

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	
Sarra Lee	Parent	No	Yes
Alex Scott	Co-Opted	No	Yes
Lorna Cummings	Co-Opted	Yes	
Oyinkolade Akinleye	Co-Opted	Yes	
Katie Kershaw	Co-Opted	Yes	
Caroline Kemp-Harris	Staff	Yes	
Tom Edwards	LA	Yes	
Ollie Tunmer	Parent	Yes	
Abby Hedger-Jones	Associate	Yes	
Sam Ledger	Deputy Head	No	Yes
Niamh O'Shea	Deputy Headteacher	No	Yes
Rachel Jeffers	Deputy Headteacher	No	Yes
Sarah Shaw	School Business Manager	Yes <i>(Items 1 – 4)</i>	
Tom Way	Clerk	Yes	
<b>Vacancy</b>	Co-Opted		

Quorum: 10 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 all to the meeting.

### Apologies

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

MS advised that SLd, N'OS and RJ are unable to attend.

**Notification of any urgent business**

N/A

**Declarations of Interest**

N/A

**2. Minutes of FGB meeting held on 07.10.25 & eFGB 07.01.26**

**Approval**

All governors confirmed their approval of the minutes.

**Matters arising**

N/A

**Progress on actions**

*The following actions have been met:*

- TW has uploaded the strategic priorities document from the FGB 07.10.25 to each committee folder

*The following actions are ongoing:*

N/A

**3. Governance**

**Strategic Priorities**

LM confirmed that the strategic priorities had been circulated in advance. She noted that the priorities and actions were finalised by the committees last year and are available for governors to refer to as needed.

LM also informed the group that she will be meeting a potential applicant for the vacant Co-opted Governor position next Thursday.

**4. Finance**

Hove Learning Federation  
Full Governing Body Meeting  
Tuesday 27 January 2026 at 6.00pm  
Portland Road

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



**Update/current outturn**

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

**Q: Have we seen any change in the level of parental contributions to school trips and swimming over the last year?**

MS:

**24/25**

Swimming - 82% paid

Year 3 Museum Trips - 59% paid

Take Shelter Year 6 Trip - 81% paid

**25/26**

Swimming - 66% paid

Year 3 museum trips - 73% paid

Take Shelter Year 6 trips - 88% paid

As a school the finance team and year/phase leads send additional reminders to classes and individual families including ringing up P/C to remind them. However, contributions are still voluntary from families. FOWHIS contribute to trips and workshops in WHIS.

**Smaller ad-hoc trips, where we just ask for parents to contribute a smaller amount, seem to be where we really struggle to get payments:**

**Refer to examples below:**

Brighton Girls Year 5 PR bus fare Jan 26 - 63% paid

Michael Rosen - Brighton Dome Nov 25 - 63% paid

Year 6 Fizz Pop Workshop Nov 25 - 59%

Year 3 Trip (bus fare to PR) May 25 - 35%

**Q: Could someone explain sports premium to me that would be great.**

MS:

The **PE and Sport Premium for the academic year 2025-26** includes specific allocations and guidelines for schools.

**You should use the PE and sport premium funding to:**

- support all children and young people to live healthy, active lives
- make participation in PE and school sport easier
- make sure all children can achieve and thrive through increased physical activity and sport, no matter their background or ability
- improve children's health, wellbeing, personal development and academic attainment
- embed the foundations of positive and enjoyable participation in regular physical activity.

**You should aim to provide:**

- high-quality PE and sport for at least 2 hours a week
- a wide range of extracurricular sport and competitive opportunities
- You must not use this funding for activities within the core curriculum.

You must use the PE and sport premium funding to:

- build capacity and capability in the school, ensuring improvements to the quality of PE, sport and physical activity provision are sustainable and will benefit pupils joining the school in future
- develop or add to the PE, sport and physical activity that the school provides

If a MAT pools the funding between schools, you must use it to benefit the children in every qualifying school in the MAT.

Effective ways to spend the PE and sport premium

You should focus on making improvements in 5 key areas:

- increase all staff's confidence, knowledge and skills in teaching PE and sporting activities
- increase all pupils' engagement in regular physical activity and sporting activities
- raise the profile of PE and sport across the school, to support whole school improvement
- offer a broader and more equal experience of a range of sports and physical activities to all pupils, and ensure equal access to sport for boys and girls
- increase participation in competitive sport

To do this, you may:

- provide continued professional development (CPD) for all staff
- embed physical activity into the school day, by encouraging active travel to and from school and having active break times

- provide targeted activities or support to involve and encourage the least active children
- help to provide equal access for all pupils to the range of sports and physical activities that the school offers
- provide extra-curricular opportunities for children to enable them to access other sporting activities or specialist sport instruction
- provide specialist support to help children with additional needs to access and participate fully in PE lessons
- enter local school competitions and hold inter-house competitions in the school to encourage participation

You may also provide top-up swimming and water safety lessons for pupils that do not meet national curriculum requirements, after they have completed core swimming and water safety lessons. This includes paying for:

- transport costs
- the cost of training a teacher to enable them to be able to deliver swimming and water safety lessons

We've collated [examples of effective PE and sport premium spending](#) to help understand ways this can be implemented.

