

Name	Type of Governor	Monitoring Roles	Present	Apologies
Nick Jefferson (Chair)	Co-Opted	English	No	Yes
Madeleine Southern	Headteacher	N/A	Yes	
Lisa Marshall (Co-Vice Chair)	Co-Opted	Safeguarding, Behaviour	Yes	
Louise Wilkinson (Co-Vice Chair)	Co-Opted	SEND, Stakeholder/Community	Yes	
Lorna Cummings	Staff	N/A	Yes <i>(Items 1 – 5)</i>	
Marcel Amour	Co-Opted	H&S	Yes	
Emer Gardener	Co-Opted	H&S	Yes	
David Karp	Co-Opted	Maths, EYFS	Yes	
Anne Marie Williamson	Parent	DA/EAL/PP	Yes	
Sarra Lee	Parent	Finance	Yes	
Abby Hedger-Jones	Associate	Environment, Stakeholder/Community	Yes	
Sam Ledger	Deputy Head	N/A	Yes	
Niamh O’Shea	Deputy Head	N/A	Yes	
Sarah Shaw	School Business Manager	N/A	Yes <i>(Items 1 – 5)</i>	
Tom Way	Clerk	N/A	Yes	

Quorum: 9 out of 10 governors were present. The meeting was quorate (at least 50% attending).

Questions from the governors are highlighted in **bold**.

## 1. Introduction

### Welcome

LW welcomed everyone to the meeting and acknowledged that it has been difficult for everyone over the last few weeks, and she thanked all for all the governors for their hard work and support and noted that there will be a governor wellbeing check-in at the end of the meeting.

### Apologies

Apologies were noted from NJ, and LC advised that she needs to leave slightly earlier.

### Notification of any urgent business

N/A

### Declarations of Interest

Governors confirmed that there were no declarations of interest.

## 2. Minutes of FGB meeting held on 08.10.24 accuracy / matters arising

### Approval

Governors agreed that the minutes were an accurate representation of the meeting subject to the edits requested by LW and SrL on the GVO – **ACTION TW**

### Matters arising

N/A

### Progress on actions

*The following actions have been met:*

- Governors have completed new declaration of interest forms for 2024-25 and sent to TW
- TW has contacted governor support confirming that we have agreed to reduce the number of spaces on our governing body from 16 to 14
- TW had sent links to BEEM and induction training to PN
- TW has checked into the method for governors approving of policies due for review on the GVO in advance of meetings

*The following actions are ongoing:*

- MS to send the H&S audit document to EG prior to the next F&L meeting – **ACTION MS**
- MS to align the H and S action plans for the three sites and update on the website accordingly – **ACTION MS**

## 3. Finance

### Financial Recovery Plan

***[Advance report from SS starts]:***

### Finance Update to FGB – December 2024

**Hove Junior School:**

At the end of Month 07, the current outturn shows an in-year surplus of £66,688 and a cumulative deficit at the year-end of **-£36,187**. (See the Budget Monitoring Report – October 2024.)  
 The approved budget showed a licensed deficit of -£61,186 at the end of this year, so our final figure shows an improvement of £24,999 against the deficit so on track/slightly better than 3-year recovery plan.

Key points to note:

- Overspend of £86,069 on direct staffing costs primarily due to unfunded pay awards for support staff and extra recruitment of after school club assistants to cover high volume of take-up of children attending.
- Supply and agency costs expected to over-spend slightly due to high staff absence in December/January.
- Premises costs could have a small over-spend but depends on year-end utility costs.
- All curriculum costs expected to stay within budget.
- DFC capital has been used for IT investment and remedial buildings works.
- Any unspent Sports Premium expenditure to be ring-fenced into next financial year.
- Income from breakfast & after school clubs estimated to be just over £168k (60% share).
- **EHCP income remains high risk as 7 in progress and 1 child left – potential shortfall of £23k.**

<b>Expected School Carry Forward at Year End</b>	<b>-36,187</b>	<b>Deficit</b>
<b>Ringfenced amounts to be spent in next financial year</b>		
Primary Sports Premium		
Pupil Premium		
<b>Remaining Budget Available for Current Year</b>	<b>-36,187</b>	

Budgeted Carry Forward to Next Year	-61,186	Licensed Deficit
Variance to Budgeted Carry Forward	24,999	

Balance Brought Forward		
from Last Year	-82,675	Deficit
Capital Loan Repayments	0	
Repayments	20,200	
<b>In Year Surplus/Deficit</b>	<b>66,688</b>	Surplus

**West Hove Infant School:**

At the end of Month 07, the current outturn shows an in-year deficit of **-£44,486** and a cumulative deficit at the year-end of **-£587,383**. (See the Budget Monitoring Report – October 2024.)

The approved budget showed a licensed deficit of -£624,307 at the end of this year, so our final figure shows an improvement of £36,924 against the deficit so on track/slightly better than 5-year recovery plan.

Key points to note:

- Overspend of £102,101 on direct staffing costs primarily due to unfunded pay awards for support staff and cost of shared Learning Mentor (not on original budget plan).
- Supply and agency costs expected to stay within budget.
- Total curriculum costs expected to have a surplus.
- DFC capital has been used for IT investment and remedial buildings works
- Income from breakfast & after school clubs estimated to be just over £111k (40% share).
- Income from EHCPs has exceeded budgeted income and a further 2 EHCPs pending – no risk to recovery plan.

<b>Expected School Carry Forward at Year End</b>	<b>587,383</b>	<b>Deficit</b>
<b>Ringfenced amounts to be spent in next financial year</b>		
Primary Sports Premium		
Pupil Premium		
<b>Remaining Budget Available for Current Year</b>	<b>587,383</b>	

Budgeted Carry Forward to	-	Licenced
Next Year	624,307	Deficit
Variance to Budgeted		
Carry Forward	36,924	
Balance Brought Forward	-	
from Last Year	522,697	Deficit
Capital Loan Repayments	0	
Repayments	20,200	
<b>In Year Surplus/Deficit</b>	<b>-44,486</b>	Deficit

See Sarra Lee’s finance monitoring report 16/12/24 for further discussions regarding longer term issues/risks to 3- and 5-year recovery plans.

