



| Name                                | Type of Governor        | Present                     | Apologies |
|-------------------------------------|-------------------------|-----------------------------|-----------|
| Madeleine Southern                  | Headteacher             | Yes                         |           |
| Lisa Marshall<br>(Co-Vice Chair)    | Co-Opted                | Yes                         |           |
| Louise Wilkinson<br>(Co-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               | No                          | Yes       |
| Sam Ledger                          | Deputy Head             | N/A                         |           |
| Niamh O'Shea                        | Deputy Head             | No                          | Yes       |
| Sarah Shaw                          | School Business Manager | Yes<br><i>(Items 1 – 4)</i> |           |
| 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

LW welcomed all to the meeting.

### Apologies

Governors confirmed apologies from MA, AHJ and NoS.

### **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 17.12.24 and EFGB 07.01.25 accuracy / matters arising, amended Safeguarding Committee minutes 20.06.24 and FGB meeting 02.07.24**

### **Approval**

#### **Safeguarding Committee 20.06.24 (amended)**

LW advised that we received feedback from Ofsted on this set of minutes in which they stated that it wasn't clear which school (WHIS or HJS) was being discussed in the minutes. These minutes were taken by a previous clerk who was less experienced with HLF's context as a federation, so we have amended the minutes and clarified them as per Ofsted's feedback.

*Governors approved the amended set of minutes for the Safeguarding Committee 20.06.24.*

#### **Full Governing Body meeting 02.07.24 (amended)**

LW advised that the minutes for 02.07.24 have been amended in the same way to clarify which school and sites are being referred to for clarity and Ofsted inspection purposes, and these have been updated and checked by MS, LW and LM. LW confirmed that there are no other issues from the other meeting minutes from this period.

*Governors approved the amended set of minutes for the Full Governing Body meeting 02.07.24.*

**ACTION 2.1 - TW agreed to update the records with the amended versions of these minutes – ACTION TW**

### Full Governing Body meeting 17.12.24

*Governors approved the set of minutes for the Full Governing Body meeting 17.12.24 subject to LW sending the final updated version to all governors following this meeting.*

### Extra Full Governing Body meeting 07.01.25

LW advised that the draft version of these minutes had not been circulated to governors in advance, and it has only just been prepared shortly before this meeting. There was a discussion around these minutes, and governors agreed to check and approve them later in the meeting [*see item 10 below*].

### Matters arising

N/A

### Progress on actions

*The following actions have been met:*

- TW has updated the FGB minutes 08.10.24 in accordance with the edits requested on the GVO
- MS has sent the H&S audit document to EG prior to the next F&L meeting
- MS has aligned the action plans for the different sites and updated them on the website accordingly
- TW has created an appendix that lists all documents for the meeting in each set of minutes going forwards
- SS extracted the budget monitoring highlights and sent these to TW to include in the previous minutes

*The following actions are ongoing:*

- **ACTION 2.2 - MS/TW to amend the dates on the pay policy – ACTION MS/TW**

### 3. Finance

#### 5-Year Financial Recovery Plan

#### ***[Advance discussion on GVO]:***

**Q: Are we accounting for the £40K from the LA as income all within a single financial year, or are we spreading this income (for accounting purposes) across each of the remaining years of the 5-year recovery plan?**

MS: The £40,00 will be sent from the LA for this financial year and will be split with £20,000 going into each school budget. Sarah has agreed this with Sue Pollack from the LA when budgeting for the within year deficit for end of financial year accounting.

**Q: Could we aim to compile a list of financial opportunities that we could share with the board regularly to help them more easily understand the risks/benefits of each? For example, some ideas may not meet the threshold for getting into the financial recovery plan but they can be kept on the backlog for future consideration, so we don't forget them or to stop us from having to re-review unviable ideas.**

MS: Financial opportunities would need to be on a separate page of the 5 Year Excel Sheet Plan rather than defined actions agreed as part of the Year 205 actions to reduce the deficit for auditing purposes.

**Q: If we have a \*slightly\* better year end outturn than we expected in the financial plan how does that process work with LA? Is there any way we can hold that small excess over into the next year to give us a buffer in case any additional costs come through early next year or do we have to release it all and start with zero again?**

MS: Surplus amounts within the budget are carried over as per LA policy.

MS provided the following summary on the GVO:

#### **Combined picture:**

**1. Current improvement to recovery plans = +£52,056**

## 2. Total projected combined deficit at year end = -£635,437

### Finance Update to FGB – January 2025

The LA have confirmed in their offer that from April 2025, we will be able to operate a joint payroll system, a joint finance system on Bromcom and a joint budget & 5-year recovery plan. SS meeting with MS/LC on 29.01.25 to start working on joint budget planning process & new recovery plan.

### Hove Junior School:

At the end of Month 09, the current outturn shows an in-year surplus of £68,211 and a cumulative deficit at the year-end of -34,884. (See the Budget Monitoring Report – December 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 £26,522 against the deficit so improved from our 5-year recovery plan.

#### Key points to note:

- Overspend of £111,950 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. Offset some of this overspend against Core Schools Budget Grant income of £62,671.
- Large overspend expected on supply costs due to 0.5 FTE class teacher on long-term sickness being covered by her job-share until Easter (this equates to approx. £9k).
- There may be a small under-spend on agency costs (Hays) but this is dependent on staff absence/sickness levels for Spring Term 2025.
- Includes £8,400 for share of legal fees relating to legal judicial review.
- Premises costs could have a small over-spend but depends on year-end utility costs.

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· All curriculum costs expected to stay within budget.

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- Unspent Sports Premium expenditure to be ring-fenced into next financial year.
- Income from breakfast & after school clubs estimated to be just under £90k (60% share).
- EHCP income has an expected shortfall of £51,458 (already highlighted as high risk of recovery plan).
- There is a large surplus of £40k on LA contributions – this includes the £20k share of financial support package that we are expecting (agreed with R Barker).
- There is a smaller surplus of £8k on miscellaneous income which includes student teacher income, commission from JP Photography and ECF mentor backfill grant.

