

ST MARY'S BENTWORTH CE PRIMARY SCHOOL
EDUCATION COMMITTEE MEETING MINUTES
SPRING 1

Wednesday 11th February 2026 at 6.30 pm

Subject Leadership Focus: Maths and DT

Attendance and Punctuality



Terms of Reference
As agreed by Full Governing Body 1st October 2025

Quorum 50% **Chair:** Debbie Spencer-Jones

Clerk: Judy Totman **Date of next meeting:** Wednesday 11th February 2026

Attendance

Name	Governor*	Present/ Apologies/Absent
Jo Ayres (JA)	Head Teacher	P
Charlotte Baker (CB)	Staff	P
Jane Phillips (JP)	Foundation	P
Debbie Spencer-Jones (DSJ)	Foundation	P
Lara Swan	Foundation	P
Felicity Wevill	Foundation	P - joined meeting at 6.55 pm
Cathy Dumelow	Associate Governor	Not reqd to attend

*tick box where appropriate

DSJ, Chair welcomed everyone to the meeting tonight and JK for joining us to deliver Subject Leadership presentations.

Agenda Issues discussed

1.0 **Apologies for absence:** None, FelW will be joining us shortly.

2.0 **Declaration of Interests** None declared for this meeting

3.0 **Leadership Subject Focus: Maths (JK):** Chair commented that it was nice to see JK in person tonight. JK shared Maths Action Plan (uploaded prior to meeting) with focus this year around children becoming more fluent in arithmetic within their year group expectations (fluent in 5 - Five Principles of Effective Assessment document used to monitor progress)). In preparing children for the questions on SATS tests, JK researched different approaches and the system trialled, now in use across the school, matches the curriculum. Year 1 started in January using Ninja Arithmetic, Ash-Lime using vocabulary from same system since Autumn term. PDM last week Class teachers discussed regular troubleshooting eg extension if too easy in Autumn, how can we adapt and develop it to make it work better for us, progress assessment and impact. GovQ. Do they do this first thing in the morning? They do this at the start of maths reasoning. Half-termly test sheets will be introduced but Class teachers can see pupil scores immediately, so a child can be identified for targeted support and intervention quickly.



In looking at developing children's reasoning and problem-solving skills, JK noted Year 6 pupils found SATS reasoning tests difficult in the unpicking of questions, quite complex wording. Children are regularly exposed to this type of questioning and we have purchased Test Base which will ensure that children are shown this type of wording frequently and are able to get familiar with this questioning; introduction to lower down the school too resulting in Ash, Lime and Elder greater depth in Maths. Teachers will use these questions alongside 'nuts in a box' maths system from Ash-Elder. **Is this more relevant in Maths rather than in English questioning?** Sometimes English, but particularly Maths questioning is not straightforward so a child needs to understand how to unpick the maths from these questions. Class teachers will use these questions at least once a week, to model and promote discussion.

Further focus on improvement of times-tables, TT Rockstars system in use, tables delivered in order, eg 2, 5, 10 1st; then 3, 4, 8; followed by 6, 7, 9; and finally 11, 12; after this tables are mixed to continue challenge. JK has witnessed over time that children can learn answers but not necessarily always able to apply times-tables. Testing 3 times a week, teaching also includes by methods, eg games, songs, pictures, aiding in memory recall. **Gov Q How do you create a system to identify those children that fall behind and identify them for intervention? Which year do they start tables?** Times-tables are taught in each year group from Years 2-4. JK is reflecting on best way forward, pedagogy, tracking system to monitor progress, analyse impact and identify focus children. **With TT Rockstars, has that had any improvement on times-tables knowledge that you have noticed?** No. We had used this as homework but I-pad use is no longer encouraged as much at home. It is fine as an interim measure but multiplication teaching proves average score increases. We encourage children to practise regularly at home. **When does the subscription for TT Rockstars run out?** In the summer; it has been used in school and well managed. The DfE multiplication tests are on-line, some children who know their times-tables can falter as not quick enough in using the technology, ie pressing the button.

JK to implement new times-tables system Spring 2 starting with Year 6, includes improving linking, being aware, eg $2 \times 4, 8$; $20 \times 40, 800$ and so on.

Finally in Action Plan report, JK referred to whole school assessment taking place at every data drop - working towards, expected, exceeding. Assessment data to be completed on spreadsheets, colour-coded purple, green, red, so it is evident of objective, progress made, gap analysis easier to identify. On mock SATS analysis that JK has looked at, reasoning appears to be the most difficult area for the children (Year 6 QLA of January tests). JK will identify from data any children who are not making expected progress; gap analysis of vulnerable children; discuss with Inclusion leader and MM to plan interventions. Fluent in 5 previously mentioned used to monitor progress.

Governors agreed that the familiarity with questions set was essential and that the Action Plan made really good sense. There were no further questions.

