



## Full Governing Body Meeting Minutes The Federation of Church Schools of Shalfleet and Freshwater & Yarmouth



<b>Date and time</b>	Wednesday 25 <sup>th</sup> March 2026 at 6.00pm
<b>Venue</b>	Freshwater & Yarmouth C.E. Primary School
<b>Governors</b>	Mrs Carla Bradshaw (Foundation Governor) - Chair Mr Dale Sloan (Parent Governor) Mrs Lizzie Grainger (Headteacher) Mrs Tina Griffith (Foundation Governor) Mrs Sylvia Smith (Co-opted Governor) – left 7pm Mrs Caroline Weeks (Foundation Governor) Mrs Sarah Woodburn (Co-opted Governor) – joined on Teams 6.15pm Mrs Georgina Westhorpe (Staff Governor) – joined on Teams 6.15pm Mrs Sheila Best (Foundation Governor) Revd Charlotte Hudd (Foundation Ex-Officio) Mr Stephen Holland (Associate Governor)
<b>Quorum</b>	The meeting is quorate, attended by 11 Governors. A quorum is 6 Governors.
<b>Attendees</b>	Mrs Debbie Munn (Governance Professional) Mr Stuart Cook (Data Manager / F&Y Senior Lead)
<b>Vacancies</b>	2 – 1 Local Authority and 1 Foundation
<b>Key</b>	HT – Head Teacher SLT – Senior Leadership Team SBM – School Business Manager GP – Governance Professional NA – National Average LA – Local Authority EHCP – Educational Health Care Plan IDSR – Inspection Data Summary Report SEND – Special Educational Needs and Disability SAM – School Attendance Meetings YC – Young Carers

Challenge Action, Decision, Support, Ring-fenced, FDP link

**Distribution:** All – Confidential minutes to those in attendance

**The meeting commenced at 6.05pm with an opening prayer from Tina Griffith.**

### 1.47 Apologies

- Max Dawes and Debs Downer have sent their apologies which were duly accepted.

### 1.48 Declarations of interests on items forming the agenda

None.

### 1.49 Minutes of previous meeting 04.02.26 and confidential minutes and matters arising (see action sheets)

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Date .....

- Minutes from the last FGB meeting held on 04.02.26 including confidential minutes were duly accepted as an accurate and true record of the meeting by the governors.  
Action 1 – Completed  
**Action 2 – SBM to look at registering with Cyber Essentials - ongoing**  
Action 3 – Completed  
**Action 4 – SBM to ask Wight Support to look at the digital standards - ongoing**  
Action 5 & 6 – Completed  
Action 7 – HT/GP to put advert into the Church Bulletin and Village Newspapers for governor position. No longer needed. HT has met a lady 'Jane Austen' who would like to join the governors. Also CW has another contact who may be interested.  
Action 8 – FM to look at the impact on our budget if we have to pay 2026-2027 3% support staff and teaching staff? – **Action - FM to look at the impact on our budget if we have to pay 2026-2027 3% support staff and teaching staff and report back at next FGB.**  
Action 9 – HT to send out notes to governors regarding Ofsted –HT wants to carry out a separate presentation.  
Action 10 – GP to send out reminders to those governors who have not yet completed their course – Carry forward as on Wednesday 1 April 2026, NGA will launch a new Learning Link platform, making it easier to find, access and manage learning.  
**Action 11 – GP to send out 'Ofsted and the Education Inspection Framework 2025' training to governors that have not completed this training – As per action 10.**  
Action 12 – HT to see if Marco Macchitella can come to see governors, to see if there are any improvements they can make in supporting the HT – Completed and Marco coming back to HT with dates.

