

**WEST CROFT SCHOOL**  
**MINUTES FOR FULL GOVERNING BOARD MEETING**  
**Spring Term 2026**  
**20<sup>th</sup> January, 2026, 5pm – 7pm (SLT office)**

Item	Notes	Lead
<b>1. Present &amp; apologies</b>	<p><b>Present:</b>  James Ebsworthy (Chair)- JE  Sam McGregor - SMC  Christina Geeson - CG  Doug Bushby - DB  Lisa Johnston -LJ  Dawn Ashford- DA</p> <p>Rachel Paxford (Clerk) - RP  Mel Hurle (Subject Lead) – MH  Dawn Wright (Finance Manager) - DW</p> <p><b>Apologies (unsanctioned):</b>  Michelle Chappell.  Note this is the third consecutive meeting this Governor hasn't attended, the last two of which were without any communication or apologies.</p>	JE
<b>2. Declaration of conflict of interests</b>	None	JE
<b>3. Subject Lead Update</b>	<p><b>Mel Hurle: Read, Write Inc</b>  Refer to report shared and also uploaded to Governor Hub prior to meeting for full details.</p> <p>Questions from Governors:</p> <p><b>Q1: How does the RWI programme ensure that all pupils, particularly the most vulnerable, become confident, fluent readers who are ready for the wider curriculum?</b>  <b>A:</b> The Read Write Inc. (RWI) programme is designed to ensure all pupils – especially the most vulnerable – become confident, fluent readers by combining systematic phonics, early intervention, consistent teaching, and strong assessment. RWI teaches reading through a clear, cumulative phonics progression:</p> <ul style="list-style-type: none"> <li>• Sounds are introduced in a carefully sequenced order.</li> <li>• Pupils learn to decode quickly and accurately, then blend sounds into words.</li> <li>• No gaps are left, which is crucial for disadvantaged or SEND pupils.</li> </ul> <p>This structure ensures every child, regardless of background, has access to the same high-quality instruction.</p> <p><b>Q2: How do leaders know that RWI is being delivered consistently and with high quality across all groups, especially in the context of staff absence or change?</b>  <b>A:</b> through robust systems, clear expectations, and continuous monitoring. Leaders establish RWI non-negotiables that all staff follow:</p> <ul style="list-style-type: none"> <li>• Consistent lesson structure, language, and routines.</li> <li>• Agreed expectations for pace, engagement, and behaviour.</li> <li>• Clear guidance for transitions, grouping, and assessment.</li> </ul>	MH

This ensures continuity regardless of who is teaching the session. Also through strong Leadership and Designated RWI Lead who:

- Oversees delivery across all groups.
- Provides coaching, modelling, and feedback.
- Acts as the point of continuity during staffing changes.

This ensures quality does not depend on individual teachers.

**Q3: What evidence shows that improvements in RWI are translating into sustained gains in reading and writing outcomes beyond the programme itself?**

A: Leaders use a range of monitoring strategies:

- Scheduled and drop-in observations focused on RWI fidelity.
- Learning walks using RWI checklists.
- Book looks and review of assessment records.
- Pupil voice to check confidence, routines, and progress.

Findings are shared promptly and acted upon.

**Q4: How is assessment accuracy quality-assured, and how quickly is data acted upon when pupils are not making expected progress?**

A: Assessment pathways are sent to staff with video to show how assessments should be carried out. Guidance from the reading leader handbook has been handed to all teachers. Reading leader has sat and watched assessments taking place. Reading leader carries out all Year 3 and 4 assessments. Reading leader analyses the data straight after the data is in. This data informs interventions going into the next half term. Progress meetings are held before half term to prepare teachers for their new group and their sound gaps.

**Q5: How do leaders evaluate whether RWI tutoring, pinny time and Fresh Start interventions are closing gaps quickly enough, particularly for older pupils?**

A: by using precise assessment, short review cycles, and impact-focused accountability, rather than relying on participation alone.