S Shaw  
 16.12.24

***[Advance report from SS end]***

SS advised that she met with SrL recently as part of a finance monitoring visit, and that it seems that we are looking to be within the licensed deficit for both schools by March, although this is not certain. This is based up on the reports from October, and there have been issues in November relating to pay awards/payroll, and SrL will conduct a further monitoring visit. SrL confirmed the following:

***[Advance report from SrL start]:***

**Infants Oct24 outturn:**

Latest YE forecast showing £587k vs licenced deficit of £624k so ~£37k better than forecast (6%)  
 Risk: Nov/Dec months tend to see higher absences therefore supply/agency costs expected to be higher and will eat into favourable position but overall expected to come out on target (to agreed deficit)

**Juniors Oct24 outturn:**

Latest YE forecast showing £36k vs licenced deficit of £61k so ~£25k better than forecast (40%)  
 Risk: Nov/Dec months tend to see higher absences therefore supply/agency costs expected to be higher and will eat into favourable position  
 Risk: 7 ECHPs in progress within Junior school and one child with ECHP has left = total potential shortfall of 27k

## ***[Advance report from SrL end]***

SS confirmed that this is correct for HJS.

### **Q: Do we list supplementary documents for the meeting in the minutes?**

MS confirmed that we don't do this currently, and TW agreed to create an appendix that lists all documents for the meeting in the minutes – **ACTION TW**

SS agreed to extract the budget monitoring highlights and send to TW to include in the minutes – **ACTION SS/TW**

SrL commented that HJS is £25k favourable to the forecast currently, but additional staffing costs could reduce the the 66k surplus. WHIS is £37k favourable to the forecast, but there is an absence and supply risk there as well, and it is still a very tight budget. SS advised that she is not expecting it to exceed the deficit, but it still needs careful management to stay within the in-year deficit.

Governors confirmed that there were no more questions.

## **4. Governance**

### **Strategic Priorities – (standing item)**

LW confirmed that there have been no changes to this recently, and that all the strategic priorities were shared at the last FGB meeting.

## **5. Headteacher's update**

**WHIS Ofsted report:** [click [here](#) to access the link]

WHIS achieved Outstanding in all Areas on November 2024.

## ***[Advance GVO report from MS start]:***

**Key Learning/next steps:**

### **Safeguarding: Even better if...**

- **Think about who needs to see what (restrict access to information where it is not needed to be seen).**
- **Make the software work for the school: think about use of tabs used to record information and how these categories can allow for greater ease of access and analysis.**

**Quality of Education: Even better if...**

- **Subject leaders need to make sure the tasks are well designed and purposeful. E.g. if a child is colouring continents, are they doing rather than learning?**
- **All staff in EYFS should allow children to get messy if this is planned for and supporting their learning and enquiry.**

**Personal Development: Even better if...**

- **SEND and DA participation in clubs was tracked and further effort now needs to be made to increase the percentage of each groups accessing clubs. Include breakfast/after school club in club data for SEND/disadvantaged groups.**

**Cpoms Categorisation changes following Ofsted**

- Action – 06.01.25 Inset CPOMs Training for all staff on categorising incidents such as racial prejudice, bullying, RPI. RPI (Restricted Physical intervention).
- Categorisation now in place on cpoms for RPI
- Add CP conference notes – with a non-alert and restricted access
- Ensure there a thorough approach to decision making and recording of incidents on Cpoms for support staff. Evidencing all actions have been closed on cpoms and this is dated to demonstrate the loop is closed, all actions completed.
- Safeguarding concerns – e.g. no breakfast/no lunch - categorised as neglect – CW and MSt to discuss training for staff on these discussions through Ofsted and plan next steps for Inset training on 06.01.25
- Positive Handling -form for staff and training identified by inclusion team to action in the spring term 2025
- MDSAs logging concerns – consistency across sites needed/revised CPOMs training to be provided 06.01.25 Inset Day for all staff.
- Check strategic overview of behaviour and the recording of this. A disparity in recording can be seen e.g. higher recorded number of incidents at HR. Follow up for autumn term Head's Reporting.

**LW feedback**

What an amazing achievement and a brilliant read! In NJ's absence, and on the governing board's behalf, I'd like to formally acknowledge this incredible result and congratulate everyone at WHIS and across the wider federation. This achievement is a result of the collective effort of the entire staff, students, parents, and the governing board. It shows exceptional work, dedication, and commitment to excellence.

- All the teachers and staff for their relentless passion and innovative teaching that have greatly contributed to this success.
- Our wonderful pupils for their hard work and wonderful contributions
- P/C for their continuous support and involvement in the school community.
- Leadership team for their vision, strategic planning, and unwavering support.

- Governors for their hard work and commitment to supporting the school

The impact of this achievement is huge, especially given the challenges of the last few years, securing confidence in WHIS across the community and setting strong foundation for future goals and continuous improvement.

Well done everyone!

### ***[Advance GVO report from MS end]***

LW expressed huge congratulations to MS and the staff for the outcome, and that this is an amazing result with very special feedback, and that they have done such an incredible job over the last few years and particular with all of the challenges during this period. LW also expressed thanks to all governors too, and for their commitment and professionalism throughout that has culminated in this amazing outcome. MS commented that this is an incredible achievement, and that SLd and LC have done amazing work, and it has been an incredible team effort, and that the school sites and subject leads have come together well, and this result reflects everyone's hard work.

