

Name	Type of Governor	Present	Apologies
Madeleine Southern	Headteacher	Yes	
Lisa Marshall (Chair)	Co-Opted	Yes	
Louise Wilkinson (Vice Chair)	Co-Opted	Yes	
Marcel Amour	Co-Opted	No	Yes
David Karp	Co-Opted	Yes <i>(Item 3 onwards)</i>	
Sarra Lee	Parent	Yes	
Alex Scott	Co-Opted	Yes	
Sam Self	Co-Opted	No	Yes
Oyinkolade Akinleye	Co-Opted	Yes	
Katie Kershaw	Co-Opted	Yes	
Caroline Kemp-Harris	Staff	Yes	
Abby Hedger-Jones	Associate	Yes	
Lorna Cummings	Co-Executive Headteacher	Yes	
Sam Ledger	Deputy Head	Yes <i>(Items 1 - 6)</i>	
Sarah Shaw	School Business Manager	Yes <i>(Items 1 - 4)</i>	
Tom Edwards	Prospective Governor	Yes	
Tom Way	Clerk	Yes	
<b>Vacancy</b>	LA		
<b>Vacancy</b>	Parent		
<b>Vacancy</b>	Co-Opted		

Quorum: 9 out of 11 governors were present. The meeting was quorate (at least 50% attending).

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

## 1. Introduction

### Welcome

LM welcomed all governors to the meeting. She introduced CKH as the new staff governor and TE as a prospective Local Authority (LA) governor, pending a vote at this meeting and subsequent approval by the LA panel. AS was also welcomed back to the governing body upon his return. Governors introduced themselves, and LM provided a brief summary of the meeting's purpose. She also reminded attendees of the importance of confidentiality in all governing body meetings.

### **Apologies**

Governors confirmed that apologies had been received from MA and SSe.

### **Notification of any urgent business**

N/A

### **Declarations of Interest**

N/A

## **2. Minutes of FGB meeting held on 08.07.25**

### **Approval**

All governors confirmed their approval of the minutes.

### **Matters arising**

N/A

### **Progress on actions**

*The following actions have been met:*

- MS has amended the WHIS Accessibility Plan so that 'disabled toilets' are referred to as 'accessible toilets'

*The following actions are ongoing:*

N/A

## **3. Governance**

### **Ratification of LM, LW & DK reappointments**

Governors confirmed that they had discussed the reappointment of LM, LW and DK to their roles as Co-opted governors upon the expiry of their terms and that no objections had been raised.

*Governors confirmed their formal approval and ratification of LM, LW and DK's reappointments as Co-opted governors.*

### **Chair & Vice Chair elections**

LM confirmed her upcoming departure from the governing body. In preparation for this transition, she nominated KK and LW to serve as Co-Vice Chairs. In turn, LW nominated LM to continue serving as Chair in the interim period.

*DK arrived.*

SrL seconded LM as Chair, and AHJ seconded LW and KK as Co-Vice Chairs.

*Governors confirmed their approval of LM as Chair of Governors.*

*Governors confirmed their approval of LW and KK as Co-Vice Chairs of Governors.*

### **Appointment of LA Governor**

TE provided an introduction and overview of his background and experience. He expressed his enthusiasm for bringing his skills and insights to the school and contributing to its continued development.

*TE left the room.*

Governors discussed TE's application.

LM asked if governors approved of TE as LA governor pending approval from the BHCC panel.

*All governors confirmed their approval of appointing TE as the LA governor pending approval from the BHCC panel.*

*TE returned to the meeting.*

### **Update on Parent Governor and Staff Governor elections**

LM confirmed that CKH has been formally appointed as Staff Governor. She welcomed CKH to the governing body and expressed thanks to her for joining.

TW provided an update on the Parent Governor election, outlining the timeline and process for the upcoming vote.

### **Agree FGB and Committee Terms of Reference**

Governors confirmed the comments and amendments that had been feedback and made in advance.

*All governors confirmed their approval of the FGB, F&L, C&I and SG terms of reference.*

### **Confirmation of KCSIE/Safeguarding Training**

TW provided an update and reminded governors who have not yet completed this to please do so at the first chance.

### **Governors Code of Conduct**

LM asked all governors to sign off on the governors' code of conduct.