**1.50 Headteachers report to include the following: (Minutes to be read in conjunction with the HT report)**

- Q: I thought our vision/mission incorporated pupils and staff; the summary provided at the top of the HT report seems to focus on pupils only. Has this altered? No, you are right, it incorporates pupils and staff, HT will make this clear on the report moving forwards.
- Q: What are we doing to 'educate' parents when asking for EHCPs aside from referring them to other agencies. Have we considered parental workshops for the early years to help parents understand what 'normal' behaviours are v actual needs and what role parenting has in this picture; in particular 'after school' behaviours?  
This is an important point...We have developed the 'Starting School' document for parents at the transition point so they have a better understanding of their child's development and progression. At the initial parent meetings, prior to the children starting school, we discuss the presentation of behaviours parents might see and what would be considered 'typical' behaviours of a child starting school. It is every parent's right to apply for an EHCP for their child as they see fit. The school always provides parents with an honest review of where we feel the children are academically, socially and emotionally. Even if we do not feel a child meets the legal criteria for an EHCP, parents still can apply. We make sure that parents are well informed of all avenues of support available to them to support their child.
- Q: Behaviour Management concerns; external teacher? What is this teacher able to deliver that we cannot provide with our own senior staff?  
The teacher who we have approached is a very experienced teacher. She has been an Island moderator, a member of the SLT at another school and she is part of the teacher training team. We felt that her expertise would be beneficial in developing the practice by coaching the Y1 teacher. She also has the time to commit to supporting her without the constraints of having her own class. We envisage, this short-term intervention, which will develop from observing, modelling, team teaching, coaching to independence will enable the class teacher to make lasting changes to practice.
- Q: I see the work re Maths. What is being done for English?  
We have developed a new 'English Journey' for English as well as the work for Maths. SC has asked to briefly update the Governors regarding the evolving approaches in English and Maths when he presents on IDSR this evening.

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- Q: What is the leadership's view on the SEND White paper? How will revised expectations affect the management of the schools? Will the Federation respond to the consultation?  
 Complex...HT has conflicting thoughts about this which are both true at the same time. She fully understands and supports the view that there should be local schools for children who can meet all children's needs. She also believes in inclusivity and children learning about differences; valuing the importance of children living in a diverse society and celebrating all that it has to offer. However, if we are going to provide an educational offer for all children and meet all children's needs - we are going to need to be financed, staffed and resourced appropriately. She believes there is nothing worse than false 'inclusion' where children are within the same building but they are not having their needs met as a valued member of the school community. She also thinks schools are going to need to consider their leadership structures, premises and staffing levels. CPD, safe handling, trauma awareness, thrive and PACE training are going to be an essential element for all members of staff to respond to the changing requirements of the community. Yes, we will respond to the consultation.
- There has been concern from a number of the parents at both schools regarding their child's secondary allocation. Many of the families who have been allocated Medina College were expecting Christ the King College. Some parents have asked the school to write supporting statements for the appeal process. [Parents need to read the appeals code. Our schools cannot write supporting letters/reports for the parents unless it is for specific specialist placements.](#)  
**Action – HT to contact the Admissions Team to request details of how the admissions criteria was applied as historically we have not had many children allocated to Medina College.**  
**Action – HT to ask Christ the King if we could be classed as feeder schools.**
- Mid-year update on FDP**  
 Comprehensive update from SC in the IDSR document review.  
 Foundation Subject Assessment Report will come to governors at the end of the academic year. These subjects must not get 'lost' and still need governors' oversight to ensure children are attaining their targets within these subjects.  
 Vision statement still relevant and important. A lot of work being carried out on our SIAMS agenda and how it is lived in our schools.  
 MASH is back on the island and has a new head, HT has a strong relationship with her and she has advised all HT's on island to attend the DSL network.  
 Y6 Shalfleet teacher has now applied to be a maths mastery specialist. Deputy Head is a governor on another board for specialist provision.  
 We are working on how we can support YC's and make reasonable adjustments for them. Q: What qualifies a child as a YC? Different stages from Level 1-3. Level 1 the school recognises the child as a YC. Wellbeing element. Children that are making compromises within their homelife. Level 3 recognised by the YC group, a child signposted through child services or another service. Stabilise will always be a strategic direction as always thinking of the future. Lots of external factors.
- Attendance figures (pupils and staff)** [\(See also DfE attendance summary reports, attendance strategy and reports\)](#)  
Q: Whilst attendance monitoring appears to be robust from the information provided, what actions are actually making a difference to improve attendance rates? In particular at Shalfleet where there is an 'elective' element to it and F&Y where it is SEN driven (by the looks of the data).  
 Attendance has been a huge focus for the HT and SLT. Attendance policy and strategy very rigorous and already seeing an impact. Weekly meeting to review weekly school attendance, persistent absence monitoring tracker and folders updated every two weeks. Escalation to formal letters/court decided on a case-by-case basis. Latest attendance meeting minutes, attendance deep dive report and templates for weekly attendance strategy meeting (WASM), persistent absence weekly monitoring tracker and school-family attendance support agreement all sent to governors. Student attendance incentives are in place. Admin looking at data comparing to NA, previous week, drilling down into each class, vulnerable groups. We have found that increased rigor in SAM meetings and home visits which focus on the partnership between parents is very positive. We have a list of agreed actions the parents are going to take and a list of reasonable adjustments the school can make to support children getting into school. We are seeing the benefit of this already. We have been able to put specific reasonable adjustments in place for children with SEN or children who are

