



**Romsey Abbey C of E Primary School**  
**Minutes of the Full Governing Body Meeting**  
**Monday 12<sup>th</sup> December 2022 at 6pm – 8.30 pm**

**Present:**

Liz Wagner (LW)  
 Sandra Gidley (SG) (from 6.38pm)  
 Jemma Jones (JJ)  
 James Ablitt (JA)  
 Robert Pears (RP)  
 Mark Harris (HT)  
 Alan Davies (AD)  
 Dawn James (DJ)  
 Ann Turtle (AT)  
 Tom Langford (DHT)

**Apologies:**

Revd Thomas Wharton (TW)  
 Kathryn Sessions (KS)  
 Adam Smith (AS)

**In Attendance**

Penny Collins (PC), Acting Clerk  
 Hayley Coughlin, SENDco(HC)- item 4

**Governor questions shown in blue**

081/23	<p><b><u>Welcome, Prayer and Apologies</u></b>          The Head, in the Vicar’s absence, opened the meeting with a prayer and the meeting commenced. The Chair sent her best wishes to Victoria who is ill and welcomed HC and PC.</p>	
082/23	<p><b><u>Requests for AOBs (to be notified to clerk 3 working days before the FGB – 6.00 pm 7 December 2022)</u></b>          There were none.</p>	
083/23	<p><b><u>Declaration of Pecuniary Interests</u></b>          There were none.</p>	
084/23	<p><b><u>Presentation of Pupil Passports by SENDCO Hayley Coughlin</u></b>          HC tabled and explained two documents – the pupil passport and learning plan – and answered governors’ questions as shown.</p>	

Signed:.....

Dated:.....

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All children on the SEND register have a pupil passport that runs from September until the following September. We talk with the children about their strengths to empower them to share what they think works well for them. We also look at what their teacher thinks and set targets and long term goals for the end of the year or a longer period. They can change through the year but it is important to have a long term vision. The green columns have steps towards the targets and how parents at home can help.

Children on the register have a range of needs and it is important to understand the barriers to learning that are holding them back. The second document breaks the targets down into learning plan targets for each half term which address these barriers and what they find most challenging. The colours used are the same as the pupil passport to link them back to the overall target. In pink are the strategies and provisions – that is, what has to change or be different to enable them to meet their target. The role of the child and the family is in the two last columns. The aim is to give the children power and responsibility; we support them to change things for themselves but can't do everything for them. Working with families on what they can do at home in a joined-up way ensures that the messages are consistent, and helps the children make accelerated progress.

The pupil passport is agreed by October half term and reviewed in February and then again in May. The timings are so the next teacher can pick up the plans and work with the children for half a term before setting a new plan in October. This gives the child a chance to settle in their new class.

#### **What is the process for involving parents?**

Plans are shared at parents' evenings and coffee mornings although there has not been much take up. We need to highlight when and where support is available. Most communication is on an ad hoc basis, and is owned by the teacher and the child, including phone calls and meetings. Children have their plan with them in a pack with the resources they need, and this also goes home.

A Google docs form is going out to parents in January to track the learning plan, check it is understood and if they need any support.

#### **Did you develop the documents from scratch?**

Edukey was originally used to create the pupil passport and we also looked at a lot of other examples. The Edukey system was difficult to manage so a Google docs form has been created instead which is easier for teachers to complete.

#### **Do teachers find it onerous?**

The Head answered that it does have to be done but is useful as it helps focus interventions. The aim is to give teachers some release time to update and prepare the documents as we want teachers to prioritise this.