**Expected School Carry Forward at Year End -34,664 Deficit**

Remaining Budget Available for Current Year £-53,713

Budgeted Carry Forward to Next Year -61,186 Licenced Deficit

Variance to Budgeted Carry Forward 26,522

Expected Partnership Carry Forward at Year End 0

Balance Brought Forward from Last Year -82,675 Deficit

Capital Loan Repayments 0

Redundancy Loan Repayments 20,200

In Year Surplus/Deficit £68,211 Surplus

## **West Hove Infant School:**

At the end of Month 09, the current out turn shows an in-year deficit of -£57,876 and a cumulative deficit at the year-end of -£600,773. (See the Budget Monitoring Report – December 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 £23,534 against the deficit so slightly better than our 5-year recovery plan.

### **Key points to note:**

- Overspend of £129,920 on direct staffing costs primarily due to unfunded pay awards for support staff and cost of shared Learning Mentor (not on original budget plan). Also includes £4.5k of cover overtime for SLT and teachers.
- Supply and agency costs expected to stay within budget. Offset against expenditure above.
- Total curriculum costs expected to have a surplus although not £11k as previously expected due to a number of large outstanding invoices being paid in January, including Little Wandle membership fee.
- Includes £5,600 for legal fees relating to legal judicial review.
- Income from breakfast & after school clubs estimated to be just under £119k (40% share).
- Income from EHCPs has exceeded budgeted income– no risk to recovery plan.
- An adjustment on pupil premium income has meant we have received £6k less this year.
- Includes the £20k share of financial support package that we are expecting (agreed with R Barker).
- We have received £3.5k for C Kemp-Harris secondment and £10k for student teacher placements.

### **Expected School Carry Forward at Year End -600,773 Deficit**

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Ring fenced amounts to be spent in next financial year

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Primary Sports Premium 8,260

Pupil Premium

**Remaining Budget Available for Current Year £-609,033**

**Budgeted Carry Forward to Next Year -624,307 Licenced Deficit**

Variance to Budgeted Carry Forward 23,534

Balance Brought Forward from Last Year -522,697 Deficit

Capital Loan Repayments 0

Repayments 20,200

In Year Surplus/Deficit -57,876 Deficit

***[Advance discussion on GVO end]***

SS advised that she has started the process of implementing a joint budget plan, and that this will involve a joint budget/payroll accounting system etc., and it will reset the 5-year recovery plan. It will be easier to track and provide information going forwards from April 2025 and the Federation is still reporting as separate schools currently.

#### **Hove Junior School**

SS advised that HJS is just under -£35k, which is an improvement on the licensed deficit, though this is just for the period up to December 2024. There has been some staff sickness during the spring term, but the only large overspend that we are expecting is on supply/agency costs for this. We have one teacher on long term sick-leave who is in a job-share, which will cost an additional £9k to cover. We are

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expecting to receive £40k from the LA which Richard Barker has approved for financial support, and this will be split into two amounts of £20k for both schools. This will be received in this financial year in April, and SS confirmed that this has been factored in to the £-34k current position.

### **West Hove Infant School**

SS advised that the baseline figure is -£600k, which is an improvement on the licensed deficit, and we have gained £24k within this, which is positive. It is the same as HJS in that staff sickness is currently higher in the spring term. SLT are working well at managing internal cover, and first day cover by splitting classes is being used in the junior school at KS2. MS advised that this is part of the absence management plan.

SS advised that overall, it is a positive financial picture for both schools and both schools have kept within their licensed deficit, and she is confident that we are not going to spend more than this currently.

#### **Q: Is the combined position better than we saying we'd achieve?**

SS confirmed that this is the case.

#### **Q: Is this mainly due to the £40k that we have received from the LA?**

SS advised that this is correct, and that we would only have a £12k improvement in the budget otherwise, as opposed to the £52k improvement that we have here. There was a further discussion around this, and governors acknowledged that this allows for manoeuvre if unforeseen issues arise.

#### **Q: Are we as a school impacted by the increase in national insurance contributions?**

SS advised that there will be a 2% increase for support staff, and this has been factored into the budget plan that she will be discussing with MS tomorrow. We are not expecting financial support for this from the DfE. We are assuming that teaching pay awards and pensions will be funded as they were in 2023-4, but there is no confirmation on this yet, and we will factor this into the budget plans. We will know more in the next two weeks when we receive all the information, and we are working with drafts budgets now.

The wraparound care that we are offering is excellent in terms of boosting the schools' income, and we are taking over the holiday club from July at the School and Portland Road sites, for which we are estimating that we will generate £60k on top of the other income that we are receiving. SrL advised that she is getting messages as a parent about pioneering other school clubs for February/Easter onwards, and it would be great to see a plan that outlines a timetable for marketing these clubs to parents, as it is a competitive market and environment for this. There was a broader discussion around this.

**Q: Will these clubs just be for school pupils?**

MS and SS advised that they will be open to the wider community, and they are just at Portland Road currently. There was a broader discussion around this.

**Q: It is a large job to combine the budgets for both schools, particularly regarding payroll, and are you getting good support or project management from the LA around this?**

MS advised that we would discuss this further down the agenda [see item 5], and that it is in the early stages with this.

**Q: Regarding the joint budget, presumably some things will be kept separate in some instances, e.g., payroll?**

SS confirmed that this is not the case, and that everything in the budget is coming together all as one, but we will have the detail for the separate sites if we need it. We will also provide improved headlines in the financial reporting outlining the key points.

LW thanked SS for her work on this.

**SEND Expenditure Report**

LW advised that she will review this and discuss it separately, and governors agreed to remove this as an item from the agenda for now.

**4. Governance**

**Strategic Priorities – (standing item)**

LW advised that we are keeping this as a standing item for now, but we will review the strategic priorities separately first considering recent developments with the LA's latest offer and then bring it back to the next FGB meeting.

**Election of Chair**

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LW advised that sadly NJ has had to resign for personal reasons. He has done an excellent job and been great with the staff, and he will be missed, and we are all passing our best wishes to him, and we will also be in contact with him from time to time.

LW advised that both LW and LM have been in the Chair/Vice Chair roles since 2020 and that the NGA recommends a 6-year max term. LW further advised that we are also currently conducting a governor recruitment campaign, and we are looking for people who could potentially move into the Chair and Vice Chair roles through succession planning. Governor recruitment will support the succession planning and ongoing development of the governing body.