LW: I'd like to acknowledge the fantastic contribution the PTAs make to our finances, they do such a good job raising money that we can use to support the curriculum and other purposes.

LM: It is my understanding that although the donation has shifted the revised 5-year budget into the green - these are provisional figures and you are currently working on a detailed revised 5-year budget ready for F&L.

MS: Yes, this is correct.

LM: This 5-year plan retains the actions we had planned to make to balance the budget and repay the deficit - these actions were very challenging and brought risk - so need to be reviewed.

MS: Once I input all the data into the new 5-year budget plans and we can see what the trending bottom line numbers look like, we will be in a much stronger position to review those high-risk actions planned for 2028-29 and 2029-30 in our recovery plans.

**Q: Does this budget include the additional costs associated with the unexpected UPS costings resulting from the LA's revised guidance?**

MS: Yes, I will be including these in our new budget plans going forward and the latest monitoring report includes the UPS uplifts since September 2025.

**Q: Is it possible to see a list of subscriptions we have as a school and review these against the overspend in this area?**

MS:

**Supplier/CustomerN**

SSUBSPCARD LH Statement April 12.0

PCARD LH Statement April 12.05

Arbor Education Partners Juniper Education Services

My Play Service Sign in AppData Protection Education Ltd PCARD SS Statement

May 10.06phoenix software ltd

TWINKLCPOMS systems Ltd

Ed-Shed Subscription

PCARD SS Statement - Zoom

12.05Juniper Education Services - EYFS Assessment

The Key Support Services

**£19,318.36**

**[Advance discussion on GVO end]**

MS presented the budget monitoring overview and the finance and staffing update. She reported that, at the end of December, the projected yearend position shows a surplus of just under £45,000. This represents a significant improvement compared with the original licensed deficit from last year, largely due to changes in circumstances during the year.

Teacher pay uplifts have been fully funded, though support staff uplifts have not. There has been a high level of teacher absence, including several long-term absences, resulting in an overspend on teaching staff. MS also confirmed that the school will be ceasing the holiday club provision; consultation is underway, and the holiday club manager post is being made redundant. Costs to the school relating to this are expected to be minimal.

Staffing remains the area where overspends most commonly occur, particularly due to pay awards. Indirect staffing costs, which cover agency and supply staff, show a notable overspend. This continues to be a challenging budget line to control, as the school regularly needs to engage agency staff; some staff absence

is covered internally by teachers, while in other cases agency support is required. Some elements may be reallocated to the Sports Premium where appropriate, depending on pension related coding.

**Q: How many years are left on this?**

SSh explained that redundancy costs continue for two more years, and pension liabilities remain for a further four years.

MS noted that high staff absence during December and January is common across some schools. SSh added that support staff absence has also been high since the Christmas break. MS confirmed that the school continues to use the split class arrangement in Key Stage 2 where possible before moving to supply cover, and that a small number of staff are on long-term sick leave with clear reasons.

SSh reported that the premises budget is currently on track. Additional improvement work has been partly supported by “back-funding,” and examples at the School Road site were provided. MS outlined the rolling maintenance plan, explaining that costs remain within budget. SSh also explained DFC funding to governors: this is received annually from the LA, is restricted solely to buildings and maintenance, and is not a large allocation. MS gave an example of last year’s ceiling replacement funded through this route.

**Q: What is the £5k overspend on water usage?**

SSh advised that there is an issue with the timers on the boys’ toilet urinals, potentially causing continuous flushing outside school hours. The LA will need to arrange a plumber to fix this. As it is a significant overspend, the school may be able to reclaim some of the cost.

**Q: Are we sure this is the only issue?**

SSh confirmed that checks across the school indicate this is the sole source of the problem.

SSh reported that final gas and electricity bills have not yet been received but are expected to be broadly in line with the budget. Curriculum costs are likely to overspend by approximately £20,000; however, this has been offset to a large extent by parent donations, with additional support from the PTA. Around £10,000 has been spent on IT this year, and the school continues to ring-fence funds for IT needs over the next four to five years. MS noted that this had also been discussed in the F&L Committee. SSh confirmed that the IT Manager has a clear multi-year projection of future requirements.

MS provided further explanation of the Cloud domain used across the five schools. She advised that, over time, servers will become obsolete and the aim is to reduce future replacement costs by increasing efficiency and sharing services across schools. Offsite backup is provided by East Sussex, though a more efficient option may be needed in the future. The LA is currently reviewing its technical support offer, and all schools are considering how best to secure cost-effective and reliable IT support going forward. MS provided additional detail on the associated IT specifications and backup processes.

