers have put book lists together of various representation. This was also reviewed alongside the CUSP materials. The long-term goal is to see a diverse history. • There is anti-racism training for governors in April. • The SCR has been reviewed to ensure that there are no gaps across sites. <p>GVO Questions:</p> <p>Governors expressed a huge thank you to SLT for the way they have managed a difficult autumn term in light of a reduced team and other significant pressures. Governors felt that this shouldn’t be underestimated, and it is clear from the reporting and day to day observations that you are working incredibly hard and continuing to deliver strong leadership and maintaining high standards and expectations in all areas.</p> <p><i>The report, is very clear and helpful. Across both this and the HJS report there looks great news and progress to celebrate. It is great to see net increases in pupil numbers during the term, especially at HR.</i></p> <p><i>Behaviour report: it’s very clear that the schools know the pupils well and the context of the incidents is well understood.</i></p> <p><i>Could you say more about what “Consider Teacher v Pupil balance at the planning stage” means please? (under key priorities - Quality of Education)</i></p> <p><i>Would it be possible to see a redacted Pupil Premium profile, as mentioned the KS1 Data Summary?</i></p> <p><i>Thank you to Caroline Kemp-Harris for her ongoing work on anti-racism training and delivery.</i></p> <p>Considering Teacher v. Pupil balance at the planning stage means asking year group teams to look carefully at the amount of time given in each lesson to the teacher teaching and the children doing. Ideally lessons should be a fair mix of teach - task - teach - task so that children are not expected to have extended periods of trying to listen and stay focused either on the carpet or in chairs. Research tells us that too much information on slides / flips without clear explanation and focus on</p>

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	<p>vocabulary, will lead to task fade and children becoming disengaged. The teach - task cumulative sequence, with our lesson model, supports coherent and effective creation of long-term memory.</p> <p><i>Congratulations on such a smooth and successful autumn term in extraordinarily challenging circumstances. On p. 8: I am especially interested in these three points listed as next steps for the Quality of Education key priority. Please could you say a little bit more about each of them at the FGB meeting?</i></p> <ul style="list-style-type: none"> ○ <i>discuss further opportunities for cultural capital with our 'love local' initiative in both EYFS, KS1 and KS2</i> ○ <i>provide CPD on assessment in foundation subjects so that it is always purposeful and has impact</i> ○ <i>review the teaching of diversity and identity in all subjects</i> <p><i>On p. 17: successful onboarding of 7 new ECTs. Are there any formal opportunities for ECTs to provide feedback to SLT about their induction and onboarding process? What went well and what could be further improved?</i></p> <p>The 'love local' initiative is rooted in our desire to continue to build cultural capital into our curriculum and make the most of our locality. Considering the three sources of cultural capital: objective (books, music, art), embodied (language, accents, mannerisms, preferences) and institutionalized (qualifications, academic credentials), we asked year / phase leads to think about current opportunities that already exist around cultural capital in each year group and how these can be supplemented with further activities in our locality. This idea was created by Caroline K.H. who created a road map of the current trips, visits and events in EYFS and then carefully considered how local walks, inviting more visitors into school and making the most of our local community could be explored further to enrich children's experiences.</p> <p>In terms of assessing foundation subjects, the infants have termly formative assessments that are recorded on Target Tracker. This data can then be passed onto the next teacher and informs future planning. However, now we have introduced the CUSP resources in science, geography and history, we are able to track knowledge acquisition and retention with more precision and want to think carefully about how this informs our assessment. The juniors use a range of assessment methods for foundation subjects including: mind-maps, double page spreads and now cumulative quizzes. However, we do not currently record a summative assessment level at the end of each term and plan to deliver CPD on how to use current methods to make a judgment if children 'have' or 'have not' understood and retained the learning in foundation subjects. In both the juniors and the infants, we are using overarching concept questions in each unit of science, history and geography that are introduced at the start of the series of lessons and returned to throughout as children's understanding deepens allowing them to see their learning progress. As we develop our long term planning we are looking to spread this method over all foundation subjects</p> <p>At our October inset, the PSHE team delivered further CPD on looking at the teaching of diversity and identity across all subjects in line with our 'Developing an Anti-Racist School' action plan. Alongside this, all staff have now had the anti-racism training with external equalities leads. Year group teams have had time to look at their English and history planning and use a critical eye to consider if the content is white/euro-centric, plan to compliment or change for greater balance and put together a list of to-dos and to-buys to make changes where needed. The geography leads are</p>