LW nominated LM for the position of Chair of Governors, and AMW seconded this. There were no other nominations.

*All governors unanimously approved of LM as the Chair of Governors.*

LM nominated LW for the *position of Vice Chair of Governors*, and DK seconded this. There were no other nominations.

*All governors unanimously approved of LW as the Vice Chair of Governors.*

All governors thanked SS for attending the meeting.

*SS left the meeting.*

There was a broader discussion around the roles of Chair and Vice Chair and succession planning.

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

### **WHIS Ofsted report**

MS confirmed that this was discussed in the previous FGB meeting, and that the advance discussion on the GVO was included in the minutes. LW noted again that this is an incredible achievement.

### **WHIS and HJS Headteacher Reports**

***[Advance discussion on GVO]:***

## HJS

Behaviour incidents:

**Q: Are there any plans to mirror the HR behaviour task force in PR?**

**Q: Wondering if we're able to pull any insight from the narrative alongside the behaviour incident data; could we use AI to help us identify any underlying themes? E.g., if any impacts from wider environment coming through - thinking of the recent consultation process**

MS: Yes, the behaviour team work across the federation and we started with a trial at Holland Road. There will be more behaviour observations and sharing of good practice including cross site visits this term leading up to the June Inset on behaviour CPD. The classroom management and behaviour 'practice before policy' changes conceptualised and trialled at HR include agreed visually supported routines, behaviour curriculum, tiered reminders and warnings with scripts. These will be updated into the positive behaviour policy as part of the June Inset with the behaviour team delivering the CPD.

MS: Positive relationships policy does include the adaptations that are needed to support high needs children and that some children will need a more bespoke and personalised approach as identified on their SEND and/or behavioural learning plans and risk assessments. There is a section on de-escalation and positive handling, but this section will be updated post team teach training in the spring term. The federation will produce a stand-alone positive management policy.

**Q: The focus on DA outcomes in writing as a priority area has come across very clearly in the Head's report, in the linked data analysis, and in subject monitoring. Can you please provide an update on any actions that have been identified or taken in autumn 2024 about gender attainment gaps in writing? Our internal data shows that this is an issue in many (though not all) year groups.**

**MS:**

**More noticeable gender gaps in writing can be seen in year 4:**

Boys on track for ARE/+ in writing 49% and girls 76% as an overall year group. This is particularly the case at HR with 35% of boys predicted to reach ARE/+ in writing.

**Year/Phase leads have identified the actions to be:**

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- A pupil conferencing group to be set up during assembly time with a writing focus. SL to discuss further with Emily Lowen and select pupils together.

- Use of writing scaffolds have been identified for individuals working below the expected standard. The impact of these will need to be monitored at the pupil progress meetings with SL. January CPD led by subject leads has supported this.

-In class guided groups to include priority off track pupils with a DA profile. These groups need to be flexible to meet the needs of the children off track. List of children to be identified with SL.

#### **Additional actions identified by year 5 lead are:**

-Use of peer challenge partners in writing lessons to support children (including boys) off track in writing. RJ to monitor the use of these in lesson drop ins.

-Pupil conferencing was also identified in year 5 to set individual targets for pupils (including boys) off track in writing. This takes place during assembly time and in flexible grouping in lessons.

\*Where the gaps are at HR the numbers of pupils remain quite small e.g., Year 6 HR 72% of girls are on track to achieve ARE/+ in writing and boys are at 56% but this only equates to 3 children difference.

**Standards: Attainment and progress in writing is increased for all children with a secure focus on assessment to drive improvement** (target 80% by the end of KS2)

Writing CPD took place in:

**Key priority 4: *Writing professional development workshops***

1.Pre key stage writing assessment – Seanin Hann

2.Foundational knowledge and transcription – Charlotte Wallace Inclusion Manager

3.Writing scaffolds – Ryan, Rowan and Tash -English Team

- All teachers to **accurately** assess, moderate and benchmark children’s writing 3 times per year
- All teachers to **accurately** moderate writing assessment in year groups and across sites
- All teachers to **accurately** use AFL to identify next steps in planning and teaching writing and use this to inform planning
- All teachers to **accurately** use the pre key stage assessment tools for children working below programme of study
- All teachers to identify children working at or with the potential to achieve greater depth at the end of KS2 and plan stretch, choice and challenge opportunities
- All teachers to **accurately** assess, moderate and benchmark children’s writing 3 times per year
- All teachers to **accurately** moderate writing assessment in year groups and across sites

Autumn Term 2024 Focus:

1.To increase the % of DA pupils achieving ARE/+ in writing by ensuring consistently high standards in the planning, teaching and resourcing of writing through assessment for learning.

2.To enhance cultural capital in writing in lesson sequences

3.To ensure consistent and accurate assessment, driving attainment and progress in writing

4.To increase % achieving greater depth at the end of KS1 and KS2 in line with national standards (End of KS2 national 13% 2024. LA 7% and HJS 12%)

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80% of children achieve ARE or greater in writing at the end of KS2 with increased attainment in years 1 – 5 building over time

**Data:**

**September 2024 Writing Baseline: ARE/+**

Year 1 75% expected level of development

Year 2 55%

Year 3 55%

Year 4 64%

Year 5 59%

Year 6 65%

**Data for writing is below expected and not on track for local or national averages**

**Data: Baseline Sept 2024**

Year 1 DA writing 52% expected level of development

Year 2 DA writing 33% ARE/+

Year 3 DA writing 30% ARE/+

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Year 4 DA writing 36% ARE/+

Year 5 DA writing 43% ARE/+

Year 6 DA writing 37% ARE/+

### **Data: Writing Summer 24**

#### **Children achieving greater depth**

Year 2 20% GDS

Year 3 26% GDS

Year 4 9% GDS

Year 5 6% GDS

Year 6 4% GDS

### **Writing Assessment Expectations**

**EYFS** – Baseline data end of September each year and then termly assessment towards the early learning goal outcomes. Termly writing expectation statements to be looked at by Linda and Caroline.