**Q6: What evidence shows that in-the-moment coaching is improving teaching quality over time and is sustainable if leadership capacity changes?**

A: Before any intervention begins, leaders ensure:

- Pupils are assessed using RWI assessments (sounds, blending, fluency, comprehension).
- Older pupils are carefully placed into Fresh Start modules based on need, not age.
- Gaps are defined precisely (e.g. specific GPCs, blending speed, multisyllabic decoding).

This allows leaders to measure rate of progress, not just improvement.

Interventions are monitored over tight timeframes:

- Weekly or fortnightly checks for tutoring and Pinny Time.
- Module-end assessments for Fresh Start.
- Expected progress benchmarks are set (e.g. sounds mastered, words per minute, module completion).

If progress is too slow, leaders act immediately

**Q7: How effectively does RWI meet the needs of pupils not currently accessing phonics, and what happens to pupils when they complete the programme, particularly in Year 2?**

A: A small steps tracker is used for those children identified as not currently accessing phonics. This allows tracking of small progress steps rather than the

larger steps that RWI online assessments follow e.g. can they recognise the mountain picture form?)

After RWI, children will form a group that transition onto the reading and writing programme in line with the rest of the school. Advice from Illsham English hub is being sought on this.

**Q8: How realistic is the 80–85% Year 1 phonics screening target, what are the main risks, and how will governors know early if the target is at risk?**

**A:** The phonics screening target has been set by Katie Kerr-Brown, based on the school's current data. Governors would know very quickly if the target is at risk due to the regular assessments. Children are assessed in the moment by the reading lead and teachers. If a child is hitting the ready to move criteria then they are moved immediately, rather than waiting for the next assessment window.

**Q9: Are you seeing more interest in the children around taking books home?**

**A:** Parents have feedback to me and have stated that their child is more willing to read at home and share the known book with them. The teachers also encourage children to take a library book home each week that their adults can read to them.

**Q10: It seems you incorporate reading aloud. Is this helping children become more comfortable and proficient in verbal communication (and hopefully helping with public speaking in the future)?**

**A:** Yes, a large proportion of the reading aspect in RWI is focussed around reading aloud with expression and intonation. This is done through high quality modelling. Everything in the sessions are done through partner work, building children up to have the confidence to read aloud to others and feel supported in doing so.

**Q11. How does RWI work with children who have dyslexia or other processing difficulties?**

**A:** It is systematic, explicit, multi-sensory and highly structured, with built-in opportunities for repetition and overlearning. Sounds are taught in a clear, logical sequence, one step at a time, new learning always builds on what pupils already know, this reduces cognitive overload for pupils with processing or memory difficulties.

**Q12. We know its early days but how is Fresh Start working with the Year 5 and 6 students?**

**A:** The Fresh Start program has only been running for 2 weeks. The children seem to have responded well to this. They are eager and happy to work alongside the adult 1:1 or in a small group. There are currently 3 adults running the sessions, which are timetabled. They access the speed sound session on the virtual classroom and then live storybook.

**Q13: What are the biggest stumbling blocks you've experienced so far?**

**A:** Staff absence/leaving has meant that subject lead has had to teach a RWI for 3 days each week, meaning they have not been able to coach every day; lots to introduce in a short space of time; ensuring that there are enough adults to carry out all of the groups and ensuring that they all have a regular space to use every day.

**Q14. You've clearly seen improvement over the past term. What aspects do you feel are going particularly well?**

**A:** All of the teachers have responded really well to the program and the coaching. They are taking on the feedback they are given. All teachers are