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	<p>considering how to ensure 'true proportion maps' are used in all flips / slides and other subject teams are being advised in steps they can take by our PSHE team.</p> <p>Our ECT programme is overseen by Wandle Teaching School Hub (they are the Appropriate Body). Wandle carried out a Quality Assurance visit on 7th November. They met with myself, some of the ECTs and their mentors. They confirmed that our provision of support for ECTs was all in line with their requirements. We have not formally surveyed the ECTs for feedback on their induction but could look to do that this term.</p> <p><i>How many off-site educational visits ran in autumn term? Was there a satisfactory rate of parent/carer financial contribution to these?</i></p> <p>We had quite a few off-site local areas walks and visits that did not incur any cost (we are trying to do more of these).</p> <p>Visits which did require financial contribution were the Y5 Visit to the Museum and the Y3 Visit to the Museum. For Y5 contributions were £256.00 short but we were given a refund of £280 overall for the trip so this balanced out. For Y3 there was a shortfall £120. For Y4 Swimming there has also been a shortfall of £104.00 overall. These shortfalls have been made up by school fund.</p> <p><i>Please can you confirm what was the attainment gap between girls and boys achieving EXS in Reading and Writing in Year 1 (in autumn term), and if any next steps are planned to address this? Particularly at School Road, on p. 22 of the KS1 data pack.</i></p> <p>The attainment gap in Y1 at SR is 11% in reading, with 11% more girls than boys currently at EXS+. Conversely, there is a 19% gap at HR, with 19% more boys currently achieving EXS than girls. Overall, this equates to a 4% gap between boys and girls on track in reading (55% of boys and 59% of girls). Children working at this level in Y1 will still be reading Little Wandle decodable texts, but are introduced to a wide variety of exciting and engaging texts through their topics.</p> <p>Overall, the girls/boys writing gap is more significant in Y1, with a 13% gap between boys (39% at EXS+) and girls (52% at EXS+). Looking at last year's Y1 data, the gap between Girls and Boys was similar at the start of the year and closed from 10% to 6% by the summer. We will monitor this gap closely in Pupil Progress Meetings and through the year.</p> <p>We revisit our texts regularly and have recently carried out 'decolonising the curriculum' staff CPD, which focuses on updating the texts we use so that there is a wider representation of authors and subject matters from across the world and all children feel represented and valued.</p> <p><i>Many thanks for this concise report it certainly presents a great summary of progress against priorities. Can I just ask the reasons for presenting the data from different school sites?</i></p> <p>Published data is always whole school and not broken down by site (for both Infants and Juniors). Internally we collate site specific data in order to be able to identify any differences in the cohorts therefore ensuring we can plan and resource accordingly.</p> <p><i>Phonics data in year 1 looking more positive than last year 11% increase and DA data with 24% of children at his stage compared to 9% last year - which is great news - Is this due to the Little Wandle phonics approach?</i></p>

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	<p>Yes. The Little Wandle approach is much more embedded than at this point last year and also this is due to the confidence of the staff in delivering the programme.</p> <p><i>What were the reasons for the 1 suspension and 5 internal exclusions?</i></p> <p><i>In the behaviour report, should the number of suspensions show as 0 overall if there was 1 at Portland Road?</i></p> <p>The one suspension was for significant damage to school property and hurting staff - this was a two-day suspension. The internal exclusions were for hurting staff and other children.</p> <p><i>Do you have any insight into why results for Y4 across PR & HR are lower than other years? How are we taking this into account with our response?</i></p> <p>Year 4 attainment is slightly below other year groups in writing but progress data is in line with year 5 (87% making good or better progress in writing). The year 4 team have attended additional writing moderation with the LA for writing this term and there's another opportunity for this later in the year. Identifying children for GD potential does need to be a priority as well as identifying cuspy children to target for ARE.