*All governors verbally signed off on the governors' code of conduct.*

### **Confirm Link Governor Roles**

LM advised that the proposed new link governor structure had been circulated in advance of the meeting. The following appointments and proposals were outlined:

- TE is proposed as the Link Governor for Equalities.
- AS will take on the role of Link Governor for English.
- CKH is proposed as the Link Governor for Anti-Racism.
- MA is being considered for the role of Health & Safety Lead.
- LM and OA will jointly oversee safeguarding this term, with a view to OA taking on the role fully in due course.

SrL shared that discussions are underway within the F&L committee regarding co-chairing responsibilities with SSe, to help share the workload. SrL will focus more closely on finance as link governor, while SSe will take on the wellbeing link role.

LM thanked SrL for her contributions and willingness to support these arrangements.

### **Strategic Priorities**

LM explained that the strategic priorities for the year have been set based on the school's key focus areas. Each committee will work on these priorities in alignment with the document and plan circulated in advance. MS provided an overview of the priorities. TW agreed to upload the strategic priorities document to each committee folder – **ACTION 3.1 - TW**

#### 4. Finance

##### Update/current outturn and 1<sup>st</sup> Forecast

### [Advance discussion on GVO]:

LM:

Fully appreciate Supply budget challenges and the note that we are targeting this - but please could you say more about how we are doing this - are we being more rigorous about existing procedures for dealing with teacher absence - or taking another approach. Thank you.

MS:

First Day Cover is used for junior pupils, and the classes are split to save the cost of supply and first day cover.

At the PR site the school was an HLTA down at the junior site in the summer term 2025 and the role was advertised but we could not appoint. During this period supply had to be used.

Year leaders do not get weekly cover any more to reduce cover costs.

LM:

Please can F&L or FGB hear more about the IT Remedial Priority - the planned work, costings, spend timings, etc.

MS:

The IT Manager is part way through an audit, and this will be completed during the autumn term 2025 and then shared with F and L.

The IT Manager identified at the end of term that the PR computers were not working efficiently and needed refurbishment and upgrading. The computers will need to be stripped, upgraded and refurbished over several weeks, so realistically, they will be ready again for computing lessons for spring 1. Our plan is to undertake the Portland Road IT suite refurbishment during autumn 2, with computers being ready for spring 1, 2026.

During the spring and summer terms the IT team prioritised the schools where they knew funding was available to replace Windows 10 computers (GPS, APS, STA). The IT Manager believes this was a pragmatic approach but undertook talks with the PWG, himself and the SBM to look at raising funds for additional computing funding.

The school has a large number of Windows 10 computers in service at PR and HR, where no Windows 11 upgrade options exist due to obsolete hardware.

Disposing of these computers is not a realistic option as many are in use in SLT and school offices, PPA rooms, and classrooms. Disabling them is not really an option, as they constitute the bulk of computers at HR as well as PR finance, middle and SLT offices, also installing Chrome OS, would effectively remove them from the server drives and policies so again, not a realistic option.

We will likely have no option but to continue to use unsupported (by Microsoft) computers for the foreseeable future, accepting the associated risks that are documented in the MoSCoW, until those computers either fail beyond repair or are replaced.

In addition to computers, much of the IT infrastructure is now obsolete and significant funding and time will be required to update our systems, across the HLF. We also expect increased failures of Interactive flat panel displays and the Wi-Fi at HR is obsolete, end-of lifecycle and at risk of imminent failure. Audits have been completed for Holland Road under a 3-year rolling programme.

Given we now have had the restructure costs refunded and the use of an agreed amount from the donation by governors, as well as PTA contributions we can secure this money towards the IT infrastructure.

LM:

Please could we have more information about the subscriptions overspend - thank you.

MS:

Subscriptions - Overspend on subscriptions primarily due to £5,338 spent for licensing renewals for both infants and juniors. These are licenses that cover our volume licensing agreement, which includes Microsoft Office, server licenses and Windows 11 deployment and upgrade licences. This is a new cost that came into effect in 2025 and was not previously budgeted for.

This also includes Little Wandle subscription (£2,000) for infants (Phonics) and Twinkl subscription (£3,400) for the federation. These should come out of the curriculum budgets rather than subscriptions, so I will ask Leanne to move these to the correct cost centre.

## [Advance discussion on GVO end]

MS displayed the finance update report for governors. SSh advised that we still have a licensed deficit, and she gave a summary of this for new governors attending here. The school has an agreed licensed deficit which it is repaying over 5 years. There is no deficit in year.