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YC's - this has provided temporary flexibility and has shown that the school is listening to families and having respect for their individual circumstances. We have also found that increasing the number of home visits has also had an effect on pupil's attendance. If absence reason is not acceptable then HT and a member of SLT will pick the child up (business insurance in place). HT would like to invite the Attendance Governor to our first meeting after the Easter break to show her how we report on Attendance. LA attendance officer came to the last attendance meeting and she was extremely pleased with what our schools are doing to improve our attendance.

**Action – Attendance governor (SB) to attend a SAM meeting after the Easter break, any Friday at 1pm at F&Y.**

- **Staffing update**

Shalfleet Y4 teacher has contacted to say she is retiring at the end of this academic year – She has been phenomenal in her decade with us. She has also said she is happy to go on a zero-hour contract to come and do book scrutiny, lesson demos, maths support etc.

Little Stars Room Lead has handed in her resignation as she is setting up her own business in order for her to be able to have the freedom to travel.

Thanks given to both staff members for their support and hard work.

- **Safeguarding update**

Thanks given to the safeguarding governor for her regular safeguarding reviews and invaluable support.

Still a number of children in significant need.

Positive work being carried out between the HT and Children's Safeguarding Partnership. 2

members now coming to the DSL meeting in May. Locally informed practice always works best.

HT has been part of the Peer Review of MASH undertaken by Brighton and Hove. HT asked that the MASH tell us why a referral does not reach the criteria to be more informed.

## 1.51 IDSR documents review (Minutes to be read in conjunction with the IDSR report)

- **Freshwater & Yarmouth**

CIN and SEN well above NA. School stability well below NA.

We have had 69 pupils join the school from other schools in the last 3 years. Context is being listened to now and throughout F&Y the SEN has been considered.

Persistent absence is often down to EBSA, young carers, lack of motivation from parents etc.

Outcomes - context was given as high SEN in Y6 last year, low stability for Y4 and Y1.

This year we are specifically targeting those children that are close to ARE or GD and need the extra support to reach it.

Q: What are we doing to improve the MITC results (multiplication test in year 4)? Working at increasing tables proficiency is important, this is carried out by daily times tables challenges, maths in a minute, Times Table Rockstars, Prodigy etc. The problem with the test is the imputing on to the computer. On paper many children are getting high scores, often 40/40 on a daily basis but when it comes to the test they cannot achieve this as worried about finding the right keys, hitting the wrong button etc. Need to look at the viability of having a member of staff to input the answers for specific children with another person/governor for quality assurance. Children with recognised processing skills can be helped to input their answers into the computer. Q: Do we need to create more skills on keyboards? It may be the processing skills and the timing. We are not testing keyboard skills but multiplication skills.

In Y6 we have high levels reaching the GD standard but also a significant portion of SEN who do not reach target. Middle attainers are a focus so they do not get lost. This year we are expecting 79% in reading and 30% GD. Moderated last year in writing and we did very well. Maths 1 child missed by 1 mark. Our cohorts and the improvements the children make is incredible but this is not seen in the SAT's.

Q: Would it be possible for governors to see some SATS papers? Yes

**Action - SC to provide some example SATS papers to governors.**

Y6 are higher already in Maths SATS test papers than last year. EGPS last practice was 68%.

Results this year will be much better due to Y6 English teacher (previous secondary school English teacher) utilising the skills particular teachers have. Shalfleet Y6 teacher is a skilled maths teacher and other teachers working closely to learn from him.

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- **Shalfleet**

CIN well above NA. Attendance no context given unlike F&Y.