</p> <p>Additionally, 4 children who previously on track for ARE have left the school and new starters are working below. (PR)</p> <p>7 new children have joined HR who have EAL and 5 are receiving a phonics intervention which effects the drop in attainment percentages.</p> <p>1 class in the year group in particular are more SEN heavy so progress for this class needs to be tracked carefully.</p> <p><i>Reduction in Support Staff - adapting from a 1:1 support model: thank you for starting this work - how has the message been received by staff? Please can we have a detailed report on this at our next FGB.</i></p> <p>We will ask one of the Inclusion Managers to feedback to us on this and will share this report at a future meeting with Governors.</p> <p>Many thanks for this concise report it certainly presents a great summary of progress against priorities. Can I just ask the reasons for presenting the data from different school sites? asked same question for WHIS</p> <p>Year 4 writing is a focus as the results are lower compared to other year groups - is this mainly to do with moderation and assessing children's work at the right level or are there other training needs to be considered?</p> <p>Mental Health Report - <i>Thank you for this great report and for all the wonderful work going on in this area. It's very encouraging to see the impact the various interventions and initiatives are having. Well done.</i></p> <p>Simon Chandler Visit Report - Consider holding a meeting for all staff outlining the inspection process, including making staff aware that they may well be required to support their subject leader colleagues regardless of which school is being inspected. Has this meeting been held or is scheduled in readiness for an inspection?</p> <p>Yes - meetings have been carried out with Infant teachers and support staff. We have mapped out which subject leaders from the Junior school may be asked to support with an Infant inspection and spoken directly to those staff. All were keen to be involved.</p>

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	<p>Governors noted 'The maths team are particularly effective in ensuring very strong and improving pupil outcomes in all year groups and for all abilities. Please pass on our thanks for such a positive report on excellent subject leadership in such a key area.</p> <p>IQM Report - This is a really fantastic achievement and a great reflection on what is happening each day at school. Congratulations again to the whole staffing body, and especially to the Inclusion Team, Learning Mentors and Mental Health Ambassadors.</p> <p>Behaviour Report - <i>It seems that sanctions are implemented in greater numbers at PR than HR. Is this the case and if so, are different standards being applied between the two sites, or are they less often recorded at HR?</i></p> <p>Sanctions across the school are consistent although there may be higher levels of incident reporting by some staff members. We will continue to address this through staff training. There are also significantly more children at PR which may contribute.</p> <p><i>If possible, please could you give more info about:</i></p> <ul style="list-style-type: none"> - <i>absconsions and our response (possibly at SG ctee if this is more appropriate)</i> - <i>Please could you give more info about the bullying incidents - have they also increased? Are there any patterns? What is our response? (Happy to take to SG committee is more appropriate)</i> <p>Governor Questions:</p> <p><i>How has the move from 121 model been received?</i> It can be tricky where some children are high needs. The pros of this have been the learning mentors can swap in to give the child a break, this has been positively received across all the sites. It is early days but we and the learning mentors are starting to see the benefits. There is communication with other schools to see best practice.</p> <p><i>In terms of monitoring how do you monitor how well it is working?</i> There haven't been too many situations where a 121 is removed from a child. For example, 3 children have joined in Year 3 – these have a shared group. We have a number of high needs that still need 121 but the swapping out capacity helps. It is where children have been well matched.</p> <p>Are the levels of behaviour disproportionate across sites? Yes, we have looked into this, there are a higher number of children, there may be an element of staff reporting more than other staff. We do address this in the training and what to report and when. It is a challenge.</p> <p><i>Is there a satisfactory rate of parent/carer contributions to school trips?</i> A lot of our trips do not have a cost as they are to the local environment. LC shared that there was a shortfall which has been made up by the school fund (£224). There is a way to contribute extra.</p> <p><i>Do parents/carers ask for support if they cannot pay for trips?</i> This would be done via the school office but we do not know the numbers. Governors felt it would be a good indicator if parents/carers engage on this.</p>

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	<p><i>When you reviewed the structured would it be practical to do for both schools? It makes it clearer to separate reports.</i></p>