	<p><b>Are they helping the children have their interventions in classroom?</b></p> <p>Yes they are used in classrooms and anyone can pick it up but the aim is also for the children to take responsibility for applying interventions in their learning. Ideally the children would be doing their learning packs but once they are created by teachers it is relatively easy to maintain and update them.</p> <p><b>How can we get parents better involved?</b></p> <p>Some parents do find it difficult to access and it can be scary for them. Building a relationship with the teacher is really important and with the child. The Head added that the school recognises the importance of taking opportunities when parents come to us, and asking questions such as ‘what’s working well at home?’ which we can then use in school.</p> <p>Governors commented that the process seems very well joined up and the SEND governor confirmed that she has seen it in action. The Chair thanked HC for her presentation and for her support in stepping up in various roles in the school.</p>	
085/23	<p><b><u>Endorsement of Minutes from last meeting – 22 November 2022 (in Dropbox)</u></b></p> <p>Subject to the following amendments being made, the minutes were agreed as being a true and accurate representation of the meeting:</p> <ul style="list-style-type: none"> <li>• On page 3 it was confirmed that year 6 was correct (text in red)</li> <li>• On page 5, delete ‘(Mark to check please)’ as this was confirmed as correct at the time</li> <li>• On page 7, ‘school’ to be replaced with ‘governing body’ in the last sentence (in relation to the action plan).</li> </ul> <p>The Clerk was asked to send the amended minutes to the School Business Manager (SBM).</p>	LW
086/23	<p><b><u>Matters arising from the minutes not covered elsewhere on the agenda</u></b></p> <p><b>Action:</b> add page number to the first page, and check if the amended November minutes were sent to the SBM.</p> <p>RP has not yet signed into Governor Hub.</p> <p>The Chair has added staff governor and leadership and management to the lead governor roles document and emphasised that it can be revised as needed throughout the year. Agreement to the staff governor role description is to be deferred until the staff governor is present. Governors agreed that behaviour and early years (EY) should have their own description as they are inspected separately, although they can be incorporated within curriculum. LW will send an EY role to AT and also include cross-referencing between lead roles as appropriate. All governors to read the updated document and send any comments to LW.</p>	Clerk  RP  All

	<p>The action on data for DHT can be removed as this will be ongoing.</p> <p>The action on scaled scores can be removed as this will be completed within the next written HT report.</p> <p>The action for JJ (EHCP email) can be removed.</p> <p>IDSR training is being covered under the HT report at this meeting.</p> <p>A Fischer Family Trust (FFT) log in for LW should be available soon.</p> <p>The presentation on attendance is now in dropbox. JJ confirmed that 46% of children subject to a child protection plan had persistent absence in 2021 (not 46% of all children) as in slide 4.</p> <p>The action on the Action Plan (page 7) is covered with the agenda.</p> <p>LW circulated an article published in the Romsey Advertiser. The HT included the 22 November impact statement in his weekly letter to parents and will do the same after this meeting.</p> <p>There is a missing action on page 8 (to add mental health links to the school website). Governors are encouraged to look at the website and the documents in Dropbox from the webinar on mental health.</p> <p>Proposed FGB meeting dates for 2023/24 are with the Head and will be discussed at the 19 January 2023 meeting.</p> <p>Governors discussed the questions posed under the impact statement under the Chair’s report, including whether they should be in blue font. LW raised them to review whether governor visit reports needed to include anything more on ‘Love, Trust and Forgiveness’. It was agreed that there was enough there already but that governors needed to be mindful of the school’s vision which should be added to the report template (<b>Action</b>). Governors were also asked to remove the word ‘template’ when writing up their reports.</p> <p>[SG arrived at 6.38pm.]</p> <p>LW to add the vision to the report template and update the minutes to send to the SBM.</p>	<p>Agenda</p> <p>LW</p>
087/23	<p><b><u>Clerk’s Update</u></b></p> <p>No updates.</p>	
088/23	<p><b><u>Headteacher’s Update</u></b></p> <p><u>Attendance</u></p> <p>The school is currently at 95.26% attendance compared to the national average of 94.2% which feels like an achievement as there has been a lot of illness. For the last recorded week on FFT our weekly attendance was 93.35% compared to the national average of 92.1% so the school is still running above national average although it will have plummeted this week.</p> <p>UK Health Security Agency (UKHSA) guidance has been issued on Strep</p>	

A but an email for advice, as more parents were reporting symptoms, bounced back. In the meantime the school are monitoring closely, encouraging strong hygiene and informing parents. There were three children in hospital as of today with possible Strep A.