DT (JK): This year's focus to embed Curriculum Drivers across whole school; consistent assessment system for both DT and Art. Curriculum folders created for each subject by class teachers, including progression documents. Difficulty is that specific knowledge-based subject food tech skills in DT are transferable, but in a subject such as woodwork not overly relevant - at PDMs considering how best going forward to develop this assessment system so that it is simple to use and clearly shows what the children know. Rather than focus in on knowledge we think about taking each term, each unit and area of DT to analyse skills eg design Autumn term, evaluation Spring term, thus evidencing the learning journey. **Is this similar to RE?** CB commented that contextual, evaluation, apply, but only assess in one of the areas, eg Easter - contextual, evaluation works very well.

6.55 pm FelW joined the meeting.

House Days have been used to embed Curriculum Drivers; children have embraced this and younger children in Oak Class show understanding and can speak about this.

Moving on, DT books introduced and being used across whole school to identify the learning journey, with Oak Class using sketch books to capture. JK produced on-screen demo copy



showing different elements of DT booklet - design, product analysis, production/making, evaluation. Similarly sketchbooks used in Art, following the pattern of learning journal through curriculum subjects. JK pointed out the use of widgets as helpful for the children.

Governors commented on the neatness of the booklet and lay-out; they were impressed by the booklet content, which clearly evidenced work involved and the end point/outcome. They recognised DT and Art are good with obvious outcome tending to be a product or piece of artwork. JK confirmed end points evidenced in most classes on Seesaw; and some pieces can be viewed in the Art Gallery, located after the library. Governors affirmed they would be visiting the gallery.

The LLP on last visit commented on strong evidence of learning journey in DT in these booklets. Next step, which she also suggested, is inclusion of photo of outcome, which has been amended to incorporate in booklets going forward. JK also working on evaluation page at the end of the book and how Art can be captured going forward; JK has worked and promoted the DT booklets as DT is this year's focus; Art is next year's.

Another focus area for both Art and DT is using the expertise of senior school DT/Art teachers, eg visit to Eggars planned in Summer term for Lime Class; this also feeds into pupil transition well introducing them early to Senior Schools.

Governors thanked JK for her presentation, finding this Action Plan very clear to follow; with work undertaken, introduction of booklets and planning going forward, they were very impressed.

As JK present, agenda item 6.0 Transition from year 6 to year 7, brought forward to this point for discussion. Eggars Senior School offered an amazing opportunity with invitation to JK to meet with our former Year 6 pupils at their school, now Year 7s. They shared their learning, what is going well and not so well for them; 4 pupils present and so excited to be sharing with JK and had obviously settled well. **When did you see them?** October/November. Governors felt this was of real value and how it would affect pupils leaving to know that their former teacher would visit them and be interested still in what they are doing. **Will Amery Hill do this?** We believe they are planning to. Eggars teacher was present too and feedback given at Alton Cluster HTs meeting. Governors could see how useful it would be for the children. **Was it useful for JK?** From a personal point of view, loved it, to see them all again; professional point of view changes your perception for our current Year 6s on which JK will reflect, as to how it can build foundations and be helpful to children. They were absolutely delighted to see their former teacher.

DSJ referred to MF suggestion at last FGB following her meeting the Pupil Councillors, pupils' exhibition with focus on art. **As Art is the focus for next year's subject leadership, would it be best considered for next year?** Alton Arts Exhibition is held every 2 years and will be this year which therefore does not coincide with our cycle; we could exhibit but not on a great scale. JA mentioned a former exhibition run by an external company which PTA arranged as fund-raiser whereby children's artwork was mounted and framed, displayed as a gallery and parents had the opportunity to purchase their child's framed artwork - governors recalled this with their own children when at St Mary's. Governors to further consider at FGB. **Action: Clerk** Artwork is also being displayed in the new gallery next to the library as mentioned above; we will highlight this in the School Newsletter so that parents can view when coming into school, parents' evenings, etc. **Action: JA**

7:10 pm Governors thanked JK for her excellent presentations and useful discussion; JK left the meeting. Business resumed below.

4.0 Approval of Minutes and Confidential Minute (19.11.2025) and Matters Arising

The Minutes and Confidential Minutes (2) were accepted as true and accurate copies and approved; together with Confidential Minutes (2) from 22.10.25. The clerk explained the process behind the 2 sets in terms of circulation following governance guidance/HGS; all copies duly approved by appropriate governors and signed by the Chair. The Clerk will arrange to upload appropriate Minutes to school website and forward to the Diocese in the usual way. **Action: Clerk**

In transe Actions as follows:



CofE VA School Reporting/RE focus invitation to Sarah Miscala, Church Warden, Lasham. CB contacting CD to help to arrange **Action: CB/CD**
Home-School Agreement, Pupil-Parent Promises Years 1-6 Autumn term; new Year Rs late Aut term. Further discussion with Class teachers at PDMs **Action: JA/Class teachers**
Pupil Premium children (generally) consider how best to instil habitual strategy - await feedback from CBri who is researching for ideas to work alongside ELSA. CB confirmed she will be speaking with CBri further on this **Action: CB**
Trip letters consent slip for parents check wording 'informed consent'; report back after consulting EVC HCC team **Action: CB**
One query on pupil data from HT's report, with Written Responses Jan 26 is 16, what was the figure Nov 2025, higher or lower? Believed higher, 18-19
All other matters were either discharged or on agenda.