MS provided a brief overview of Ofsted's feedback and advised that there was over two and a half hour's worth of feedback and notes which the SLT would use to feedback into training and incorporate into the HJS upcoming Ofsted. It was an incredible experience to hear the wonderful feedback. The subject leads did well at articulating the deep dives, pedagogy and learning etc. And the focus on personal development and the equality work in the curriculum was showcased well by the inclusion team and PSHE teams. SLd advised that they were very thorough and went into a lot of detail.

#### **Q: How did you find the process?**

SLd gave an overview of the process and commented that it was good that we got to show them everything that the school is about and that we wanted to show them. In terms of the process, it wasn't easy, but we were prepared, and we have incredible staff that go the extra mile. We have systems in place that we can rely upon, the ideas had been tested, and we felt confident going into it.

#### **Q: What are your targets for the next inspection?**

MS and LC highlighted the 'could be even better' section from the Ofsted report [*see advance report from GVO above*].

LC advised that Ofsted could see that everything that they wanted to see was in place using the Ofsted framework for inspection in each area, and she gave an overview of this. SLd advised that it was useful listening to them talk about this, and for us to think about the questions that they asked and what was important to them. MS advised that in terms of safeguarding, there were actions that we have already taken and CPD that we are going to put in place. This will help us when the inspection at HJS takes place, and we are also looking at how to develop the new SENCOs and their training with the inclusion team.

There was a broader discussion around the upcoming Ofsted inspection for HJS, and MS advised that there is planning that SLd and RJ can do in terms of aligning the timetabling across the sites, but it will also depend upon what method the inspector uses for their visit and what their preferences are on the day. We work and strive for consistency, and they will be looking at this. LC advised that they wanted to see consistency in the recent inspection, and this has reinforced that this is something that we want to focus on. MS advised that the HJS inspection is likely to be in the summer term, and that we will need both sites to be graded as outstanding to achieve this overall grade, and there was a broader discussion around this. SLd advised that schools that are graded as outstanding can become part of Ofsted's development for their staff, and there was a discussion around this.

**Q: Is there anything that we can do as governors to monitor the safeguarding and actions/CPOMs?**

MS advised that there is not, and that this is for the school staff to do and to report upon and monitor and for governors to be aware of the training linked to safeguarding and as part of the Safeguarding Committee monitoring. SrL confirmed that we ask about the reports in the safeguarding committee.

**Q: Were they sensitive to the wellbeing of yourself and everyone that they met?**

MS confirmed that yes, they were, and they were professional and considerate of the whole team, as well as being very experienced, and they helped us to show our best. Overall, it was a really good experience.

There was a broader discussion around the inspection and the results period.

Governors confirmed that there were no further questions and congratulated staff on the incredible result. There was a broader discussion around the governors' session with Ofsted.

SLd advised that the caretaker for Holland Road has offered to take some drone photos of the school and the other site, to celebrate the Ofsted inspection. These will be shared in the newsletters.

**WHIS and HJS Key Priorities Update Autumn Term 2024**

***[Advance GVO report from MS start]:***

**Key Priority Update for GVO**

**Key Priorities for financial Year 2024-25**

- **1. The new leadership structure and development programme advances the Federation whilst maintaining high standards and expectations.**

- **2. Enhance and enrich the curriculum with cultural capital and creativity ensuring staff are trained to have the highest pedagogical understanding in order to achieve consistent excellence in teaching and learning for all pupils.**

- **3. School culture and systems for behaviour support excellent standards of teaching and learning.**

-  
**4. Attainment and progress in writing is increased for all children with a secure focus on assessment to drive improvement.**

**Key Priority 1: Leadership and Management:**

**Professional Growth 1:1 meeting conversations:** This term we have introduced a new level of appraisal for teaching staff, which was shared with staff in the Inset Day On 02.09.24 focusing on teaching and learning and setting small step targets over the academic year with regular reviews.

Why:

- Regular check in meetings are an important component of Professional Growth
- Check ins help maintain momentum towards the goal outlined on the Professional Growth Journal

What:

- Teacher shares their successes, barriers and developments
- Provides an opportunity for teachers to seek further peer feedback
- Gives an opportunity for the year/phase lead to keep the teacher on track and make adjustments
- The appraiser identifies which type of conversation they need to have from the 4 below?

- **Maintaining**

You have seen that the target is being worked on and the actions suggested in the initial meeting are having an impact. More time will allow the target to be met.

- **Adjusting**

The target is still right but the suggested actions need to be updated as there have been changes to the context **or** the initial aims can become more aspirational as the impact of the actions taken are already having impact.

- **Re-thinking**

The suggested actions are not having the desired impact or need to be re-thought. This could lead to planned team or modelled teaching, observations or new actions.

- **Challenging**

You have not seen evidence of the agreed actions being put into practice during you learning walks and will need to hold your appraisee to account and potentially have a difficult conversation.

Types of questions could include:

- **Can you tell me what's going on with this issue right now?**
- **What would it look like in your class if this target is met?**
- **How will you measure if you have succeeded here?**
- **If our hypothesis is... is not having the desired impact, what could we do about it?**
- **If the problem we're trying to solve is... what could be the first step in solving that problem?**

Key Priority 4:

<b>Positives</b>	
<b>EYFS</b>	<ul style="list-style-type: none"> <li>All children on task and engaged in useful challenge partner discussion</li> <li>Lovely classroom environments with learning linked to core text and writing focus</li> <li>Children speak positively about writing and their writing lessons</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Children all engaged in learning and on task</li> <li>Children speak positively about writing and their writing lessons</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Lovely independent learning- high expectations of what good learning looks like and good behaviour</li> <li>Children on task and supported where necessary</li> <li>Children speak positively about writing and their writing lessons</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Links to topic / knowledge helps them write (e.g. diaries/instructions)</li> <li>Children are proud of their work</li> <li>They love writing and were happy to talk about it and show their books</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Children were alive with a love of writing</li> <li>They enjoy the core texts, linked texts and class reads (that link to core text e.g. Michael Morpurgo)</li> <li>They are able to make connections with their real-life experiences</li> <li>Children were proud of their published pieces</li> </ul>
<b>Whole school</b>	<ul style="list-style-type: none"> <li>06.01.25 inset training</li> <li><u>Key priority 4 Writing professional development workshops</u></li> <li>1) Pre key stage writing assessment – SH and BB</li> <li>2) Foundational knowledge and transcription – Charlotte W</li> <li>3) Writing scaffolds – Ryan, Rowan and Tash</li> </ul>

