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Autumn 2 - Meeting 2
LGC Meeting (in person)
Monday 8th December 2025 @ 6pm

Section 1 – Admin				
1	Welcome and Apologies Governors Present: Clare Clifford (CC) Headteacher, Louise Piggin (LP), Alex Tarling (AT – acting chair), Marie Bishop (MB), Pravar Kulshreshtha (PK), David Whinery (DW) In attendance: Penny Collins, acting Clerk Apologies received: Belinda Cone (BC), Alex Diaz (AD)			
2	Business Interests Nothing new to declare.			
3	KCSIE & Code of Conduct – Governor Confirmation All governors have completed these confirmations except BC who will complete on her return.			
4	Previous Minutes The previous minutes are not yet available for approval.			
5	Actions from last meeting			
Minute Number	Owner	Actions	(Y) or (C/F)	
C/F Nov 24 Section 2 – Point 9	BC & VR	<p>Meet to discuss data interpretation and how to analyse – need to be more targeted on what it means (to be actioned when new Governors are onboard)</p> <p><i>Completed – this will be discussed today and will develop as a new system, DCPro, recently introduced by Hamwic Education Trust (HET), should offer more reporting options and possibly a governor report once the school is fully trained in using it. CC wasn't sure if there was a governor login option as there is for Insight.</i></p>	Y	
C/F Jan 25 Section 3 – Point 14	CC	<p>To liaise with LSG to update risk register and share (on-going)</p> <p><i>Action completed as risk register a standing agenda item. One identified risk discussed before is the planned admission numbers (PAN) - a consultation is on website and going out to parents on Friday to officially reduce PAN to two form entry. Consultation ends on 24th January 2026. The local authority confirmed that there will be excess places over the next 3-5 years across Southampton, so this was decided as the best option, to minimise risk and make the school financially viable. Two form entry for 2026 has already been agreed. There are some interesting options to consider going forward for use of the space which could</i></p>	Y	

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		<p><i>generate income: for example, alternative provision or preschool, with pros and cons for both options.</i></p> <p>Is there much demand for alternative provision? Yes. Three Southampton schools have this already. It would also offer opportunities to upskill staff.</p>	
All other actions have been achieved.			
	Section 2 – Pupil Entitlements		
6	Safeguarding & Wellbeing	<p>The HET Audit has been shared already. This was a positive process and the actions highlighted have been completed. AT confirmed that it was considered in the last safeguarding visit in some detail.</p> <p>HET are getting quotes to improve the end gate and reception doors security as this is a concern re access to the site.</p> <p>Is this in line with Martyn's law?</p> <p>Not sure, though it is on the next safeguarding team agenda. Most safeguarding training is through Southampton City Council and CC anticipates there will be something on this coming out via HET or SCC.</p> <p>There are low numbers of families with safeguarding concerns but there are a few who are vulnerable and on our radar. The family engagement worker is working with an increasing number of families who need additional support and we are focused on these as a school to ensure issues are not missed. This ties in with attendance.</p> <p>The HET Parent questionnaire has been issued to parents. Results are usually within a month or two.</p> <p>Staff wellbeing is quite positive. One member of staff is absent on long term sick leave which impacts on senior leaders.</p> <p>What kind of things are you doing to bridge the gap? We have ensured that class cover is consistent though a supply teacher. MB and CC have done data and targets plus the subject specific work.</p> <p>Do you know when they will be back? Potentially in January with a phased return.</p> <p>Do you have to follow HET policies in these situations? Yes, and HET HR offer good support.</p>	Section 1
7	School Improvement	<p>Are there any areas that you are concerned about with the progress being made?</p> <p>Have there been any unexpected challenges that have impacted on progress towards aims? (submitted before meeting)</p> <p>The only target that has not moved as quickly is pupil voice. Otherwise there has been good progress. We are a TLR/ UPS teacher down which has impacted on capacity. CC and MB are both having to lead on Reading and Writing which are a big focus and need to be moving quickly.</p> <p>There have been unexpected challenges in reading, and we have redesigned planning formats to reduce workload and make it more specific. We are on a journey, with positive progress but with Ofsted due we are looking at the balance between moving things along and not going too fast.</p>	Section 4
8	Quality of Education (including review of equality objectives, Quality of curriculum, behaviour and attitudes)	<p>The Equalities Policy has been updated incorporating AT's feedback.</p> <p><u>Quality of curriculum</u></p>	Section 5

