

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	Yes	
Emer Gardener	Co-Opted	No	Yes
David Karp	Co-Opted	No	Yes
Anne Marie Williamson	Parent	Yes	
Sarra Lee	Parent	Yes	
Alex Scott	Co-Opted	Yes	
Sam Self	Co-Opted	Yes	
Oyinkolade Akinleye	Co-Opted	Yes	
Katie Kershaw	Co-Opted	Yes	
Abby Hedger-Jones	Associate	Yes	
Sam Ledger	Deputy Head	No	Yes
Niamh O'Shea	Deputy Head	No	Yes
Rachel Jeffers	Deputy Head	No	Yes
Sarah Shaw	School Business Manager	No	Yes
Tom Way	Clerk	Yes	
Vacancy	LA		

Quorum: 11 out of 13 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.

Apologies

Governors confirmed that apologies had been received from EG, DK, SLd, NoS, RJ and SSH.

Notification of any urgent business

N/A

Declarations of Interest

N/A

2. Minutes of FGB meeting held on 01.04.25

Approval

All governors confirmed their approval of the minutes.

Matters arising

N/A

Progress on actions

The following actions have been met:

- LM has added the creation of a monitoring checklist for link governors in the strategic priorities' guidance

The following actions are ongoing:

N/A

3. Finance

Update/Current outturn, 5-Year Financial Recovery Plan

[Advance finance summary on GVO]:

2024-25

West Hove Infant School:

At year-end, the final carry forward deficit was -£622,452.22. Our licensed deficit was -£624,307, so our final figure shows we were within our 5-year recovery plan by +£1,855.

Hove Junior School:

At year-end, the final carry forward deficit was -£50,378.65. Our licensed deficit was -£61,186, so our final figure shows we were within our 3-year recovery plan by +£10,808.

Combined carry forward deficit = -£672,830

(Hove Partnership carry forward = £14,873)

[Advance finance summary on GVO end]

[Advance discussion on GVO]:

DK:

Would recommend going up to at least 45/55 as the % budget split between WHIS and HJS, especially if leadership salaries can be split accordingly between the two sites.

The ratio of classes between WHIS and HJS is 3:4 (43% and 57% respectively).

On top of that, WHIS has greater staffing requirements for support staff (particularly in EYFS) due to statutory requirements; and I believe the after-school club staffing for SR/PR is also allocated to WHIS (though the latter is potentially offset by the club's income, depending on whether or not that is split between the two schools' budgets).

MS:

This financial year we will maintain a 60% HJS and 40% WHIS split and review accordingly in April 2026 as the majority of the work has been completed and inputted into the budget with the support of the LA.

[Advance discussion on GVO end]

SrL noted that two documents were uploaded earlier that morning—a summary and a data sheet. While only minor data line updates were needed, the overall summary remains accurate.

MS provided an overview of the 5-year multi-budget summary circulated to governors on the GVO, and she shared details from a meeting with SrL and SSh that afternoon in which they had discussed ongoing issues with Bromcom, the school's new financial planning system. The move to a consolidated budget (instead of two separate budgets for the sites) has introduced additional complexity, much of which had to be handled manually. This increases the operational risk of data entry errors, particularly in the absence of additional finance admin support. MS suggested it may be worth reconsidering a return to managing two separate budgets, and that the challenges and risks will be flagged in the narrative to the LA. Despite these issues, the submitted figures have now been thoroughly reviewed and confirmed as accurate.

MS advised that the recovery plan is looking strong, and that we have a comprehensive tracking system, which has been very effective and transparent. MS confirmed the current budget figures [see advance summary above]. MS confirmed that we need to reapply for a licensed deficit budget with the LA by 31st May.

SrL raised a point regarding the current class ratio and space usage, noting the need to confirm in September whether the existing arrangement remains appropriate. The issue relates to determining a fair and consistent basis for the ratio of classes and corresponding budget split between WHIS and HJS. Once this basis is agreed upon, SSh can update this annually. LM inquired about the ongoing issues with Bromcom over the past year. SrL acknowledged that integrating the budget into Bromcom had been a significant task, but hopefully this will not continue to be the case. Governors agreed that starting from September, a basis for the class ratio and budget split between WHIS and HJS will be established – **ACTION 3.1 - Govs**

MA asked for clarification on what the ratio does exactly, and SrL explained that when a cost is shared across all schools, SSh needs to divide it proportionally between them. This is done using pupil numbers to ensure a fair and realistic split — for example, for items like pencils. MS added that this approach also applies to larger expenses, such as wages. SrL then provided a further summary of the process.