<b>Next steps</b>		<b>Responsibility &amp; by when?</b>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>See EYFS Action Plan</li> <li>Pre key stage writing assessment</li> <li>Foundational knowledge and transcription - opportunities for oral rehearsal and vocabulary development</li> <li>Core Texts in design of continuous provision</li> <li>See Governor Monitoring of EYFS by DK</li> </ul>	<ul style="list-style-type: none"> <li>LR/C K-H</li> </ul>

<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Foundational knowledge and transcription - opportunities for oral rehearsal and vocabulary development</li> <li>• Ensuing feature checklists are completed in each lesson and opportunities for cultural capital in writing task designs with the Year 1 core text</li> <li>• Further challenge for GD children in class- using feature checklist</li> </ul>	<ul style="list-style-type: none"> <li>• RF/SH</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Ensuing feature checklists are completed in each lesson</li> <li>• Further challenge for GD children in class- using feature checklist</li> <li>• Self – assessment to be used throughout</li> <li>• Making purple polishing time more targeted using best bets to fix it</li> </ul>	<ul style="list-style-type: none"> <li>• AS/RF/SH</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Understand different styles of writing and purpose of the writing</li> <li>• Teach marking code language and symbols / perhaps halve it? -ly words but not confident with capitals</li> <li>• Put small drama / oral rehearsal opportunities into lessons</li> <li>• Enrich learning with trips/activities</li> </ul>	<ul style="list-style-type: none"> <li>• TT/LD/RF</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Identify what is holding the boys back in a writing book look.</li> <li>• Handwriting practise/handwriting English books? Use of Chromebooks when editing to increase amount of content (lots of ideas but struggling to record)</li> <li>• All classes to highlight capitals to make sure focus for accurate use</li> <li>• Publishing 2 x half term (and copies in books for some chn who need positive feedback)</li> </ul>	<ul style="list-style-type: none"> <li>• TT/RF</li> </ul>
<b>SL</b>	<ul style="list-style-type: none"> <li>• Precise feedback for 3 x Y5 books (children)</li> <li>• Visual support for pupil voice (smily faces / stars to colour (drama, read aloud)</li> <li>• Pupil voice – GD / cuspy GD? Look at books for accurate assessment?</li> <li>• GD planning look</li> </ul>	<ul style="list-style-type: none"> <li>• TT/RF</li> </ul>

***[Advance GVO report from MS end]***

## ***[Advance GVO report from SLd start]:***

### Behaviour Shallow Splash Autumn 1 W2 24-25

The Classroom Management & Behaviour Team completed a Shallow Splash in Autumn 1. This team is brand new this year and so the first Shallow Splash was set up on the second week of term to ensure the team and SLT had a good overview of behaviour and learning on each site. HR KS1 and KS2 leads had made the decision at the start of term to set the routines so that all teachers were doing the same. This was to help with consistency, high expectations across each classroom and to provide behaviour training support for HLTAs who work in several classrooms.

#### Feedback and Next Steps from the Shallow Splash

- Reception – work on aligning routines with KS1 and KS2 so there is clear progression
- Transitions and moving around the school
- Lining up high expectations
- Continue to work on high expectations from all staff
- Continue to work on challenging low-level behaviour to ensure all children can remain on task

## ***[Advance GVO report from SLd end]***

## ***[Advance GVO report from NO'S start]:***

### Key Priority Update

#### Curriculum and Quality of Education Summary Autumn Term 2024

Following our work on constructing and refining our curriculum since federating in 2021, we are now at a stage to focus on maintaining and elevating our offer thinking about 'even better ifs'. Our priority for quality of education this year is to:

***Enhance and enrich the curriculum with cultural capital and creativity ensuring staff are trained to have the highest pedagogical understanding in order to achieve consistent excellence in teaching and learning for all pupils.***

At our inset day in September, we introduced this priority to staff with a hands-on experience that illustrated the need for cultural capital and practical learning for all children, in particularly those who are educationally disadvantaged. We looked at the 3 types of cultural capital outlined by Bourdieu's – objective, embodied and institutionalised - and how we can use them to scaffold personal development:

- **Building Nature Capital:** Visiting local nature spots to gain knowledge of our locality

- **Building Artistic Capital:** Experiencing local arts, from galleries to performances, to build knowledge of creative disciplines
- **Building Literature Capital:** Visiting local libraries and book shops to build knowledge of books and reading capital
- **Building Technological Capital:** Using technology in new and innovative ways to capture and express experiences
- **Building Community Capital:** Visiting local places of worship and welcoming visitors to our school to build knowledge of lives different to their own
- **Building Historical Capital:** Local areas of historical importance to gain chronological knowledge of key events

Year groups were tasked with reviewing planning in order to enrich learning with cultural capital and monitor the pedagogical impact of these active learning experiences. So far we have seen a wonderful range of opportunities including:

- Art Tutor in with Y2 classes to create collaborative piece based on Yayoi Kusama's work- expanding on pop art unit
- A local shop owner in to discuss sustainable materials for toys- linked to science curriculum.
- 2 sessions of opera Live Lessons- run by the Royal Ballet Society
- Christmas plays: rewritten by some year-groups to ensure every child who wanted a speaking part got one
- Local area walks - linked to geography learning
- A parent lead puppet shows
- Book fairs and author visits
- More cooking opportunities
- Eco events where children got to swap books and another for games and puzzles
- More practical science activities
- School councillors visiting a local nursing home to sing carols

This work was linked to the use of the learning model and disadvantaged pupil teaching strategies to ensure learning is paced well and accessible to all. Subject monitoring last year informed us that whilst the introduction of CUSP had ensured secure knowledge progression and robust recall and review, the move to this style of planning had meant some teachers had felt they needed to move away from more creative lessons. We wanted autumn term's CPD to reassure teachers that there can be both and help revitalise lesson task design so that teacher / pupil balance in lessons is optimal.