4.	<p>Pupil Premium Strategy</p> <ul style="list-style-type: none"> • The Strategy uploaded to website by 31.12.23 • Writing is currently the greater challenge <p>GVO Questions:</p> <p><i>Thank you for these very thorough and helpful papers. The progress outcomes for DA pupils in Reading and Maths (especially Reading) at the end of KS2 are so impressive. Well done!</i></p> <p><i>Should Writing be listed as one of the numbered Challenges for this year at the beginning of the document?</i></p> <p>We put challenge number one as the gap in attainment between DA children and non-DA children for reading, writing and maths. It is correct that the gap in writing presents the biggest challenge.</p> <p>Governor Questions:</p> <p><i>Should KS2 writing should be an item against the curriculum recovery. Our data is above national average for progress and attainment. SLT have reviewed the writing moderation opportunities. We are looking at how to have opportunities in each year group across the sites.</i></p>
5.	<p>Staffing Consultation Update</p> <ul style="list-style-type: none"> • This started on 6th December • Consultation finished 29.1.24 • There will need to be a governor panel around the 7th February. • These should be during the working day so that staff can attend. <p>Action: CMc to request governors' availability for the panel.</p>
6.	<p>Academy consultation and partnership with AAT</p> <ul style="list-style-type: none"> • Update • SMRA Report – this has been uploaded to GVO along with a summary of recommendations <p>At the December Board meeting governors were told that it was expected to launch the consultation in the new year with a view to potentially joining the academy in September this year.</p> <p>Since then, CEO and Chair of ATT met with the Deputy Regional Director for Education to talk through the timeline in advance of a submission and have been advised that our timeline was too ambitious, and we should look at a longer time frame to prepare a solid application.</p> <p>In July last year the DfE published new framework with which they are assessing trusts looking to grow.</p> <p>“Commissioning High-Quality Trusts” has 5 pillars:</p> <ul style="list-style-type: none"> • High-quality and inclusive education • School improvement • Workforce • Finance and operations • Governance and leadership

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	<p><i>Plus</i>, they are very sensitive about the political situation in B&H and are keen to ensure business cases are watertight.</p> <p>School improvement is not a problem for HLF (due to our strong data) but this is an area they will want AAT to provide plans on.</p> <p>More on AAT SIP</p> <p>They have used data comparison tool from Fischer Trust to assess their schools’ outcomes compared to similar schools (e.g. some of their schools are in deprived areas). This suggests they are on track to meet national average. Mid-year data suggests this too and they feel confident on this. KS1 and phonics are very strong, on track to be same as last year, and above national averages.</p> <p>Advice from the DfE meeting was:</p> <ul style="list-style-type: none"> • Delay your application until next set of SATs and GCSE results in from AAT (published results Dec for SATs) • Use this time for an SRMA report on AAT (prob March) • Other ways we can strengthen the business case, including: <ul style="list-style-type: none"> ○ SRMA report on us (DONE) ○ HLF deficit recovery plan (In progress) ○ AAT plan for improving outcomes <p>As a result, we think it is likely that we will be unable to go to the Advisory Board until after results are published (December), meaning a delay of 12 months.</p> <p>If July’s indicative SATs are strong for AAT, there could be a case for going to AB earlier (September). AAT is very disappointed and still very keen to proceed.</p> <p>Our deficit recovery plan will be further strengthened over the coming months. AAT can work on action plan for improving outcomes. The working relationship has been very positive and we can look to extend the partnership support to include finance.</p> <p>Note: AB published minutes show that Hangleton & Benfield application not approved at the December AB meeting. Has been deferred pending more information around “central team structure” (■■■■) and “School improvement approach”.</p> <p>This further backs up the view that the AB is being very circumspect in their decision making.</p> <p>Chair, Vice Chairs view:</p> <p>NJ/LM/LW met with DfE last week and they confirmed what AAT had been told about the timeline and they advised we aimed for a September AB at earliest.</p> <p>Key observations for board:</p> <p>Working relationship has developed very positively over the last few months and under the MoU ATT has provided valuable support for the SLT and governors, both in looking at our deficit recovery plan and in operational matters.</p>