SrL confirmed that the budget has been submitted and that the next step is to go through the process for a licensed deficit, which needs to include a clear rationale. An email has already been sent to all governors outlining the situation across schools in the area — the key message being that tighter budgets now mean there's no room for flexibility. As a result, the LA is likely to apply increased scrutiny. LW added that in previous years, some schools would have a surplus that could help balance things out across the LA, but that's no longer the case. MS noted that while the school's in-year budget is currently healthy and in surplus, the main challenge lies in addressing the cumulative deficit. She added that some other schools within the LA are facing both in-year and cumulative deficits. SrL explained that before she joined, a number of difficult decisions had already been made to achieve the current in-year surplus. Those actions have significantly improved the school's financial position, even though the legacy debt remains an ongoing issue. The focus now is on repaying that debt, but thanks to the previous efforts, the school is in a much stronger place. There was a broader discussion around the broader financial pressures on schools, including unfunded government pay rises and increased national insurance costs. It was noted that unions are currently reviewing this issue, which reflects a systemic problem not just across the council but stemming from national decisions. LW added that the LA has advised schools to budget for a certain level of pay increases each year, but these have consistently been underestimated in practice.

Budget 2025/26 approval

Governors confirmed their approval of the 2025/26 budget with the application for a licensed deficit.

4. Headteacher's update

WHIS Head's Report

[Advance discussion on GVO]:

LM:

p11. Safeguarding. Do we have data for '% of CiC/PiC/SGO children making expected progress or better'? I can pick this up in SG monitoring visit.

MS:

The Inclusion Manager (CW) will be able to outline individual cases in the next monitoring visit.

LM:

P24. Behaviour. Thank you for all the work being done to develop the revised Behaviour System. We can unpick more about the data at our SG committee, however the data showing the significant drop in incidents for all 6 children with the highest number of incidents at HR is impactful.

p32. Clubs. Please could you provide more information about our approach to supporting children from DA/EAL/FSM/EMG into clubs. SR is very strong and HR lower - possibly as a result of capacity to provide a wide range of clubs at HR. Have we looked at some of the barriers other than cost?

MS:

We offer a funded club for one term, each academic year for DA pupils - Pam will send out the letter to DA families at the start of each term, tracking uptake and re-sharing info termly to those who haven't taken up the offer.

As part of our work with our School Games provider - these children are targeted for extra-curricular events throughout the year e.g., we've just had a year 3 and 4 tri-golf festival at Blatchington Mill and the week before, a year 3 and 4 hockey festival. These 'festival' events are specifically designed to reach these children and offer a non-competitive, positive experience of sports. Teachers are aware when selecting children for these events, to give careful consideration to encouraging these children to attend. Letters are translated where needed and conversations had with families. One aim of this is to share different sporting experiences and to encourage them to take up a club back at school following positive experiences.

LW:

Lots of great things to acknowledge and celebrate! To call out just a few:

The admission numbers at SR and especially HR are fantastic. Well done and thank you to everyone who is involved in the marketing of our school and in welcoming families to visit both sites.

The recruiting of staff for the holiday club and the setting up of this club was clearly an enormous task and it's brilliant to have this up and running for the summer as it will be an important income generator.

Great to see the drive to grow and develop of the DA team since federation, as well as the bedding in of the SG team since the start of the year.

Some great results in EYFS, including children in vulnerable groups who have all made accelerated progress and the predicted GDL.

The focus on professional growth is also very interesting to read. Will there be a staff voice survey this term?

Hove Learning Federation
Full Governing Body Meeting
Tuesday 20 May 2025 at 6.00pm
Portland Road

WEST HOVE
INFANT SCHOOL
.....
A family of friends



(Many of these also apply at HJS)

MS:

Yes, there will be a staff survey review for professional development this summer term.

SrL:

Some great updates here thanks MS.

Re pupil premium profile crib sheet - would be great if you could share an anonymised example of this to help bring it to life (or share a blank template if that is easier)

MS:

I will update some exemplar pupil premium crib sheets and exemplars on the GVO for governor to look at

AS:

Following on from DK's email, and realise it might be a bit late, but I'd love to understand more about the admissions tables data (so I can celebrate as well!)

[Advance discussion on GVO end]

MS summarised the report format for new governors, noting that data is typically one term behind.

