



## Cheriton Primary School

### Minutes of the Full Governing Body Meeting held at school on Thursday 24<sup>th</sup> November 2022 7-9 pm

*Associated documents can be found in the OneDrive folder "Meeting Items 2022-11-24"*

**Present:**

Andrew Goldsworthy, Headteacher (HT)  
 Elizabeth Brett (EB) via Teams  
 Christopher Durant (CD)  
 Elisabeth Flett (EF) via Teams  
 Catherine Hackett (CH)  
 Rebecca Haskins (RHa)  
 Rachel Holmes (RHo)  
 Frances Lawrence (FL)  
 Nicholas Parmley (NP)  
 Jenny Reeves (JR)

**Absent:**

Emily Moorhouse (EM)

**In Attendance:**

Jenny O'Keefe  
 (Governor Services Advisor for Winchester)  
 Catherine Redgrave  
 (School Improvement Manager)  
 Rhona Hatchley (Clerk)

Key: <span style="color: green;">evidence of challenge/question</span> ; <span style="color: blue;">evidence of support</span>		
<b>Quorum:</b> With 10 out of 11 governors present, the meeting was always quorate		
Item		Action
1.	<p><b>Welcome by the Chair and Apologies</b>            The Chair welcomed everybody to the meeting, in particular our new parent governor Jenny Reeves and guests Jenny O'Keefe (JOK) (Governor Services Advisor for Winchester) and Catherine Redgrave (CR) (School Improvement Manager).</p> <p>As the Chair was attending online she proposed the election of the Vice Chair (actions arising item 5b) be brought forward. Nick Parmley had volunteered to take the role and in the absence of any other volunteers was unanimously elected and thanked warmly for doing so.</p>	None
2.	<p><b>Declarations of personal and pecuniary interest.</b>  <i>to note any conflict with any item on the agenda</i>            None declared.</p>	None
3.	<p><b>Ofsted Follow up and questions</b>            Catherine Redgrave shared handouts and outlined the framework of the discussion which would cover the following areas:</p> <ul style="list-style-type: none"> <li>- Implications of Requires Improvement (RI) for a school</li> <li>- What the governing body needs to be mindful of</li> <li>- What support is available from the LA</li> </ul>	

- Questions from governors

The full handouts will be uploaded on OneDrive in the meeting items folder but the discussion and questions are summarised here:

**Overall:** CPS is now RI. Any school not judged inadequate is considered to have the capacity to improve. School leaders and the governing body then have the responsibility of taking the opportunity to improve the school.

**Issues:** It is important that CPS does not lose sight of the good and positive aspects also picked up in the report. The section “what is it like to be at the school” was glowing with praise and contained nothing critical. However Quality of Education is a limiting judgement and the school did not score highly enough here. Safeguarding was almost judged inadequate around reporting but this issue was successfully rectified by the HT during the assessment.

**What next:** after an RI judgement a school is expected to get good in four terms. It is expected to be judged again in two years and have made enough progress to be good. It is advisable to accept the RI judgement quickly and move forward deciding what needs addressing.

There will be an immediate spotlight on the school particularly from parents. The HT added that all responses he has received from parents have been positive and supportive, there is also some indirect negative feedback. CPS has a small catchment and without an “outstanding” label focus needs to be on marketing and sending a clear message out about how the school is improving.

**Q. Is there a cut off after which a small school is no longer sustainable?**

CR. Generally no but finance become the biggest challenge for schools with smaller numbers of children.

**Q from CR. Has there been any press interest?**

HT. Hampshire Chronicle and Hampshire Online picked the story up but it became mixed up with other Ofsted news. “Fourteen years since the last inspection” was a headline.

The Ofsted inspection system has moved on four frameworks since that earlier inspection and in the 2019 framework (current now) it is much harder to be outstanding and much harder to stay good than become good. Being an RI school is an intense time, particularly for staff.

Drafting an action plan (CPS has done this) is an important way of being able to measure the impact of areas of improvement.