A governor commented that symptoms won't necessarily be Strep A and many children at A&E won't need hospitalisation. Paediatrics are overwhelmed and hospitals are being cautious.

#### Admissions

There have been 19 first choice applications for year R with one more known of, plus 3 second choice places and 10 third choice places, all above last year at this point. 28 first choices would be comfortable. The deadline is 15 January 2023. Prospective parents are emailing with queries.

An application for decelerated admission was received for a child at another school who would then be in the same year group as a sibling. After consideration of all the circumstances, and in discussion with DJ and LW, it was agreed that this was not in the best interests of the child, particularly in a one form entry school. It was therefore decided not to honour the deceleration. There has not been an appeal and the child is settled where they are.

A TA has resigned and will finish at the beginning of January. Another member of staff will have their hours increased to compensate but one of the pupils with an EHCP starting at a special school in January so TA demand will be slightly reduced. An exit interview with the TA will be done after Christmas; the TA has other reasons for leaving and is positive about the school.

#### Phonics

The year 1 practice tests show 67% are already scoring 25 or above. The difference from last year (16% in January) is significant and notable. The target is 83-86% and stronger results mean it is easier to target those children not there yet.

#### **Why is there such an improvement?**

There are a few factors – a settled year R and a good start to their school life. Little Wandle has been used from the start, there has been more phonics and lessons have been learnt from last year.

The vast majority of year 2 children who didn't pass last year will do when they sit the test again in the Summer.

#### Teaching and Learning review

A teaching and learning review has been conducted over the last few weeks. It wasn't possible to involve another Headteacher, as planned, but this will be done next time. Summary feedback will be added to Dropbox. The headlines are:

- Clear and consistent learning journeys

- Steps are clear from start to end
- Making it real – concrete resources and school led tutoring is being used to good effect
- Thinking back (retrieval) is a clear feature in most lessons if not all
- Thinking deeply is a key feature and being used in most lessons
- Behaviour and relentless routines are happening in the classrooms (for example, bottoms on seats)
- Improvements identified for resources in classrooms
- Precision is another area for improvement – within learning journeys in each year group, and in language (what they can remember)
- Parent partnership – some work to do still to share learning and goals by the end of the learning journey to be more accessible to parents

**On parent partnership, what steps do you need to take?**

More dates in diary for drop ins, and to send home the pdf document that has the whole learning journey, and encourage children to talk it through with their parents. This won't work for all but will be effective for some.

**When does tutoring happen? Is this in class?**

On Thursdays, coaches from Personal Best Education take PE lessons for an hour, during which targeted children have 10-15 minute interventions with their own teacher. This was judged to be the most effective option.

Writing was moderated with Romsey Primary School (RPS) last week. The Deputy Head explained that RAPS teachers were paired with RPS teachers in the same year group to share work. Although the formats are different the judgement process is the same and it was a useful professional discussion to hear how they decide and their expectations and ideas around handwriting.

**Did all teachers feel this?**

Yes, all the teachers who took part found it beneficial. KS has started drawing up expectations for writing to support year 6 pupils, which is a key part of the SIP.

Two ECTs have passed the term ready to move on to next term.

All governors are invited to the Abbey on Thursday afternoon for KS2 Christmas production 1.30pm

**The Friday update referred to punctuality – how many are in the bracket of more than 10?**

Four families, although there will be more in the first few weeks in January. The expectation is that children are in their classrooms ready to learn at 9am.

**IDSR (Inspection Data Summary Report) (DHT)**

The Deputy Head introduced the 2022 IDSR to governors. The DfE are slow at releasing the data and KS2 from Summer 2022 has only just been