MS provided a recap on the development of funding for disadvantaged pupils. Staffing matters have been discussed in the F&L Committee, and key priorities continue to be monitored and reported against. Safeguarding remains a focus, with updated CPOMS training in place. Rachel has now taken over from Mandy as the DSL for the Portland Road site, following training delivered by Charlotte Wallace (Inclusion Manager and DSL). The inclusion team is functioning well despite a change in leadership—from three inclusion managers to one inclusion manager and 2 Senco's. This transition has been managed effectively. The Ofsted framework has been particularly useful and will be revisited when the SPA returns. The school is aligning its systems with those used by Ofsted, supported by rigorous staff training. On Professional Growth, feedback has been positive. Teachers appreciated the dedicated time for this process, especially the move toward more targeted and manageable CPD goals. Targets are now smaller, more specific, and reviewed more frequently. The most significant piece of feedback was the need to focus more on the second two professional targets. This will be taken into account in planning for next term.

MS gave an overview of safeguarding, including a review of the Single Central Record to ensure compliance and accuracy.

MS confirmed that some governors attended sessions this term that focused on the quality of education. A recent staff meeting built on INSET day work around cultural capital, exploring how it can be strengthened both through enrichment activities and within teaching practice. This has helped deepen staff understanding of its role in pedagogy. In Reception, Caroline showcased collaboration with the local museum, alongside enrichment trips, workshops, and visits to ensure children are accessing a broad and rich curriculum. There

has been a significant effort to embed this approach across the school, with a particular focus on music and art for the summer term. There's an ongoing aim to ensure all staff feel confident in their understanding of cultural capital and equalities within the curriculum.

Phonics continues to be monitored closely, with data analysis taking place each term. Key highlights have been uploaded to the GVO. Attainment at age-related expectations (ARE) is improving, and progress in oracy, speaking, and listening is strong. However, development areas remain in Maths and Writing within EYFS, and efforts are being made to provide more focused, individualised support in these areas.

MS gave a brief overview of the key highlights from the spring term, including continued development in behaviour and preparations for Ofsted in collaboration with the SPA. Subject leads have been actively involved, and pupil voice has played an important role. Teams across the school have been aligned further to ensure consistency and readiness.

Regarding Behaviour and Attitudes, overall attendance currently stands at 94.6%, with no significant differences between pupil groups. A detailed breakdown shows attendance rates are broadly consistent across different cohorts. LC noted that while attendance can be challenging, especially in complex cases, the figures reflect genuine effort behind the scenes. Deputy Heads are taking ownership of attendance on their respective sites, working closely with families to support and improve engagement.

Q: How sensitive are these figures to changes? E.g., with attendance at 94.1%, how many days would it take to increase to 94.2%?

MS explained that persistent absence is defined as missing 19 or more days in a school year, which equates to around 10% absence. Some cases are particularly complex, and the inclusion teams are working intensively behind the scenes to support these pupils and their families.

Q: What is the school's attendance target?

LC: confirmed that the school is aiming for 95% attendance. There was a broader discussion around the DfE's expectations and national attendance figures. MS added that the LA shares national attendance statistics at the beginning of the academic year, and that the school generally compares favourably with national trends.

Q: Is there a breakdown of attendance by year group?

MS advised that this hasn't been explored in past analyses, which have focused more on vulnerable groups. AHJ suggested that year group analysis could be particularly interesting in the post-COVID context. SrL advised that she would be happy to look into this if there is a way to extract the data from current systems.

MS provided a further summary on behaviour that relates to HJS, and she noted that SLd has already presented to the C&I Committee on this topic and gave a further summary focusing on routines, transitions, and expectations. The school is already performing very well in this area, as reflected in recent Ofsted feedback on behaviour. MS emphasized that staff are approaching behaviour with the same level of attention as any other subject, embedding pedagogy around it. She highlighted important research about fostering a sense of belonging, particularly relevant in the post-COVID context. The behaviour system operates on two levels, which MS summarized further. These changes are clearly visible during governor

monitoring visits, where improvements have been noted. MS also mentioned an increase in reported behaviour incidents at the School Road site but clarified this is due to more stringent reporting practices where underreporting occurred previously. LM added that extra training has been provided for staff at School Road, with clear expectations that all low-level incidents are reported consistently. MS confirmed that the behaviour reporting system is now consistent across all sites. Previously, School Road had a different culture around reporting on CPOMS, but this has since changed. LW praised the work as very impressive and thoughtfully implemented, expressing interest in reviewing the behaviour data over the coming terms.

Q: Is the behaviour system designed in-house, and is it based on research?

MS confirmed that the system is grounded in research, particularly around cognitive monitoring. It has been developed by refining existing approaches and building on what had previously worked well. The system has raised expectations around learning behaviour and is closely linked to pupil premium profiles and attendance barriers. With an increase in ECTs, the school has also been monitoring behaviour alongside academic subjects, which has helped raise its profile across sites and has had a noticeable impact.

