

Name	Type of Governor	Present	Apologies
Madeleine Southern	Headteacher	Yes	
Lisa Marshall (Chair)	Co-Opted	Yes	
Louise Wilkinson (Vice Chair)	Co-Opted	Yes	
Lorna Cummings	Staff	Yes	
Marcel Amour	Co-Opted	No	Yes
Emer Gardener	Co-Opted	Yes	
David Karp	Co-Opted	Yes	
Anne Marie Williamson	Parent	Yes	
Sarra Lee	Parent	Yes	
Abby Hedger-Jones	Associate	Yes	
Sam Ledger	Deputy Head	Yes	
Niamh O'Shea	Deputy Head	No	Yes
Rachel Jeffers	Deputy Head	Yes	
Sarah Shaw	School Business Manager	No	Yes
Alex Scott	Prospective Governor	No	Yes
Sam Self	Prospective Governor	Yes	
Oyinkolade Akinleye	Prospective Governor	Yes	
Katie Kershaw	Prospective Governor	Yes	
Tom Way	Clerk	Yes	

Quorum: 8 out of 9 governors were present. The meeting was quorate (at least 50% attending).

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

1. Introduction

Welcome

LM welcomed governors to the meeting.

Governors introduced themselves, and KK, SSe and OA provided further information on their backgrounds in support of their applications to the governing body.

Apologies

Governors confirmed that apologies had been received from MA, SSh, AS, and NoS.

Notification of any urgent business

N/A

Declarations of Interest

N/A

2. Minutes of FGB meeting held on 28.01.25

Approval

All governors confirmed their approval of the minutes.

Matters arising

N/A

Progress on actions

The following actions have been met:

- TW has updated the records with the amended versions of minutes for the SG 20.06.24 and FGB 02.07.24
- MS and TW have amended the dates on the pay policy
- SrL has looked into teaching industry awards that we can put our teachers forward for
- TW has added a standing item to the F&L agenda regarding the LA offer

The following actions are ongoing:

N/A

3. Finance

Update/Current outturn

MS displayed the budget update document from the F&L committee and advised that all budget monitoring reports are available on the GVO. MS explained that the DfE has stated the school cannot have a single combined budget, due to the way it is linked to the census and their reporting systems. The current deficit at HJS stands at £46k. SrL noted that the projected deficit was expected to be around £60k, but the school has improved on that forecast in agreement with the LA. Part of the improvement is due to a £40k grant from the LA, shared between the two sites.

MS advised that WHIS has an in-year deficit of £67k, with an accumulated deficit of approximately £610k — an improvement of £13k. Key overspends were attributed to staffing costs and unfunded pay awards for support staff, along with some overtime and agency expenses. Despite these pressures, the school has remained within its in-year budget.

SrL mentioned that £4k has been raised through parent donations via the Amazon wishlist, and noted a conversation with a parent who was unaware of it — suggesting it should be re-shared at the end of the year. There was a brief discussion on how the wishlist operates. SrL also highlighted the importance of the £110k income from wraparound provision (40% from the breakfast club), calling it essential for the budget. MS provided a comparison of the current budget against the 5-year recovery plan, noting a slight variance, partly due to national insurance changes, which have created an additional £20k difference.

Q: Do you know what the impact of the National Insurance changes will be yet, and can these be quantified?

MS confirmed that this was discussed at the F&L meeting and that the impact of the National Insurance changes is approximately £114k. There is a mitigating offset of around £20k. Additionally, there is an upcoming cost pressure as Microsoft Windows 10 is becoming obsolete, which will also require investment.

SrL confirmed that for the upcoming year, the school should be on track with the licensed deficit plan. However, projections for the subsequent years show that the licensed deficit targets are unlikely to be met, so there will need to be further discussions with the LA over the next year. While this challenge is not unique to this school, the LA will still expect repayment within the agreed timeframe. MS reiterated that the financial pressures are directly linked to the forecast drop in pupil numbers and PAN reductions. DK requested clarification on the 40% share of breakfast and after-school club funding, which SrL provided.

Q: Do we know what the indicative PAN is for next year?

MS advised that the figures are based on indicative numbers provided by the LA, but they haven't been confirmed yet. The final data is expected either this week or in the first week after Easter.