At the end of Month 05, the current outturn shows an in-year surplus of +£292,075 and a cumulative deficit at the year-end of -£436,219. (See the Budget Monitoring Report – August 2025.)

Our approved licensed deficit is -£670,651, so our projected year-end figure shows an improvement of £234,432 against the deficit. SSh provided an overview of the current staffing and budget figures. The estimated surplus for staffing costs is £19,000, with a further £4,000 surplus in indirect staffing costs. However, there are overspends in several areas, including a £9,000 overspend on premises, and a £12,000 overspend on supplies, services, and transport. A broader discussion followed regarding the funding received and the financial pressures faced. LM was thanked for her support in helping to manage these matters.

The federation has shown that we are on track and able to submit a balanced budget and meet our 5-year recovery plan by 2029/30

SSh advised that a significant financial challenge currently facing the school is IT infrastructure. Over the past two to three years, the school has experienced a substantial deficit, which prevented necessary upgrades. As a result, much of the equipment at Holland Road is now 10–11 years old and incompatible with Windows 11. A full upgrade is estimated to cost approximately £50,000 over a 3-year rolling programme for all 3 sites. £20,000 has been allocated for the first year into the IT budget and PWG is continuing to raise funds for IT.

**Q: To what extent is the IT Manager using stopgap measures, and would a larger investment help future-proof the equipment?**

MS responded that she plans to speak with the IT Manager soon, noting that he is currently on jury service, and that these questions will be discussed with him in due course following the audit for each site.

**Q: Do we have complete confidence in the IT Manager's ability to future-proof our equipment, or should we seek external advice?**

Ssh affirmed that the IT Manager is highly familiar with the school's setup and is the right person to advise on this matter. A broader discussion followed regarding the school's IT strategy and future planning.

MS provided further context on the IT Manager's current setup and responsibilities. Ssh noted that the school is part of a group of five Hove schools that collectively contribute to shared IT services. A discussion followed around whether the school's AI initiatives could be linked to IT upgrades as a potential cost-saving measure.

SrL suggested exploring long-term investments that could help attract more pupils, such as targeted marketing aimed at families from private or bilingual school backgrounds. AS cautioned that such efforts could quickly consume significant funds and risk becoming a financial "black hole." The group discussed whether the PWG could assist with creating local promotional materials.

MS noted that most parents visit the school when applying for Reception places. CKH shared that a few years ago, a professional development target focused on increasing pupil intake. Materials were developed and distributed directly to nurseries, and staff visited in person, resulting in a 70% increase in applications over three years. CKH also mentioned ongoing collaboration with Linda Rogers on school readiness, including work with Hopscotch Nursery. These meetings benefit both parties, as nurseries gain access to free education, and the school receives valuable publicity.

LM suggested that this topic could be discussed further at the F&L committee, including ideas such as banners and advertising in local magazines. DK proposed extending the school's geographical reach, noting that as an Outstanding school, it may be able to attract pupils from further afield. SrL raised the question of how decisions are made collectively, acknowledging that IT upgrades and debt repayment are priorities but suggesting that smaller initiatives should also be considered. LM agreed to bring this to the F&L committee for further discussion.

Sld shared that he recently gave a tour to parents who had moved mid-year. They chose to visit HJS first because of its Outstanding grade, which he suggested should be promoted more actively as a unique selling point. CKH asked whether banners highlighting the school's Outstanding status were available, and LC confirmed that they are.

A broader discussion followed around promotional strategies and how best to communicate the school's strengths to prospective families.

Ssh confirmed that income is currently on track. The DFC funding available this year is £31,000, which is ring-fenced for remedial building works. Both school sites require significant investment, particularly in replacing access doors. MS provided an overview of the situation and noted that a meeting has been requested with the relevant LA contact to meet with the new office manager, although this has not yet taken place.

**Q: Did the clubs do okay?**

Ssh confirmed that the clubs performed well. A new holiday club introduced this year generated a profit of approximately £12,000. Overall, the school continues to be effective at generating income through clubs at both sites.

### **5-Year Financial Recovery Plan**

MS displayed the 5-year recovery plan for governors and highlighted that 2029/30 shows a surplus. Governors confirmed that a discussion had taken place on this in advance [*see above in item 4*] and that there were no further questions.

Governors thanked Ssh for attending and presenting the finance information.