Q: Is this something that could be packaged and potentially shared or sold to other schools?

There was a broader discussion around this idea. While still in early stages, there was general agreement that the approach has potential to be developed further for use beyond the school.

MS confirmed that writing has been a key priority for the term, and she commented that she was very pleased with the recent writing subject review, which some governors attended. Key highlights included the positive impact of writing workshops and scaffolding strategies. The school has made good use of the updated pre-key stage assessment approach and the new LA moderation framework, which has now been shared across the city. As a result, teachers who were previously less confident are now more accurately identifying pupils' attainment levels. Teachers have also begun personalising learning activities more effectively. There has been targeted work on sentence construction, and this has contributed to greater pupil independence, especially as children move into the older year groups. Staff will continue this focus in an upcoming meeting, where they will work specifically on developing Greater Depth writing.

Q: Can you give further clarification on the LA's role in visiting schools and reviewing pupils' books and classroom work?

MS: Explained that the LA profiles the school and selects a sample of pupils across a range of ability levels. A team of three LA moderators—who are experienced teachers working across the authority—then visit the school to carry out a robust moderation process. They review a range of pupils' books and assess the accuracy of teacher judgments. For example, if a school has assessed a pupil as working at ARE but the moderators disagree, they will work through the evidence to understand why. This ensures consistency and fairness in assessment. MS added that this is part of a four-yearly moderation cycle that all schools are expected to go through. She noted that there are no concerns about the process, but it is important to ensure teachers have sufficient time to prepare. It was confirmed that this process applies specifically to Year 6 writing, as it is the only area of Key Stage 2 assessment that is teacher-assessed rather than tested. These teacher assessments are then submitted to the DfE. Moderators themselves are trained and assessed at a national level to ensure consistency across schools.

LW commended the swift implementation of safeguarding developments recommended during WHIS Ofsted inspection, strengthening safeguarding processes across the board. MS provided a broader summary.

LW confirmed that the pupil intake for HJS is full for the next academic year. School Road currently has 113 pupils enrolled, which is slightly below capacity.

Q: If a parent applies for Holland Road but doesn't get a place, can their child attend the School Road site instead?

MS clarified that the admissions process follows a ranked preference list, which is handled sequentially by the LA. LC added that both sites are actively promoted during Autumn term admissions meetings, to ensure families are aware of the options available. A broader discussion followed, highlighting the role of the Parent Carer Working Group in improving the visibility of the Holland Road site. LW mentioned that further outreach strategies are being explored, including greater engagement with local nurseries. SrL reminded governors that pupil numbers are ultimately limited by the PAN, which is set by the LA.

HJS Head's Report

[Advance discussion on GVO]:

LM:

p1. School Context. Is it possible to show ages alongside numbers please.

SrL:

I agree this would be helpful

LM:

p8. Smartphones. Please could we have a short update about this work and the Parent Group. Thank you

MS:

Smartphone letters have been sent to all families and MS and RJ attended the smartphone presentation for leaders. We have worked with the 2 lead parents on developing the e-safety policy in the spring term.

Hove Park pupils have been trained by Varndean Secondary smartphone mentors and have started leading on pupil assemblies at Holland Road. The Portland Road assembly will be in the second half of the summer term.

Parent workshops are being developed and organised for the autumn term 2025 with the smartphone group.

LM:

p8. Professional Growth. Thank you for all the hard work involved in adopting this new approach. It seems to have been positively received by staff. It would be helpful for governors to see the summer review - happy to be involved in any monitoring if useful.

LM:

p10. SG.

Do we have data for % of CiC making expected progress or better at PR please.

Is the child at HR back fully attending? That's disappointing that their attendance couldn't have been maintained when the placement broke down and they would have valued that continuity at a challenging time - outside our control I assume.

MS:

The child is now being cared for under a special guardianship order by maternal grandfather and step grandmother.

They are off roll and attending a school in East Sussex.

This is a very new development so will update in the summer safeguarding paperwork.

LM:

p17. Persistent Absence. Please could you remind of the definition of PA - I think missing 10% or more of lessons? Please could you advise of national average for all categories. Thank you.

MS:

Persistent absence, in the context of school attendance, refers to a situation where a student misses a significant portion of their scheduled school time. Specifically, a student is considered persistently absent if they miss 10% or more of their scheduled school sessions. This equates to roughly 19 days of missed schooling in a typical academic year.