**External support:** priority will be around supporting both the curriculum and safeguarding; Kila Barber (KB) has been allocated to the school to help this. If the HT requires other support eg Early Years this can be adjusted. Important that the LA is not running the school but supporting it in leading its own improvement and managing its priorities. School should use the guide to medium term actions on p9 of the handout. The role of governors is to ensure there is a broad curriculum encompassing

	<p>the vision and ethos of the school and that governors are well-trained in the areas in which they are involved. The HT explained that CPS has already linked up with Preston Candover Primary School for staff training in some areas.</p> <p>CR showed governors an example Curriculum Overview showing Intent, Implementation and Impact. Governors agreed it was similar to the one they already use but agreed there are ways in which it could be improved. CR will send CPS link governors a list of questions to think about when visiting school.</p> <p><b>Q. How do governors monitor the schools progress against the action plan?</b></p> <p>CR. It is a good idea to set up a Governor Progress Group (GPG) to train governors how to evaluate progress and hold leaders to account. The GPG would have three or four governors and three school leaders who would meet for an hour half termly to monitor progress against the action plan. Outcomes are reported back to the FGB and a continuous narrative will evolve. JOK added that giving actions from Link Governor Visits to the Clerk to add to actions on the FGB minutes is a useful way of documenting monitoring and holding leaders to account and is also very good evidence for Ofsted to see the action plan being implemented. KB is happy to be part of the GPG which is also supported by the LA. CR suggested the first GPG takes place in early next term and reports to the FGB on 26<sup>th</sup> January.</p> <p><b>Q We need to look strategically at the issue of paying for support, how should we think about budgeting for this?</b></p> <p>CR. CPS cannot not invest in supporting, developing and driving the school forward. The sooner the work starts the sooner the school can move away from support. Compared to losing children from the school which has a massive impact on budget this is worthwhile expenditure and help can be given if a deficit budget plan is needed.</p> <p><b>JOK was very encouraged to note that governors had been on a good deal of training.</b> She suggested attending “Holding Leaders to Account” parts 1 and 2 online (course code GT302F) on Thursday 26<sup>th</sup> January and 3<sup>rd</sup> February 7.00-9.00pm; or in person at the Marwell Hotel on 15<sup>th</sup> March 9.30am-3.30pm.</p> <p><b>Q Do we do more training than average?</b> Not necessarily but it is encouraging to see more booked for next year. Keep it up!</p> <p>There were no further questions from the Chair or governors. CR and JOK added that they were always available for advice on the phone or via email. The Chair thanked them and added that many improving actions are already underway. The Chair asked any governors interested in being part of the GPG to let her know as soon as possible.</p>	<p>Chair to establish Governor Progress Group and future link governor actions to be fed back to the Clerk for minuting.</p> <p>Governors to book “Holding Leaders to Account” Training</p>
4.	<p><b>Correspondence and request for AOB</b>  No correspondence.  <b>AOB – NP regarding SLA and Chair regarding Staff Christmas Party</b></p>	

5.	a.	<p><b>Minutes of the previous meeting on 22<sup>nd</sup> September 2022</b></p> <p><b>Approval of the minutes</b>          These had been uploaded on OneDrive in advance.          In addition the Chair asked governors to approve the FGB minutes of 12<sup>th</sup> May 2022, also uploaded on OneDrive, which were now out of date but needed to be signed.          RHo proposed and NP seconded.          All present also agreed that the minutes of the FGB meeting of 22<sup>nd</sup> September were a true reflection of the previous meeting.          FL proposed and RHo seconded.          Both sets of minutes will be signed by the Chair when next in school.</p>	Chair to sign two sets of minutes when next in school.
	b.	<p><b>Actions arising from the previous minutes</b></p> <ul style="list-style-type: none"> <li>- Governors to confirm declarations on Governor Hub</li> <li>- HT to take Fisher Family Trust report to next Learning Committee</li> <li>- HT to report Staff Wellbeing Survey at next FGB.</li> <li>- CH as PP governor to liaise with NP on Resources committee so both educational and financial aspects are covered</li> </ul>	<p>All Govs HT HT  NP/CH</p>
6.		<p><b>HT Report and Questions</b></p> <p>The Headteacher had circulated the report in advance and asked for questions to be emailed to him. The questions received and answered in advance are below in green shading and white, with additional Q &amp; A and comments from the meeting added in blue shading.</p>	