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	<p>This is the first time the overview for planning is rated all green. MB's work on non-core subjects is starting to show – this includes holding subject leads accountable and asking them to feed back to teams, which also helps with upskilling them.</p> <p>CC is confident that the year 1 curriculum is now appropriate. Year 2 need to focus on greater depth, using adaptive teaching. Currently it is a more uniform offer but needs more of a Quality First Teaching approach. Paul Burton, HET's Strategic Lead for teaching and learning is supporting in looking at adaptive teaching which has been effective and will continue in January.</p> <p>Outcomes in books is orange which is fair. We can now see an individual child's learning journey but some subjects are stronger than others. Focus subjects are the strong ones this year and next year will be the others.</p> <p>New behaviour rules and values have impacted – low level behaviour is much better across school, as observed by external visitors, though lunchtime is still a work in progress.</p>	
9	<p>Attainment and progress</p> <p>EYFS - please can you explain a bit more – what does 'progress expectation' mean? (submitted before meeting)</p> <p>CC tabled a baseline data report showing numbers off track and those that 'should', 'could' and 'must' get to GLD (good level of development) with interventions. The HET EY Adviser visited today and this was looked at in detail, including gaps and how to address them. Children are ready to learn, but play is not yet targeted to close the gaps as much as it could be. CC has visited two other schools and will now visit with the EY team as it helps to look at different settings. We need to ensure our children are ready for year 1, which this cohort can be. Progress expected means the children currently on track to achieve the ELG and children who have made better than expected progress.</p> <p>What trends were identified from on entry data? What (if any) adaptations have been made to the curriculum / provision to reflect this? (submitted before meeting)</p> <p>Some children have made progress from baseline already. Adoptions are being made to review learning areas and look at progression within these areas. Crib sheets are being rolled out for staff and CPD is encouraging high quality sentence stems and vocabulary. Progression opportunities is an action from last Ofsted and is not as strong as it needs to be. Speech and language needs and comprehension is a barrier.</p> <p>Is comprehension lower than you would expect? Generally, it is higher than word reading which is unusual. Word reading potentially comes back to our phonics scheme.</p> <p>Number patterns (e.g., quantities, comparisons, odd and even and using number knowledge to apply to patterns and counting) are new and staff have had training. Attainment is higher in this than in numbers which is an unusual pattern, but our environment isn't number rich enough yet.</p> <p>The last five columns on the second purple table are blank – why? This is because they were not reported as part of the baseline assessment so we can't do a comparison.</p> <p>What information/data has informed the 77% on track to pass the phonics screening check? Is this based on the current phase of learning or mock screening checks? If so, what is considered on track at this point? (submitted before meeting)</p> <p>Phonics screening results are from mock screening. 20 correct was the on track point. 38 children have already achieved over the pass mark with 25 children scoring between 21- 31. This cohort tends to have high-flyers or be not on track. The aim is at least 80% - there are 76 children in year 1, so 63 are above where they need to be so far.</p> <p>What actions can be taken to support the children below? The phonics scheme (ELS) should work for all children but only makes one adaption for SEND. We will look at catch up groups but must be realistic.</p>	Section 6

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<p>Is there a link with attendance? Yes there will be. PP is also a factor, and the PP strategy is therefore more specific, looking at 'pure' PP as well as SEND.</p> <p>Phonics/year 1 – the current reading ARE % is 64% compared to 77% phonics - what element of the reading curriculum are barriers for children? (submitted before meeting)</p> <p>Reading curriculum offer is not strong enough yet- this is a spring focus. Also about teacher confidence, pocket national curriculums have been made for all teachers as moved away from this too much. ELS is purely a phonics programme and doesn't teach the other reading skills but has a big time commitment. We know it is probably not the right one for our children. Current book talk planning needs reviewing to make it manageable and more clearly matched to national Curriculum expectations for Year One and Two.</p> <p>How much workload would there be in changing the phonics scheme? It is not just that, there is also the cost.</p> <p>How is attainment defined? Are they where they should be? Progress is from their year R baseline and whether that has been improved. Data shows that children are not getting the challenge they deserve. Last year was about ensuring an equal offer and this year is about getting that challenge in. Attainment data for year 2 is strong though not as good as it could be. Pupil progress meetings identified children who have slipped behind and teachers are being encouraged to own the data through CPD. The Year 2 offer is not strong enough to have GD, but adaptive teaching will support this and teachers are aware of catering for all children and getting them ready for next stage of learning.</p> <p>Is there a CPD programme? DCPro will support the model of a staff meeting, followed by implementation the week after plus coaching. There has been a lot of change for the staff which we want to embed and take them with us.</p> <p>How confident are you in the accuracy of teacher assessments? There appears to be discrepancy between the three classes in both Y1 and Y2 - are there specific reasons for this? (submitted before meeting)</p> <p>Moderation in-school has taken place and quality assurance by SLT and HAMWIC. The make up of the classes are reflected in the data e.g. children with multiple vulnerable groups and attendance barriers.</p> <p>What moderation opportunities have there been for teacher moderating their assessments? What criteria do teachers use to assess against? (submitted before meeting)</p> <p>There has been moderation- data happens as a team and then QA by SLT. HAMWIC KPI's are used as our assessment tool.</p> <p>Is there any % data for greater depth (GD)? (submitted before meeting)</p> <p>GD offer needs strengthening across the school- adaptive learning focus for SIP. Current GD are:</p> <p>Year 2 - Reading 16.3%, Writing 9.3%, Maths 12.8%, Combined 7%</p> <p>Year 1 - Reading and Maths- 0%, Writing 2.3%</p> <p>What year group / whole school trends have been identified from pupil progress meetings? Have you needed to adapt the school development plan in light of this? (submitted before meeting)</p> <p>Maths- deepening and reasoning, manipulatives to show real ARE. Writing- framework adaptions, dictated sentences, spelling and handwriting. Reading- reading offer outside ELS.</p> <p>Is parent engagement a factor? Reading at home is a factor, yes. We do interventions in school but don't have many spare adults. Governors asked about volunteers – the school has one but the time commitment and capacity in the office to facilitate are factors in recruiting more.</p>	
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10 Pupil Attendance