	<p>following the script - ensuring consistency across each of the groups. Role as a reading leader is ensuring that the RWI program is being delivered correctly. Teachers come to Lead every day for support and advice and know that they are happy to help. Lead has modelled sessions and allowed teachers to video them. Utilising the Ruth Miskin Portal for videos has supported teachers to see parts of a lesson in action.</p>	
<p><b>4. Budget</b></p>	<p><b>4.1 Autumn FRS</b></p> <p>Report shared prior to meeting via Governor Hub.</p> <p><b>Q1: What are the key financial risks to the school’s budget over the next 12–24 months, and what mitigating actions are in place to ensure the budget remains sustainable?</b></p> <p><b>A:</b> The main risk is the falling roll - this has a significant impact on income. Alongside this is the annual increase to staff salaries. In a school this large the knock-on effect of any pay rise or NI change is considerable. These 2 factors have had a significant impact on both the school budget share and the extended provision budgets.</p> <p>Currently amalgamating classes in small year groups and also have classes of mixed year groups to ensure that staffing is being utilised as efficiently as possible.</p> <p>This will be reviewed again soon for the Sept 26 co-hort. The use of rooms across the school will also be reviewed - locking some unused rooms so that these will not have to be heated and cleaned, and looking at moving lower school down to the upper site if possible longer term. Staffing needs continual review as staff members leave to ensure replacements based on current need and not like for like hours. All contracts issued are on a temporary/fixed term basis while budget is so up and down</p> <p>Wrap - high staffing costs are causing a significant in year deficit this year and this will worsen moving forwards with the change to the national minimum wage which will push staff higher up the pay scales. This is currently under review as by the end of 26/27 Wrap will be in deficit.</p> <p><b>Q2: is roll falling across the county?</b></p> <p><b>A:</b> Yes, but in the local catchment area, only West Croft and ETW had spaces this year. The school is proactively trying to raise its profile and reputation with local community through events such as the Water Festival &amp; Fireworks event as well of course hopefully improving results. The school’s current rating is good, but so are other local schools.</p> <p><b>Outcome:</b> Governors approved Autumn FRS.</p> <p><b>4.2 Photocopier contract</b></p> <p>Summary report comparing service options and costs from different suppliers was shared and reviewed. Based on this, Canon represented the best value for money and DW and Darren met with them on 19<sup>th</sup> January to discuss further.</p> <p><b>Q: what if they don’t live up to service level agreement?</b></p> <p><b>A:</b> the service contract would be expected to refer to contract termination terms.</p> <p><b>Outcome:</b> Governors approved decision to appoint Canon as the new photocopier provider.</p> <p><b>4.3 Nursery fees</b></p>	<p><b>DW</b></p>

	<p>DCC new nursery rates shared with Governors.</p> <p><b>Q1: what are other local nurseries doing with their fees?</b>  <b>A:</b> Don't know, but LJ will ask parents and ring around local nurseries.</p> <p><b>Q2: is the WC nursery at full capacity?</b>  <b>A:</b> no – currently at around 50%</p> <p>Other considerations include:  Should nursery prices be kept low to encourage an increase in the roll?  Should the school consider offering WRAP for nursery?</p> <p><b>Outcome:</b> no decision reached. Further discussion needed at next meeting.</p> <p><b>4.4 Future of WRAP</b></p> <p>The Bridge Trust recently awarded WC WRAP service a £2K grant. However, the service still faces a potential £7K deficit unless costs are reduced or income increases.</p> <p>At the FGB meeting on 21<sup>st</sup> October, LJ agreed to coordinate with Wilhelmina, Magic and DW in the development and implementation of an action plan aimed at increasing uptake. As a reminder, Wilhelmina has a programme of activities for children incl. sport and crafts and Magic is taking photos to be uploaded to FB to promote the WRAP service. However, there is a concern that nothing has gone out.</p> <p>Other considerations:  Max. capacity is 20 children, although this is very rarely reached.  The 5-6pm WRAP provision is poorly attended – only 2/3 children. One option under consideration is the closure of this service.  Would reducing fees increase uptake?  Do staff pay for their children to attend?  Torrige district council has a hardship fund for local businesses – could WC apply for a grant?  The deadline for agreeing the future of the WRAP service is 1<sup>st</sup> May 2026 when the budget needs to be submitted to DCC.</p> <p><b>ACTIONS:</b></p> <ul style="list-style-type: none"> <li>➤ LJ will follow up with Magic about action plan responsibilities</li> <li>➤ LJ to review names of children attending 5-6pm WRAP</li> <li>➤ DB to confirm if WC is eligible to apply for a hardship grant from Torrige District Council.</li> </ul>	
<p><b>5. Minutes of last meeting</b>  <b>10/12/2025</b></p>	<p>Agreed as a true record</p>	<p>JE</p>
<p><b>6. Matters arising:</b></p>	<p><b>6.1 HT report</b> – LJ to share updated staff organogram incl. vacancies. Note that old version was shared in error. <b>ACTION:</b> LJ to share correct version and RP to upload to Governor Hub</p> <p><b>6.2 Skills audit</b> – DB to complete and return skills audit to RP by Thursday, 8th January 2026. Completed prior to FGB meeting on 20<sup>th</sup> January. <i>See section 12 below.</i></p> <p><b>6.3 Election of new Chair</b> – RP to update Governor Hub. <b>Actioned.</b></p> <p><b>6.4 School vision</b> - RP to liaise with DCC about potential dates for facilitated strategic planning session. <i>See section 13 below.</i></p>	<p><b>LJ</b></p> <p><b>DB</b></p> <p><b>RP</b></p>