### Professional Growth

Our determination to maintain and foster our culture, excellent standards of teaching and learning and teachers' pedagogical understanding has seen us undertake a large piece of work developing our approach to appraisal so that it becomes a strategy for professional growth. We have done this by:

- developing a suite of supporting documents that include statutory appraisal steps along with opportunity for personal reflection, guided coaching style conversations with line managers and actionable personal targets
- outlining our new approach to professional growth to all teaching staff and HLTAs

- asking all teachers to complete a personal reflection against the teaching standards
- allocating directed time to allow for guided professional growth conversations to set personal targets and follow up check ins
- giving middle leaders regular time out of class to monitor their team's progress against their individual targets
- allocated staff meeting time for colleagues to discuss their own professional growth and share tips and advice with others
- targeted CPD for our middle leaders in how to use a coaching style approach to developing the teachers in their teams
- an opportunity for middle leaders to discuss next steps in their own leadership journeys and identify the skills they would like to develop
- analysed the initial targets chosen by teachers so that we can plan cross federation CPD that supports development and monitor patterns we can see across year groups

This new way of cultivating teacher development has already shown positive results both in teacher feedback and the provision we are seeing in class. Middle leaders have expressed they feel more involved in the growth of their teams and appreciate the directed time that has been plotted out for this initiative.

### ***[Advance GVO report from NO'S end]***

MS advised that NO'S has provided a summary of how we are refining our curriculum, and she gave a brief overview of this [see *advance GVO report above*]. SLd advised that this is something we have been looking at over a longer period, as for the last couple of years each school did not have the same curriculum, and this was a good opportunity to break it down and build up the curriculum again. Previously it was a question of 'what?', whereas now it is more a question of 'how?' it is taught. We are looking at how we can enrich the lessons and create opportunities for this, and SLd gave a summary of updates on this circulated in advance on the GVO. SLd advised that there is a huge amount of cooking lessons taking place in the school, and he gave an overview of this, and that we are looking at what the best way is to learn, as some things like cooking need to be learnt by doing it for instance. We are really looking at the planning and seeing what we can do and checking that everything is there. There is a difference between memory-based learning and practical learning, and he gave a summary of the different types of learning in the school and that we are looking at how to make it stick. It consists of things that will improve and build each year over time, but we are also happy with where we are at now too.

MS advised that a section on professional growth was circulated to governors in the GVO report in advance [see *advance GVO report above*]. SLd advised that the last week of the autumn term is the end of the cycle for this, and that teachers choose their target at the start of a new term, and they can also choose different targets for each term. The phase 1 lead was very positive in verbal feedback, and teachers were very happy about their targets, and they are thinking about what they can do next. They are essentially looking at what everyone can have, with a focus on this based around the needs of the class. One teacher had not been involved in planning Maths classes before, but she is now feeling that she has met this as a target and that she is confident with it now. It is good that she has chosen a target, met it, and is now moving on to another, and this is the same for other teachers too.

MS advised that in regard to the key priority updates circulated in advance [see report above], we have included the key aspects of Writing, and we will discuss this with staff at the Inset day at the start of next term. MS further advised that Ofsted were very impressed with Reading and Writing and commented that they felt assured with this. DK advised that RJ would discuss this with governors at the C&I committee too.

### **Aurora Trust Consultation Review**

### ***[Advance GVO report start]:***

#### **Additional Questions sent to the LA following receiving the draft enhanced council offer for the consultation, and the Enhanced Council Offer Response by LA from Georgina Clarke Green 16.12.24**

Thank you for your response to our enhance Council offer, please see our response to your questions below. I can confirm that these will be part of our formal submission which you will receive tomorrow morning:

#### **Teaching and Learning and Educational Professional Development:**

- **What would a 'funded' leading role in developing our working relationship with all schools look like? Specifically, what funding would be available? Could more specific detail be provided on this either before or in the written response from the LA?**

This would depend on the role taken when working with other schools. The Hove Learning Federation has expertise at different levels that would support school development in other settings. More specific examples include:

- Currently schools are commissioned to provide support to schools 'requiring support and intervention' and receive funding to do this (currently 1.2K + additional depending on specific commissioned support per year). We would hope the Federation would be willing and interested to do this work in the future.
- We also commission specific expertise from schools depending on need. This might be support for a specific subject (e.g. English) or pedagogy (improving planning) or to support with specific leadership processes (e.g. a staffing restructure). The amount and value of this support varies significantly from one off intervention through to year-long weekly support.
- There are other commissioned opportunities for school leaders, for example becoming a professional mentor to new headteachers in the city.
- Where a school requires support with leadership – for example in the case of a headteacher suddenly leaving, we will broker support. This is funded through the receiving school's budget. We could look to the federation to provide support in these circumstances.
- The Hove Learning Federation leadership team does have a range of experience and expertise in leading organisational change. We have bid for a considerable amount of funding through the council's 'transformation fund' to support this work in the future and there would be opportunities to commission work in leading this area for the city.