<b>Headteacher's Report- Responses to questions asked prior to meeting</b>			
Q1- What is the uptake of clubs by gender?			
Club	Total attendance per session	Percentage girls	
Netball KS2	15	100%	
Rugby KS2	12	41%	
Cookery Yrs 1 TO 6	20	75%	
Dance Yrs R TO 4	9	100%	
Judo Yrs 1 to 6	12	25%	
Tennis Yrs 1 to 6	5	40%	
Football Yrs 1 to 4	6	0%	
French Yrs R to 6	21	73%	
Total	100	65%	
<p>Q. What is the split of boys and girls across the school? School seems to have a good range of clubs for all genders.</p> <p>HT. 50/50 boys and girls. There is a good selection of clubs although it is a shame girls' football has not been as popular as hoped.</p> <p>Q. Are girls allowed to wear shorts/skorts for sport. Wearing skirts can put them off attending.</p> <p>HT. This is a very good point and we will address this issue.</p>			HT to consider allowing shorts or skorts for girls' sports uniform
<p>Q2- I've noticed that local schools are running more open days and posting on social media- do you feel this is something we should be doing? I wonder if there is a way to leverage Forest School- parents and children love this aspect of life at CPS</p>			
<p>We continue to have occasional calls from parents asking if they can come and look round with regard to places for Sept 23. These numbers are quite low and easy to deal with as individual show rounds. The most recent first choice application came</p>			

<p>from out of catchment following an individual show round during which I was able to discuss ofsted with them.</p> <p>The home page of the website has a banner encouraging parents to ring and make an appointment</p> <p>The original open sessions were advertised on local facebook pages. We do not have a school Twitter or Instagram account although this has been under consideration in order to share the good news about the school with a wider audience. There are numerous GDPR and safeguarding implications which would need to be considered but I am very open to taking this further if someone is willing to support me with it. Images of Forest School will feature on the new website design but this may not be completed in time for the January applications deadline. The Hampshire Chronical is asking for a photo of our Year R children and I am going to make sure this is taken at Forest School.</p>	
<p><b>Q. Can we invite parents to visit school via the FaceBook page?</b>  HT. If any governor can publish events on FaceBook on behalf of school the HT will supply the wording. He would prefer comments to be turned off if possible.</p> <p><b>Q. Can CPS promote Forest School, it is such a unique provision?</b>  CH. Would be happy to promote this at baby and toddler groups. <b>Can we offer a free afternoon as a way of bringing in new families?</b>  HT. An excellent idea. All present agreed.</p>	<p>HT/CH to plan  Free Open  afternoon in  Forest School</p>
<p><b>Q3- Attendance- Do the teachers have enough online resources to support children that are unable to attend school but could work?</b></p>	
<p>Generally speaking, if a child is off of school then it will most likely be because they are unwell and if they are well enough to work at home, then they should probably be in school. Many children found joining live or recorded lessons during the lockdown period, quite tiring so this is unlikely to be a satisfactory solution if a child is unwell. There are instances where there is a required period of non-attendance due to the infectious nature of the illness rather than the child feeling too unwell to attend. In these situations there might be an expectation that children engage with some learning.</p> <p>KS2 has access to several online resources for developing their spelling and times tables knowledge. It is also possible for us to send handwriting learning home via the online company we are using in class. KS1 has some excellent online resources to support their phonics and reading should they be required by children at home. If a child were to be off for a prolonged period we would look at providing a range of online learning and this could include joining live lessons from home via TEAMS.</p>	
<p><b>Q. Do we need to flag if we need more resources?</b>  HT More resources are now available particularly post-lockdown.</p>	
<p><b>Q4- Safeguarding- Are you now reporting low level concerns on CPOMS such as behaviour and attendance?</b></p>	
<p>Yes. We have used CPOMS for recording behaviour incidents, both positive and negative behaviour, for over a year. If playground incidents are written in our book, they are then scanned and added to the CPOMS system. Where attendance is a cause for concern rather than simply a run of ill-health the situation is monitored and actions decided at the weekly DSL and DDSL meeting where all incidents and actions are reviewed.</p>	
<p>Ruth Gent is now Designated Safeguarding Lead (DSL) and the HT is deputy.</p>	
<p><b>Q5- Could the SIP be traffic-lighted to show progress?</b></p>	