SSh noted that approximately £40,000 may potentially need to be repaid to the LA. LM explained that some schools had queried whether we should return the £40,000 previously given due to not academising, though there has been no formal communication from the LA regarding this. SSh added that Sue Pollack had

recommended putting this amount aside as a precaution. A broader discussion followed; there were no further updates at present.

**Q: Is there any way of quantifying the amount of staff time spent supporting other schools on behalf of the LA?**

MS confirmed that this calculation has already been completed and fed back to the LA.

SSh reported that income generation remains strong, with around £430,000 expected from after-school, breakfast and (until it closes) holiday clubs. In addition to the £700,000 anonymous donation, the school has received £32,000 in parental donations. A broader discussion followed. MS noted that around 3.4% of parents currently contribute via standing order, which accumulates significantly over time.

High needs funding continues to present challenges. SSh reported that the school has had an adjustment, but there remain shortfalls in several cases. Funding does not always align with the academic year; for example, EHCPs approved in October, November and December have not yet been funded. MS noted that this is linked to the October Census timing. SSh explained that this makes financial planning difficult. The school is hoping for a further adjustment, though this will not be until the next academic year. SSh also confirmed that just under £10,000 has been received from student placements.

**5-Year Financial Recovery Plan**

Recovery plans remain on track. A recent meeting with the LA was positive, and no risks were identified. As the school is managing its budget within the agreed parameters, the LA does not plan to meet again this term. MS confirmed that the school will remain within the licensed deficit agreement for four years. SSh outlined the improvement between previous projections and the current position but emphasised the need to remain vigilant given potential future changes such as teacher pay increments.

**Q: What is happening with the £700k donation now, and is there any interest income over the next five years?**

MS explained that the funds will not sit in the school's own bank account for the five-year period. She had explored the possibility of using a business or high interest account, potentially generating around £10,000 per month, but this is not permitted. By the LA as it is a school business bank account SSh confirmed that the funds sit in an LA managed account; as a maintained school, the money is not technically held by the school and therefore cannot be moved to generate interest. A broader discussion followed.

**[Advance staffing update on GVO]:**

**Staffing Update**

**Portland Road:**

- 1 x front office admin staff retiring on 28/1/26 and 1 x front office admin staff left on 18/12/25. 2 x replacement staff appointed and starting end of January.

- Replacement PA started on 3/11/25 following KC's resignation.
- 1 x 0.5 FTE class teacher returned on 7/1/26 following a long-term absence and is on a 5-week phased return.
- 0.8 FTE SENCO on long-term absence since 8/12/25. Absence being covered within the Inclusion Team and WHI SENCO working extra 1 day per fortnight to support capacity.
- Interviews being held on 20/1/26 for Learning Mentor for 2 days per week to help support high needs capacity.
- 1 x 0.5 FTE class teacher on a temporary reduction of hours to 0.4 FTE following a flexible working request. This request was agreed until end of May when it will be reviewed. Half-day being covered by job-share.
- 1 x part-time Year 3 LSA on long-term absence until February half-term. Temporary LSA appointed to cover this due to high need of children in year group.

#### **School Road:**

- 1 x After School Club Deputy left in December 2025 – replacement started 10.1.26.
- 2 x additional After School Club Assistants appointed to start asap for 5 days per week. This is due to increased demand for places.

#### **Holland Road:**

- 1 x 1 FTE Phase Leader and Class Teacher went on maternity leave in November. Temporary maternity cover teacher in place until 31/8/26.
- 2 new MDSAs started in the Autumn term due to high need for cover at lunchtimes.
- 1 x LSA left on 18/11/25.
- 1 x additional Breakfast Club Assistant appointed to start asap for 1 day per week. This is due to increased demand for places.
- 3 x additional After School Club Assistants appointed to start asap for 5 days per week. This is due to increased demand for places.

#### **Holiday Club – School Road:**

- Holiday Club ceased operating in December 2025. Holiday Club Manager has been in post since July 2025 and has been notified that his role is being made redundant through a short consultation process. He will receive 1 months' notice pay, so minimal cost to the school. His other substantive posts (LSA and After School Club Manager) are not affected. No other staff included in the consultation as all on casual contracts.

#### **Vacancies:**

We have the following advert out:

- Part-time Learning Mentor at Portland Road (2 days) – fixed term until 31/8/26. Interviews being held on 20/1/26.

## [Advance staffing update end]

SSh reported on the Hopscotch lettings arrangement and advised that the school is proposing a 10% increase to the lettings fee and gave a broader overview of this. She asked if governors approved of this adjustment.

*Governors confirmed their approval of the proposed increase.*

### **Schools Financial Value Standard (SFVS)**

Governors noted that no questions had been raised in advance. SSh confirmed that the document has not changed significantly since last year.

### **Services for Schools**

It was agreed that this item would be carried forward to the next agenda for approval.

Governors thanked SSh for her work and for attending the meeting.

*SSh left the meeting.*

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

### **Heads Report on Key Priorities – WHIS/HJS**

## [Advance discussion on GVO]:

**Q: PR behaviour incident increase - is there anything additional you need/could do with from Governors on this?**

MS:

Charlotte Wallace noted this in her behaviour reporting and we identified 2 reasons.