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	<p>They have offered to develop the MoU/Partnership Agreement to extend this support so that we do not stand still and can continue with our recovery plans.</p> <p>This gives an opportunity to further prove that we can have a strong, positive relationship with the trust ahead of going into a formal, permanent relationship with them.</p> <p>AAT have confirmed that they can provide us with strategic and operational support, including finance. CPD opportunities for staff, skill sharing opportunities.</p> <p>We can develop a comms plan for staff, families and the LA explaining this and outlining what it means and providing transparency with stakeholders.</p> <p>We will continue to work with the LA in the meantime with any support they can give us around financial recovery, operations, planning etc.</p> <p>Advantages: Opportunity to develop and demonstrate the benefits of a longer partnership with AAT. Provides transparency for stakeholders (with carefully managed comms). Provides confidence for HLF of AAT's SIP.</p> <p>Disadvantages: Unable to benefit from economies of scale from AAT as early as we hoped. Will need to develop alternative strategy.</p> <p>Finance Update:</p> <p>SS has started working with the ICFP which will support benchmarking and building a model. AAT will be supporting the process.</p> <p>There has been a finance monitoring visit along with AAT on 30.1.24. SS and AAT will model out the budgets over the next 5-year period to ensure this gets the schools to a financially viable position. This process will build from the ground up and there will be a strategy that AAT will help us develop.</p> <p>The strategy work will need to talk place along with AAT and the LA. There has been a meeting with the LA in regard to the financial support. They have talked about having a strategy board in place, it is unusual for this to be in place for purely financial reasons. The Chair and Vice-Chairs felt that the LA do not currently know how to support the schools with their current financial situation. This has not been done before and they do not have a model to support a school like us. There is an element of they do not know what the support looks like, we need to approach them with a strategy and what this looks like. It was felt that the governor led strategy along with AAT would be the best option.</p> <p>Governors are encouraged to refresh their Finance Training.</p> <p>Action: LM - F&L will draft a full report to show what governors have done to mitigate the financial position from federation and this will be shared with the LA.</p>

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	<p><i>Would the data also require GCSE outcomes to be improved?</i> Yes, there data is challenging in this area but they have looked at Fisher Trust data and feel they are on target to improve their outcomes. AAT are confident they would get the results they require to move forward. Our outcomes are good and this helps when we come to aligning our curriculum with theirs. We have very clearly got a good strong curriculum.</p> <p>The time delay can be good in terms of communicating with staff and building relationships between HLF and AAT.</p> <p><i>In terms of timeframe was the LA plan to close Holland Road, this is a concern. Has there been further updates?</i> We have had no further communications with the LA since mid-October. New starters for Sept look encouraging. It comes down to how effective we are in deficit planning and reducing our financial challenges. We need to focus on this. We have to work with the LA and have transparency.</p> <p>The SMRA report shares that the schools can gain support from a MAT. The LA know that HLF are working with AAT. We have been proactive to push this item and have the SMRA report. The SMRA was clear on what level of support is required to all parties.</p> <p>BM shared that AAT have spoken about the PAN for September 24, we looked at viability and looking at financial viability of Holland Rd becoming a standalone site. JC shared that there has been some analysis of data regarding school preference for September 2024.</p> <p>Governor Questions:</p> <p><i>Where are we with consultation papers?</i> We have had consultation paper developed, FAQ's, cover letter are complete.</p> <p>Governors reflected on the timeline extension and staff/governor well-being. It was felt that an extension to the timeline would ensure how we look at the narrative of moving to AAT to build a better more transparent picture. The benefits will be better understood by staff once the relationships and partnerships have had time to embed.</p> <p>Governors agreed that there needs to be good communications from the school presenting what positive work the partnership work is going. Governors also felt that an extended period of time between the staff consultation and academisation consultation would be beneficial.</p> <p>Governors reflected on the PAN and school closure discussions across the city.</p> <p><i>When will we know the Reception intake for September 2024?</i> Admissions for September 2024 will be announced on 16th April 2024</p> <p>AAT can help with support for students, they will do this by optimising funding streams. This is an area of work governors were keen to explore.</p>
7.	<p>Ofsted Preparation</p> <ul style="list-style-type: none"> • NJ covered the role of the governors in the Ofsted inspection. • Governors were requested to ensure correct handover when taking over a role. • The SEF will be reduced to 4-5 document. • There will be some guide questions for each link role.