- **Would there be opportunity to extend the federation and support neighbouring schools in 'RI' or 'good' under the umbrella of the Hove Learning Federation if the proposal to academise did not go through? What would the detail of this look like and has this been considered by the LA? How could this support reduce the financial deficit of the schools and federation?**

There would be opportunities to support neighbouring schools and potentially extend the federation. This is something the council would promote; we see this as a positive development. Many of the benefits of working in a MAT can be replicated through working in closer collaboration and as you know, we are working to develop collaborations across the city. Should you choose to work with us on this, we would develop this opportunity as a matter of priority. We can see there be potential benefits that would support the budget deficit:

- An opportunity to potentially balance PANs across different setting to ensure classes are full.
  - Offer more flexibility in terms of staffing and leadership
  - Economies of scale
- **What would the commitment of our school (leaders & teachers) look like to the LA? Again, could further specific detail around developing CPD for the LA or for specific schools and using the federation's expertise be provided for us to consider the economic benefits for the federation over the next 3-4 years?**

Our school improvement strategy is based around placing value in schools supporting schools. We have continued to develop our CPD offer in partnership with schools and other professional partners such as the Universities, the Maths Hub and the Education Endowment Foundation. We already run a range of networks – for example our early years network. This is supported through a seconded lead teacher. There would be opportunities to second teachers from the Federation to lead other networks and projects (e.g. we are in the process of setting up a lead primary maths teachers' network and a lead English teachers' network). There are opportunities here in terms of ensuring high quality CPD and staff development, with little or no cost to the federation, income through potential secondments of staff and income in terms of staff being commissioned to provide specific support, training and intervention.

- **When would capital funding be available for of office reconfiguration? How much would be available and when could this be achieved?**

Once we know how much it would cost, this amount would be covered. The funding is available now.

- **More clarity on why -- and crucially how -- they believe the resource offered in the package would be viable to deliver, in the context of a live staffing consultation at the city council where it is expected that they will reduce their overall workforce by one-third; while the council is facing a [medium-term budget shortfall of £105 million, £37 million](#) of which needs to be saved next year.**

It is because we have undertaken a re-design of services that we are more able to be flexible in our approach as we work across the organisation in a different way. Through adapting our approach, we can make this offer and use it to 'test and learn' a new way of working with our schools. This is an opportunity to reflect upon and reshape the way we support our schools to become more resilient as we face future challenges.

Though local government has been through a period of serious financial challenge, the most recent Budget contained a step change in local government finance with an increase of 3.2% in core spending power. In the last financial year (2023-24) we managed to start repaying into our Reserves and we are currently working to adopt a medium-term financial strategy that will help us deliver financial sustainability. The Government is also currently undertaking a devolution revolution which is also aimed and securing local government finance over the medium term and putting local and regional government back in the driving seat of place leadership.

- **An unambiguous statement that providing the highest quality of education to residents will be prioritised over and above the geographical spread of pupil places, when making future decisions about how to respond strategically to the falling number of pupils in the city. We understand that the council's vision is to reduce inequality and to mitigate the effects of disadvantage. However, in terms of how to achieve this: assuming the council cannot meaningfully have 'both at once', then is it preferable for more pupils to attend schools with the highest quality of teaching and learning, or is it preferable to have schools / PAN places spread evenly across more areas of the city? What is the vision?**

The Council's overarching strategy is to achieve both i.e. a good geographic spread of high-quality education. We also have a school organisation strategy that outlines that work to look at a future viable model of schools in the city needs us to look at 4 key workstreams:

- Continuing to respond to falling pupil numbers
- Providing support for schools – An adapted school improvement approach. Learning from SRMA deployments informing how funding is used leading to greater financial efficiency.
- Implementing new structural partnerships that drive future change
- Meeting the needs of vulnerable learners, creating a sense of belonging and a better use of resources to meet demand.

The Administration can only make commitments for the term of their office and have outlined publicly that there are no intentions to close any LA maintained community schools or introduce changes in PAN. No additional commitment can be given although it is clear from the School Admission Code that the current approach to be adopted nationally is to have a strong presumption in favour of an increase to the PAN if the Governing Board are not happy with the tone that has been agreed. This approach neither reflects the quality of education delivered or the geographical spread of pupils.

The Council's vision can be reflected in the current consultation on admission arrangements from September 2026, where the Council is seeking to both widen opportunity for those facing disadvantage and tackle the challenges faced by schools as part of their school improvement journey.

#### **Financial Considerations:**

- **Please confirm the LA's strategy for dealing with falling number across the city. For example, what will be the criteria for deciding which schools to close/reduce? We understand that the council's vision is to reduce inequality and to mitigate the effects of disadvantage. We agree. However, is it**

**preferable for more pupils to attend schools with the highest quality of teaching and learning, or is it preferable to have schools / PAN places spread evenly across more areas of the city? How will these two potential conflicting priorities be managed? (These are questions that were raised at LA governance briefing on 29th January 2024)**

As outlined above, the Council is seeking to address the twin challenges of falling numbers and education quality in the city, in the context of financial pressures on schools. The Administration have been clear that they are not considering further school closures or PAN reductions. Other than where, in the case of a PAN reduction, a school makes a representation for change as part of its own improvement journey. The management of conflicting priorities is outlined in the 4 workstreams that the Council has embarked upon. However, the Council does not have complete control of all factors in the city affecting these matters and so there must be pragmatism to what is able to be achieved and how this is undertaken. We want a system that supports the city's schools to work together on maximising the opportunities for the city's children and young people in a cohesive education system where a child's sense of belonging is key. All of which is subject to how individual stakeholders respond and how the wishes of residents change in that time.

- Finalising a project plan, working in a strategic partnership with the Federation in the spring term 2025 that aligns with and supports the delivery of your five-year budget recovery plan, which you are already delivering on" - Further clarification that you will support us to review and revise our five-year finance plan to recover £600K+ deficit.

Yes, we would support the review and revision of the plan to recover the £600K+.

- **Can we confirm with you that there will still be a requirement to deliver the repayment in the agreed schedule with no additional forbearance other than the £40k offered? The repayments are currently looking 'on track' because of our Year 1 and Year 2 restructures and wrap around care revenues. If anything were to change that or any other unexpected costs, we would be struggling to make the reforecast?**

There is still a requirement to make the repayments within the agreed schedule. We believe that the support that is being offered should enable you to do this.