1. Increase in the number of incidents of behaviour reflects the new Year 3 intake with a range of complex need and 6 EHCPs including social/emotional behaviour. Referrals have been made to BHISS team to support both staff and pupil referrals and additional learning mentor hours 0.4 FTE have been increased to increase provision of cohort.

2. PR reports all SLT reflections and Charlotte Wallace agreed that not all sites are reporting on CPOMs restorative reflections with SLT. Further guidance on reporting this has been given to all staff.

**Q: The results from the P/C survey look fantastic. Have we got a date and targets for the next survey?**

MS: Next Parent Evening in March 2026.

**Q: Is there any commentary to go with the attendance data in the HT report (HJS Head's Report Spring Term 2026 FINAL.pdf)?**

MS: Attendance commentary is reviewed in the Safeguarding Committee Meeting minutes as a standing item each half term.

**Q: SEND and DA pupils have higher persistent absence, especially at Holland Road. What are the key drivers and how are they being addressed?**

LC: As an attendance team we are very mindful of the difference in attendance between DA/SEN pupils and non-DA/SEN pupils. We have both a collective and an individualised approach to identifying the reasons for higher absence and the support families require. The office staff record the absence of any pupils who are DA or SEN on CPOMs daily so we can monitor this carefully. We hold 4 weekly attendance meetings on each site involving the Head of School, office attendance lead and inclusion staff. We discuss all the children whose attendance has fallen below 95% and (in line with the Working together to Improve Attendance) we consider the needs of each child and family and plan strategies which will best support their attendance. This may include pastoral support, breakfast club, soft starts etc. Or an appropriate member of school staff will meet with parent to discuss this further. We do have several persistent pupil absentees whose attendance is affected by their anxiety leading to ESBA. Again, we work closely with these families on an individualised basis to support the child's attendance in school. Some of these pupils may remain on our roll but access alternative placements.

Attendance data is discussed in more detail in the safeguarding committee.

**Q: I can see we have gained pupils for both schools in quite large numbers, presumably throughout the year and across classes. Assuming this brings additional challenges, how have we responded?**

MS: Some new additions to the school in the autumn term have included an increased range of EHCP pupils with high needs and pupils from St Joseph Primary (closed in July 2025) with persistent absence as well as other mid-year transfers from other schools. We are working with the LA attendance team and LA SEND team to support pupils' provision according to need. This has included adapted provision out of school and increasing a member of support staff at Holland Road 1.0 FTE.

Other additional pupils have started the school in all year groups. Many of the pupils are from Middle Street Primary (closing July 2026) and we have been liaising with the school to support the families transition into school.

**Q: Page 7. On the parent survey the final Q - '16% of P/C said that their child is on the SEND register and the school gives them the support they need to succeed. 73% said that this question was not applicable'. Do we know what parents feel about their child's SEND support?**

*CW: This year we are taking part in the 'PINS project' or Partnerships for Inclusion of Neurodiversity in Schools, this is a national initiative aimed at supporting neurodivergent children in mainstream primary schools across England. One aspect of this focussed on SEND parent experiences. We are hosting a series of parent workshops alongside PaCC, the Parent Carers' Council which is a forum for parent carers of children with additional needs who work to help improve services and support. The first workshop was held last week at SR/PR and there was a great turn out from your schools' parent carers.*

*Positive feedback was noted about their child's experience of the school and shared positive experiences, recognising the great work that the whole team are doing, stating that their child felt understood and supported. We are aiming also to set up a SEND parent carer forum on the back of this initiative.*

*There was feedback around the following themes which we will raise in our leadership and Inclusion meetings to address.*

- *Communication and transparency*
- *Collaboration.*
- *Sensory difficulties and space.*

**Q: Have teachers had the opportunity to feed back about 'Mastering Number'? Do teachers feel this is effective and making a meaningful impact in the classroom?**

RJ: Year and phase leads for year 4 and 5 fed back positively about the use of mastering number. They feel they are in a good routine with this and can see positive outcomes in the classroom with the focus on routines and over learning.

MS: Teachers will have the opportunity to feedback in the staff voice and maths learning walk as per the monitoring cycle following the staff CPD for maths mastery. Year/Phase leads in Years 4 and 5 have put it as a standing item on their year group meetings. The mastery intervention for whole class was trialled at HR and PR in one year 4 class and with Jess Bray the maths lead and the trial time was used to feedback and support teachers CPD and guidance for carrying out the intervention.

**Q: How are supply teachers, teachers new to the school, teachers newer to the profession, etc., supported to implement the maths key priority - i.e., to ensure consistency across the school?**

Induction with SLT is provided at the start of the academic year as well as with the maths team where appropriate. New teachers to the school get the opportunity to observe the maths team in their key stage and share good practice. Additional training is provided for ECTs through the Maths Hub. Supply staff are provided with detailed planning and slides and use the year/phase lead to support daily teaching and learning. **Q: Are there any individual classes where boys are having particularly good attainment/progress in writing (i.e., as compared to the rest of the Year Group?). Are there any good practices from these classes that can be shared?**

RJ: No KS2 year groups where boys outperform girls in this area.