*Ssh left the meeting.*

### **West Hove Infants Pupil Premium Statement 2025-26 and review of 24-25**

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

DK:

Challenges - I think there could be some scope for refinement here.

Can the sections on "phonics", "English" and "maths" do slightly more to pinpoint the challenge(s) that make it more difficult for DA pupils to attain as well as their non-DA peers in these subjects? The attainment gaps are the outcomes of the challenges, but what are the factors that lead to these outcomes in our setting? See also my comment from the HJS document on the phrasing of the titles of the "curriculum" and "behaviour" sections.

MS:

In Year 1 disadvantaged pupil achieved above national with disadvantaged pupils achieving 77% (National 67%)

EYFS action plans and KS1 Phase leader action plans identify the challenges and follow up actions for these cohorts.

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

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

WHIS Head's Report

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

LW:

Thank you for an excellent report.

Governors recognise that some pupils face complex challenges arising from specific needs and circumstances, which can result in particularly difficult behaviours. Through SEND and SG discussions, it is evident that these pupils and their families are supported with exceptional sensitivity and professionalism. Congratulations on the progress made—especially where incidents have reduced—and extend heartfelt thanks for the outstanding work you continue to do.

LM:

Thank you for a comprehensive and interesting report. I agree with LW - it is lovely to be reminded of the Ofsted achievement by the quotes from the report. Brilliant to read that Persistent Absence has fallen again from 14.5% to 12% to 8% - well below National and Local. This is a huge achievement, and I appreciate the significant impact it will have for the children involved.

LM:

P20 - Behaviour. The individual stories and explanation of how many incidents relate to a small number of children provides helpful context - underscoring the level of challenges some of our children are facing and the way we are working to provide tailored support. Echoing Louise's congratulations and thanks. As you suggest, it will be helpful to unpick this data at SG, especially harmful/problematic sexual behaviour and prejudice-based incidents.

DK:

As I said on the junior school head's report, congratulations on a great year!

Thank you for sharing the transience data (2.2% at SR, 8.5% at HR). Can you please share some details about how teachers build up a picture of their new pupils when they arrive mid-way through, i.e., at some point later than the start of Reception but before the end of Y2.

**What information is gathered from parents/carers, from previous schools (if available), or from other sources? Are there any specific policies, practices or guidelines for staff around helping children to settle in and getting to know their needs?** Thank you.

MS:

If a child starts midway through the academic year the school will have a discussion with their previous school and meet parents. An introduction meeting with the parents is arranged with the new class teacher. If the child is on the SEND register the inclusion manager or Senco will discuss their need with the child's previous school's Senco and use their previous learning plans and actions until an EHCP review ensuring section F provision is completed in school. If they are not on an EHCP the learning plan will be reviewed and updated in the school's Edukey provision planning.

Additional benchmarking for reading and phonics will be carried out as appropriate to need.

CPOMS information is transferred to the school.

MS:

**How will we tackle the disadvantaged gap in EYFS in writing and literacy as identified by the data?  
B&H Early Years' Writing Project?**

Linda Rogers our EYFS lead at PR site has been asked to be involved in a B&H project to improve writing in Early Years as part of our commitment to tackling education disadvantage.

As a working party, we will create B&H's Early Writing Project with the main aim of improving outcomes for our disadvantaged pupils, with a focus on the writing Early Learning Goal as this is a challenge for pupils and becomes a barrier for achieving a Good Level of Development. We would like to develop a programme that will support Reception teachers in a similar way to the Early Oracy Project a few years ago.

Linda will be attending the Early Years Conference, 'I am a writer: from meaningful marks to creative composition' and using the new writing framework and audits for EYFS with Caroline Kemp Harris to identify focus areas in writing.

Following the conference, the working party will meet to work collaboratively to create the contents of the school-based project which will include lesson plans/ parent workshops/ PD for support staff/ home-school activities/ resourcing/ targeted pupil support.

The reception team will then share these resources and Lorna who line manages the EYFS leads will be focusing her learning walks in EYFS with a focus on educationally disadvantaged.

MS:

**How will we tackle the educationally disadvantaged gap in maths across the federation including EAL pupils?**

Maths is key priority 4: Attainment and progress in maths is increased for all children with a focus on challenge at all levels.