	<p>added. Although it is historical, it is what Ofsted will consider to establish their lines of enquiry.</p> <p>The report is split into seven areas. The text in grey italics can be ignored. A few years ago the school's IDSR had more grey areas but our data is now not as good. Although there is more to note in the report it is all we are already aware of, and the issues are being addressed through the SIP. Ofsted are paying little attention to attainment and progress data at the moment although this will change. However they are interested in absence data, hence our focus on attendance. Staff absence is also included for the first time as a measure of staff wellbeing.</p> <p>There is more contextual data, year group information, SEND, and attainment measures. Anecdotally we have heard that inspectors are asking schools if they want them to look at attainment or not.</p> <p>The Chair commented that the school is in line with the greater depth percentages, and those measures that are below average have associated actions in the SIP with updated data available, e.g. phonics.</p> <p>The school does not anticipate being visited under this IDSR and the predictions for this year's results look much better. There is pressure from the local authority on phonics and the KS2 combined figure, which at 38% is not good. However, we know the Head is leading staff who are aware and keen to be part of the journey, and that the tools are in place to ensure improvement. The report is useful to keep as part of governors' preparation for Ofsted although an inspection is not likely to happen soon.</p> <p><b>What is the relevance of this report? Would we have known where we are without it?</b></p> <p>It is historical but is what Ofsted will use. Ofsted is currently focussed on attendance, and the breadth and depth of the curriculum that enables children to make progress, plus what we do in addition to the core subjects.</p> <p><b>How does the report directly link to the SIP?</b></p> <p>The SIP is based on an understanding of all our data and where we are as a school, so more than the information in the IDSR which raises questions to consider but is based on the previous Year 6. The SIP is not just a series of targets, there is a reason for everything that is included.</p> <p>The last SIP update was with the November meeting papers. All governors should be familiar with the part of the SIP related to their monitoring role(s). The monitoring plan is linked to the SIP.</p> <p>JA will look at SIP and monitoring plan and will see how it fits together (<b>Action</b>). The Head to include a brief update on the SIP at the next meeting as part of the HT report (<b>Action</b>).</p> <p>The Chair thanked the DHT for his presentation.</p>	<p>JA HT</p>
	<p><b><u>Lead Governor Reports</u></b></p>	

089/23	<p><b><u>Finance Update</u></b></p> <p>AD reported as follows:</p> <ul style="list-style-type: none"> <li>• A £5000 donation has been promised from a parent</li> <li>• Additional capital funding of £6,600 from a government scheme for energy efficiency projects was received in December. Planned work includes replacing lighting with LED lights for which the school business manager has requested a quote</li> <li>• The budget monitoring report looks fine for this point of the year; answers are to follow for some of AD's queries.</li> </ul> <p><b>Did the November monitoring show that it is still on track?</b></p> <p>Yes, it was as expected as budget revisions had just been done.</p> <p>LW added that a list of SLAs has come to FGB previously after the number was reduced. SLAs have to be signed off by 16<sup>th</sup> December each year. It has now been agreed in discussion with AD that FGB doesn't need to approve SLAs that are already in the budget. Governors do ask the school to review each SLA to ensure we are using them to the full and whether there are any budget savings.</p>	
090/23	<p><b><u>Sports Premium Update</u></b></p> <p>AD had nothing specific to report.</p>	
091/23	<p><b><u>Curriculum</u></b></p> <p>DJ has a meeting tomorrow.</p>	
092/23	<p><b><u>Behaviour</u></b></p> <p>Questions were invited on the report from TW.</p> <p>The Head explained that TW spoke to a number of children including the school councillors and focused on three of the seven SIAMS framework strands (3, 4 and 5). This included looking at empowering children to be active in supporting the community around them and resilience as a key part of character development and our story as a school about how we overcome hurdles.</p> <p>Celebration worship was observed including how ethos and vision are reflected within the celebration as well as Habits of Mind and Love, Trust and Forgiveness. The school's approach to collective worship is a strength. Governors reported that it was a lovely report to read.</p> <p><b>Is this an example of breadth in curriculum?</b></p> <p>Yes. In an ideal world the SIAMS inspection would come before Ofsted as it would be evidence to support this. However the SIAMS inspections are behind schedule.</p> <p><b>Are the waits for SIAMS inspections decreasing?</b></p>	