**Q: With the Holiday Club closing in December 2025, this seems like a significant service to lose for working parents. Was it financially unviable or were there other reasons?**

MS: Reasons were shared in the Leadership and Finance Meeting as part of the consultation paper approval.

LM: 1. I think it might be useful to look at the staff wellbeing survey and responses in F&L - maybe as an agenda item

2. MH report was very informative. Ambassadors visiting nurseries and being part of youth voice projects - inspirational work - and I imagine these activities involve a huge amount of time to plan and deliver. Please can we pass on governor thanks for the report and the invaluable work being done to support our children's wellbeing and MH.

MS: Staff Wellbeing to be added to Finance and Leadership agenda for March 2026.

**Q: Thank you for pointing out the gap in Writing outcomes so far in Y1 where girls are doing better on average than boys. Can you share an example of some of the strategies that have been adopted in KS1 to make writing more engaging for boys?**

NO'S: A key focus in KS1 writing is to have very explicitly cross-curricular links to engage not only boys but all children. In Year 1 our current writing is a recount of us finding dragon eggs in our classrooms, this is alongside videos of the dragon/letters from the dragon etc to create excitement which lead us into our writing unit and to pique the interest of any disengaged writers. We also did this using cultural capital in the Autumn term when we wrote sandwich making instructions and then made sandwiches. Having children having a hook into writing especially engages all children but especially reluctant writers who are boys. In Year 2 the Autumn 2 topic was superheroes where the writing was linked with this and children got to dress up as superheroes a topic for which reluctant writing boys usually have a high level of interest in and in the spring term a sloth arrives in the classroom and all writing is linked to the rainforest topic. These are areas we have adapted before but had to make much more explicit this year to help engage boys in their writing journey.

### **Outdoor Development**

**Q: I can see our objective is to reduce spend on external coaching - please could you explain the rationale behind this - have we evaluated the external coaching or is there research saying it is better to build staff expertise?**

NO'S: Our desire is always to up-skill our staff so that we build a legacy of strategies and knowledge that we can keep improving. Whilst the external sports coaches that we have accessed through the Sports Premium have provided children with coached activities in one section of our playground, we believe by getting staff 'buy in' we will be able to offer a greater range of structured activities in purposefully resourced zones across our outdoor spaces.

Now that the government is recommending 60 minutes a day of physical activity for all children, we want to ensure the activities we have available are inclusive to all. School staff who know our children well can

bring the positive relationships from the classrooms to the playground. We would like to be able to train our MDSAs (midday supervisors) alongside pupil 'play leaders' so that there is an expansion of leadership / team-work skills between staff and pupils. This will lead to staff and children being able to confidently lead safe playground activities, which we want to enhance essential life skills and improve social interactions.

## [Advance discussion on GVO end]

MS confirmed that the questions uploaded to the GVO in advance have been answered [*see above*].

MS provided a summary of the questions and answers reviewed in advance. She highlighted that the majority of current EHCPs relate to social and emotional needs. Provision remains strong, and the school has recently appointed an Early Career Teacher with relevant experience and a strong background in this area. MS noted that this year represents one of the highest levels of SEND emotional and social need the school has seen. BHISS have identified that it may be beneficial to consider relocating the Year 3 classrooms to support transition and placing them on the ground floor. With easier access to sensory space and the inclusion team.

LW informed governors that she and TE have a meeting scheduled with the inclusion team next week and confirmed that they will raise these matters during that discussion.

MS provided further summaries from the GVO responses. She advised that a small number of children recorded as persistent absentees had transferred from other schools but have never attended since being placed on roll.

### **Q: Did parents intentionally decide to move them here?**

LC explained that in some cases this has been linked to the closure of St Joseph's and gave a fuller overview of several complex family situations. She stressed that the school reviews each individual case to identify the appropriate support. Some families are engaging with external services, but their children are still not attending school. In other situations, pupils remain on roll while the school supports the family through the EHCP process.

MS also summarised the responses previously provided regarding the Mastering Number programme, progress in writing, and the planned changes relating to the holiday club.

KK thanked MS for the level of detail provided in her GVO responses in advance of the meeting.

MS then summarised the one-page curriculum summaries. She noted that SLd has been supporting teachers in identifying their focus target areas for professional development.

### **Know Your School Visit Report**

MS reported that the new SPA who reviewed KS2 practice had been very impressed, particularly by the way high expectations are embedded and routine across the site. LW agreed, noting that it is highly impressive to see such strong consistency across both sites.