- Coherence and challenge – staff meeting early in the Autumn Term where year group teams will have the opportunity to reflect on the small steps of a unit through the lens of a WTS, ARE and GDS pupil.
- Fluency – strengthen our 'fluency block' so that it meets the needs of all pupils including Mastering Number at Key Stage 2. Staff meeting autumn 2 - this will include a new mastery intervention in Years 4 and 5 for five times a week for 20 minutes a day.
- Assessment – leaders and teachers are supported by robust assessment that allow them to easily identify gaps in learning, address misconceptions and deploy timely intervention.

**What is the desired impact?**

**Staff**

- Teachers understand the pre-requisite knowledge and horizon knowledge in order to plan and deliver lessons that meet the needs of all children.
- Teachers are confident to deliver Mastering Number sessions.
- Assessment systems support teachers to easily identify gaps in learning, address misconceptions and deploy timely intervention.

**Children**

- All pupils make expected or better than expected progress in a lesson, over a sequence and over the course of the year.
- An increasing number of pupils are accessing the whole class learning and "keeping up, not catching up".

- Pupils leave KS1 with fluency and confidence in calculation and additive relationships. Pupils in KS2 develop fluency in multiplication and division facts.

## [Advance discussion on GVO end]

MS displayed report circulated in advance for governors and provided a summary of the headlines. Governors confirmed that a discussion had taken place in advance (*see above*) and that there were no further questions.

CKH shared that this is the second year of work with the anti-racism team on decolonising the curriculum, with a particular focus on literacy. The team has been examining the representation of main characters and authors in the texts used. CKH noted that if children are only exposed to white male heroes in stories, it can limit their expectations of themselves. This work has now expanded into music and art, where it was found that approximately three-quarters of the content focused on white, deceased figures. Efforts are underway to address this imbalance. CKH presented this work at this year's anti-racism conference.

MS reported that attendance remains high and that persistent absence continues to decline. A new behaviour system has been introduced, which is being actively taught and managed. MS expressed that she is very pleased with the current behaviour across the school and confirmed that it continues to be monitored with the same rigour as a curriculum subject. KK added that the topic of behaviour was discussed at the last curriculum meeting, with a focus on extending the behaviour framework to after-school clubs as well.

### HJS Head's Report

## [Advance discussion on GVO]:

LW:

Thank you for an excellent report.

At the July FGB meeting, we had an early glimpse of the KS2 outcomes—but now, seeing the full picture is remarkable. The results for disadvantaged pupils are especially impressive, reflecting the impact of targeted support and high-quality teaching. Congratulations on such outstanding results and the phenomenal progress reflected in the data!

LW:

I'm still buzzing from the Outstanding Ofsted inspection! Re-reading the report, I'm reminded what an incredible achievement this is, and that it is a very well-deserved outcome!

LM:

No comments from me - apart from enjoying reading the Ofsted quotes again and ditto from the WHIS report - it will be helpful to dig into the behaviour data at SG.

Thank you for a really comprehensive report and a reminder of the amazing data breakdown. I know C&I will dig into some of the more granular data across different groups.

DK:

Thank you for this very clear and helpful report. Congratulations on the excellent end of KS2 pupil outcomes and the outstanding Ofsted report.

It was a pleasure to see first-hand the work that was done around anti-racism and cultural capital in the art curriculum, as well as all the work that was achieved through subject monitoring of reading and writing. During reading monitoring, which focused the L20% in lower Key Stage 2, we had a very interesting discussion of dual coding for reading skills (e.g., inference, etc.) and how this could be "even better if...". Could you please share with governors some examples of the dual coding that is currently being used? Thank you.

MS:

Reading skill definitions and symbols PowerPoint have been shared with DK as Chair of Curriculum and Inclusion Committee.

## [Advance discussion on GVO end]

MS displayed the report for governors, and she commented that she is very proud for the school to have achieved an Outstanding grade from Ofsted in June, so that this grade is now consistent across HLF. She advised that there has been a huge amount of hard work from the SLT to achieve this grade, and she thanked them for this.

Key Priorities 2025-6	
<b>1. Leadership &amp; Management</b>	The leadership embodies the vision of the federation driving high standards and expectations across schools and collaborations developing leaders at every level.
<b>2. Quality of Education</b>	To maintain a consistent culture of expert teaching across the federation by embedding six core principles into everyday classroom practice – improving learning, reducing teacher workload, and driving sustained school improvement
<b>3. Behaviour and attitudes</b>	School culture, systems and provision support excellent standards of learning and personal development
<b>4. Standards</b>	Attainment and progress in maths is increased for all children with a focus on challenge at all levels.