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	<ul style="list-style-type: none"> • Action: NJ to discuss whether a governor session from Simon Chandler would be beneficial to ensure governors feel confident. • There will be a review of Safeguarding with James (AAT).
8.	<p>Finance JC updated governors on monitoring that has taken place.</p> <ul style="list-style-type: none"> • F&L will review the end of year projection to be submitted to the LA • Draft 24-25 budget will be presented at the next FGB • Teacher pensions look to increase (funded by DfE on average PN) • LA pensions scheme has been slightly increased employer contributions
9.	<p>Governor Monitoring and Reporting</p> <ul style="list-style-type: none"> • Spring Term Monitoring Priorities • Safeguarding • Health and Safety • Maths – this has been completed and will be submitted to C&I. • DK shared the team had been very diligent on how they structured the monitoring. • SC confirmed that the Maths was very strong. • DK shared the pre-teaching observation and maths observation and how they work together. • DK observed some of the High-Level need in class that is being managed by the staff. • DAL/PP/EAL – this was completed last week. There was a review of PP profiles - which follow the child through the school. • There was also a staff meeting where additional time is given to teachers in accordance with the amount of PP children in the class. This will help to support the strategies in place. <p>NJ suggested a governor newsletter once per term and suggested to collect information that can show the positive work governors have been involved in with our schools. This could go into the parent/carer newsletter once a month.</p>
10.	<p>Policies & Documents The following policies were approved:</p> <ul style="list-style-type: none"> • Online Safety <p>The following was delegated to F&L</p> <ul style="list-style-type: none"> • Scheme of Delegation
11.	<p>Training & Development - Feedback from Governors on Training/Briefing</p> <ul style="list-style-type: none"> • NJ/LW attended the unconscious bias training was really good • LM attended the Primary School Data • DK attended Primary assessment for Governors – Statutory assessment at the end of KS1 has stopped. • DK/BB/EG attended the Governance Briefing. Cllr Lucy Halliwell talked at this meeting about the priorities – excess reception places, FSM priorities for Secondary, SEND provision. • DK asked about the strategy for the excess spaces - PAN. LH said that there was not currently a city-wide strategy. The vision is to gain equality across schools. The guiding value is trying to improve equality there is a discussion to be had about the viability of Holland Road and the positive outcomes for children that attend the Holland Road site. • BB fed back on her experience attending this meeting and the level of discontent in response to the consultation.

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	<ul style="list-style-type: none"> • BB updated governors on the school’s mental health service and that they also support staff and suggested it be investigated to see how we can benefit. There has been info sent to the mental health lead and there is a staff focussed meeting. • Anti-racist training – 4th March, 6-8pm Friends Meeting House
12.	<p>AOB</p> <p>JC shared a referendum on the Hove Neighbourhood Plan on 9th February 2024. JC to circulate the summary of the information.</p> <p>Governors expressed a congratulations to the great work that SLT have been doing in school. DK shared that the staff are also appreciative of the SLT in a tie of extra ordinary circumstances.</p> <ul style="list-style-type: none"> • Next Meeting – 19th March 2024 at Portland Road • Items for next meeting: • Governor Visits Policy • Governor Monitoring Forms <p>End of meeting: 7:57pm</p>