MS gave an overview of projected numbers, noting that only two schools are oversubscribed in the whole Hove cohort. Our numbers are still good in the overall context. There was a broader discussion around this. LW mentioned that more children tend to come later in the year, which has been a pattern in previous years. SrL highlighted the systemic issue with pupil numbers, pointing out that 80% of running costs are tied to this. It is very challenging, but SrL emphasized that it is not due to any mistakes on our part; it's a systemic and environmental issue that will require ongoing discussions with the LA.

Governors confirmed that there were no further questions.

Budget approval

SrL confirmed that the draft plans were submitted to the LA at the end of February. The year-end for 2024/25 will close at the end of March, providing the financial position for the last year. SSh will then refine

the forecasting based on this, making any necessary tweaks in April. The final budget will be submitted in May and will be approved at the FGB meeting before then.

5-Year Financial Recovery Plan

[See item 3 above]

4. Governance

Strategic Priorities – (standing item)

LM highlighted that Governor Strategic Priorities are on track. New priorities set following the recent consultation have been added to our Priorities, including the new shape of the inclusion team and the LA collaboration work.

EG raised the topic of health and safety, where it states monitoring be set by the link governor, please could we add guidance around things to monitor, to establish a baseline, - see suggested list in the GVO comments and LM agreed to add this in.

ACTION 4.1 - LM

Election of Co-opted governors: AS, SSe, OA, KK

SSe, OA and KK left the room.

LM nominated AS for the role of Co-opted governor, and LW seconded this.

LM nominated SSe for the role of Co-opted governor, and LW seconded this.

LM nominated OA for the role of Co-opted governor, and LW seconded this.

LM nominated KK for the role of Co-opted governor, and LW seconded this.

All governors unanimously approved of AS, SSe, OA and KK being appointed to the roles of Co-opted governors.

SSe, OA and KK returned to the room.

LM thanked and congratulated all the new governors, expressing appreciation for their joining the governing body.

Appoint additional governor to HT performance management panel

LM advised that DK will be joining the HT performance management panel alongside LM and LW.

Governor Annual Report

LM presented a draft overview Annual Report and proposed that following recent parental engagement work governors work together to create a governor annual report. Although not mandatory this seems like good practice, and a good initiative to pursue. We would be looking for volunteers to join a small working party, and could possibly resurrect the stakeholder working group. There was a broader discussion around this.

DK raised an open question about whether the school wants or needs a social media channel to reach out to parents. Over the past six months, it has become apparent that the school lacks a channel to engage with parents effectively, as emails may not work in the same way, but it is acknowledged that there are pros and cons of this approach. There was a broader discussion around this and the possibility of using platforms like Facebook and Instagram. MS suggested linking this idea with the parent working group. DK pointed out that if the school were to pursue social media, it would need to designate a staff member to take ownership and manage the account as an admin.

LM thanked governors for their input and advised that she will ask for volunteers on this further down the line.

Governor Role Description/Standing Orders

LM advised that she has drafted standing orders for the governing body, noting that it is good practice for the school to have this in place. She asked whether governors would like to approve them now or take more time to review and approve them at a later meeting. DK highlighted a minor point of wording for clarification within the standing orders.

SrL suggested that the standing orders be approved at the next meeting, as we are currently conducting onboarding for new governors and this will allow them time to review the document, and governors agreed to this.

LM advised that she updated the role description during recruitment. AMW suggested that understanding of SEND should be listed as essential rather than desirable, and LM agreed to make this change.

5. Headteacher's update

Update against HLF Key Priorities

[Advance report on GVO]:

Priority 1: The new leadership team structure and developmental programme advances the federation whilst maintaining highest standards.

From January 2025 Charlotte Wallace has become the overall Inclusion Manager across the federation line managing and training the 2 new Sencos supporting their new leadership in SEND during this transition period. This has included SEND style learning walks, as we would undertake in an Ofsted inspection across their sites. Charlotte Hudson has taken over as the Senco at Portland Road site at the start of the spring term 2025. Charlotte is an experienced teacher at the school and is undertaking her NPQSENCO alongside Ben Bowra the School Road Senco who started in September 2024.

The reorganisation of the Inclusion team has meant both Deputy Head of School's have undertaken the site-specific DSL role. Charlotte Wallace has provided personalised training to this role to support their additional responsibilities. Our learning mentor team has remained the same on all sites with Naomi Miller continuing to lead on mental health working across all 3 sites.