- **Definition:**

Persistent absence is defined as missing 10% or more of scheduled school time within a school year

In the most recent data available, [according to the GOV.UK website](#), the persistent absence rate in England for the 2023/24 academic year was 20.0%. This is a decrease from the 21.2% persistent absence rate in the previous year.

LM:

p22. Behaviour. It will be very interesting to dig into the data more at SG Committee. But the drops are significant - including for all 6 children with the highest number of incidents, with bullying bucking the trend. It

was very useful to learn more about the revised approach at my last monitoring visit. It is interesting to see the iterative approach in action, where there is constant learning, reflection and adjustment - such as where in response to the different numbers of playground incidents at PR & HR - we have planned 'support staff meetings for the summer term to recap strategies to ensure the safe management of the playground'.

Are there any reflections on the bullying incidents - are there any patterns that we are recognising and responding to?

KK:

I would also be keen to understand this - the work being done is clearly making a difference but that said there is still a marked difference across sites, I think you said implemented first at HR so perhaps why but could hear additional commentary as Lisa mentions.

MS:

There is an increase in site reporting at the infant WHIS School Road site and a marked decrease of incidents at Portland Road and Holland Road sites.

Trends in patterns we have identified have included 'name calling' over a longer time period. The school will be working on:

- ▶ Review contextual safeguarding and cultural capital opportunities across the PHSE curriculum
- ▶ Develop outside classrooms and playground areas for rich physical development provision
- ▶ Staff training on playground behaviour expectations builds relationships with pupils and confidence in co-regulation with a reduction in playground incidents

All incidents are dealt with according to the school's policies on 'Positive Behaviour' and 'Anti-Bullying and 'E-Safety Policy'. This has included specific family and 1:1 work with pupils and families with the inclusion team.

LM:

p30. Clubs

Similar question to WHIS report.

Is the discrepancy between PR and HR for DA/EAL/SEN/EMG down to capacity/size of HR. Interesting to note that we have high numbers of children from ethnic minority groups at clubs and breakfast clubs. Have we considered barriers for other groups other than cost.

MS:

Hove Learning Federation
Full Governing Body Meeting
Tuesday 20 May 2025 at 6.00pm
Portland Road

WEST HOVE
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We offer a funded club for one term, each academic year for DA pupils. Letters are sent to disadvantaged families at the start of each term, tracking uptake and re-sharing info termly to those who haven't taken up the offer.

As part of our work with our School Games provider - these children are targeted for extra-curricular events throughout the year e.g., we've just had a year 3 and 4 tri-golf festival at Blatchington Mill and the week before, a year 3 and 4 hockey festival. These 'festival' events, are specifically designed to reach pupil premium and educationally disadvantaged children and offer a non-competitive, positive experience of sports.

Teachers are aware when selecting children for these events, to give careful consideration to encouraging these children to attend. Letters are translated where needed and conversations had with families. One aim of this is to share different sporting experiences and to encourage them to take up a club back at school following positive experiences.

AMW:

Could higher numbers of pupils attending clubs relate to higher numbers of working parents i.e., higher need for longer childcare?

KK:

On leavers - when they go to a school within the LA do we have any context around why/any feedback/improvements that need to be considered?

MS:

For GDPR we don't place this information in the report, but it is categorised by the school. For pupils who have moved school with the LA, the family has moved house out of area.

SrL:

I attended the Spring safeguarding training for a refresher - it was very well delivered, lots of engagement from the audience - very helpful - thank you

as well as tracking attendance at the sessions, from a continuous improvement perspective, would there be an opportunity to ask for qualitative feedback from attendees – e.g., send out a short email survey after the session - to inform future sessions?

MS:

The Inclusion team will send out the safeguarding quiz following training. This is done after our full inset training sessions.

SrL:

Re attendance data - I presume the averages are means here? Is it possible to include a histogram for the attendance data - I'd like to see the range, median, mode as well as the mean to understand it better. I can help pull together this view for next time if someone is able to share the underlying data

MS:

Arbor systems don't provide this but do provide average over day, term, year and analysis of groups.

[Advance discussion on GVO end]

Governors confirmed that there were no further questions following the advance discussion on the GVO and the discussion above.

Ofsted Training - HJS

MS confirmed that governors have received Ofsted training from the visit in the Autumn term, and she invited any questions. Governors confirmed they had no further questions at this stage. There was a brief discussion regarding the possible timing of the next Ofsted visit.