**KS1** – Moderate books before each data drop using the KS1 assessment framework (tick all to achieve ARE). This will continue to support teacher judgements.

### **Writing Assessment Expectations**

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KS2: Teachers should assess approx. 9 books per class and use these as a benchmark for the rest of the class. This must include a range of attainment including children working below age related expectations and DA pupils. The pre key stage document will support this. From this year, this must include at least 3 DA pupils. Teachers will be asked to bring these writing assessment grids and books to pupil progress meetings to support their discussions/assessment.

Why are they off track from last year/KS1? What are their gaps and targets in writing?  
Writing Assessment and Moderation:

### **Writing Assessment Expectations**

KS2: Teachers should assess approx. 9 books per class and use these as a benchmark for the rest of the class. This must include a range of attainment including children working below age related expectations and DA pupils. The pre key stage document will support this.

From this year, this must include at least 3 DA pupils.

Writing Moderation: Teachers will be asked to bring these writing assessment grids and books to pupil progress meetings to support their discussions/assessment.

Why are they off track from last year/KS1? What are their gaps and targets in writing?

### **More significant gender gaps in writing can be seen in year 4:**

Boys on track for ARE/+ in writing 49% and girls 76% as an overall year group. This is particularly low at HR with only 35% of boys predicted to reach ARE/+ in writing.

### **Phase leads have identified the actions to be:**

- a pupil conferencing group during assembly time with a writing focus. What this will include needs to be discussed further with Emily Lowen.

- Use of writing scaffolds to be identified for individuals working below the expected standard. The impact of these will need to be monitored at the pupil progress meetings. January CPD supported this.

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-The in class guided groups to include priority off track pupils with a DA profile. These groups need to be flexible to meet the needs of the children off track.

### **Additional actions identified by year 5 lead are:**

-use of peer collaboration in writing to support children (including boys) off track in writing. More detail needed to see specifically what this would involve.

-Pupil conferencing was also identified in year 5 to set individual targets for pupils (including boys) off track in writing.

\*Where the gaps are at HR the numbers of pupils remain quite small e.g. Year 6 HR 72% of girls are on track to achieve ARE/+ in writing and boys are at 56% but this only equates to 3 children difference.

### **SLT Changes**

**Q: Given the significant reduction in SLT over a short period of time - it would be helpful for governors to understand the impact and any learning. Similarly for the Inclusion team - where there have been significant changes. I'm sure there are plans to review impact.**

MS: See Item 5 Safeguarding Committee Minutes - Item 5: New Inclusion Structure from January 2025 for structure diagram and overview.

Overseeing Inclusion for SLT is Charlotte Wallace who will be performance managing and training our new Sencos. Roles and responsibilities have been updated accordingly, and CW is working an additional day to support this strategic work for the federation. Charlotte Hudson (CH) has taken over as the Senco at Portland Road site from Mandy Stewart who has retired on 0.8 from January 2025. Charlotte is an experienced teacher at the school and is undertaking her NPQSENCO. Ben Bowra started at School Road site in September 2024 as Senco working 0.6. This will be quality assured with the site leads and Maddie Southern as Executive Headteacher. All site leads are DSL trained, and the site leads at Portland and School Road will undertake the DSL at their sites. Charlotte Wallace will review, and quality assure this as part of governor monitoring and overseeing safeguarding across the federation. The Senco will receive DSL training in February 2025 to undertake roles in the summer term as deputy DSLs for the two sites.

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Our learning mentor team is made up of 2 senior learning mentors Elaine McMahon and Naomi Miller, with Bridgette Rennie, Sharon Pond, Serena Lambert and Kelly Taft are all experienced learning mentors working at our 3 sites. All trained as DSL's.

Naomi Miller also leads on mental health working across all 3 sites. The role of the DMHL (Designated Mental Health Lead) is to:

- Ensure the school's mental health policy is up to date and embedded within the school.
- Oversee embedding one-point referral system for all mental health concerns within the school to support the identification of pupils' specific mental health needs.
- Ensuring Information and advice about mental health is shared on an ongoing basis, to help normalise mental health difficulties and address stigma associated with talking about mental health.
- Oversee embedding of procedures for children, staff and parents/carers to refer pupils they are concerned about.
- Procedures for referrals should be publicised and accessible throughout the school community.

### **Anti-bullying pupil voice**

**Q: Great to see the depth of work around anti-bullying week and the pupil voice work. Y3 3 - Last Q - Have you seen or experiences mean behaviour or bullying. All children said they had - I wonder if it would be helpful to split out 'mean' and 'bullying'. Although concerned with both - a 100% score on the bullying would be more concerning. I can see there is an action to follow this up.**

MS: The pupil voice questionnaire and the HJS Bounce Wellbeing Survey will be quality assured by the DMHL.

### **WHIS**

**Q: Page 1 - Y2 leavers - 2 people home educating 'unknown'. Please could you say more about where these children have moved on to. I understand we have SG duty around this.**

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MS: Both pupils went to named schools. Pupil 1 went to Aldrington Primary in Hove and Pupil 2 left the area on the last day of term and we have just been contacted from her new school.

If we do not have information about the school, they are going to we must refer them to the missing in education team and actively continue to chase up the information.

## **Mental Health**

LM: DMHL Lead report is excellent - clearly doing amazing work - finding creative solutions against a backdrop of a reduction in external services and an increased demand. Governors would like to pass on thanks to the DMHL Lead for all her hard work supporting children and families and for continuing to find creative solutions and build relationships across a range of services to try and maintain provision.

Governors appreciate the work NM is doing around working to fundraise to bring in additional resources.

SPA reports are excellent - congratulations - if you think it would be useful to invite governors to join these sessions - I'm sure it would be possible for someone to attend at least part. It might be helpful for Ofsted prep.

MS: The Know Your School Well Visits are an opportunity for the SLT as leaders to come together and evaluate the school during the autumn term using the SEF and Key Priorities documents.

Simon Chandler will be undertaking Ofsted preparation for subject leaders in the spring term 2025, working with the English, history and geography computing, PSHE and personal development and behaviour teams.