**Q: There is a girls/boys attainment gap in writing at KS2. Rachel had said there were no year groups where this gap appears, but are there particular classes where the gap is smaller? Can we identify any individual classes showing stronger outcomes and the corresponding good practice?**

MS confirmed that there are some classes where the attainment gap is more pronounced. Year Leaders have reflected this in their cohort specific action plans and are working with their teams to analyse the data, identify patterns and share best practice across sites. She explained that this forms part of the school's ongoing monitoring cycle and ensures that expectations remain consistent. SLd and NOS can provide more detailed insight into classes where needed, though MS noted a small number with clearer trends.

**Q: How data-driven are year-group meetings?**

MS explained that year group meetings involve more detailed discussion than wider team meetings because Year Leaders are present and can build specific priorities into their action plans. Each cohort is different, and staff continually revisit the data throughout the year. MS added that a great deal of work was undertaken on writing last year, including extensive CPD, and that teachers now have much greater confidence in identifying and addressing gaps. External feedback had confirmed that pupils' books reflect strong practice. MS reminded governors that the new SEF had been circulated and is a work in progress within the new Ofsted framework. She also referred to the KYSV report and the Ofsted inspection framework document shared, noting that the inclusion focus from the school's last review is reflected in the new framework. The IQM report had also been shared, as well as an update on PINS training. She reported that all staff attended the recent INSET on this, which went very well and was highly informative. CKH reiterated this, highlighting how valuable it had been in deepening teachers' and practitioners' understanding of neurodiversity.

**Q: What will this feed into?**

MS explained that this work feeds into the PINS project, which is a wider inclusion initiative aimed at supporting all pupils and stakeholders, including staff and parents. The school uses surveys to track understanding and identify additional training needs. Parents can also indicate where they would value further support. MS noted that PINS will be in school tomorrow to carry out further work, including delivering training across all sites and conducting a sensory environment audit. This links closely to the teaching and learning checklist and helps identify improvements related to cognitive load and supporting neurodiversity.

**Q: Who attended the training?**

MS confirmed that all staff took part. Support staff received morning training that was more personalised and discussion based, allowing them to share their experiences working with pupils across the sites. All staff also attended the broader INSET session.

**Q: Has the transition to the new SPA gone well?**

MS confirmed that the transition has gone well and that staff have adjusted positively to the new SPA. She provided a broader summary of recent work, noting particularly helpful feedback received last week. The

SPA reviewed learning plans and pupil premium targets to consider how these align and conducted this process across both sites. MS commented that the outcomes were very positive. See SPA report on GVO.

### **New Ofsted Inspection Framework Update**

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

**Q: For the new online insights platform, is there an opportunity to contribute to this as we go - for example serving community we can include bowls of belonging. Thinking it may help workload if we can populate as we go? May not be able to answer this yet if not yet launched etc.**

MS: MS (EHT) to research this as no DfE guidance has been provided at present.

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

### **BP/HLF and LA Update**

MS reported that there has been no LA meeting this term to follow up on previous discussions. Since the meeting held in June and the subsequent communication with parents, there have been no further updates from the LA. She confirmed that the school continues to work closely with both the LA and Brunswick Primary, though there have been no significant developments since the most recent update. MS noted that this may no longer need to remain a standing agenda item, and a broader discussion followed.

MS shared the current collaboration plan with governors involved in the working group. A strategy meeting with Brunswick is scheduled for Thursday. The focus has been on ensuring the Memorandum of Understanding and communications are accurate and supportive, particularly regarding the work KK and LC are leading. Feedback so far has been positive from all sides, and the wider news of the collaboration has also been well received. CKH shared that staff generally feel this is a good opportunity and a natural progression from the work already happening across schools. Some staff naturally feel anxious about future changes, and they have been encouraged to raise questions and discuss any concerns.

MS gave a further update on the ongoing collaboration work, including a presentation meeting from Verity School that focused on Ofsted readiness. She confirmed she is happy to share the collaboration plan with all governors; it sets out key areas of joint work in English, writing and maths, with actions assigned throughout. She added that the consultation process still needs to be developed and will be time-bound for completion this term, particularly in relation to any changes required for September.

**Q: When we checked in last Friday about communications, both schools said there had been no parent interest and only logistical queries from staff. Has anything changed since then?**

MS responded that there have been no new developments. The general feedback from Brunswick's business manager is that staff are relieved there are no redundancies planned.

LW reflected on the wider context of change, noting the importance of recognising that change is now a normal feature of the education landscape. Ensuring staff understand this and see it as part of a forward-looking strategy is important. A broader discussion followed around managing change and supporting Brunswick in being Ofsted ready. MS confirmed that Ashley continues to meet with the federation regularly and has been requesting greater clarity from the LA regarding long-term plans.

**Q: Are you now attending Brunswick FGB meetings?**

MS confirmed that she is attending these meetings and provided a brief summary. LM acknowledged that this increases MS's meeting commitments and confirmed that the detail of this arrangement, along with the relevant terms of reference, will be reviewed in upcoming collaboration meetings. MS provided further context regarding logistics.