Careful reviewing of roles and responsibilities in advance and clear school systems have meant the changes are well managed. As Head teacher MS will continue to review the new inclusion system as a new way of working and review this with the Inclusion Manager in the summer term. We have continued with systems and procedures around attendance ensuring tailored support for families struggling with this as per our Attendance Action Plan

Professional Growth and Development:

Throughout the spring term we have embedded the appraisal system for professional development and appraisal with teaching staff, focusing on teaching and learning and setting small step targets over the academic year with more regular reviews and feedback. Fostering this coaching culture to support excellent standards in 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.

Supporting documents include a personal reflection report with statutory appraisal steps along with opportunity for personal reflection, guided coaching style conversations with line managers and actionable personal targets. The use of staff meeting time to allow for guided professional growth conversations to set personal targets and follow up check ins has enabled more frequent check ins and personalised dialogue formed around teacher pedagogy and learning. Teacher feedback is positive and middle leaders have expressed they feel more involved in the growth of their teams. This will be reviewed with year/phase leads in the summer term with feedback taken in to improve format for autumn 2025.

Priority 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.

Continued to refine the whole Federation curriculum through facilitating and supporting work in subject teams and through high-quality CPD

Year groups have been tasked with reviewing planning each term 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:

Building Nature Capital: Visiting local nature spots to gain knowledge of our locality e.g. Improve quality of Saplings environment at Holland Road for parity with School Road site.

Building Artistic Capital: Experiencing local arts, from galleries to performances, to build knowledge of creative disciplines Inc. EYFS planned visit to Hove Museum and summer term 2025 staff CPD in art and music with the PSHE team focusing on cultural capital.

Building Literature Capital: Visiting local libraries and book shops to build knowledge of books and reading capital. More regularly opportunities for Book Nook reading shop to be in school at events.

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

Priority 3: School Culture and systems for behaviour support excellent standards of teaching and learning

To monitor the impact of our actions to develop our approach to behaviour and plan effective CPD, we set up a Behaviour and Classroom Management team at the start of this academic year. The team, which consists of a group of staff from a range of different roles (including teachers, inclusion & SLT) across each site, meet regularly to discuss consistency of approach, the shared language around behaviour and the effectiveness of our strategies for dealing with both low level and challenging behaviour. Some of the principles that have been shared so far are ‘You establish what you establish’, ‘Behaviour must be taught and will be treated as a subject’ and ‘Good relationships are built out of structures and high expectations’.

Holland Road site trialled updated techniques and systems in Autumn 1. The site evaluated the effectiveness of these changes and then fed back to the rest of the team and SLT. At the start of January 2025, the behaviour system was introduced to staff and children at WHIS School Road site and at PR in March 2025. The behaviour and classroom management team will continue to monitor and feedback with all teams in preparation for June Inset. Through assemblies and staff meetings there has been regular follow up about whole school expectations with pupils and staff including training on inset days, assemblies and staff briefing meetings. We are in the process of setting our own behaviour principles.

Summary of key actions include:

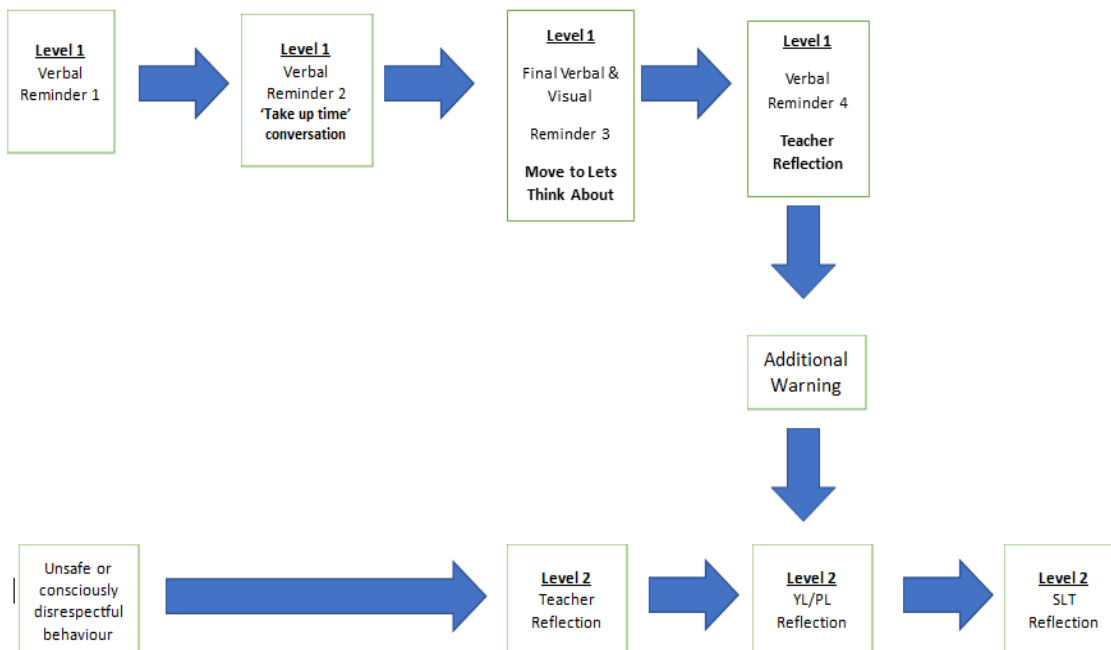
Routines, transitions & expectations - The behaviour team set fixed routines for each key stage. For consistency, all teachers, HLTAs and staff were trained on how to lead the room using routines. Our HLTAs have observed teachers across the key stage that they teach in to understand how the routines have been established and how they should be maintained.

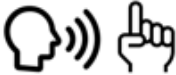





Behaviour system – A revised behaviour system has been trialled. The principles of this system are similar to those are in our current ‘Positive Relationships Policy’. However, the adjustments aim to provide support and build further clarity & expectations around praise, actions, strategies and

consequences. There are now 2 levels. Level 1 is low level behaviour which is teacher and classroom focused. Level 2 includes year/phase leads and SLT.

Monitoring and CPD – The behaviour and classroom management team and year/phase leads have had opportunities throughout autumn/spring terms to monitor the effectiveness of the recent changes. This has included learning walks, lesson observations and staff voice. Following the successful implementation of these developments at Holland Road with noticeable improvements to behaviour around the school and in classes, all sites are now embedding behaviour teams practice and pedagogy feeding back with heads of site on expectations and what’s working well. Below outlines the key protocols.

HLF Behaviour Protocols	
Level 1 – Teacher led	
Level 2 – SLT led. Teacher to join for reflection conversation	



Behaviour Actions	
Low level - Level 1 Teacher led Starts again after each break Disruption, Unkind words, Provoking others, Lack of focus/avoiding work, Not respecting property	
1 Level 1 Teacher Verbal Reminder 1	
2 Level 1 Teacher Verbal Reminder 2 'Take Up Time' conversation.	
3 Level 1 Teacher Verbal and Visual Reminder 3 (Let's think about it) and Reflection Warning	
4 Level 1 Teacher reflection set and confirmed for the next break (contact parents/carers)	
5 Level 2 Alert 1 YL/PL Year/Phase Lead alerted of a Level 1 incident & reflection	
6 Level 2 Alert 2 SLT SLT alerted of a Level 1 incident & reflection	

High level - Level 2 SLT led Starts again after each break	
Hitting, Refusal, Running away from adults/hiding, Leaving the classroom without permission, Unsafe behaviour, Rudeness towards teachers/pupils, Disrespectful language, Stopping the learning for the rest of the children, Swearing	
Action	
1 Level 2 Teacher Reflection (instant without any reminders) Move straight to Level 2 Alert 1 (and potentially Level 2 Alert 2) if: -serious risk (including hurting themselves and others) -another reminder is needed -behaviour escalates -class need to be evacuated	
2 Level 2 Alert 1 YL/PL reflection Year/Phase Lead alerted of a System 2 incident & reflection	
3 Level 2 Alert 2 SLT reflection SLT alerted of a System 2 incident & reflection	

In Key Priority 4 Attainment and progress in writing is increased for all children with a secure focus on assessment to drive improvement:

The aim of our curriculum is to enable deep understanding of subject knowledge over time, and for this teachers need to develop a range of effective assessment strategies that enable them to accurately determine the extent to which each pupil is making progress. Alongside low stakes testing, which facilitates retrieval and captures what has been remembered from a unit of work at a given point in time, an effective assessment repertoire should provide teachers with a rich stream of information about each pupil’s developing understanding enabling them to determine what to do next. Refer to English team writing subject action plan shared with C and I committee autumn term 2024.