MS provided a summary of key priority 1 Leadership and Management, key priority 2 Quality of Education, the data summary (highlighting a combined score of 75.4% in R/W/M for KS2). A summary and analysis of the end of KS2 results are published in the Head’s Report to Governors.

Key Stage 2

The are no progress measures for 2024 or 2025 because baseline key stage 1 data was not collected due to historic Covid-19 disruption.

All Pupils	2023	2024	2025	LA	National
Number of pupils	178	165	187	2,578	
% Expected standard in Reading	88.8	87.3	88.8	75	75
% Expected standard in Writing	84.3	76.4	81.8	70	72
% Expected standard in Maths	83.1	81.2	84.5	70	74
% Expected standard in GPS	86.0	80.6	86.1	70	73
% Expected standard in RWM	75.8	72.1	75.4	58	62
% Greater depth within Reading	46.6	44.8	55.6	35	33
% Greater depth within Writing	16.3	12.1	12.8	8	13
% Greater depth within Maths	33.7	34.5	41.2	22	26
% Greater depth within GPS	43.3	40.0	46.0	25	30
% Greater depth within RWM	11.8	9.1	9.1	5	8
Reading Progress	3.1	No data	No data	No data	No data
Writing Progress	1.5	No data	No data	No data	No data
Maths Progress	1.7	No data	No data	No data	No data
Disadvantaged Pupils	2023	2024	2025	LA	National
Number of pupils	35	24	43	805	
% Expected standard in Reading	80.0	75.0	83.7	59	63
% Expected standard in Writing	57.1	58.3	67.4	53	59
% Expected standard in Maths	60.0	62.5	74.4	51	61
% Expected standard in GPS	74.3	66.7	76.7	54	60
% Expected standard in RWM	48.6	54.2	60.5	39	47
Reading Progress	2.4	No data	No data	No data	No data
Writing Progress	0.3	No data	No data	No data	No data
Maths Progress	1.0	No data	No data	No data	No data

MS thanked governors who had commented on the report in advance, and she confirmed that she had answered all questions in advance on the GVO. [see above].

**Q: Are governors able to view earlier versions of the Pupil Premium report?**

MS explained that there is a legal requirement to publish the report on the website and the school needs to have the reports available for view for Ofsted. However, it was noted that the governors’ annual planner had indicated a December deadline. LW confirmed that December is the correct timeline for governor review.

MS gave a further overview of both the Pupil Premium and Sports Premium reports, followed by a broader discussion. DK commented that if there is limited time for next year's report due to the short window, it may be helpful to review the wording in the "challenges" section to ensure it clearly links to the proposed solutions.

**Q: Can you update us on how the school is supporting community cohesion, particularly in light of recent news such as the synagogue attack?**

MS shared that there had been initial questions from parents regarding this issue. She has spoken with the LA, who provided helpful information and guidance, particularly in relation to pupil wellbeing to staff and teachers. MS advised that she would share this guidance with governors. An assembly to junior children has also been completed with guidance from the LA.

**Q: Is there anything additional we should be doing for children who may be feeling unsafe in their communities?**

MS responded that pupils are encouraged to use the school's voice boxes to express concerns, and that a range of support is already in place within the school. She noted that the recent questions have come more from parents, which is a newer development. CKH added that she hosts a PSHE network meeting once a term and will be sharing an article published by Sanctuary, which includes top tips for staff and parents on supporting children through current events.

**Federation Key Priorities – WHIS/HJS**

LM confirmed that the Federation Key Priorities had been circulated in advance. She invited any questions or comments, though noted that the content had already been covered at the last FGB meeting. Governors confirmed they had no further comments.

**Summer data – EYFS**

*Discussed above.*

**Summer data – KS1/KS2**

*Discussed above.*

**LA Offer Update**

MS reported that the termly meeting with the LA has not yet taken place since her return. She confirmed that the school has received £36,000 in restructuring support costs.

## 6. Governor Strategic Direction

### Brunswick Primary Partnership Update

MS advised that we have been building relationships and trust and suggested holding further meetings with the relevant parties. Last week, LC, SLd, and herself visited Brunswick for a learning walk, during which MS provided a further overview.

LM advised that the draft Terms of Reference had been circulated to governors in advance. These are scheduled for approval at the next meeting. Governors are encouraged to share any comments or suggestions before then if they feel anything should be included.