**Q: Is there concern about you effectively doubling the number of governance meetings you are attending?**

MS explained that this will need to be monitored in practice before drawing conclusions. She noted that it will not be feasible long-term to attend all meetings with the same level of presence, but that her initial attendance is important at this stage of the collaboration. LM and KK also discussed the purpose of the collaboration board, with KK noting that its intended role may differ from the current stage of the process.

MS provided additional overview of her work with Brunswick Primary School.

**Q: The purpose of the collaboration working group is to oversee strategic direction. Is this essentially more of the same?**

MS responded that due diligence will be required, including potential meetings with the LA, and confirmed that this structure will be important as the collaboration develops.

## **6. Governor Strategic Direction**

### **Brunswick Primary Partnership Update**

[See item 5 above].

### **Update on AI pilot opportunity**

Governors confirmed that the AI workshop report had been circulated in advance, and they noted SrL's apologies and that she had invited governors to email her with any questions on this item.

MS reported that she had met with James a couple of weeks ago. As part of the pilot, he carried out a photoshoot to support the public facing communication of the work being undertaken. One of his aims is to contribute to research intended to inform the DfE. He had hoped to conduct the pupil voice elements of the project within a shorter timeframe, but MS explained that this is not realistic within school processes, particularly for work relating to e-safety and personal development, which requires a longer, two-year

approach. MS noted that he was reflective about this and receptive to adjusting the timeframe. MS added that James and Hannah have also done constructive work around the computing curriculum. SrL has produced an action plan for the pilot, and staff have been reminded to complete the survey, although the pace of progress has slowed slightly this term. The priority for this phase is staff surveys. Pupil surveys will focus on Year 3 and above, as pupils in Years 1 and 2 are less likely to have meaningful exposure to AI. LW commented that these are long-term projects and taking them at an appropriate and sustainable pace will strengthen their long-term impact. A broader discussion followed.

CKH shared that she will be running training for the council on 12th February on online subcultures, which links closely to equalities work and aspects of AI. She invited governors to attend. MS noted that it would be helpful for CKH also to attend the next AI meeting given her expertise in this area.

## **7. Committee Updates**

### **Safeguarding committee feedback**

Governors confirmed that the Autumn term minutes had been circulated in advance, and that there were no questions.

### **Finance & Leadership committee**

Governors confirmed that the Autumn term minutes had been circulated in advance, and that there were no questions.

### **Curriculum & Inclusion committee**

Governors confirmed that the Autumn term minutes had been circulated in advance.

DK reported that the recent presentation on high-quality teaching had been excellent, noting that new governors were particularly impressed. MS added that staff feedback had also been very positive, especially regarding appraisals and the way the work is reaching all staff across the federation. She noted that the staff wellbeing questionnaire is carried out once per term. CKH shared that staff had found the process extremely positive, particularly appreciating the time available across the whole term to reflect on their focus areas. MS explained that the coaching model requires adequate time to be effective. Phase Leads may be supporting up to six members of staff, and the model works best when implemented over a two-year period.

## **8. Equalities**

### **Anti-Racism update**

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

**Q: Please could you tell us more about the 'responding to prejudiced based incidents' flow chart? It seems a supportive guide for staff and an effective and supportive process for children. Where has this come from, are staff trained in using it, how do staff access it, are we confident it is being used, are we monitoring its effectiveness.**

MS: The flowchart was created by the PSHE team for the school and checked by the LA. Staff have received training on it and it is part of the positive behaviour policy and is shared with stakeholders. Staff also use it to identify and guide their decision-making using advice from the PSHE team as appropriate.

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

CKH reported that following the parent/carer antiracism feedback meeting in late Autumn 2, several parents expressed that there continue to be incidents involving microaggressions, particularly relating to children's hair, shape and texture. Parents felt it would be valuable to hold an educational event that celebrates hair diversity. In response, CKH has been working with AS and the PSHE team this spring term to develop a follow-up project titled My Hair, My Heritage. This will be a photography project in which children wear their favourite hairstyle and explain why they like it, with parental involvement encouraged. The event will be hosted at the School Road site before the Easter break, with local hair braiders and hairdressers invited to contribute. A small fundraising zine will also be produced. KK raised the point that some children may wear wigs for reasons such as alopecia, and CKH confirmed that this will absolutely be accommodated within the project.

CKH shared that the recent book launch went very well. KK suggested the possibility of running a summer event combining the hair themed celebration with the Bowls of Belonging initiative. CKH reported that 15 books remain, and if all are sold the project could generate up to £800 profit. MS added that beyond the income, the event has been a valuable learning opportunity for pupils and a positive community engagement activity.

MS noted that during a recent parent meeting, several families shared that they chose the school specifically because of its strong inclusion ethos and the visible work taking place in this area. DK agreed that this makes a significant difference for many families. LW highlighted the excellent use of Instagram by Vinnie Nicholls, whose work has greatly benefited the school's communication and visibility. MS added that subject and phase leaders have been encouraged to share more material with him to support this.