LA Offer Update

MS provided a brief update, noting that there had been no major changes since the last F&L committee meeting. We are still waiting on confirmation of a premises meeting with Richard, which was highlighted at the last meeting. A meeting with Georgie and Ashley is scheduled for 15th June, focused on collaborative partnership work. No further updates have been provided on this since. LM suggested raising the topic of broader collaborative benefits across the city in that meeting, highlighting that delays and the time taken to develop partnerships can reduce the potential financial advantages.

SrL noted that while the school has premises insurance for the buildings, it does not cover ceilings. MS confirmed that this is standard across all schools, and that ceiling maintenance is the school's responsibility and not covered by current policies. SrL added that the insurance arrangements are managed by the LA, and schools have no flexibility to choose alternative coverage. MS confirmed that there will be a further meeting with the LA in September to discuss the school building. On a positive note, MS said that finance support from the LA has been strong, and SSh has felt well supported.

Q: What is the current relationship with the LA and SPA? How does monitoring work?

MS advised that the relationship with the LA is good, and the SPA has been flexible in adapting their approach to suit the needs of the federation. Monitoring operates in the same way as for other schools, with recognition of the federation structure.

Q: Will the school have any say in who the next SPA will be when the current one retires?

MS advised that schools do not get to choose; the next SPA will be allocated by the LA, and there was a

broader discussion around this.

5. Governance

Strategic Priorities – (standing item)

LM confirmed that the strategic priorities for the current year had been circulated in advance on the GVO. Progress is broadly on track. The team will begin drafting new priorities for 2025/26 during the Away Day and will finalise them at the Autumn term committee meeting. The Away Day will be held alongside the next FGB meeting on 8th July, running from 4–6pm, followed by the Away Day from 6–8pm. LM also noted that work has started on a stakeholder review and related strategic planning, including the development of a stakeholder engagement strategy and plans for recruiting new link governors. This will incorporate input from the Parent Working Group and findings from the Ofsted review after it has taken place.

Governors confirmed that there were no questions on this.

Governor Standing Orders

LM confirmed that these had been circulated in advance. She provided a broader summary of the standing orders and advised that we are looking to approve these formally here.

All governors confirmed their approval of the governor standing orders.

LM confirmed that a simplified governor monitoring template has now been made available on the GVO for use. LM also highlighted that several governor terms of office are due to expire in September, as many were aligned with the formation of the federation. Discussions are ongoing with individuals, and most governors are expected to continue. AMW has confirmed that she will be stepping down, as her children are moving on to secondary school. LM expressed sincere thanks for her contributions, with a formal recognition planned at the Away Day. A parent governor election will take place in September to fill the vacancy. In addition, there is a need to appoint a Vice Chair for the C&I Committee.

6. Equalities

Anti-Racism update

AMW confirmed that there have been no new updates since the last Anti-Racism Group meeting held on 1st April 2025, as no further meetings have taken place since then, and an update will be provided at the next FGB meeting. MS noted that relevant papers are available in the C&I folder on the GVO for reference. AMW provided a brief summary of the group's purpose for new governors and parents in attendance, encouraging participation from individuals of all ethnic backgrounds.

7. Policy Reviews

MS confirmed that these policies had been circulated in advance, and she thanked governors for their questions and comments submitted via the GVO.

First Aid

[Advance Q]: Do we need to include anything that provides greater clarity around the Breakfast Club and After School Club, since both school sites run these?

MS confirmed that we do and that she will action the wording within this – **ACTION 7.1 - MS**

Staff Disciplinary

Governors confirmed that there were no questions on this policy.

Infection Control

Governors confirmed that there were no questions on this policy.

Grievance Procedure

Governors confirmed that there were no questions on this policy.

Supporting Children with Medical Needs

Governors confirmed that there were no questions on this policy.

WHIS/HJS Uniform policies

[Advance discussion on GVO]:

SrL:

The WHIS uniform policy has more information about second hand uniforms which is helpful for parents from both economic and environmental perspective. Are we able to also include these 2 paragraphs in the HJS version? (I purchased second hand uniform for Junior school in playground few weeks ago so believe the comments apply equally)

Para 1 - Second-hand uniforms are available to acquire from the Parent Teacher Association ...

Para 2 - In addition, prospective and exiting pupils can find further information ...

+ minor item - noticed top of page 3 has a duplicated paragraph re 'frequent changes to our school uniform policy...'

LW:

I agree it would be preferable to have one policy or to ensure that they include the same level of detail.

In HJS we say that unclaimed lost property will be sent to the Clothes Bank. Presumably the first place it goes it to the PTA for resale?

Can we encourage those who may still be struggling with the cost to contact the office in the first instance as it is likely we can help with second hand items on request?