Yes indeed. Yellow when task underway. Green if complete. Red when target date missed.	
Q6- How was the Ofsted report received by parents / staff when it was finally published	
The only comments I have received via email or face to face have been very supportive. They are actually angry with Ofsted and the process. Staff are bruised but not beaten. They are throwing themselves into their teaching and into sorting out the curriculum planning.	
Q Do you think anyone will leave? HT I think it is unlikely.	
Q7- Did inspectors provide a letter to pupils about their findings?	
No.	
Q8- Have you addressed the outcomes at all with the children?	
I have relayed the positive comments made in the report to them. I have made use of the 'culture of kindness' tag line.	
Q9 During the inspection, a number of parents completed the Ofsted parent view survey online. Should we go back to them with "This is what you said..... This is what we have done in response" communication.	
I think this is certainly something we can look at. I suggest this goes to committee to decide which of the results are significant enough to warrant a response.	
Q Can you look at the parent questionnaire online? Do you know the % of parents who responded? HT Yes <a href="https://parentview.ofsted.gov.uk/parent-view-results/survey/result/11681/13">https://parentview.ofsted.gov.uk/parent-view-results/survey/result/11681/13</a> NP 60-70% responded	
Q10- If response rate was not 100% should we encourage other parents to respond / find out why they didn't so that we can get a fully representative view to work with?	
The survey is still open to be added to. One parent apologised to me for not completing it as he thought there was no need and we would breeze through the inspection without them needing to complete it.	
Q11- Were the parents who said they would not be influenced by the Ofsted report, those with siblings already in the school or were they new prospective parents?	
No, they were new to the school. There has been no suggestion from parents with a sibling already in the school that they will not send their children in Sept.	
Q12- Given the Hampshire Chronicle press coverage do we need any form of proactive PR campaign to ensure that parents are not deterred from applying for a Sept place?	
A parent has informed me that they have written a supportive letter to the Chronicle who has said they will publish it. I am looking at a PR campaign on Twitter and Instagram.	
Chair. There is a difficulty filling places because of the low birth rate so we need to be more proactive than usual.	

<p>JR. Had heard that children from Hummingbirds Nursery were going to Ropley Primary School. HT Suggests inviting Hummingbirds Nursery to the Forest School event.</p>	<p>HT/CH to invite Hummingbirds Nursery to visit CPS Forest School</p>
<p>Q13-Given that SEND and FSM6 are already more likely to need support, is the school doing everything possible to improve attendance? If HCC are saying that 90% plus attendance is essential, do we need to do more to stress the importance of regular attendance? I appreciate that seasonal illness factors in this, particularly this term, with all the illnesses currently circulating, but do we need an “attendance champion” who can encourage attendance and punctuality? This seems to be a national issue- can we learn from successes other schools may have had in improving attendance?</p>	
<p>The SEND and FSM6 data is greatly impacted on by the 2 children who are identified as suffering from emotional based school avoidance both of whom fall into these categories. Work continued with external agencies including an education psychologist to improve their attendance. A third child has been diagnosed with an untreatable condition which is likely to result in them becoming unwell to attend school for several days at a time. After discussing the case with the County Inclusion Team, I am now working with the parents to produce a reduced timetable which will plan for them to have 2 or 3 afternoons off a week Doctors has suggested that this rest time will reduce the frequency that they become ill.</p> <p>The school’s data management system and the FFT website make it very easy to identify trends and patterns in absence data and this is reviewed at least weekly. Meetings have been held with a small number of parents this term where it was felt that time was taken for illness when they could have been in school. These cases are monitored through CPOMS. This system is clearly showing that ill-health is the cause of a high percentage of our absences.</p> <p>I very rarely authorise absences for family holidays during term time. The reasons need to be very exceptional.</p> <p>I am open to discussing the role of an attendance champion</p>	
<p>HT There is a case for carefully worded letters to be sent to parents of non-attending children.</p> <p>Chair. It is important to understand the narrative behind the data</p> <p>Q. Does the non-attendance have a home environment issue?</p> <p>RHo. This would be flagged on CPOMS.</p> <p>HT I am monitoring staff input on CPOMS.</p> <p>Q What does an Attendance Champion do?</p>	
<p>Q14-Has the amount of reporting of incidents increased this term? How are you supporting members of staff in this area?</p>	
<p>The number of incidents recorded gradually increased over time last year and this has continued this year. Ofsted’s findings that, although our safeguarding was effective they identified a need to ensure all incidents and actions are rigorously updated has led to incidents being recorded and actions updated at a greater rate. There are no shortcuts to this process. I am looking for ways to provide Ruth as DSL some weekly non-contact time to carry out reviews of CPOMS and any follow up necessary.</p>	
<p>Q15-Who has taken the place of Kim as DPO? Do all the data privacy notices related to policies still have her name on as contact?</p>	