#### **Q: Do we need to revisit the workshop we held with them last year?**

LM advised that this could be considered, as the situation has changed somewhat, and we may need to reassess what has evolved since the initial engagement.

LW provided an overview of the group for the benefit of the new governors.

### Update on AI pilot opportunity

SrL noted that a slide had been circulated in advance and she highlight key points. The pilot focuses on three main aspects, with efficiency identified as a key driver. However, it was acknowledged that AI also presents challenges and has been described as a bit of a "Pandora's box." Currently, around 50% of staff are using AI tools intermittently to support their work, while only 16% have never used them. This raises questions about whether staff have received adequate training and whether confidentiality concerns are being properly addressed.

SrL shared that she had spoken with Ashley Seymour Williams at the LA, who confirmed that AI is a new topic for them. There is potential to build a network for ongoing discussion. She also mentioned that someone at the LA is conducting a survey on AI usage, which could help clarify current practices and inform the development of appropriate training.

In addition to staff readiness, pupil safety and preparedness were discussed. Research indicates that private schools are ahead in this area, and some schools elsewhere in the country already have AI policies in place. SrL also shared that she is currently offering AI coaching for individuals and provided an overview of this work. She highlighted risks associated with AI, particularly the potential for malicious imitation of individuals. CKH gave an overview of the e-safety unit and other related initiatives she is involved in.

*SLd left the meeting.*

DK thanked SrL for her presentation and ongoing work on the AI pilot. He raised concerns about the risks associated with AI use among children and suggested that surveying parents might be premature. It may be more appropriate to wait until the LA is more actively involved and prepared to support such efforts. SrL

acknowledged this. DK added that many parents may also oppose AI initiatives on environmental grounds. There was a broader discussion around this and a potential future survey.

DK emphasized the importance of developing a formal AI policy for both staff and the school. A key issue identified was data protection. There was also discussion around the use of AI tools such as Co-Pilot in Outlook, and how PGCE students are being taught to use AI as part of their assessments. CKH shared that the work Helen is doing for secondary students will be published on BEEM and made available to schools in the area.

LM thanked SrL for her work on this topic.

## **7. Committee Updates**

### **Safeguarding committee feedback**

TW confirmed that the minutes from 03.07.25 are available to view.

Governors confirmed that there are no questions to raise.

### **Finance & Leadership committee**

N/A

### **Curriculum & Inclusion**

TW confirmed that the minutes from 26.06.25 are available to view.

Governors confirmed that there are no questions to raise.

## **8. Equalities**

### **Anti-Racism update**

MS reported that there have been no updates since the last FGB meeting, as the group has not yet reconvened. CKH shared that Natasha Harris, Head of Early Years at the council, recently reached out regarding strategies for creating inclusive classroom environments. CKH has been invited to deliver another standalone presentation in late November at private nurseries, focusing on inclusive spaces and the concept of an inclusive curriculum. She also mentioned that the "Bowls of Belonging" initiative is being developed into a community cookbook. There was discussion around the potential launch of the cookbook and the possibility of distributing it locally through bookshops.

LM thanked CKH for these updates.

## **9. Policy Reviews**

Governors confirmed that the policies had been circulated in advance, and that all comments and suggestions for edits had been actioned.

*Governors confirmed their approval of the following policies:*

- **Children with Health Needs who cannot attend School**
- **Early Career Teachers**
- **Equality Duty Statement**
- **Governing Body Instrument of Governance**
- **Staff Code of Conduct**
- **Whistleblowing policy**
- **Governor visits policy**

TW confirmed that most disclosures of interests for governors had been received and that he will follow up with any that are missing at the first opportunity.

MS confirmed that all the statutory school information is published on the school website, and that this is also checked with Kate Cusack and sometimes the SPA too.

## **10. Governor Monitoring for Autumn Term**

LM noted that visits are primarily being organized through the committees. Governors discussed the current visits that are in the process of being arranged.

## **11. AOB**

LM referred to the discussion held at the end of last term regarding LC's term of office as staff governor coming to an end. A staff governor election has since taken place. LM also sought advice from the LA concerning the co-executive head position and, following that guidance, it was decided that it may be most appropriate to appoint LC as a co-opted governor.

LM asked governors if they approved of appointing LC as a Co-opted governor.