	<p><b>6.5 Renewal of Associate Member</b> - RP to update Governor Hub confirming renewal of CG membership. <b>Actioned.</b></p> <p><b>6.6 Governor training</b> - Governors to review DCC Effective Governance online training subjects and dates that were shared prior to meeting and uploaded to Governor Hub and let RP know what sessions they are able to attend. <i>See section 15 below</i></p>	<p>RP</p> <p>ALL</p>
<b>7. Any actions completed/not completed/next steps</b>	As above	JE
<b>8. Election of Vice Chair</b>	<p>Following the recent election of JE to Chair from Vice Chair, Governors were invited to nominate themselves if interested in the now vacant Vice Chair role.</p> <p><b>Outcome:</b> Only one nomination was received and after a brief presentation outlining the reasons for her interest, SMC was duly elected as the new Vice Chair.</p> <p><b>ACTION:</b></p> <ul style="list-style-type: none"> <li>➤ RP to update Governor Hub accordingly.</li> </ul>	RP
<b>9. Head Teacher update</b>	<p>Refer to report circulated prior to meeting and uploaded on to Governor Hub for full details.</p> <p>Of particular note:</p> <p><b>9.1 Staffing &amp; Capacity:</b> Maternity leave, vacancies and high sickness absence levels are a challenge.</p> <p><b>Q: What contingency plans are in place if further staff absence occurs during the Ofsted window?</b> <b>A:</b> SLT continually looks for the most appropriate way of supporting learning during staff absence. Where at all possible, SLT seeks to work with supply staff who are consistent to classes – for example a supply teacher is on the books who was previously a class teacher at the school. This means she is knowledgeable regarding approaches to teaching, learning and the curriculum, is familiar to children and parents and knows our expectations. In terms of TA support, where possible, support staff are redeployed to key areas of the school and back fill. For example, SLT try to use staff who are familiar with RWI or Y6 and backfill (or leave without a TA) the classes that are redeployed from.</p> <p><b>9.2 Quality of Education:</b> Assessment remains a school-wide priority. Following assessment week and analysis of data, SLT have held pupil progress meetings with teachers to identify children who they need to focus on. Where possible, subject leads have shared assessment processes for their subject with staff and they now need to begin to monitor the impact of this in their subjects.</p> <p><b>Q1: What improvements in progress should governors expect to see as a result of recent pupil progress meetings?</b> <b>A:</b> There has been a targeted focus on children who (in the first term) have not secured expected progress and those who have not narrowed the gap. Governors would expect to see higher percentages of children achieving EXS in Spring term and a greater proportion of children working below beginning to narrow the gap towards ARE.</p> <p><b>Q2: What evidence shows that the focus on reading, oracy and retrieval is improving teaching and learning?</b></p>	U

**A:** Previous LA visits have provided good evidence that these focus areas have become embedded in teaching and learning. More recent in-house monitoring visits also confirm this. Last year's reading attainment in SATS demonstrates a significant improvement in children reaching EXS from previous years. Internal data demonstrates a positive improvement in attainment data and the percentage of children working at ARE.