MS:

This will be edited to include:

Unclaimed lost property will be washed and sent to the PTA for uniform sales across the annual yearly cycle.

Each school needs to have their own separate school uniform policy.

[Advance discussion on GVO end]

MS confirmed that the advance questions on the GVO have been actioned, and communication around wraparound provision is being reviewed to ensure clarity across both sites. MS also confirmed that there is a need to maintain separate uniform policies for each school. A broader discussion followed, reflecting on the historical differences in uniform colours between the two schools. It was noted that requiring a change to uniform could incur unnecessary costs for families, and that there may be no clear benefit to merging the uniform policies at this time.

Admissions policy

[Advance discussion on GVO]:

SrL:

Given HR is full, and a few places left in SR... does there need to be a paragraph confirming the policy/procedure if a child who didn't get into HR who decides they want to join SR. Is that something we can accommodate easily (and do we proactively offer it) or does it need to go back through the process? if this is not something we can accommodate then I think this needs to be made explicit in the policy

MS:

Admissions Policy and Procedures are managed within the LA admissions.

[Advance discussion on GVO end]

Charging & Remissions policy

[Advance discussion on GVO]:

SrL:

Regarding this statement -

In no circumstances will there be an element of subsidy required for any pupils wishing to participate in the activity whose parents are unwilling or unable to pay the full charge

Should we acknowledge in this section that parents are able to voluntarily pay extra for activities if they want to (cross refer to section 11)?

Duplicate paragraph – this is mentioned twice: *...not charge if the music tuition is part of the National Curriculum or public examination syllabus being followed by the student.*

MS:

Action and edits completed

[Advance discussion on GVO end]

SrL highlighted the significant time and effort involved in chasing payments from parents (those who are disorganised rather than experiencing financial hardship). She noted that this issue may not be widely known and suggested improving communication and messaging around the impact this has on school operations. MS added that schools are not permitted to use direct debits for parental payments, which limits available options. A broader discussion followed around payment systems and potential ways to streamline or improve the process.

Governors confirmed their approval of all of these policies.

8. Governor Monitoring for Summer Term

It was confirmed that all monitoring reports had been received and uploaded to the GVO. Governors were invited to raise any questions; none were raised, and thanks were extended to all governors involved for their work.

LM confirmed that safeguarding monitoring is scheduled, Health & Safety monitoring will take place next week, SrL will conduct finance monitoring ahead of the next FGB meeting, and AMW will carry out a monitoring visit on educational disadvantage in June, with a focus on individual pupil data and progress.

Q: Staff wellbeing was listed under the finance agenda—can this be discussed further with SSh to progress it?

MS confirmed that there is an action for MS and LC to develop this further, linked to the Development and Appraisal Policy, and that it will be discussed at the next F&L Committee. SrL will also incorporate aspects of staff wellbeing into the upcoming finance monitoring.

Q: Is there still a wellbeing target in individual staff appraisal targets?

MS confirmed that specific wellbeing-related questions are asked during staff one-to-one meetings, and that wellbeing continues to be embedded in the appraisal process.

9. Strategic Direction

Parental Engagement

LM advised that it was recently discussed at the F&L committee that the stakeholder engagement strategy is progressing well. The Parent Working Group have expressed willingness to provide ongoing feedback. MS commented that it was very helpful and powerful to have the PWG engage directly with the F&L, fostering open dialogue. SrL commented that they are highly competent, ask pertinent questions, and are approachable. Hopefully, they will continue to participate and provide regular updates, supporting two-way communication. LM advised that the discussions have been valuable and had identified some potential areas where the group could provide support, including funding for the curriculum and IT and also developing the planned 5 year IT strategy. MS advised that a meeting is arranged next week between a PWG member and the IT manager. The school has been transparent and progressive with parents regarding key curriculum areas. SrL noted that IT investment has always had a designated budget, but due to current financial pressures, no additional funding is available. Licensing issues are emerging with some licenses soon to expire, representing a strategic risk. The forthcoming Ofsted criteria include AI and safeguarding components, so the school needs to be proactive. The PWG's early involvement in these areas will be very helpful. There are also risks related to cyberattacks that need to be considered. SrL raised the question of whether there is a corresponding IT risk assessment from the LA, and LW confirmed that an IT risk strategy is provided by the LA, and there was a broader discussion around this. SrL provided a summary of the current situation with BHCC and government regarding IT and cyber risks.

LM thanked everyone for their work and contributions on this important area.