Persistent absences close to NA 15.9% vs 13.3% however the % is declining due to work being undertaken as above. High SEN context.

Outcomes – Much improved outcomes in 2025 through prioritising on last year's FDP. Results last year were phenomenal and will not reach that level this year. Reading was below NA in GD but teacher working hard on improving this. He is confident that he can improve the GD in reading. His concern is EGPS but he has been having EGPS lessons with the Y5 teacher who is skilled in this area. However, EGPS will not affect the combined score. The class has already improved so much from last year. Any new changes to Y6 staff structure may lead to moderation but we have a robust understanding of the moderation and what is required.

Y6 SATS this year will be affected by 1 child persistently absent. On school role but does not attend school. 23 pupils and one non-attender so his score will count as a zero. This is unfair to the class teacher but there is nothing the school can do about this. It is a national issue for many schools.

- **Actions from the IDSR review**

Q: What is the action plan as a result of the IDSR documents? SC has had meetings with the subject leads in English and Maths and a plan has been written. This is going out to the staff at the next meetings with the overall plan. Then specifics will be given later when required. We want to improve outcomes quickly but it also needs to be long term embedded focus, getting it right first time. Teachers need to implement what the subject leads have agreed upon. They are the ones that have the research and knowledge. We need to improve but also have a more collaborative and consistent approach as a Federation being research informed. All to start next year but this gives time for the teacher to prepare all of their resources, timetables etc.

Q: What will consistence bring? Collaboration between teachers. Currently the same year group in both schools are doing different text drivers. This should not be happening, same text in same year group to share planning, ideas, resources etc. It will drive attainment. Curriculum has to be fit for purpose. Think deeper. There are so many good ideas but we need to share those ideas across the Federation.

### **English**

English lead has been working with Chris Cheal.

Reading journals and literacy books two separate subjects. Two separate driver books for both however these can be complimentary of each other. Q: Is this just year 6? No across the board from Y1. Reading text 3 objectives within 3 weeks 1 objective per week so skills embedded rather than jumping around. Consistent language used by the teachers throughout the Federation. Teachers need to ensure they cover poetry and non-fiction and a range of genres e.g. fantasy, literacy heritage. No film clips or pure picture books. Writing 3 outcomes per half term with a maximum of 3 weeks on one text. Text driver from the Hampshire Moodle. Can use video clips, picture books, poetry, novel extracts, non-fiction texts. Teachers to ensure it is the right piece to inspire and drive the right outcome, not 'shoe-horned' in. 5 step stage – Composition, transcription, planning, writing, formative assessment idea, editing. Writing outcomes then inform summative assessments.

Kinetic letters has been brought into and there is going to be a development day to role this out. Q: is this research informed purchase? Yes. This starts at pre-school, EYFS, KS1 and then should be embedded when reach KS2. Q: Do we have the tools and equipment needed? Yes.

Spelling map has been revamped using Oak National Academy and Emile. All on google drive for the teachers to click on term by week. Q: How will this work for SEN/LA children? Can use a simplified text or heavily scaffold for similar objectives. If multiple years behind would need different objectives. AI can be used to simplify text so the child is still using the same text.

### **Maths**

Maths lead attended a maths meeting with an Ofsted inspector. The focus is on EYFS and KS1, if they see we are getting it right in these classes then KS2 is more of a walk and check than a deeper dive.

EYFS are going to use Mastering Number for the delivery of the maths curriculum and no White Rose so no confusion. Repetitive practice, manipulative work. Any areas not on the EYFS learning goals to be taught through less explicit teaching, through provision e.g. shape and measuring.

Y1 5-10 minutes chanting e.g. numbers to 20 up and down starting at different points. 20 minute in depth teaching. Not much variation unless specific SEN as this is the first time they will learn foundational concepts. In the afternoon continuous provision session (20 minutes) where the children can explore the concept, no White Rose sheets, two teacher led stations. Work will be recorded in a class floor book – showing children’s engagement rather than individual evidence. Y2 will continue in Autumn term with floor books and continuous provision. From Spring they will move to more formalised square book-based recording. Aligning with KS2 with an input and practice session followed by individual work.