Retrieval: Lesson observations (coaching and oracy learning walk) and learning walks and pupil voice show consistent use of retrieval strategies (e.g. low-stakes quizzes, recap questions, knowledge organisers), which help pupils retain and recall prior learning more securely. Walk-throughs and staff meetings have recently been conducted.

Oracy: Structured talk strategies (e.g. sentence stems, partner talk, class discussion) are developing enabling pupils to explain their thinking clearly, build on others' ideas and use precise language. This has been done through learning walks and from pupil voice discussions.

**Q3: How are subject leaders held to account if expected impact is not seen?**

**A:** The appraisal process includes whole school progress targets related to their subjects. The headteacher will also hold PPM for subject leads this term to challenge where there is a lack of progress in any area.

### **9.3. SEND & Inclusion:**

Currently 10 pupils supported in CAIRB, alongside a further 6 complex needs pupils in another specialist provision class. Support staff work alongside teachers to enable pupils to access mainstream teaching wherever this is possible and appropriate for their individual needs.

Provision ensures that children receive an educational experience that is equal to that of their peers, whilst recognising and responding to their individual needs. The resource base provides a safe, structured and stimulating environment within the mainstream school setting to support pupils' specific requirements.

**Q: How effectively are pupils from the CAIRB accessing mainstream learning, and how is this evaluated?**

**A:** All the children in the CAIRB are also assigned to a mainstream class within the school and where possible staff create opportunities for them to take part in learning activities with the peers in their classes. Staff have created individual timetables and currently most of the children in the CAIRB join their mainstream class for learning on a weekly basis. For some, this is independent and for others they join their class with the support of a familiar adult from the CAIRB whilst they are adjusting to the mainstream environment. Additional to the weekly timetable, there is regular communication between class teachers and the CAIRB staff and if they feel there are additional lessons they feel the children would benefit from joining, then this is also facilitated.

Following sessions where the children have accessed learning in their mainstream classes, class teachers will feed back and ensure the staff in the CAIRB are aware of how the lesson has gone.

### **9.4. Behaviour & Safeguarding:**

**Q: What actions are being taken to reduce the need for positive handling?**

**A:** Relational support plans, Behaviour care plans and gaining information for individual pupil need from other professionals is being sought. These actions combined allow staff to have a deeper understanding of trigger points for individual children, thus meaning over time, there will be less dysregulation and subsequent need for positive handling.