AS raised concerns regarding the structure, leadership, and governance of the PWG, noting that the group is currently self-selecting without formal ratification, which from an inclusion perspective may not fully reflect the diversity of the wider community, and he suggested considering greater diversity in the group's leadership. MS and SrL advised that these concerns were acknowledged during their meeting with the F&L committee, recognizing that the group is still developing and its formal structure is not yet fully established, and that it had been agreed that this is an area to be addressed going forward. LM offered to raise these points further with the group to encourage reflection and potential improvements, and there was a broader discussion around this. AHJ highlighted the importance of succession planning for governance bodies in general. AS emphasized that recruitment for leadership positions should ensure representation beyond a single worldview. AMW agreed, noting that the governing body has worked hard on diversity and inclusion through training and development. While diversity of thought is present, the challenge lies in reflecting this more visibly within leadership roles.

A discussion took place regarding the wording within the Condensed Roles and Mapping to Value Streams document. It was noted that the PWG should be recognised as a long-term strategic asset. Governors acknowledged the valuable work already undertaken by the current members in establishing the group and highlighted the importance of reflecting this in any documentation or future planning.

10. AOB

LM noted that governance reviews are carried out annually, including completion of a skills audit on the GVO, a governor survey, and a group self-evaluation form. While an external governance review was suggested during the academy consultation process, this is not financially feasible at present. It was acknowledged that some boards do not undertake any formal review, whereas this governing body conducts annual reviews in a thorough and structured manner. LW suggested the possibility of seeking feedback from external stakeholders who know the federation well, such as the LA and SPA, both of whom have provided positive feedback over recent years. A discussion followed around potential alternative approaches to external input. LM suggested that there may be self-evaluation tools on the NGA website, and TW agreed to check for this when he has access – **ACTION 10.1 - TW**

Governors thanked all for participating and MS for providing the reports.

Date of next meeting:	8 th July 2025, 4.00 – 8.00pm Portland Road
Time closed:	8:01pm

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

Action points from FGB meeting held on 20th May 2025

Item/Action	By	Person responsible
3.1 Governors to agree a basis for the class ratio and budget split between WHIS and HJS for September onwards	July FGB meeting	Governors
7.1 MS to amend the wording of the First Aid policy to provide greater clarity around the Breakfast Club and After School Club for both school sites	July FGB meeting	MS
10.1 TW to check for governing body self-evaluation tools on the NGA website	Autumn term	TW

Appendix (see below)

4. Head's Report Linked Documents

1. FGB Agenda 20.05.25

2. FGB minutes 01.04.25 DRAFT (final)

2. FGB minutes 01.04.25 DRAFT CONFIDENTIAL (final)

3. 5 Year Multi Summary Sheet for FGB[97] LATEST VERSION

3. Finance & Staffing Update to F&L May 2025

4a. WHIS Head's Report Spring Term 2025 final

4b. HJS Head's Report Spring Term 2025 final

5a. Governing Board Strategic Priorities - 24-25 Apr 25

5b. HLF Standing Orders - draft 15.2.25

5c. Governor Monitoring Visit Report Template - revised May 25

7a. HLF First Aid and Administration of Medicine Policy Spring 2025

7b. HLF Disciplinary Procedure Spring 2025

7c. Hove Learning Federation Infection Control Policy 2025

7d. HLF Grievance Procedure March 2025

7e. HLF Supporting Children with Medical Needs Policy- Spring 2025

7f. HJS Uniform Policy updated Summer 2025

7f. WHIS School Uniform Policy 2025

7g. HLF Admissions Policy with Partnership Agreement Summer 2025

7h. HLF Charging and Remissions Joint Policy - Summer 2025

8. Governor feedback form - Finance Monitoring - Sarra Lee 12 May 2025

8. Governor Monitoring Visit educationally disadvantaged pupils 100225

8. Governor Monitoring Visit Report Behaviour - April 25

9. What is the Parent and Carer Working Group - Gov_ (1)

AMENDED - HLF Charging and Remissions Joint Policy - Summer 2025

Hove Learning Federation
Full Governing Body Meeting
Tuesday 20 May 2025 at 6.00pm
Portland Road

**WEST HOVE
INFANT SCHOOL**
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A family of friends



C&I minutes 27.03.25 DRAFT (final)

F&L minutes 18.03.25 DRAFT (final)

F&L minutes 18.03.25 DRAFT CONFIDENTIAL (final)

PP Profile- Year 3 example

PP Profile- Year 6 example

Pupil Premium Profile Crib Sheet (1)

SG minutes 06.03.25 DRAFT CONFIDENTIAL (final)