*Governors confirmed their approval of appointing LC as Co-opted governor.*

LW advised governors to review upcoming training opportunities available on BEEM, and there was a broader discussion around this.

Hove Learning Federation  
Full Governing Body Meeting  
Tuesday 07 October 2025 at 6.00pm  
Portland Road

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



MS informed the group that a letter had been sent to parents advising that smartphones will be removed from the premises starting January. A warning will be issued for any phones found, after which they will be removed. There was a broader discussion around this. MS noted that there has been no negative feedback so far. Only a few questions were raised regarding smartwatches, and many parents have responded positively, with several emails expressing support and appreciation.

All governors were thanked for attending.

<b>Date of next meeting:</b>	16 <sup>th</sup> December 2025, 6.00pm Holland Road
<b>Time closed:</b>	8pm

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

**Action points from FGB meeting held on 7<sup>th</sup> October 2025**

<b>Item/Action</b>	<b>By</b>	<b>Person responsible</b>
<b>3.1</b> TW to upload the strategic priorities document from the FGB 07.10.25 to each committee folder	<b>ASAP</b>	<b>TW</b>

**Appendix (see below)**

**3. Governor term extensions 10.09.25**

**Head's Report Linked Documents/Appendices**

**1. FGB Agenda 07.10.25 - Final**

**2. FGB minutes 08.07.25 DRAFT (final)**

**3c. LA Governor Application Form - Tom Edwards**

**3c. LA governors - responsibilities and appointment procedure 2025**

**3d. CKH nomination form\_supporting statement**

**3e. Finance & Leadership Committee - ToR**

**3e. Full Governing Body - ToR 24-25**

**3e. HLF C&I ToR 2024-25**

**3e. Safeguarding Committee - ToR**

**3g. Governor Code of Conduct - 2024-25**

**3g. PROPOSED Governor Code of Conduct - 2024-25**

**3h. Governor Roles - October 25 - proposed**

**3i. Governing Board Strategic Priorities - 25-26 DRAFT**

**4. HJS Pupil Premium Strategy Statement 25-26 and Review of 24-25 Final**

**4. HJS Pupil Premium Strategy Statement 25-26 and Review of 24-25 Final**

**4. UPDATED - West Hove Infants Pupil Premium Statement 2025-26 and review of 24-25**

**4. West Hove Infants Pupil Premium Statement 2025-26 and review of 24-25**

**4a. EHH080 EHH081 Hove Learning Federation Budget Monitoring - August 2025**

**4a. Finance & Staffing Update September 2025**

**4b. Hove Learning Federation Recovery Plan Sept 2025 - FGB**

**5a. WHIS Head's Report Summer Term 2025 - final**

**5b. HJS Head's Report Summer Term 2025 - final**

**5c. HLF Key Priorities 2025-26**

---

**5c. Shortened Key Priorities 2025-26**

**5d. 846LLLL\_8462096\_School\_Info\_Pack\_2025\_V1\_West\_Hove\_Infant**

**5e. 846LLLL\_8462070\_School\_Info\_Pack\_2025\_V1\_Hove\_Junior (1)**

**6. AI\_in\_School - HLF & Digital Resistance - overview v2.0**

**6a. Collaboration Agreement MoU v1 signed BPS (1)**

**6b. Collaboration ToR DRAFT v2 amended 11.09.25**

**7a. SG minutes 03.07.25 DRAFT CONFIDENTIAL (final)**

**7c. C&I minutes 26.06.25 DRAFT (final)**

**9b. HLF Supporting Children with Medical Needs Policy- Spring 2025**

**9b. UPDATED - HLF Supporting Children with Medical Needs Policy- Spring 2025**

**9c. ECT Induction Policy September 2025**

**9d. HJS Equalities Information and Objectives 2025**

**9d. UPDATED - HJS Equalities Information and Objectives 2025**

**9d. WHIS Equalities Information and Objectives 2025**

**9e. HLF Instrument of Governance Nov 24**

**9f. HLF Code of Conduct for School Employees September 2025**

**9f. UPDATED - HLF Code of Conduct for School Employees September 2025**

**9h. School Website Compliance - Audit Tool - updated August 2025**

**9i. HLF Whistleblowing Policy for Schools - Autumn 2025**

**9j. Governor Visits Policy - with monitoring visit report templates Oct 25**

**Holiday Club Pilot (Summer 2025) – Briefing Note**

---