	<p>Yes but they are short of inspectors. SIAMS is also changing from September 2023. When a new SIAMS action plan is created it will be built around the new framework but without losing all the hard work done so far. A presentation on the new framework was attended by LW and HT, with four takeaways:</p> <ul style="list-style-type: none"> <li>• Governors must understand the RE curriculum followed– this is the Hampshire ‘Living Difference IV’ and ‘Understanding Christianity’ from the Diocese</li> <li>• Governor monitoring is via the ‘Love Trust and Forgiveness’ part of the reports. Under this section governors put N/A if they have not seen children during the visit, but we should be looking at the ethos of school running through everything including contact with staff. Governors are therefore asked to look at this section from a staff perspective and how they talk about what they do with the children <b>(Action)</b></li> <li>• Governors discussed whether ‘courage’ was a better, more actionable word than ‘trust’ within ‘love, trust, forgiveness’ but agreed that we need to be clear about what trust means and how courage comes into this</li> <li>• The school needs to develop a menopause policy.</li> </ul> <p>There will now be only two judgements - everything is done well or one or more of the areas are not enabling the school to fully live up to its foundation as a church school.</p> <p><b>So there is no longer any recognition of ‘above and beyond’?</b></p> <p>No, which is a shame.</p> <p><b>Do we know all the young carers within the school, as there can be a link with being late for school?</b></p> <p>The Head confirmed that the school continually tried to gather this information and all teachers check and refer as appropriate.</p>	ALL
093/23	<p><b>EYFS</b></p> <p>AT visited two weeks ago which included discussion about an ambitious curriculum, observation of a phonics session, and asking staff about the new assessment system, finding:</p> <ul style="list-style-type: none"> <li>• Clear routines for the start of the day</li> <li>• Impressive knowledge on sounds so far</li> <li>• The curriculum model (in Dropbox) is a very impressive document explaining how themes are incorporated and also the links with ethos and habits of mind</li> <li>• Flexibility built in to follow children’s interests</li> <li>• Staff are positive about the new assessment system</li> <li>• Impressed with what’s being done.</li> </ul> <p>AT thanked the staff for their time.</p>	

	<p>The visit findings were upheld by a moderation visit from the local authority. This is a two part process; the first visit in November will be followed up in May. Governors agreed that the moderation report is positive and impressive, especially as it isn't judgemental but makes statements about what has been seen.</p> <p><b>Is there a cohort effect due to the pandemic?</b></p> <p>The Head responded that yes, personal and social development, and communication and language have all been affected, as well as physical development including fine motor skills. This applies to the year 1 and year R cohorts. LW added that the effect is also being seen in secondary schools particularly years 7 and 8.</p>	
094/23	<p><b><u>Premises and Health &amp; Safety</u></b></p> <p>SG visited last week. The report has been drafted and will be presented at the January FGB. SG highlighted the following:</p> <ul style="list-style-type: none"> <li>• The foyer entrance looks tatty but a maintenance plan is being put together after work overran from the Summer.</li> <li>• The playground equipment is about to be inspected</li> <li>• The visit was on the first cold day and some children were outside in t shirts – <b>are we encouraging them to wear coats?</b></li> </ul> <p>The Head answered yes and parents have been asked to ensure they have coats. Usually it is those that are running around a lot and often they choose to take their coats off.</p> <ul style="list-style-type: none"> <li>• Although the health and safety leaflet is still accurate apart from the safeguarding contacts, half the information is now duplicated on the Safeguarding leaflet. <b>Could they be merged?</b> The Head agreed and SG will talk to the SBM about this (<b>Action</b>).</li> <li>• The school is paying project manager to create a long-term maintenance plan. Kitchen cladding contractors will do the work for the same price as quoted last year. Still need to apply for the funding but there are no budget implications.</li> </ul> <p><b>Have we considered solar panels?</b></p> <p>The Head answered no, as there are clear reasons why this is not viable. LW reported that there is funding through Transition Town Romsey for solar panels in community places at no cost. LW will put her contact in touch with the SBM (<b>Action</b>).</p>	<p>SG</p> <p>SG</p> <p>LW</p>
095/23	<p><b><u>Ethos</u></b></p> <p>See Behaviour for TW's report.</p> <p>The Abbey Ministry Team are visiting weekly for Worship which may be moved to an afternoon session.</p>	