A wider discussion took place around showcasing the school's inclusion work, as well as opportunities for joint celebration and community events with Brunswick. MS shared that the school is planning a running event in May with involvement from the parent working group. Due to the high costs associated with hiring Hove Park (£3,000–£5,000), the venue may need to be changed, with Brunswick being a possible alternative.

Governors thanked CKH for her continued work and leadership in this area.

## **9. Policy Reviews**

**a) Teacher's Pay**

Governors confirmed their approval of this policy.

**b) CCTV policy**

Governors confirmed their approval of this policy.

**c) Allergy Management**

**[Advance discussion on GVO]:**

**Q: Could we build in termly reminders to staff for allergen-friendly food consumed on-site e.g., no nuts or sesame?**

MS agreed to action this – **ACTION 9.1 - MS**

**[Advance discussion on GVO end]**

Governors confirmed their approval of this policy.

**d) Staff Anti-Bullying, Harassment and Victimisation**

Governors confirmed their approval of this policy.

**e) Scheme of Delegation**

Governors confirmed their approval of this policy.

**10. Governor Monitoring for Spring Term**

LM reported that OT has completed the Health & Safety visit and submitted the corresponding report. LM will be carrying out the safeguarding monitoring visit this term, and LW confirmed that she will be undertaking the SEND monitoring visit.

**11. AOB**

Hove Learning Federation  
Full Governing Body Meeting  
Tuesday 27 January 2026 at 6.00pm  
Portland Road

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



MS advised that the school expects to have more clarity on pupil numbers within the next week or two.

LM thanked MS, LC and all governors for their ongoing work and commitment, particularly given the challenges surrounding pupil numbers and wider strategic developments.

All governors were thanked for attending.

<b>Date of next meeting:</b>	24 <sup>th</sup> March 2025, 6.00pm Holland Road
<b>Time closed:</b>	7:44pm

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

**Action points from FGB meeting held on 27<sup>th</sup> January 2026**

<b>Item/Action</b>	<b>By</b>	<b>Person responsible</b>
<b>9.1 MS to build in termly reminders to staff for allergen-friendly food consumed on-site e.g., no nuts or sesame</b>	<b>Spring 2 FGB meeting</b>	<b>MS</b>

**Appendix (see below)**

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

**1. FGB Agenda 27.01.26 - final**

**10. Monitoring Visit Report - Safeguarding - Nov 25(1)**

**11. Holiday Lettings - Hopscotch**

**2. eFGB minutes 07.01.26 DRAFT (final)**

**2. FGB minutes 07.10.25 DRAFT (final)**

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

**3. OT - parent governor nomination form updated**

**4. CORRECT VERSION EHH080 EHH081 Hove Learning Federation Budget Monitoring - Dec 25**

**4. CORRECT VERSION Finance & Staffing Update January 2026**

**4. EHH080 EHH081 Hove Learning Federation Budget Monitoring - Dec 25 (3)**

**4. EHH080 EHH081 Hove Learning Federation Budget Monitoring - Oct 2025 - revised version (2)**

**4. Finance & Staffing Update January 2026**

**4. Finance Subscriptions**

**4. Hove Learning Federation - SFVS Checklist 2025-26**

**4. Hove Learning Federation Recovery Plan Nov - FGB (1)**

**5. Autumn Term Data analysis for Head's Report**

**5. EYFS Data Report Autumn 2 2025-26**

**5. HJS Head's Report Spring Term 2026 FINAL**

**5. HLF SEF (Primary Version)**

**5. HLF\_KYS\_Visit\_Report\_Aut\_2025 updated (1)**

**5. IQM Hove Junior School Review - Nov 2025 (1)**

**5. Ofsted Inspection framework briefing 06.10.25**

**5. Outdoor development**

**5. PINS Conference 09.10.25**

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**5. Pupil Premium one pager FINAL**

**5. The Partnerships for Inclusion of Neurodiversity in Schools - Summary**

**5. WHIS Head's Report Spring Term 2026 - FINAL**

**5. Whole school DATA analysis Autumn 2025**

**6. AI workshop at HLF 8Jan26 (1)**

**7. C&I minutes 27.11.25 DRAFT (final)**

**7. F&L minutes 14.10.25 DRAFT (final)**

**7. SEND Monitoring report Nov 25**

**7. SG minutes 13.11.25 DRAFT CONFIDENTIAL (final)**

**8. 15.10.25 Anti-Racist Parent Meeting**

**8. Anti-Racist Working Party December 2025 (1) (1)**

**8. Anti-Racist Working Party October 2025**

**9a. HLF Pay Policy for Schools 2025-26**

**9b. HLF CCTV Policy Autumn 2025**

**9c. HLF Allergen Management Policy 2025**

**9c. NEW - HLF Updated Allergen Management Policy 2025**

**9d. HLF Staff Anti-Bullying, Harassment and Victimisation Policy 2025**

**9e. Hove Learning Federation - Scheme of Delegation 2026**