- **Could the offer of 40k be enhanced due to Year 2 repayment considerations (removal of another member of SLT in a restructure by the end of 2024-2025 academic year to meet Year 2 deficit costs) or the second year payment be provided in advance in the written response, in order for us to model with the SBM how this could help support the 5 year plan?**

We must work within the agreements set by Schools Forum. The £40,000 offer has been made to recompense costs occurred through the move from Connaught Road. Future allocation of contingency funding would be considered alongside the needs of other schools, and you would be eligible like all other LA-maintained schools to access this funding.

- **A statement of why the council believes that we currently need the resource more than other schools (i.e. now that we have already spent the last 18 months working effectively and proactively as skilled leaders, in the absence of this support, to produce a balanced in-year budget; whereas other schools might not yet be in this situation). What support will be provided to other**

**schools in the city, who may be struggling even more than we are, to match the offer provided to HLF? Will the offer to HLF reduce the amount of support available to other LA-maintained schools, in a context of very limited LA capacity?**

Currently The Hove Learning Federation has the largest deficit within the primary sector. The model of support we are putting forward allows us to test and learn from an approach that would be used to support other schools in the future. We have discussed the need for a more agile, responsive and “joined-up” approach. The Local Authority has made this offer based on the resources at its disposal – it is not true that there is ‘very limited capacity’. This offer will not reduce the support to other LA-maintained schools. Other schools are also receiving intervention and support depending on the level of their need and capacity they have to improve in line with the School Organisation Strategy.

### ***[Advance GVO report end]***

LM advised that she had received correspondence from Colin Gogay (Schools’ Lead, West Sussex and Brighton & Hove, Southeast Region, Regions’ Group) stating that “the department can’t provide legal advice to schools or academy trusts”.

### ***[Letter sent to MS and forwarded to AAT, start]:***

Subject: For legal letter warning of possible legal action received 17.12.24

Summary of legal letter received by governors:

Aurora Trust Consultation

“We would ask HLF:

- (1) Candidly to answer all reasonable questions asked by consultees (including those given as examples above) to enable them to respond to the consultation (and circulate that material to all consultees)
- (2) To disseminate to all consultees the new materials only recently released (including the SRMA report and the AAT reserves information) and answer all reasonable questions arising from those things All such dissemination should be to all consultees originally notified of the consultation (and by whatever means they were originally notified)
- (3) To facilitate presentations and dissemination from BHC material in the same way it has facilitated presentations and disseminated information from AAT
- (4) To extend the consultation period (or re-open the consultation if that is what is by then required) to give all consultees a full and proper opportunity to receive those materials and attend those presentations before submitting consultation responses
- (5) To make the necessary IT changes to allow consultees to review/edit/replace any previously-submitted consultation responses.
- (6) Please note that the intervening school holidays and bank holidays mean that the period for consultees to respond (following provision of the further information) should not commence until at least Monday 13th

January and should run for at least 28 days from then. If HLF does not agree to do those things, we will – as above – take legal advice on what legal action to take.

Actions:

1. Legally acknowledge safe receipt **MS**
2. Legal Advice taken from DFE and LA - not able to provide legal advice from LA due to named stakeholders named on legal paper, which they believe is a conflict of interest **MS**
3. Redacted SMRA to be provided on both school websites under governance consultation **MS**
4. Aurora Reserve Information provided on website under governance consultation **MS**

Discussions around reputational damage and admissions process. New dates have been added to the perspective parents' admissions timetable. The deadline for infant admissions is on 15.01.25.

***[Letter sent to MS and forwarded to AAT]***

***[Information forwarded from MS start]:***

**Consultation Update  
FGB 17.12.2023**

1. Please refer to Stakeholder FAQ and Union FAQ for key themes from consultation stakeholder meetings. The FGB will cross reference the themes against the risk register with guidance to format the risk assessment for governors to evaluate.
2. Key themes are:
  - Reputational Damage to the school
  - Pansophic and Trustees Information
  - LA Offer
  - Infant admission date
  - Attainment and progress data of Aurora Trust
  - Curriculum
  - Finance and 5-year budget deficit
  - SEND provision
  - Exclusion and Suspension Aurora
  - Attendance Policy
  - SMRA Report
  - Scale of 'Act Now' Campaign
  - Extension of Consultation
  - Staff petition to pause for 18 months (31% of staff)
  - SLT concerns over reputational damage of school and staff wellbeing
  - Volume of local community views against it
  - Additional Trustee due diligence. Questions from governors
  - Service cut by LA
  - Contractual and TUPE delivery for staffing

***[Information forwarded from MS end]***

MS advised governors of FAQs and the key themes that have arisen, and she gave a further summary around this, and the offer received from the LA late afternoon today [see reports above]. MS advised that it is a draft offer from the LA, and that it also includes their concerns. MS requested that governors check and read this letter, and we will enact due diligence and conduct discussions about this in subsequent meetings. LW highlighted that the LA have not indicated that there will be anything else to help deal with the deficit budget, and MS recommended that governors check this thoroughly and formally discuss it at the next meeting.

MS advised that we have had an official response from all the unions. We have confirmed receipt of this and answered the 39 questions outlined. We have also received a letter from staff today which has been forwarded to governors, and it is headed by the staff representative for union support. 31% of staff have asked for a pause to the consultation process for 18 months to consider the LA offer.

MS advised that we have had lots of different information arrive today, including correspondence from the LA, the unions, staff, and a legal letter from 3 respondents/parental members, and MS gave a further summary of this.

LC advised that she needs to leave the meeting now as highlighted earlier.

*LC left the meeting.*

MS provided an overview of the letter and the actions taken and responses given [see report information above]. LM advised that AAT are seeking legal advice from their perspective. The school has asked for legal advice from the LA and are awaiting a response.

There was a broader discussion around the consultation period.