**Q: This comment applies equally to HJS and WHIS - With regards to the SLT staffing reductions, could we have an update on the day-to-day impact? I think it would be useful to hear how it is working outside of the context of the academisation consultation, so suggest we schedule the update for the summer meeting and reflect on the experience over the Spring term. For example, how has the reduction been accommodated, what changes have you had to make on a day-to-day basis, how has it impacted other staff, pupils and school management? Is it sustainable and is there anything further we can do to mitigate these impacts?**

**As well as having transparency over the impacts of changes I'm hoping we can capture any lessons learned for future.**

MS: SLT will review this after half term given the impact of the consultation on the autumn term in regard to additional work after a full half term working with the new inclusion structure. A review of the inclusion team has been submitted under Lisa Marshall's question.

Roles and responsibilities of the site leads have had to be reorganised to undertake the DSL roles at Schools and Portland Road. Charlotte Wallace remains the DSL at Holland Road site. As outlined in the inclusion structure the Inclusion Manager is undertaking a period of training and professional development for the two Senco's who started in September 2024 and January 2025 and this new structure will be reviewed as part of the safeguarding committee and SEND monitoring by Louise Wilkinson.

***[Advance discussion on GVO end]***

***[Headteacher's update sent in advance]:***

Head's Update:

Following the consultation in autumn 2024, our focus as an SLT and governing body for spring 2025 needs to be on moving the school forwards and refocusing our time and capacity on Teaching and Learning priorities. Our key priorities are:

1. Supporting the transition of the new inclusion team structure from January 2025
2. Safeguarding responsibilities and enhancing expertise for the PR/SR site leads as DSLs overseen by Charlotte Wallace as Inclusion Manager.
3. Governance and building strategic capacity
4. Preparation for the Hove Junior School Ofsted inspection
5. Key priority 4 - Writing

Secondly SLT and governors need to harness and build on the community engagement for the school that we know is there from the consultation. Harnessing this passion for the school will help to rebuild the community.

The governance strategic challenge and support for SLT needs to focus on the Ofsted inspection and teaching and learning and giving the SLT time to do this in their new structure. As well as continuing to ensure the school remains within the in-year deficit budget and supporting the SBM and finance team.

The SLT need support to ensure we are working with our stakeholders including staff, parents and carers and the wider community as a united team.

Traditionally schools have had a governing body and a PTA. I am proposing through the development of the working group that starts on 03.02.25 that we have a Parent Partnership Working Group ' as a third body made up of community stakeholders who don't have time to be on the board and don't want to be on the PTA but who do want to provide the school community with their time and skills sets in a different way.

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Our vision as an SLT is to harness these professional skills to build capacity for the school in key areas such as marketing, funding streams and technology and organise this body with a chair, vice chair and memorandum of understanding facilitated by SLT meeting for 2 hours a month over the school year.

I will also talk through the LA offer which was to *'Reset the relationship with schools' '....to work in a new way, through a strategic partnership, to overcome the challenges of the budget deficit and reset the working relationship.'*  
*'Committed to collaborating differently. Our goal is to provide the best possible service from the council, focusing on solutions and efficiency.'*

### ***[Headteacher's advance update end]***

MS thanked all governors for their advance questions, and she confirmed that she has answered them all, and she asked if there are any more follow-up questions relating to these. MS clarified the change in roles for SENCOs.

**Q: Regarding the Junior school data, and the Year 4 Holland Road data showing greater depth and phase leader information, has RJ provided more details around this?**

MS advised that in terms of greater depth, RJ has liaised with the Year 3 and Year 4 phase leads and linked this in to the Writing targets on Arbor, and she had advised that there are children in these year groups for whom it is felt that they are going to achieve greater depth, but this has not been included on their assessment form for the autumn term, so they are going to make sure that they are accurately assessing for this time period. There will be a discussion on moderation in the staff meeting in two weeks' time, and it is all in hand. DK expressed thanks to RJ for her work on this.

### **Hove Junior School**

MS advised that the advance report for HJS was circulated to governors on the GVO [*see above*].

**Q: In the context of combining the school budgets, could the Headteacher's reports be combined too, but with delineation between the schools?**

MS advised that for Ofsted purposes we need to have two separate reports. There is some duplication between the reports, but this is due to having a shared SLT team, and we need to retain the model of having two separate reports for Ofsted.

**Q: Regarding the new behaviour model at level 1 and level 2, does this replace what we had before?**

MS advised that the plan is 'practice before policy' and so we have been making tweaks and trialling things before finalising any changes to our current Positive Relationships Policy. We have been monitoring and taking on feedback as we go. This will include talking to children and school council for pupil voice. There has been training for all staff and there is more CPD planned both in the spring and summer terms. One of the key principles of this new work on behaviour is 'behaviour is a curriculum, treat it as such'. To ensure all staff have the highest possible understanding and a range of the most up to date strategies, we are building on staff training throughout the year like we would any other area of the curriculum. All staff have had further training on recording incidents. As part of the training, we have identified what behaviour choices to look out for and how to manage them. We are planning in more discussions on bullying with the children and that is part of our next focus. We have also discussed this during our recent curriculum and inclusion meeting. Pupil voice is planned in for Summer 2025. We could provide case studies where the new changes have helped some of our children with high needs. MS advised that she would be happy to talk these through when we meet. LC advised that it doesn't replace anything, but it just refines our approach and helps teachers understand it better. DK commented that this is coming across well at the open day, and parents have approached him and said that the school seems very good at teaching children how to regulate their behaviour, and the messaging is clear to people who are looking at the school. MS advised that the changes implemented by SLd have worked very well in developing pedagogy, and it is ensuring that practice and feedback is fed through to the other sites/schools.

### **West Hove Infant School**

MS confirmed that key questions were uploaded in advance to the GVO by governors and she has answered these [*see above*]. MS summarised these and clarified her answers. MS asked if there are any specific follow-up questions from governors here, and she referenced SLd and NoS's work on the curriculum policy in the autumn term, and that this is highlighted in the quality of education section of the Headteacher's report and accompanying school SEF document.

**Q: Regarding teaching awards, are there any teaching industry things that we can put our teachers forwards for?**

MS advised that she is not sure but that this would be great if there are, and SrL agreed that she would look into this.