- Increased moderation frequency across the federation in team and staff meetings
- Utilised our trained LA moderators to support year teams and CPD
- New Brighton and Hove Writing Teacher Assessment Frameworks to be used across year groups Y1-Y6.
- Use pupil progress meetings to identify which teachers are not as confident at accurately assessing pupils and pinpoint training for them within year group.
- Build on January Inset CPD on writing composition strategies through modelling and supported practice, developing pupils' transcription and sentence construction skills through extensive practice and target teaching and support by accurately assessing pupil needs.

- Structured writing CPD on AFL and pre-key stage has been planned in to ensure accurate assessment with enhanced support for ECTs.
- Maintained a key focus on our educationally disadvantaged pupils and lowest 20% in writing.

Our federation LA moderators have also worked with the LA to construct Brighton & Hove Teacher Assessment Frameworks with experienced school colleagues who have taught across all year groups. Colleagues in these schools, and those who have attended recent city-wide moderation sessions, have had a chance to use the documents to assess their own pupils' writing. Initial reactions have been positive with teachers finding the emphasis on cohesion, purpose and audience to be helpful for their own practice.

These frameworks were developed in response to a request from schools to support teachers make **robust end of year teacher assessments**. The 'pupil can' statements have been carefully selected for each standard within each year group using the National Curriculum programmes of study and the statutory assessment for writing at the end of Key Stage 2 and the previously statutory framework for the end of Key Stage 1.

The aim of these frameworks is to provide a city-wide approach to making accurate and consistent assessments in writing for all year groups that shows progression up to the expectations for the end of KS2.

Ofsted Preparation

The LA SPA led discussions with a range of subject leaders on 05/02/25 and 12/02/25 exploring the three 'Is': intent, implementation and impact for their area of responsibility. The SPA was joined by the head teacher and a range of other members of the SLT as appropriate. Highlights from the reports are outlined below:

- Subject leads were thoughtful, well prepared, knowledgeable and enthusiastic.
- Could explain how and why they have implemented the curriculum, taking in to account the needs of all pupils from reception up to Y6.
- Could provide examples of how disciplinary knowledge has been mapped out from YR to Y6. • Could explain how the federation has positively supported them to consider the whole learning journey, as well as how the federation prepares pupils for their secondary education.
- Could explain how the federation has developed a learning model that is replicated across all classes and all lessons, and how this has positively impacted on the consistency of teaching and therefore the pupils' understanding of the learning process.
- Positive aspects of the learning model include: How CUSP has been used to support planning and consistency. How the oracy project has ensured that teachers have identified and that pupils are taught relevant tier 2 and 3 vocabularies. How pupils with SEND and those in the lowest 20% of

learners are supported in all subjects so that they can access learning at a level appropriate to their learning needs.

Key actions were identified with each subject leader teams to enhance their leadership across the federation Inc.:

1. In English, considering how the team can develop pupils' understanding of the range of technical vocabulary in their reading. For example, 'inference' so that children find it more straight forward to articulate their learning in reading. Embed stem sentences into reading slides. Continue close monitoring of writing CPD impact and practice in all classrooms with a focus on educationally disadvantaged pupils.
2. Mapping out joint actions with the PSHE and computing team to discuss e-safety and produce an Online Safety action plan with the PSHE team. Working alongside the computing team to ensure that the same key skills for E-safety are identified within both the PSHE and computing skills progression maps.
3. In geography, to include examples of cultural diversity planning, to articulate to inspectors
4. In science, identifying whether or not to add the 'working scientifically' requirements to the science disciplinary knowledge map.
5. The SPA also met with the behaviour team and identified that the team approach has been to treat behaviour as a subject and staff have been provided with specific CPD to support high expectations in pedagogy with a focus on routines and expectations from the start of term to all staff. Attendance remains high across the federation and there is no significant difference between vulnerable groups. Continued work with the LA on attendance has involved supporting pupils with hybrid or part-time timetables for high needs pupils using national guidance and best practice to increase attendance over planned timescale. In common with other leaders, the team are relentless in evaluating and improving provision for pupils. The behaviour team are developing their work of reducing cognitive overload by being increasingly prescriptive of adults' expectations of pupils' behaviour. This is having a positive impact because all staff have increased expectations and respond to pupils as they move around the school, praising good behaviours and appropriately correcting poor behaviours. For example, pupils moving up and down stairs as they move between the playground and classes. This united front has resulted in significantly reduced incidents of low level behaviour at the Holland Road site. In preparation for the June Inset 2025 on behaviour, the team will continue to observe shared practice of behaviour across the sites, continuing monitoring and preparing the June Inset for staff training across the federation. Lisa Marshall will also be carrying out monitoring of this aspect of the school's key priority with Sam Ledger during the spring term 2025.