Y3 times table a core focus 2, 3, 4, 5, 8 & 10 taught through chanting, rote learning, Times Table Rockstars. Number Sense to start after Christmas. Maths Bot used as homework. Arithmetic sessions to be used for morning work. Abridged White Rose sessions will be followed as the primary source of the curriculum. Lesson structure will be a hybrid form of mastery.

Y4 times table 6, 7, 9, 11 & 12.

Y5 Number Sense interventions to catch up if not passed Y4 MTC.

Y6 Spring 2 Y6 teachers will need to assess where they are in the curriculum, cohort dependant, and will make decisions together on what to prioritise.

Mastering Number for previous year groups can be used for interventions and Kinetic letters will focus on number formation.

Q: How will we monitor the impact? Through work scrutiny. English will be October first week. Monitoring the class timetables. Maths will be observations in EYFS and KS1. Pupil progress.

Action – GP to add SC to attend this time next year to the governor planner to ensure the actions have made an impact.

## 1.52 Governing Body business

- **Membership**

Currently 2 vacancies – 1 LA and 1 Foundation

Welcome to Sister Charlotte who has been appointed as Ex-officio.

- **DfE/LA update**

LA had a cabinet meeting in March, paper sent to agree school place planning and will be dealt with at the first meeting after the election.

The new SEND white paper is requiring a lot from schools and LA’s.

- **Diocesan/Churchlink update**

HT and Chair have met with some of the church schools on the Island to talk about collaboration.

Diocese were delighted that we set up the meeting and Jeff Williams would like to come to any future meetings to consider how we can strategically move forward. We are lucky to have Jeff Williams voice when meeting with the DfE. They have been such a support to the Federation.

- **Governor Training update**

Revd CH – Completed Collective Worship for Foundation Governors (Diocese)

SB – Completed Induction for maintained school governors (Ghub) and Collective Worship for Foundation Governors (Diocese)

On Wednesday 1 April 2026, NGA will launch a new Learning Link platform, making it easier to find, access and manage learning. GP encouraged all governors to go on to familiarise themselves with the new Learning Link platform.

- **Governor Services SLA**

GP confirmed that we have subscribed to the Governor Services SLA for the financial year 2026-27. The SLA includes access to NGA, NGA Learning Link, GovernorHub, GovernorHub Knowledge (The Key), annual support entitlement, clerks’ briefings.

Action – GP to send all governors the SLA Core Training Programme for the Summer Term.

## 1.53 Reports

- **Portfolio holder meeting minutes**

S&I Minutes 26.01.26

Finance 11.03.26

Governor Visit – Collective Worship

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Governor Visit – EYFS

Pupil Voice – Question and answers

- **Reports from staff & Portfolio Presentations**

Portfolio Review – MFL

Portfolio Review – Art

Subject leader report – MFL

Subject leader report - PSHE

- **Other**

SBM Written Report – Of note is no reportable filtering and monitoring incidents, no data breaches reported. H&S audits scheduled in May. Traffic and safety concerns at Shalfleet at drop-off and pick-up and also in F&Y car park which continues to be misused by parents. SLT exploring options for both schools.

Federation Lunches Report

Minutes of Attendance Meeting

Attendance Deep Dive Report

#### 1.54 Any other business

- Q: Do any governors have a safeguarding question? Yes Q: Do we have a reasonable force policy? Yes, but it is being rewritten at the moment.  
Questions for pupil voice on safeguarding were changed for the last pupil voice meeting and very interesting feedback.
- Q: Is there a direct correlation between mobile phone use and behaviour? Yes, not academic achievement but behavioural issues. We have a mobile phone policy. Phones are handed in at the beginning of each day to the office.
- HT would like to look at having F&Y school used for adult learning as the only place currently is Westridge in Ryde and the library in Freshwater on a Wednesday afternoon.
- SFVS has been approved and sent to the LA.
- HT contacted by Yarmouth Town Council regarding problem with dog fouling. Children asked to produce posters. HT shared some of the posters with governors. Yarmouth Town Council have agreed to share these posters with Freshwater Town Council as they have the same problem.
- See Confidential Minutes

#### 1.55 Date of next meeting –

Wednesday 20<sup>th</sup> May 2026 6pm at Shalfleet CE Primary

The meeting closed at 8.45pm.

Signed .....

Date .....