<p>There are few training courses available for me to retrain a new member of staff for the role. Currently I am holding the title. If a situation arose I would seek support from DPOs in neighbouring schools.</p> <p>I have reviewed and altered the Governors Privacy Policy to reflect this but I do now need to go through the privacy policies and alter them.</p>	
<p>HT Is anyone a DPO in their other work? EF is DPO at work and is happy to do this for CPS. EF therefore to take on DPO role.</p>	<p>HT to update relevant policies with her name (on website)</p>
<p>Q16- There is no member of staff with the responsibility for caretaking duties. Who is undertaking this work?</p>	
<p>I have been “advised” by County and governors over the years to not get drawn into tasks in school which take me away from the tasks which only I can do. The school has not had a caretaker for many years (before I started) prior to this there has been a set number of hours a week that a person came in to take care of premises maintenance but when he left noone could be found to replace. Now it is largely a budget driven decision not to employ someone although there could still be difficulty finding someone wanting such a small role. The other issue is that often situations arise like the hot water boiler doesn’t come on, when it is unlikely that a caretaker would be in the building. If it is left then there is a real health issue around hand washing and the kitchens need for hot water. On these occasions I will go out to the boiler room and press a few buttons to restart it. I set myself a limited time slot to do this after which I just ask the office to report it to the county maintenance team.</p> <p>Both members of the office team and I, are able to report maintenance issues. I am currently looking for a member of the staff who could be trained to undertake the legionella testing and reporting to take this off of my work commitments. An LSA is emptying the outside bins. A willing parent has assisted with the repairs to a curtain rail and is going to take on a few fixing and putting up jobs around school on a voluntary basis. Another volunteer has spent time unblocking some gutter down pipes.</p>	
<p>The Chair explained that the well-being of the HT must be considered and we should be proactive finding help with maintenance. In discussion it was felt there was a difference between ad hoc maintenance and on site emergencies; volunteers were available in the village but hard to organise; and if volunteers can’t be arranged it is a discussion for the Resources Committee. It was agreed a list of ongoing maintenance issues should be drafted and a plan made for dealing with them. JR agreed to take responsibility.</p>	<p>JR to draft list of ongoing maintenance issues so a plan of action can be made.</p>
<p>Q17-I would just like to explore the tours you've been giving. You said that the parents you spoke to told you that the OFSTED rating wouldn't put them off and that we have three first choices so far. Have you had a similar number of tour requests to last year? Could you please touch briefly on how the council will fill the places if this doesn't increase?</p>	
<p>We have had slightly more tours at this point compared to last year. The council will fill our 15 initially with those parents making us their 1<sup>st</sup> choice school. Then, if parents do not get their 1<sup>st</sup> choice of another school and have us as 2<sup>nd</sup> choice, they will come to us. If we only get the 9 we are currently expecting from the 1<sup>st</sup> place applications received so far plus the siblings whose parents have not yet filled the applications in, then County will do nothing more. We will run with 9.</p>	