096/23	<p><b><u>Pupil Premium and SEND</u></b></p> <p>A visit is planned for the new year on the impact of Pupil Premium.</p> <p>JJ and AT introduced the presentation they attended on a whole school approach to mental health in Dropbox. The key point was the extent of mental health issues, particularly at secondary school, which is why a whole school approach is needed. If we can put things in place at this stage, it can hopefully reduce issues later on. The presentation also included suggestions for governors, audits and action plans with Educational Psychologist (EP) support and heatmap templates to assess where the school is now.</p> <p><b>What are consequences of not doing the audit?</b></p> <p>It is not a requirement but was heavily advised. Some governing bodies had far less knowledge. Governors agreed that for a school of our size, it was less of a concern than at a large secondary. As the suggested audit would require EP time, which is not feasible, it was decided to set up a working group instead to look at the Framework and what the school is already doing (including an audit just completed by the Head). The Head suggested that actions arising from this could include a monitoring visit with the Inclusion Manager.</p> <p><b>Action:</b> the working group will include JJ, RP, AT and AS (as the wellbeing lead governor) and look at a governor monitoring template for monitoring against the Framework. The EP might be able to provide their template. JJ will look at the wellbeing governor link role description.</p> <p>The Inclusion Manager has added links for parents to the website on SEND page and on Mental Health.</p>	JJ,RP, AT, AS
097/23	<p><b><u>Pupil Progress</u></b></p> <p>DJ has a meeting tomorrow.</p>	
098/23	<p><b><u>Safeguarding</u></b></p> <p>LW has made two visits and the report covering both has just gone into Dropbox. The visits covered meeting with the Inclusion Manager, looking at the SCR, safer recruitment and CPOMs. It remains a high priority for governors to continue to be part of reviewing safeguarding cases and it was useful to look at two live cases.</p>	

099/23	<p><b><u>Development and Training</u></b></p> <p>DJ had nothing to report this time.</p> <p>Governors discussed the important of using the SLA in place with Hampshire Governor Services to access training. If all governors did one course a year it would be cheaper than paying for them individually. AJ reported that several courses have waiting lists. JJ has booked onto the SEND conference. All governors were urged to look ahead and book places; often those on a waiting list do get a place. If a course is full but there is a particular need then governors should contact Sarah in Governor Services.</p> <p>LW will send a link to the Ofsted webinar on governance and inspection.</p>	LW
100/23	<p><b><u>Leadership and Management</u></b></p> <p>This was done in the previous half term so nothing to report this time.</p>	
101/23	<p><b><u>Wellbeing.</u></b></p> <p>This was discussed under Pupil Premium/SEND as above. It was agreed to amend this heading to <b>Mental Health and Wellbeing (Action)</b>.</p>	Agenda
102/23	<p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>a. Media</li> <li>b. Marketing</li> </ul> <p>A press release was circulated to governors. The banner is still displayed in town and the Chair noted that it would be worthwhile to buy another one next year with the name of the school in a position that is easier to read.</p>	
103/23	<p><b><u>Staff Governor</u></b></p> <p>The staff governor was not in attendance. The Deputy Head reported that it had been a long term and everyone was tired and in need of a rest. The Chair was thanked for a hamper contribution to the staff lunch on behalf of the governing body.</p>	
104/23	<p><b><u>Governor monitoring schedule – reports if not received as part of lead governor role</u></b></p> <p>The autumn term schedule is nearly finished; the Chair will complete the information over the Christmas holiday and write another one for Spring to go to the January meeting (<b>Action</b>). Monitoring of behaviour will roll over until next term.</p>	LW
105/23	<p><b><u>Chair of Governor’s Report</u></b></p> <ul style="list-style-type: none"> <li>i. Strategic Plan</li> <li>ii. Lead Governor Roles</li> </ul>	