**Q: Do you know what the other 69% of staff are thinking?**

SS advised that we don't know this for sure, and there was a discussion about the letter and the 31%/69% divide between staff. MS advised that she has not seen the results of the survey yet and that all responses, feedback and survey results need to be considered as part of the consultation process.

LW advised that there have been 770 responses from parents at both sites so far, of which approximately 70% are saying no to academisation. The data will need to be looked at carefully as part of the considerations.

There was a discussion around complaints and if extending the consultation will allow more of these to be submitted at the time expense of the school's staff and wellbeing.

There was a discussion around clarifying what the process for a pause to the consultation would be. Governors confirmed that they would need advice from the consultant on the legal letter that has been submitted and the questions within this, whether it is likely to go to a judicial review, and the timeframe for

responding to the questions [*see email included above*]. Governors confirmed that within the letter, they are asking for a distribution of information that no other schools provide. There should not be a legitimate legal challenge to the consultation, and there is likely no reason why a judge would expect us to extend the consultation beyond the usual timeline for any consultation. There was a further discussion around possible outcomes, and that most of what is contained within the letter is less likely to be a concern, but that the governing body can't be sure on this without taking full legal advice. There was a discussion around legal support and that the LA has stated that they are not able to provide this due to a conflict of interest but are looking at other avenues of legal advice for the school.

MS suggested the considerations relating to the reputation of the school and some parent's views about possibly taking their child away from the school because of academisation, and there was a broader discussion around this and reputational damage to the school.

MS asked governors to confirm whether they are not considering extending the consultation. LW commented that she is concerned that this may not change anything and whether we can do anything different in additional time that we haven't already done, or whether it will help with some of the stakeholders who are undecided and whether it may help to diffuse the situation. There was a broader discussion around this. Governors confirmed that they are not going to make a decision at this meeting about whether to extend the consultation or not, and that they are looking to discuss this further in the first week of term after having time to digest, review and evaluate the new LA offer and union information, as well as seeking further legal advice and ensuring that we have clear criteria that we are basing our decisions upon.

*SS left the meeting.*

Governors confirmed that they will ensure that our risk assessment fully reflects the risks that have been identified and any new risks identified during the consultation, and this will form the basis for a structured discussion when governors meet to make their decision. SrL advised that she send instructions to governors to help with guidance around completing and evaluating the risk assessment before the meeting.

## 6. Equalities

Governors agreed that this item would be carried forward to the next meeting.

## 7. Policy Reviews

### Pay policy

Governors confirmed that they have agreed this policy in advance subject to the dates being amended –  
**ACTION MS/TW**

### Curriculum policy

Governors confirmed that they have agreed this policy in advance.

**8. Governor Monitoring for Spring Term**

Governors agreed that this item would be deferred.

**9. AOB**

Governors acknowledged that Paul Nann has resigned from his role as LA governor after the last FGB meeting for reasons that he did not explain. LW advised that Governor Support was notified on the same day and we are now waiting for them to put forward a new LA governor candidate.

<b>Date of next meeting:</b>	28 <sup>th</sup> January 2025, 6.00 – 8.00pm
<b>Time closed:</b>	20:29pm

**\*\*\* Please see Action Points from this meeting below**

**Action points from FGB meeting held on 17<sup>th</sup> December 2024**

<b>Item/Action</b>	<b>By</b>	<b>Person responsible</b>
<b>2.1</b> TW to update the FGB minutes 08.10.24 in accordance with the edits requested on the GVO	<b>Next FGB meeting</b>	<b>TW</b>
<b>2.2</b> MS to send the H&S audit document to EG prior to the next F&L meeting - <i>ongoing</i>	<b>Next F&amp;L meeting</b>	<b>MS</b>
<b>2.3</b> MS to align the action plans for the different sites and update on the website accordingly - <i>ongoing</i>	<b>ASAP</b>	<b>MS</b>
<b>3.1</b> TW to create an appendix that lists all documents for the meeting in the minutes	<b>Next FGB meeting</b>	<b>TW</b>
<b>3.2</b> SS agreed to extract the budget monitoring highlights and send to TW to include in the minutes	<b>Next FGB meeting</b>	<b>SS/TW</b>
<b>7.1</b> MS/TW to amend the dates on the pay policy	<b>Next FGB meeting</b>	<b>MS/TW</b>



<b>To undertake legal advice from an educational law firm</b>	<b>Next EFGB meeting</b>	<b>MS/LM/LW</b>
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**Appendix (see below)**

**1. FGB Agenda 17.12.24 Final**

**2. FGB minutes 08.10.24 DRAFT (final)**

**2. FGB minutes 08.10.24 DRAFT CONFIDENTIAL (final)**

**2. FGB minutes 08.10.24 FINAL**

**2. FGB minutes 08.10.24 FINAL CONFIDENTIAL**

**3. EHH080 West Hove Infant Budget Monitoring October 2024**

**3. Hove Junior Budget Monitoring - October 2024**

**4. Key Priority Update**

**5. Consultation Update FGB 17.12.24**

**5. Council offer - HLF**

**5. Hove Federation consultation - Trade Union initial questions and responses**

**5. Legal Letter to Governors 17th December 12.06**

**5. Ofsted Report West Hove Infant School**

**5. Union Questions Version 2 12.12.24**

**5. V1 FAQ Federation Consultation on Academisation**

**5. V2 HLF Consultation FAQs 2.12.24**

**5. V3 HLF Consultation FAQs 9.12.24**

**5. WHIS Ofsted feedback Day 1**

**5. WHIS Ofsted feedback Day 2**

**6. Anti-Racist update for Governors Nov 24**

**6. AR working group notes 111124**

**6. Governor duty under Equality Act 2010**

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**6. HLF governors reponse to BHCC Trans Inclusion toolkit consultation**

**6. Trans Inclusion Toolkit - Q&A for Governors 01.10.24**

**7. HLF Pay Policy for Teachers 2024-25**

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