<p>Q18- I have also been approached confidentially by a local parent who told me there's a general understanding (this could well be a completely unfounded rumour) that SEN children in the area are encouraged not to apply to Sunhill but to Cheriton instead. Could you please comment on whether or not there is any local guidance on this?</p>	
<p>I would file this under unfounded rumour but we do have children with high needs who have joined our school from out of catchment. Hampshire expect all schools to be fully inclusive and endeavour to meet the needs of the children whose parents choose to send them there.</p>	
<p>Q It is generally agreed that CPS looks after and integrates SEN children very well. However if there is a trend towards attracting more SEN children how will this impact on other children? JR This must be clearly addressed to demonstrate “this is how we look after all our children” it is important to have understanding and view it as a positive. Staff must be well-trained in this area.</p>	
<p>Overall the HT is very pleased to have had time to consider the questions arising from his report. All agreed this was a very useful exercise.</p>	<p>HT to publish Q &amp; As from his report for future meetings if possible</p>
<p><b>SIP Update</b> The Chair explained that governors had had a chance to look at this report on OneDrive and asked the HT whether there were any deadlines not going to be met? The HT explained he is struggling to build the basic structure of the curriculum and it is unlikely to be done by the deadline of the end of December. It is taking many hours of staff meetings and costly use of dedicated time from supply teaching. Options are: buy a ready-made curriculum which can be customized; buy expertise from LA; continue as we are and work very hard to finish the job in time. Q When do you need to make a decision? How much will it cost? HT By the end of next week. It would be approximately £2K. Q How do the teachers feel about this option? HT They are open to it. All governors supported buying the ready-made curriculum which would free teachers up and make the whole process much quicker. The Chair suggested this matter is added to the Learning Committee agenda for 12<sup>th</sup> January.  The Chair asked all governors present if they would agree to extend this FGB meeting until 9.15pm? All approved.</p>	<p>HT to go ahead with purchasing ready-made curriculum for customising and add this to the Learning Committee agenda.</p>
<p><b>7.</b> <b>GB Monitoring opportunities and governor visit plan</b> The Chair would like to raise the profile of the monitoring schedule. It is very important to keep a clear record of monitoring, evidence and impact of any visit to school so that at any given time the record shows a real time record of what has been done. The Chair is open to ideas for changing the monitoring forms if necessary. They can be found on OneDrive under Governor Monitoring.</p>	<p>None</p>

8.	<b>PAN (Public Admissions Number)</b> 15	None
9.	<b>Performance Management audit</b> Teacher Performance Management was conducted at the end of October where the discussion was about one teacher in depth and a report on a restricted file. The next one will take place in January. A timeline has been set for the year of teacher training and targets. The HTPM process has taken place. The Clerk's appraisal has been completed.	None
11.	<b>Budget Approval</b> The Resources Committee Chair reported that the committee met on 10 <sup>th</sup> November to review the budget.  There is a cumulative surplus of £25,641 to carry forward this year (2022-23) but this will not happen next year and the deficit has been revised from £21,835 to £65,348 for 2023-24. The Resources Committee was happy to propose the revised budget and all governors present agreed to approve it. AG proposed and FL seconded.  The Chair and Headteacher will sign the budget and declaration when the Chair is next in school.	Chair and HT to sign revised budget
13.	<b>Committee Reports</b> <b>a. Learning</b> The Learning Committee Chair reported that the meeting had been very positive. Key points for the committee were to lock down on monitoring and keep an eye on the SIP and its deadlines. Governors are encouraged to come into school and observe phonics even for 15 minutes at a time as a great deal can be learned. Please give advance notice to school of doing so.  <b>b.</b> The Budget was agreed (see item 11 above) as were the TLRs for two staff. The budget will need more work in order to avoid setting a deficit budget for next year.  SLA (Staff Leave of Absence) cover needs approval. There is a renewal cost of £2,700. <b>Q does it offer counselling support?</b> NP No, it is an insurance policy for schools. The HT added that school does buy into a helpline for staff. All governors approved the expenditure.	None
14.	<b>a. Stakeholders</b> <b>Governor newsletter</b> This went out as planned. The Chair suggested a follow up letter introducing our new parent governor. JR was asked to write a few lines of introduction. <b>Q Do we provide updates on eg on the Ofsted Report</b> HT There is a plan to update parents on this from now on.	JR to supply HT with a few lines of introduction for newsletter.