	<p>It was agreed to defer the Strategic Plan until January and set up a small working group to look at it more detail and report back to FGB (<b>Action</b>)</p> <p>A letter with the Action Plan has been sent to parents though there have been no responses.</p> <p>Lead governor roles were discussed under Matters Arising (086/23) above.</p>	Chair/ agenda
106/23	<p><b><u>Policy Reviews</u></b></p> <p><b>SEND Information Report</b></p> <p>This is statutory and has to go on the school website once approved. Governors identified a spelling error on page 4 and suggested that the reference to the paediatric training provider on page 4 was removed, and CFSW added to the acronyms on page 6. The Head confirmed that the use of 'differentiated' was the correct word in this this context.</p> <p>With these amendments the SEND Information Report was accepted by governors.</p> <p><b>SEND Policy</b></p> <p>No changes were indicated. Governors highlighted the inconsistent use of SENCO and SENDco. This was confirmed as historical only and would be changed to SENDco. Governors requested that if there is nothing to include under 'Links to other policies/documents' then the heading is deleted so it doesn't look incomplete. Under 'Links to other websites' Practise should be corrected to Practice. All governors unanimously approved the SEND Policy subject to the corrections outlined.</p>	
107/23	<p><b>Supporting Medical Conditions and Administering Medication Policy</b></p> <p>Governors acknowledged sight of this operational document and agreed that it was important to check that it was being followed as part of either the Health and Safety or Safeguarding lead governor role.</p>	
108/23	<p><b>First Aid</b></p> <p>Monitoring of this Policy also falls under the Health and Safety lead governor role. There are no 'Links to other websites' at the end so this heading can be deleted. <b>A governor asked whether, as the Policy is a three year one, should training dates and frequency of training be included?</b> SG to discuss with SBM</p> <p>There were no changes highlighted. With the amendments noted, governors acknowledged this operational policy.</p>	SG
109/23	<p><b><u>Any Other Notified Business</u></b></p> <p>There was none.</p>	

110/23	<p><b><u>Impact Statement</u></b></p> <ul style="list-style-type: none"> <li>• The SENDco presented on pupil passports and learning plans which governors strongly approved of and recognised how these joined up processes were good for educational outcomes</li> <li>• The Headteacher reported on relatively good school attendance which is better than the national average</li> <li>• Governors heard about the impact of Strep A and that some children were in hospital</li> <li>• 19 applications have been received for year R September 2023 entry which is better than this time last year (closing date 15 January 2023)</li> <li>• There has been a sharp improvement in year 1 phonics results, and those in year 2 who didn't reach the required standard last year are progressing well</li> <li>• The Headteacher's review of teaching and learning demonstrated clear learning journeys, good resources in class and good work on parent partnerships</li> <li>• A useful moderation meeting was held with another local school and teachers found this professional exchange helpful</li> <li>• The Inspection Data Summary Report with historical data already discussed by governors led to a useful conversation about the SIAMS and Ofsted inspection process and attendance and breadth of the curriculum</li> <li>• Governors agreed that there was no need to review SLAs already accounted for within the budget</li> <li>• A very positive governor report was received looking at the ethos in the school, celebrating difference and resilience, and which helps demonstrate how collective worship is a strength</li> <li>• An Early Years Foundation Stage visit showed an impressive and detailed curriculum with the flexibility to respond to individual children</li> <li>• Governors discussed the ongoing challenges from the Pandemic</li> <li>• There may be funding available for solar panels from Transition Town Romsey</li> <li>• Good discussions on mental health and wellbeing, resulting in a small working group to look at this more closely.</li> </ul> <p>All of these discussions ensure GB is monitoring the impact on pupil progress and actions the school is taking to maintain and improve the impact.</p>	
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The meeting closed at 8.26pm.

Date of next FGB Meetings **(6.00 pm – 8.30 pm)**

Thursday 19<sup>th</sup> January 2023, Wednesday 22<sup>nd</sup> February 2023, Thursday 16<sup>th</sup> March 2023

Thursday 27<sup>th</sup> April 2023, Wednesday 24<sup>th</sup> May 2023, Tuesday 20<sup>th</sup> June 2023, Monday 17<sup>th</sup> July 2023

Signed:.....

Dated:.....

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