**ACTION 5.1 – SrL to look into if there are any teaching industry awards that we can put our teachers forward for - ACTION SrL**

### **Data Analysis**

[*See advance reports above*]

**LA Strategic Next Steps Meeting Update**

**[LA offer and response/plan]:**

LA offer

*‘Reset the relationship with schools’*

*‘....to work in a new way, through a strategic partnership, to overcome the challenges of the budget deficit and reset the working relationship.’*

*‘Committed to collaborating differently. Our goal is to provide the best possible service from the council, focusing on solutions and efficiency.’*

|   | What can the LA offer?  | What does the Federation need?  | Plan to move forward   |
|---|---|---|--|
| Strategic Support at a Leadership Level | <p>Drop-in meetings with strategic leaders within the council for one hour per week in term time</p> <p>Council and Federation partnership meetings for 2 hours every 3 weeks</p> | <p>Plot in a series of HLF partnership meetings</p> <p><i>A new LA Governor</i><br/> <i>New SPA from September 2025</i></p> | <p>Initial visit to Federation by G C-G (Prereading)</p> <ul style="list-style-type: none"> <li>• HLF and WHIS SEF</li> <li>• Key Priorities School Improvement</li> <li>• Budget recovery</li> </ul> <p>KC to arrange</p> <ul style="list-style-type: none"> <li>• Pre-meeting (1hour)</li> <li>• Site visits (including CW) 03.02.25</li> </ul> <p><i>1 hour x Weekly with MS or LC and G C-G RB to be timetabled following initial visit</i></p> <p><i>03.02.24 Georgina to come into all sites and meet staff and visit classrooms 1-4pm</i></p> <p><b>Partnership meetings</b> every 3-4 weeks with the Local Authority</p> |



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| <p>Financial support and advice</p>  | <p>One budget and payroll rather than two</p> <p>Additional funding £40,000 payment this year. Contingency funding to support future years. MS has emailed RB to identify when this will be sent to SBM.</p> <p>Capital funding for office re-configuration</p> <p>5-year financial plan Strategic support to deliver the 5-year recovery plan</p> | <p><i>Yes – one budget / payroll + Finance adviser to meet regularly with SBM to and work with HLF finance team and project management to one budget.</i></p> <p><i>Yes – but this does need to be considered alongside the repayments HLF are currently making as this amount does not off-set the repayments.</i></p> <p><i>Yes – reorganisation of the offices at SR/PR needs to form part of the change project going forward (under project management)</i></p> <p><i>Yes - 5 Year financial plan to be reviewed given revised circumstances. SLT</i></p> <p><i>Services to Schools – are there any efficiencies to be made from aligning as one school? (rather than having to pay twice)</i></p> | <p><i>One Budget agreed with SBM from April 2025. This will require project management from the LA and Sue Pollack at LA with SBM.</i></p> <p><i>Finance meetings every 2 weeks with SBM - Sarah Shaw with Sue Pollock + Finance governor when appropriate.</i><br/> <i>1 hr 2 weekly long-term collaboration from a secondary SBM LA and SLT</i></p> <p><i>HLF Change Project to be led by LA project manager (Michelle) Dates to be agreed</i></p> <p><i>Link to Schools ICT re IT systems linked to finance</i></p> <p><i>22.01.25 SLT Away afternoon – agenda to include financial planning + HLF change project</i></p> <p><i>Primary Model ruled out from modelling and £200,000 loss from budget by Steve Williams at LA</i></p> |
| <p>Governor training and support</p> | <p>Bespoke governor training – termly 2-hour sessions specified by the governing body on specific issues</p> <p>Wellbeing support for governors<br/>         Governor buddying</p>   | <p><i>LM and LW to consider governor support</i></p>  | <p><i>Governor vacancy on BEEM, school websites.</i></p> <p><i>External governor review to take place in the summer term 2025.</i></p>  |



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|                     | Support from an experienced chair of governors   |  | Associate governors to be considered in addition to add strategic capacity to the FGB.  |
| Project Management  | Manage change programme<br>produce whole school project plan for school change programmes<br>Costed financial modelling to support in delivering any changes required  | <i>Yes – details of change programme to be drawn up</i>  | <i>Possible ‘Change’ working party which representatives of staff groups.</i>   |
| Strategic HR advice | Consistent and responsive HR advice from a senior advisor<br>Work closely on any staff redesign<br>Project plan – timescales and resources – analysis of risks and opportunities at each stage<br>Support and advise with culture change<br>Support in managing industrial relations | <i>Yes – in line with <b>HLF change project</b> - communicating change that could happen involving staff</i><br><br><i>SBM to liaise with SBM work group to outsource</i>  | <i>Monthly meeting with HR Lorraine Bull Tues Maddie Southern and SBM</i><br><i>In place currently</i><br><br><i>Amanda Stockford to attend next monthly meeting re change management HR support</i>  |
| SEND provision      | Audit and development of SEND provision through working with Senior Manager<br><br>BHISS multi- disciplinary team working in partnership with SENCo<br><br>Training offer<br><br>Capital funding to create more inclusive learning spaces  | <i>Yes – start with audit of SEND provision to pinpoint areas where further support may be needed (e.g. EP time, EHCP applications and funding...)</i><br><br>BHISS team is already paid for – LA to identify with Inclusion Manager how will this differ?<br><br>Training offers already paid for – how will this differ? | <i>Audit of SEND provision from LA to include Date to be agreed. G C-G</i><br><br><i>Continued work on EHCP funding and high needs top-up G C-G</i><br><i>Funding is changing re high needs – further information to follow</i><br><br><i>Additional hours of Educational Psychologist time needed across the federation. G C-G</i><br><br><i>SEND Audit of space for inclusion to take place G C-G</i> |