	<p><b>b.</b> Leavers Questionnaire feedback is deferred to the January 26<sup>th</sup> FGB</p> <p><b>c.</b> School Open Day (see HT report item 6 above)</p>	
15.	<p><b>Policies for approval</b></p> <p>Nothing to add, committees have approved TORs</p>	
16.	<p><b>Governor Matters</b></p> <p><b>a. Resignation of previous Chair Simon Murfitt</b></p> <p>Simon had been a governor since 2011 and all were very grateful for his contribution. It was agreed to send him a card and gift and invite him to the staff Christmas party.</p> <p><b>b. Governor vacancies</b></p> <p>The Chair has received an application from Susan Henderson and proposed her co-option as governor to replace Simon. Susan works at Winchester University, has finance and HR experience and is a qualified counsellor.</p> <p><b>Q Has she been interviewed?</b></p> <p>Chair No, interviews are not part of the process for co-option. All governors approved her co-option and look forward to meeting her. The Chair added that having created a flyer to use to publicise vacancies and keeping a list of potential candidates, the FGB now has a good succession plan in place.</p> <p><b>c. Governor Roles</b></p> <p>There is now a complete list on OneDrive</p>	
17.	<p><b>Development and Training</b></p> <p>WGB Training “Curriculum – Intent Implication and Impact” was attended on 3<sup>rd</sup> November.</p> <p>Comments: CPS needs to develop their objectives on the SIP and to seek clarity of the vision and values of the school and how this is reflected in the school curriculum. The Learning Committee Chair is already working on this and progress has been made.</p> <p><b>The Chair asked whether any other training had been attended?</b></p> <p>EF attended Using Data in Schools. This focused on ISDR and gave information on using the data especially for SEND children. The information links with data the HT gives the Learning Committee. Governors could look at this data and the HT agreed to contact the DfE for the relevant permissions. The Chair thanked EF for her feedback and emphasised the need for governors to show the impact of training.</p>	
18.	<p><b>School Trips for the Year</b></p> <p>Yr 5 &amp; 6 Residential to Minstead Study Centre. 2 night/3 day stay to minimize cost.</p> <p>Yr 5 &amp; 6 to Houses of Parliament with Flick Drummond MP</p> <p>Yr 3 &amp; 4 would like to go to Butser and the Wessex River Trust is coming for a session with them.</p> <p>Yr 1 &amp; 2 to be decided.</p> <p>The Staff Governor reported on the continuing partnership with Winchester Science Centre to help develop outdoor learning and they</p>	