Governors noted the improvement in attendance. CC said this was good to see given the efforts in this area, and also that Glenfield is the most improved HET school. Chris Bulmer (Director of Education) and Julie Prince (Head of Compliance) from HET have been working with us including setting targets:

	24-25	25-26 target
Overall	93.7%	95.3%
PA	16.9%	13.2%
FSM	91.4%	95%
SEND	97.7%	94.3%
EAL	93.4%	95%
PP AND SEN	90.2%	88% 15/17 children from Year 1 and 2

Attendance for FSM pupils appears low - is this a trend over time or something new? (submitted before meeting)

It is a trend – nearly all FSM children have had holidays this term. Also, some FSM children are under Educational Welfare Support and have attendance below 80%. Holiday forms for 13 children had been submitted as of 17th November and will be more now, so it is impacting on Pupil Premium (PP) figures.

A governor observed that maybe some children wouldn't get a holiday otherwise.

Persistent absence is down to 10% though above where we wanted it to be, so this is being carefully tracked with meetings every two weeks.

Do you have data on the link between PP and, say, phonics results? Yes, though we need to do more and DCPro can help once we have had time to explore it. HET has advised focussing on a few children at a time and aiming for small wins, which is working.

What actions have been taken?

We are working closely with parents including for example alarm phone calls, letters home, offering other support, and referral to Early Help. This focus in itself has had some impact although there has also been pushback. We have introduced a Monday morning assembly to announce a class reward which has helped as children don't want to miss out. At this school it is usually parents that are the reason for absence.

Governors commended the efforts made and their impact.

Attendance of pupils with SEND is mentioned in SDP which appears to be improving? Is the focus the same or has this shifted to FSM? (submitted before meeting)

SEND was an issue last year. This year we are tracking SEND and PP as they are our vulnerable groups.

Are there lessons from similar schools as these have now been made available? We are considering whether we can learn from them. One of the schools was in Eastleigh and a surprising match.

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11	Suspensions and exclusions None.	Section 9
12	Compliments and complaints CC reported on compliments from external visitors. There have not been any complaints, some issues raised by parents have been resolved.	Section 11
13	Governor visits and training AT has visited and emailed in a report. The visit covered the safeguarding audit and attendance. AD has done a curriculum report which is due to be sent in. LP has booked to see the SENCO. DW not yet done a PP visit but will come in at the end of the school day to look at the new PP Strategy. PK to send in dates to meet on curriculum with CC and MB. It was confirmed that a report visit template is on Governor Hub. CC recommended using the HET Governor Visit and Question Handbook (on Governor Hub) for questions.	Visit reports
14	Stakeholder engagement The HET parent survey has gone out. Feedback from the reading workshop has been taken on board. How was attendance on year R workshops? Poor, though more than expected. The timing of the meeting may be a factor. How does this compare to Christmas performances and how can we tempt parents in? We don't think we have as many working parents in year R this year, so maybe something before school would work. Governors discussed issues including timings for families with older children, parents not reading the communications sent, the low average reading age in the city, social media options and online meetings. There is a Facebook group which isn't controlled by the school. CC is concerned that parents are not reading the newsletters but also want to be cautious about sending too many messages and information. The link to the newsletter doesn't always work which is a barrier. What is the home school agreement like? This is old and needs a refresh next year before the next year R starts with us.	
Section 3 – Statutory Requirements		
15	Risk register CC confirmed that the three main risks are: <ul style="list-style-type: none"> Reducing PAN (see actions from last meeting above) Finances – supply costs are impacting on the slight surplus Staff – balancing support and wellbeing with expectations for improvement. 	
16	Health and safety This was covered in safeguarding with AT.	Section 10
17	Section 10 – policy approval <ol style="list-style-type: none"> Pupil Premium Strategy Statement – this was approved. Equality Policy – review and updated policy noted. Governors noted the Accessibility, Anti-Bullying and Behaviour Policies. Post-meeting note: Governors approved the Behaviour Policy subsequent to the meeting.	

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18	AOB DW highlighted that NPQs are available through University of Winchester for teachers. Some staff are doing the NPQH already. CC recognises that the school has not always been ambitious for its staff and wants to empower, invest in and support them. HET has a good CPD offer and HLTAs are paid to attend their adaptive teaching workshops. CC confirmed that the school has membership of The Key.	
18	Confidential Items None to discuss.	
	Closing statement “what have we done to impact our children?” <ul style="list-style-type: none"> • In depth questions about data which is helpful for governor understanding of where the school is and the detail of how the gaps are being addressed • Work on targeting attendance and getting real results <ul style="list-style-type: none"> • Stakeholder engagement 	
	Meeting closed at 19.30.	
	Next meeting date: 2 nd February 2026 at 6pm	