### **9.5 Attendance:**

	<p>Attendance figures remain broadly consistent with the same period last year and are in line with national averages for the current academic year. However, our rate of persistently absent pupils has declined. The attendance teams are gaining support from Early Help and external professionals regarding support for severely absent pupils.</p> <p><b>Q1: What strategies have had the greatest impact on reducing persistent absence so far?</b></p> <p><b>A:</b> Many approaches are being used. Where there is a focus on teachers encouraging class attendance and incentives of end of term treats as a class, we see an improvement. Home visits and collecting children also has a positive impact (including the walking bus).</p> <p><b>Q2: how many children join the walking bus?</b></p> <p><b>A:</b> There are two walking buses staffed by school staff volunteering their time at the start of the day including up to 12 children per bus.</p> <p><b>9.6. Ofsted Readiness &amp; Risk:</b></p> <p><b>Q: Given staffing and behaviour challenges, how confident are leaders that the school is inspection-ready?</b></p> <p><b>A:</b> Senior leaders are fully aware of the risks associated to learning and progress and they put measures in place and put effective strategies in place to mitigate. This is due to leaders having a focus on ensuring the best practice, teaching and learning for all children at all times, meaning they are as prepared for inspection as they can be.</p>	
<p><b>10. Governor Visits</b></p>	<p>DA presented her EYFS report from visit on 18.11.25, shared via Governor Hub prior to meeting.</p> <p><b>Other visits:</b></p> <p>JE completed a Safeguarding visit on Friday, 16<sup>th</sup> January 2026</p> <p>SMc to conduct a Reading visit on 3<sup>rd</sup> February and Pupil Wellbeing visit on 13<sup>th</sup> February</p> <p>DB to conduct a Maths visit – date TBC.</p>	<p>DA</p>
<p><b>11. Ratification of renewed policies</b></p>	<p><b>Policies for ratification:</b></p> <p><b>11.1 Online Safety Policy (delegated reviewer: JE)</b></p> <p><b>Q1:</b> Is this a new policy? If not, what is the current version and what were the changes from the previous?</p> <p><b>A:</b> We had a previous one but it was 2023, due to the new developments and advancements in online safety and challenges, I went for a completely new policy so it was relevant to current societal challenges.</p> <p><b>Q2:</b> Is this based on a county template?</p> <p><b>A:</b> The Key leadership model policy was used</p> <p><b>Q3:</b> It mentions that parents/carers will be asked to review the policy? How does this happen?</p> <p><b>A:</b> Before it is finalised, it will be emailed to parents for their consideration. They will be given a date to respond if they have any queries or suggestions. Then we will review any comments before amending or finalising the policy.</p> <p><b>11. 2 SEND Policy and Information Report (delegated review: SMc)</b></p> <p><b>Q1:</b> How are SEND issues communicated to parents? Is this communication working satisfactorily?</p> <p><b>A:</b> Parents are communicated with during EHCP review meetings which happen annually and in My Plan meetings termly, where parents are able to offer</p>	<p>LJ</p>

suggestions or raise concerns for their children. Additionally, the SENDCo or the assistant SENDCo meet regularly with parents to discuss updates/ children's needs.

There are open lines of communication between school and parents, parents can message on dojo or contact us if they require a conversation or a discussion. This communication is effective, parents know they can contact us if they require support.

**Q2:** What – if any - are the key factors that make it difficult in providing and implementing plans and policies?

**A:** Staffing can make it difficult to implement plans on policies. On a regular basis, staff are needed to be redeployed to cover sickness and this has an impact on interventions and plans. Additionally, child sickness can make it difficult to implement plans and subsequently catch up.

**Q3:** What provision is made for students who are in the same class but are in effect a year behind developmentally? Is this covered in assessments? How are developmental rate differences addressed?

**A:** Children who are working significantly below the expected level for their age will often be identified as needing additional support, they may have a My Plan with individualised targets to support them in closing the gap between them and their peers. Additionally, the children will have work that is appropriately scaffolded and adapted to enable them to be successful.

Read Write Inc is also supporting to close this gap with phonics/reading/writing.

**Q4:** Do you feel that the regularity of assessments is adequate?

**A:** Yes, assessments only form part of overall understanding of children's need and attainment. A triangulation of evidence, including work scrutiny, teacher knowledge of working with children and termly assessment form this understanding. Where appropriate assessment is more frequent, for example RWI and AR.

**Q5:** Are all stakeholders happy with the current process for SEND?

**A:** No one has raised concern. Gaining voice through parent questionnaires or in discussion with staff could be a potential monitoring activity.

**Q6:** Is it possible to provide examples of successful SEND interventions from the perspective all parties – staff, teachers, parents, students? (Would this also be helpful in relations to OFSTED inspections?)

**A:** We have internal data which is indicative of success, or lack of. Some success is objective and we need to ensure all parties are clear of intended outcomes and for judgements of success to be made with consideration to these outcomes and not based on bias or a lack of understanding towards outcomes. For example, a child may need an intervention to improve their ability to identify emotions. This may be successful, however, the parent may expect their child to demonstrate less unsettled behaviour, meaning they perceive the intervention to be unsuccessful when it is a successful small step and outcome achieved meaning we can set new goals.