	<p>have offered to host a visit. There are plans also to visit the local flower farm (CH).</p> <p><b>Q Are there any issues for some families in paying for the residential trip?</b></p> <p>HT The door is open for conversations about this and no one would be excluded on the basis of finance. Reductions can be made by allowing families to pay only for food and accommodation. However if no one could pay for it, the trip could not go ahead.</p> <p>The Chair emphasised the importance of linking all trips to the school curriculum.</p>											
19.	<p><b>Monitoring Impact</b> Have we:</p> <table border="1" data-bbox="268 645 1219 1196"> <tr> <td data-bbox="268 645 954 763">Helped to set long-terms plans for the school, decide where improvements need to be made and how to make them?</td> <td data-bbox="954 645 1219 763">Yes</td> </tr> <tr> <td data-bbox="268 763 954 882">Looked at the quality of education being offered and ensured the head is doing everything possible to improve results?</td> <td data-bbox="954 763 1219 882">Yes, HT report</td> </tr> <tr> <td data-bbox="268 882 954 1039">Examined budgets and spending proposals to monitor whether the school is getting value for money and ensured the money is spent in the right areas?</td> <td data-bbox="954 882 1219 1039">Yes</td> </tr> <tr> <td data-bbox="268 1039 954 1077">Monitored safeguarding and attendance?</td> <td data-bbox="954 1039 1219 1077">Yes</td> </tr> <tr> <td data-bbox="268 1077 954 1196">Ensured that the voices of stakeholders are heard?</td> <td data-bbox="954 1077 1219 1196">Yes, panels following Ofsted; well-being survey</td> </tr> </table>	Helped to set long-terms plans for the school, decide where improvements need to be made and how to make them?	Yes	Looked at the quality of education being offered and ensured the head is doing everything possible to improve results?	Yes, HT report	Examined budgets and spending proposals to monitor whether the school is getting value for money and ensured the money is spent in the right areas?	Yes	Monitored safeguarding and attendance?	Yes	Ensured that the voices of stakeholders are heard?	Yes, panels following Ofsted; well-being survey	
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20.	<p><b>AOB</b> <b>Staff Christmas party</b> It was agreed to postpone this until January (FL kindly agreed to host) but to send a cake or similar to staff for their party.</p> <p>With no further business to discuss the chair closed the meeting at 9.30</p>	FL to schedule January party										
21.	<p><b>Dates of future meetings</b></p> <table border="1" data-bbox="268 1603 1219 2027"> <tr> <td data-bbox="268 1603 743 2027"> <p><b>FGB</b> 26<sup>th</sup> January 2023 19:00-21:00 23<sup>rd</sup> March 2023 19:00-21:00 11<sup>th</sup> May 19:00-21:00 13<sup>th</sup> July 19:00-21:00</p> </td> <td data-bbox="743 1603 1219 2027"> <p><b>Committees</b> Learning 13<sup>th</sup> December 19.00 Resources 12<sup>th</sup> January 17:00 Learning 12<sup>th</sup> January 18:15 Resources 9<sup>th</sup> March 17:00 Learning 9<sup>th</sup> March 18:15 Resources 27<sup>th</sup> April 17:00 Learning 27<sup>th</sup> April 18:15 Resources 29<sup>th</sup> May 17:00 Learning 29<sup>th</sup> May 18:00</p> </td> </tr> </table>	<p><b>FGB</b> 26<sup>th</sup> January 2023 19:00-21:00 23<sup>rd</sup> March 2023 19:00-21:00 11<sup>th</sup> May 19:00-21:00 13<sup>th</sup> July 19:00-21:00</p>	<p><b>Committees</b> Learning 13<sup>th</sup> December 19.00 Resources 12<sup>th</sup> January 17:00 Learning 12<sup>th</sup> January 18:15 Resources 9<sup>th</sup> March 17:00 Learning 9<sup>th</sup> March 18:15 Resources 27<sup>th</sup> April 17:00 Learning 27<sup>th</sup> April 18:15 Resources 29<sup>th</sup> May 17:00 Learning 29<sup>th</sup> May 18:00</p>									
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Signed:

Date:

### Summary of Actions Arising from FGB November 24th 2022

Item	Action	Assigned
<b>3.</b>	Chair to establish Governor Progress Group and future link governor actions to be fed back to the Clerk for minuting.	<b>Chair</b>
	Governors to book "Holding Leaders to Account" Training	<b>ALL</b>
<b>5a.</b>	Chair to sign two sets of minutes and budget when next in school	<b>ALL</b>
<b>5b.</b>	Chair to sign two sets of minutes and budget when next in school	<b>Chair</b>
	Governors to confirm declarations on Governor Hub	<b>ALL</b>
	HT to take Fisher Family Trust report to next Learning Committee	<b>HT</b>
	HT to report Staff Wellbeing Survey at next FGB.	<b>HT</b>
	NP to take on Pupil Premium with CH	<b>NP/CH</b>
<b>6.</b>	HT to consider allowing shorts/skorts for girls' sports uniform	<b>HT</b>
	HT/CH to plan Free Open afternoon in Forest School and invite Hummingbirds Nursery to visit.	<b>HT/CH</b>
	JR to draft list of ongoing maintenance issues so a plan of action can be made.	<b>JR</b>
	HT to publish Q & As from his report for future meetings if possible	<b>HT</b>
	HT to go ahead with purchasing ready-made curriculum for customising and add this to the Learning Committee agenda.	<b>HT</b>
<b>11.</b>	Chair and HT to sign revised budget	<b>Chair/HT</b>
<b>14.</b>	JR to supply HT with a few lines of introduction for newsletter	<b>JR</b>
<b>20.</b>	FL to schedule January party	