[Advance report on GVO end]

MS confirmed the update had been circulated in advance and she provided guidance on the format of updates for new governors, along with the general timeline, and she gave a brief overview of the updates provided on the GVO.

MS commented that she believes the transition has gone well, with responsibilities pre-planned and systems put in place. She noted that RJ and NoS have taken on more with the DSL role under the new structure. RJ commented that Mandy provided a strong handover and that CW has quickly developed a good understanding, and the transition is going well. MS added that the SPA met with CW during his visit and noted her strong grasp of the role already, and he acknowledged it's been a significant change but with a positive handover. AMW commented that she observed during the SEND visit how much CW already knew, which was impressive.

MS provided an overview of the school's personal and professional development work. Ofsted gave very positive feedback on how the school supports the development of pedagogical understanding. Teachers are using this time for guided conversations and personal targets. A full review of this, along with data and analysis, will be included in the next Headteacher's report. SLd noted that the previous teacher pay model has ended. The school introduced a new system based on research which has received positive feedback from external organisations. We recognise that time is still a constraint, but efforts are being made to support staff effectively, and for the first year it is going well.

MS gave an overview of Priority 2: Building Cultural Capital, highlighting recent CPD focused on this during the INSET day. Governors are invited to a staff meeting in the second week of the summer term, which will take place on Wednesday 24th April at 4pm, in person at the Holland Road site. This session will link to work on art and music and was discussed with AMW at the Inclusion Committee. DK encouraged all governors to attend, noting it's a good opportunity to maintain visibility with staff. MS explained that the current theme of belonging is being explored through music and art. A broader overview was shared, focusing on ensuring that core texts, music, and art are representative and inclusive of the diverse school community, including family backgrounds.

MS gave an overview of the ongoing work around behaviour, noting that there will be an INSET session in June to continue developing this. Throughout the term, the team has been trialling the approach at the Holland Road site. This forms part of a rolling programme, where staff meet regularly with the behaviour team to enhance and refine current practices using evidence-based research.

The work is closely linked to strengthening routines and expectations, and an overview of the behaviour actions for staff at different levels has been developed. This is currently being trialled and evaluated.

RJ commented that the approach is helping improve consistency in language across staff. The structured use of reminders is proving effective, and there is a clear process in place for how many reminders are given. Teachers are also holding reflective conversations with pupils over lunchtime, supporting pupils to reflect and return to 'green' behaviour.

Q: Is there any sort of measurement system that will evidence the impact of this?

RJ noted that the way behaviour incidents are logged on CPOMS has been updated, which may make it difficult to compare exact figures with previous data. Reflections are now being recorded as part of the process, and a clearer picture will emerge once a couple of full terms of this new system can be reviewed side by side.

SLd provided an overview of how the new behaviour approach is working across different sites, noting that it's proving much more effective in managing lower-level behaviours. While CPOMS data entries have likely

increased, this is seen as a positive outcome of having a clear and consistently applied system. Staff now follow a set of principles strictly, creating a more unified approach. RJ added that they've encouraged staff to be aspirational, asking them to rate their current expectations, which came out around 7–8 out of 10 at each site. The aim is to push towards 9–10. SrL suggested that gathering before-and-after feedback from staff could be helpful in assessing the impact of the changes. SLd highlighted that previously, HLTAs often found behaviour challenging, but with the consistent use of the system and language (such as the reminder strategy), all adults now approach behaviour management in the same way. This consistency has strengthened teamwork and improved outcomes. SLd shared that feedback from HLTAs has been very positive, with all of them stating that the changes have been effective and beneficial.

Q: Is there a way of checking teachers' compliance with this system?

SLd advised that there are several ways of monitoring the system, including regular visits to classrooms to check if practices are being followed multiple times a week. RJ added that consistency can be felt throughout the school and in between classes too.