**Q7:** In the Policy Document Roles and Responsibilities section the Governing Body's section wording is confusing. It seems to indicate that the Governors are directly responsible for certain things rather than ensuring that they are acted upon. Is this standard wording taken from another document or are we able to edit it?

**A:** It is a model policy we follow. Please refer to the following relevant section:

*The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:*

- *use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs*
- *ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND*

	<ul style="list-style-type: none"> <li>• <i>designate a teacher to be responsible for coordinating SEND provision – the SEND co-ordinator, or SENDCo.</i></li> <li>• <i>inform parents/carers when they are making special educational provision for a child</i></li> <li>• <i>prepare an SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time</i></li> </ul> <p><b>Q8:</b> And in relation to the last item, how does the school address the issue of children being treated less favourably?  <b>A:</b> School trips, access to all areas of the school, clubs and extra-curricular activities are fundamental for all children and no pupil should be at a disadvantage due to disability. This would be challenged by SLT.</p> <p><b>Q9:</b> How are school trips funded?  <b>A:</b> Each Year group is allocated £500 per year.</p> <p><b>11.3 Safeguarding &amp; Child Protection Policy – updated by LJ to replace MM with new Chair JE.</b></p> <p><b>Outcome:</b> all ratified.</p> <p><b>ACTION:</b></p> <ul style="list-style-type: none"> <li>➤ RP to update Policy Review Cycle accordingly</li> </ul>	
<p><b>12. Skills audit update</b></p>	<p>Outstanding DB skills audit only completed immediately prior to meeting so insufficient time to include in anonymised collated report.</p> <p><b>ACTION:</b></p> <ul style="list-style-type: none"> <li>➤ RP to update collated report to include DB submission and then review with Chair to identify any skills gaps.</li> </ul>	<p><b>RP</b></p>
<p><b>13. Strategic Planning update</b></p>	<p>Governors confirmed their willingness to join a DCC-facilitated workshop on a Tuesday evening outside of the current FGB meeting cycle with availability on 24<sup>th</sup> March 2026.</p> <p><b>ACTION:</b></p> <ul style="list-style-type: none"> <li>➤ RP to confirm if Fiona Collier is available &amp; schedule accordingly.</li> </ul>	<p><b>RP</b></p>
<p><b>14. Governor Recruitment update</b></p>	<p><b>Parent Governor (total 4 positions):</b>  Levi Tucker will be joining the Board later than hoped due to a delay in receiving his DBS approval.  Hannah Swann and Sophie Lake have both met with JE &amp; LJ and shared their DBS support documentation. They will be invited to the next FGB subject to DBS approval.  A fourth parent who had previously applied for the role has since withdrawn her interest meaning <b>one vacancy remains.</b></p> <p><b>ACTION:</b></p> <ul style="list-style-type: none"> <li>➤ RP to draft induction and training plan for new parent governors.</li> </ul> <p><b>Co-opted Governors (total 6 positions, 3 of which vacant):</b>  Unfortunately, no responses have yet been received to the letters and emails sent to local GPs, dentists, midwife and public health teams and mental health services as well as local Police and Fire departments prior to Christmas.</p>	<p><b>RP</b></p>

	<p><b>ACTIONS:</b></p> <ul style="list-style-type: none"> <li>➤ RP to send follow up correspondence</li> <li>➤ SMC has identified someone she will approach to gauge their interest and inform RP.</li> </ul>	
<p><b>15. Governor Training</b></p>	<p>RP has shared DCC Effective Governance online training subjects and dates on multiple occasions but is yet to receive any confirmations of attendance from any Governors.</p> <p><b>ACTIONS:</b></p> <ul style="list-style-type: none"> <li>➤ RP to email Governors again with link to training.</li> <li>➤ RP to find out from DCC if it's possible to register for training and then complete in own time.</li> </ul>	<p><b>RP</b></p>
<p><b>Next meeting: 5pm Tuesday, 17<sup>th</sup> March 2026</b></p>		