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|   |  | HLF don't feel this is correct for our Federation – space at HR site: SEND audit will be beneficial to discuss this further   | <i>Amanda Meir, Tracey Williams &amp; Clare Bradley to meet with Charlotte Wallace to explore ways forward</i><br><i>Date to be arranged (2 hours) MS to send introduction email with CW</i>  |
| Teaching and Learning offer                                 | School Improvement<br>Improving the provision of curriculum leadership<br>Participating in early language and vocabulary development work with EEF<br>Coaching training for senior leaders<br>Lead teacher roles<br>Training and development opportunities<br>City wide network groups | Develop strategic partnership and curriculum work with Brunswick (or other schools as identified) with the support of LA over agreed timeline April 2025 onwards.<br><b>LA/HLF</b><br>Admissions postcode data – BN31XX 74 children EYFS ENTRY September 2025<br>BN3XXX 90 children | 1. Long term strategy for birth rate in BN31XX<br>2. LA to liaise with Governing Board at Brunswick LA<br>- September 2026 Admissions at EYFS   |
| Hove Learning Federation's role in the family of LA schools | Networks and partnerships<br>Commissioning the Federation to provide support to other settings<br>Leading development of stronger collaboration working in the city<br>Work in partnership with other local schools<br>Regional links through SE Networks                              |   | Agree timeline of HLF and LA strategic work April 2025 onwards. <b>LA/HLF</b><br>LC to continue as part of collaboration and partnership working group with A S-W<br>SLT coaching to continue to with Dave Cole LA<br>SLT continue to support LA Transition and VI Training/Maths Hub work and PSHE secondment to LA <b>SLT</b> |
| Meeting the challenge of falling numbers                    | Formal collaboration with other local schools to support admissions  | <i>Willingness to support another school in challenging difficulties – staffing and finance costs</i>   | <i>Discussion with LA 23.01.25</i>  |



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| Meeting the needs of the workforce   | Support for staff wellbeing<br><br>Work with unions  | <i>Continue to move all staff to federated contracts over time to allow flexibility of deployment</i> | <i>Meeting to be arranged with Local Authority and Unions – agenda to be decided <b>Richard Barker</b></i>   |
| Addressing the needs of stakeholders | Public meeting with stakeholders including parents on a termly basis to update on progress |   | Public Meeting Date to be agreed with LA and Hove Learning Federation after Easter<br><br>Working Group with P/C to be set up by Maddie Southern and Sam Ledger 03.02.25 |

**Key:**

LA: Local Authority

HLF: Hove Learning Federation

***[LA offer and response/plan end]***

MS advised that she recently attended the LA partnership meeting about their latest offer to HLF and what the next steps would be [see above].

MS advised that we are seeking strategic support at leadership level, and that Georgina Clarke Green, the new LA Education Director will need to get to know the school better, so she has arranged to come in and visit all three sites and meet the staff and pupils on 3<sup>rd</sup> February. MS advised that she has sent Georgina the finance plan document, and she gave a further summary of the meeting and the document. MS clarified how the budget works with service to schools across two sites, and that we can't subscribe to these under one budget to save money, though we get £200k funding for having split sites.

There was a broader discussion around the recruitment and criteria for LA governors.

MS gave a further summary of the LA offer document [see above], and there was a broader discussion around PAN in the area.

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MS advised that it was a productive and helpful meeting, and that she has tried to brief governors with the LA overview above, as clearly as possible here now. LW commented that it is helpful to have this so that we can keep on top of the discussion and process, as well as the strategic oversight and analysis of progress. AMW commented that we can keep track if something is not working, and SrL suggested that maybe in the summer term we could have mutual checkpoints with the LA to ask each other about how it is working. MS confirmed that there will be continuous reviews, and that she has also been clear with parents that she will communicate with them around this too. MS further advised that Georgina is in a new role, and that she'll develop a better understanding of the school over time.

**Q: Now that academisation has finished, this and the recovery plan are the two main strategic priorities, and they are quite large areas with a lot of information to review; are you able to signpost certain things and what the best way for us as governors is to engage with this strategically?**

MS advised that she has considered this and that she will prepare further guidance. LM suggested that there could possibly be a small working party of governors to help with this. LC advised that we are thinking about what the pattern of meetings with the LA will look like, and then which parts will be relevant for governors. MS commented that we think that we will need time as an SLT to build relationships with the LA team, and that we are not ready to take decisions on this currently, and our current priority for the spring term is to focus on the curriculum and teaching and learning.

**Q: I agree with the current prioritisation, though is there a way for governors to conduct oversight of this without extra meetings, and could it go through specific governor committees for instance, or if the LA meeting feedback becomes available?**

MS advised that this is in hand and that she will circulate the relevant documents as they become available, and that herself and LC will provide updates at the FGB meetings. There was a broader discussion around governors attending and supporting where possible. The F&L committee agreed to include a standing item on this topic on future agendas

- **ACTION 5.2 – TW to add a standing item to the F&L agenda regarding the LA offer – ACTION TW**

MS gave a further summary of the LA meeting feedback, and advised that we are particularly looking at setting up a parent partnership working group, which will be for parents who want to offer their time and skills but who are unable to commit to the governing body or PTA.

MS advised that there are currently around £3.5k of parent contributions, which is an increase, and there was a discussion around the possibility of direct debits. SrL suggested that regarding the new intake of pupils/parents in September, when she started at the school, she wanted to meet other parents, and a working group would be a great thing to go to, and it is worth promoting this again in September 2025. MS advised that we would run it first to see how it goes and look at the time length for it, and we will then revisit it. DK suggested

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that it could be helpful for utilising potential skills in the parent community that they might be willing to offer voluntarily e.g., website innovation, photography etc.

LW thanked MS for her work and update on this item.

## 6. Equalities

### Governors' Duty under the Equality Act

AMW confirmed that this had been circulated to governors in advance and advised that it is self-explanatory, and that we are asking if there are any questions on this here and making sure that we understand our duty under this in preparation for Ofsted. AMW gave a summary of what is included and advised that this is covered on Governor Hub. AMW noted that we will conduct further monitoring on the progress of our equality objectives.

### BHCC Trans Inclusion Schools toolkit

AMW confirmed that this was circulated to governors in advance. AMW gave a summary of this to governors and advised that it is for their information and to be aware of this and that we are adhering to this as a school.