Q: How does it link to playground behaviour?

RJ explained that the approach is different on the playground compared to the classroom. On the playground, teachers can't give multiple reminders as they do in class. Instead, if a child makes a poor choice, they are asked to stand with an adult for 2-3 minutes for reflection. If it happens a second time, the child is sent back inside. Teachers make sure to communicate any issues during handover. RJ acknowledged that while a lot of work has gone into classroom routines, there is still more to do on the playground. AMW suggested that the work being done in the classroom might filter through to the playground as well, and there was a broader discussion around this.

MS provided an update on Priority 4, noting that RJ covered this in the C&I meeting last week and presented it on the GVO. MS highlighted the key points of the work, which is also documented on the GVO. The team feels very confident in the progress being made with writing. CPD has been effective and personalized, providing a strong model to support teachers. Monitoring will take place soon, with DK and EG involved in this process.

Ofsted - Hove Junior School

MS confirmed that the Ofsted visit has not happened yet, and it was discussed in last week's C&I meeting. New governors were sent the SEF, which is recommended reading to provide a good overview of the context for Ofsted. Simon, the SPA, recently visited, and his feedback is included in the document. MS provided an overview of the visit document, noting that during the Ofsted inspection, subject leader interviews will be a key focus. The Ofsted visit is confirmed for the summer term. MS also confirmed that Simon/SPA will be retiring soon.

Q: After the consultation experience, what is staff sentiment at the moment?

MS acknowledged that a wellbeing survey has not been conducted since the previous one, recognizing the unusual circumstances. The focus has been on speaking with year leads and phase leaders to align with

school priorities and support the team. SLd noted that communication of key priorities with staff is improving, and feels that learning is now at the centre of everything that everyone is doing. Reflecting on how things can be done better has become a common topic among staff. RJ commented that things progress quickly, and while it was a significant moment at the time, the school remains busy and forward-looking. LW expressed that as an SLT, they deserve a great deal of credit for managing the situation, and this achievement should be celebrated.

SPA Report

[See item 5 above]

LA Offer Update

MS advised that the details were covered in the F&L meeting and are available on GVO. She provided a brief summary, noting that SSh has been receiving strategic support from the LA. This support is more regular and thorough compared to previous arrangements, particularly in relation to the budget and has been helpful with benchmarking. HR have provided helpful advice and regular monthly meetings are being held.

MS advised that it was decided to not conduct an audit of SEND provision, as this is typically for schools that are failing in this area. After discussions with the LA, it was agreed that this is not necessary for us at the moment. Instead, the focus will be on further monitoring and managing the usage of EHCP funding.

A confidential item was discussed and recorded in a separate set of minutes.

6. Equalities

Spring Anti-Racism update

AMW confirmed that notes from the last parent engagement meeting held on 12th March were circulated to governors in advance. The meeting had 10 parents in attendance and focused on the school's vision, with MS also present to provide a presentation.

AMW commented that the recent anti-racism meeting went very well, and the next session will take place at the end of the school day at this site. A parent carers survey has been sent out, and SLd is meeting with the anti-racism leads to review feedback from this. SLd noted the responses were interesting and will help inform the strategy.

AMW highlighted that she is also speaking with groups of pupils and other stakeholders to ensure that a broad perspective feeds into the anti-racism strategy. She praised Caroline for her work developing a series of six sessions on micro- to macro-transgressions, including one focused on ethnicity and race. These sessions have been so impactful that the LA plans to use them city-wide as a teaching resource. The Governor Conference recently focused on workplace barriers, which LW attended. The school is planning to reflect these insights in future surveys.

AMW extended thanks to MS, Caroline, and Catrin-Pierce for their excellent contributions to this work. LM also thanked AMW for her leadership on the initiative.

AMW confirmed that the next working party will take place online on 30th June at 4pm, and all governors are welcome to attend.

7. Policy Reviews

Staff Anti-Bullying policy

AMW highlighted a minor wording amendment which MS agreed to correct.

Governors confirmed that there were no other questions or comments.

Governors approved the Staff Anti-Bullying policy.