### EDI – AR working group/parents' group

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

### Anti-racist school working party, 11/11/24, 4pm

Attendees: Caroline Kemp-Harris, Niamh O'Shea, Catrin Pearce, Maddie Southern, Anne-Marie Williamson  
Apologies: Lisa Marshall, Louise Wilkinson

- For full details on the WHIS and HJS update - see  [Anti-Racist update for Governors Nov 24.pptx](#)

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- 'Micro aggressions to Macro transgressions' workshops - CKH ran these workshops with 20 year 6 children across 5 weeks Summer 2023-24 term. CKH will run a staff meeting to share this excellent work. See update document for full detail
- CKH attended the Summer 2 city wide AR lead network meeting – BHCC have delayed providing support for parent/community groups and Global Majority pupil support workshops
- Shallow splash on anti-bullying week -will include race-based incidents on CPOMS
- Family voice group flyer went out to parents / carers on October 25th, with potential dates for the first PR meeting on a Wednesday morning (nov 27th or Dec 4th). Agenda for the meeting will include – GARS strategy, people's experience of race and racism and racial inclusion / exclusion in the HLF school environment
- Rachael Dawson will attend the AR Leads networking meeting Friday Nov 15<sup>th</sup>
- Leeds Beckett AR award [The anti racist school award](#) – award costs £594. Could BHCC do some recognition for flagship schools – CKH to raise at the next AR leads meeting with BHCC.
- Equalities Policy – MS will add an objective based on the AR work. Objectives are set over 2 – 3-year period. The policy isn't up for renewal until 2026 but have MS and CW have re-looked at it this year.
- AR strategy to go on website – tbc when
- CKH read 'Teaching a diverse primary art curriculum' – she would like to do a staff meeting to support teachers to have a critical eye on how we teach modern and classical art in terms of race and gender. Potentially have 2 staff meetings on art – one on CPD in art, and one looking at inclusion through art.

- Currently displaying different artists in the corridor at PR – review display to ensure its inclusive
- Music going in and out of assembly – could make the music more diverse, with a fact slide on screen about the music/musician, so children hear music they might not hear elsewhere

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

AMW gave a summary of the Anti-Racist group and advised that a report was circulated to governors in advance [*see above*], and she commented that great work has been done with this. AMW advised that we are looking at another date this term for the AR working party, and the aim is to get the strategy onto the website when the format is ready. AMW advised that it costs £594 to formally become an Anti-Racist school, and that she will speak to the council about this. There was a broader discussion around this. AMW commented that she was impressed with the parents' group, and she gave a summary of this and the feedback from parents about their experiences. AMW advised that there will be another parents' group in early March, and it has been positive so far, and she gave a broader summary of this.

Governors thanked AMW for her work on these topics, and AMW advised governors to please ask her if they have any further questions on this later too.

## **7. Policy Reviews**

### **E-Safety policy**

#### **Q: Are the schools' communications about smartphones/mobiles included in this policy?**

MS advised that she and RJ met with the smartphone network parent group, and this policy has been created in collaboration with this group. It ensures we are following the principles around this and shows a clear vision and looks at helping pupils make healthy digital choices. MS gave a further summary of this and advised that it links into standard legislation and what we need to do as a governing board.

Governors thanked MS for her work on this.

*All governors approved of the E-Safety policy.*

### 8. Governor Monitoring for Spring Term

LW confirmed that she has had a discussion with AMW about visit dates.

LW advised that a H&S visit has taken place, and there was a discussion around different visit types. LW requested that if any dates are scheduled to please forward them to her.

DK advised that he attended last week to conduct an EYFS and Phonics visit, and he will prepare the reports shortly.

LW advised that the SEND and safeguarding visit dates are scheduled, and that she is preparing a behaviour visit date with SLd.

### 9. Future Options/Strategic Direction

LW confirmed that Future Options was a standing item from before, and that we will keep Strategic Direction as a standing item for now.

### 10. AOB

LW advised that she has circulated a list of places that we have posted regarding governor recruitment, and she requested that all governors please check this and add to it if they can think of any other places to advertise for governors.

There was a discussion around the Extra FGB 07.01.25 minutes, and LM confirmed that she will prepare a final review draft and circulate this to governors to check and then approve online.

|                              |  |
|------------------------------|--|
| <b>Date of next meeting:</b> | 1 <sup>st</sup> April 2025, 6.00 – 8.00pm Holland Road |
| <b>Time closed:</b>          | 8:15pm   |

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



**Action points from FGB meeting held on 28<sup>th</sup> January 2025**

| <b>Item/Action</b>   | <b>By</b>                   | <b>Person responsible</b> |
|--|-----------------------------|---------------------------|
| <b>2.1</b> TW to update the records with the amended versions of minutes for the SG 20.06.24 and FGB 02.07.24  | <b>Next FGB meeting</b>     | <b>TW</b>                 |
| <b>2.2</b> MS/TW to amend the dates on the pay policy - <i>ongoing</i>   | <b>Next FGB meeting</b>     | <b>MS/TW</b>              |
| <b>5.1</b> SrL to look into if there are any teaching industry awards that we can put our teachers forward for | <b>Next FGB meeting</b>     | <b>SrL</b>                |
| <b>5.2</b> TW to add a standing item to the F&L agenda regarding the LA offer                                  | <b>Next F&amp;L meeting</b> | <b>TW</b>                 |

**Appendix (see below)**

**5b. Head's Reports & Appendices**

**1. FGB Agenda 28.01.25 - Final**

**2. FGB minutes 17.12.24 DRAFT (final)**

**2. HLF FGB minutes 02.07.24 (amended)**

**2. Safeguarding committee minutes 20.06.24 (amended)**

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

**3. EHH081 Hove Junior Budget Monitoring - December 2024**

**3. Finance Update to FGB January 2025**

**5. Hove Junior School Review - Nov 2024**

**5a. HJS IDSR Dec 2024**

**5c. Whole school DATA analysis autumn 24 with YL**

**5d. Academisation Risk Assessment - Jan25 final draft v1.0**

**5d. Academisation Risk Assessment - Jan25 final draft v1.0 with comments**

**5d. EFGB Governor Decision making Matrix**

**5d. Hove Learning Federation Academy Conversion Consultation Report January 2025**

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

**6. AR working group notes 111124**

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

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

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

**7. Draft HLF E-Safety Policy 2025**

**9. Response to LA offer for GVO**