8. Governor Monitoring for Spring/Summer Term

LM confirmed the following monitoring visit reports had been completed and uploaded on the GVO for information:

8. DK - Reading monitoring feedback email

8. Governor Monitoring - H&S School Road WHIS by MA 26.01.24

8. Health & Safety Monitoring Report Spring 25 Portland Road EG

8. Monitoring Visit Report - Safeguarding - Feb 25

8. Monitoring Visit Report - Safeguarding - Nov 24

LW advised new governors about the importance of link governor visits and encouraged them to attend visits organised by other link governors as well. These visits offer a valuable opportunity to see the school in action and help strengthen governor presence and engagement.

LM thanked everyone for their contributions and also expressed appreciation to the staff supporting these visits.

9. Strategic Direction

MS highlighted that the parent working group overview presentation is available on GVO for governors to review if needed. She then gave a summary of the key points and headlines from the presentation to ensure governors were up to date.

Q: How did the meeting go?

LM commented positively on the group's work, noting that discussions have included practical matters such as the school website, parking around the site, and visibility on Google Maps. The group is aiming to focus on 3–5 projects per year. MS gave a brief overview, highlighting the substantial effort that has gone into the group and that the minutes reflect the strong commitment from participants. Projects are varied and will likely attract involvement from different parts of the community. There have been approximately 16 attendees per meeting, with participants varying across the sites, amounting to around 160 individuals in total. SLd added that additional people have expressed interest and offered help, even if they've been unable to attend meetings. There was a broader discussion with some practical examples, and governors were encouraged to attend the meetings if they're able.

MS noted the possibility of pursuing further grant applications with support from the parent working group. LW suggested including a dedicated agenda item at a future FGB meeting in the summer term to allow the group to present and share the work they're doing.

LM thanked MS and the SLT for their efforts in establishing and supporting the group.

10. AOB

National Teaching Awards

SrL shared a suggestion to seek external recognition for the school's work, particularly around cultural capital. She has researched various national awards and recommended applying for the Primary School category of the WHIS award, as it could highlight how the work at WHIS influences HJS and demonstrates a clear progression. SrL offered to prepare the application, which is due in October, and proposed that the team consider which other awards may also be appropriate. AHJ noted prior experience with similar applications and offered to support the process.

LM thanked everyone for attending.

Date of next meeting:	20 th May 2025, 6.00 – 8.00pm Portland Road
Time closed:	8:05pm

***** Please see Action Points from this meeting on the following page**

Action points from FGB meeting held on 1st April 2025

Item/Action	By	Person responsible
4.1 LM to add creation of monitoring checklist for link governors in the strategic priorities' guidance	Next FGB meeting	LM

Appendix (see below)

1. FGB Agenda 01.04.25 - final

10a. 2026 National Teaching Awards Outline

10a. National Teaching Awards - Sarra email summary

2. FGB minutes 28.01.25 DRAFT (final)

3a. Finance Monitoring Update Jan25

3b/c. Recovery plans vs draft budget plans [SEE COMMENTS FOR ACCESS]

4a. Governing Board Strategic Priorities - 24-25 Mar 25

4b. New governors supporting statements Spring 2025

4d. Governor Annual Report DRAFT

4e. Governor Role Description - developing Jan 25

4f. HLF Standing Orders - draft 15.2.25 (1)

5. For GVO FB Update against HLF Key Priorities and Ofsted Preparation

5. Writing key priority info governors updated March

5c. SPA Report - HoveJunior_SimonChandler_12Feb2024 (3)

5d. Updated Response to LA offer for GVO

6. 12.3.25 Anti-Racist Parent Meeting .pptx Communication for P_Cs

6. Spring Anti-Racism update

7. HLF Anti-Bullying, Harassment and Victimisation Procedure 2025

7. HLF Staff Anti-Bullying, Harassment and Victimisation Policy 2025

8. DK - Reading monitoring feedback email

8. Governor Monitoring - H&S School Road WHIS by MA 26.01.24

8. Health & Safety Monitoring Report Spring 25 Portland Road EG

8. Monitoring Visit Report - Safeguarding - Feb 25

8. Monitoring Visit Report - Safeguarding - Nov 24

9. NGA guidance - parental-engagement-schools-20241205



9. School Working Party 3.2.25 Meeting Minutes

9. School Working Party 3.2.25 Meeting Minutes

9. What is the Parent and Carer Working Group_

9. WHF_ParentsWorkingGroup - Meeting Presentation 26.2.25

LA Collaboration Proposal