5.0 Pupil Progress - Data Drop

Attendance focus from FGB governors requested comparison data taking out the pre-planned authorised absence (show % attendance for Oak Class). Information detailed on Agenda and detailed below:

"Attendance in Oak Class if 2 children did not have authorised absence to visit their families who live overseas and those 2 children were in school as normal the attendance would have been 97.04% for the period 01.09.2025-14.01.2026". From FGB: Actual attendance Oak Class: 95.14%; 4.79% authorised; 0.07% unauthorised.

English and Maths analysis JA presented printed copy starting with Maths drawing governors' attention to the new format in SSP supporting growth in leadership (CPD) in both subjects, measured by more input into data analysis. Similarly format used to present SEND/laSEND analysis.

Our curriculum presents as end of year curriculum so teaching and tracking is projected to end-year. Most important to note focus on disadvantaged gap, Pupil Premium children who did not have SEND show cognitive ability in Maths not impacted by barrier, ie neuro-divergent, percentage gap showing as closing, last column Autumn 1 and Autumn 2.

Explain the National and Hampshire figure shown on slide? In Hampshire the gap is large and it is a National problem (although not as large a figure); in next data drop, we can analyse this information. **Will the figures go down, gap closure?** Yes. At bottom of data, **Autumn 2 trend in context shows high level of expected?** Figures based include pupil on reduced hours (part-time timetable) and new pupil joining class.

What interventions for children? Specific children are highlighted in PDMs and targeted for intervention, MM/Miss Marsh to support dependent on identified need. In Multiplication St Mary's percentage 19%, Hampshire 31%, (refer to previous discussion as to testing at speed on I-pad with subject leader JK). **How are the subject leaders finding this extra responsibility looking at analytical data?** For some natural to data, others find it more difficult; PDM discussion each half-term. We do not have TLR roles in this school - in schools with TLRs Maths lead would watch, coach, team-teach, material resources responsibility, analysis would be included under Performance Management. With the data analysis undertaken here, at PDMs teachers discuss/consider and then data passes to SLT leadership (also SENDcos) to decide on the best intervention process to be followed. **Does this data analysis stretch over into the other subject areas?** Yes, as we do not have TLRs as a role, it is unaffordable in smaller schools - more expense to Budget. **Do you believe the process you follow gives better judgment and assessment?** Yes. Some teachers use testing to analyse, eg Ash, to check on their judgment. **In that style does it makes the data different scientifically as not using the same criteria of judgment?** Yes, we do not go down the test route but make sure we are robust; we are fortunate we have experienced teachers who have taught these year groups and with book scrutiny, evidence, moderation in-house, and in Cluster, we believe we are robust. **Is each cohort specific?** Here it is cohort specific. **As governors, besides asking questions, how do we know the context?** Making sure that % numbers increase positively, class teachers are 'stretching' children in their learning, input as seen - evidenced in books, results eg multiplication test Year 6.



Do you have any data about the number of non-SEND disadvantaged children who make GDS in school? CB drafts data for Pupil Premium children, individually, each term.

Governors would appreciate written data **Action: CB** With this % figure, how is that made up - what is the reason? This particular year group had a new pupil join which is reflected in the % figure.

In summary of disadvantage gaps: Autumn 1 trends: large gap between Non-PP and PP children; high % of GDS writers in Years 3, 5 and 6; high % of WTS writers in Years 1/3 (Year 1s soon to be Year 2s). Autumn 2 trends: % increase in EXP in Years 3 and 6; strong EXP and GDS % in Years 5 and 6.

Writing (Subject Leader English: RD)

JA is analysing this. **How is 'the expected'?** The last column shows a huge gap, Nationally too. We need to work on confidence in writing for the younger group of children, who are showing less competence. RD researching a scheme to trial next year around getting children thinking and talking before they are writing; curriculum has not changed but children have basically changed. RD attended a local school to view this style and will train in summer term. Children will be introduced to learning how to have conversations, oracy focus to lead to thought process and subsequently improvement in their writing.

Reading Gap equally similar; GDS is good, some children are performing well and at the other end there are children who find it difficult for a variety of reasons. We continue in 'stretching' those who can be challenged, identifying and ensuring support for those who need it.

In summary of disadvantaged gaps: Autumn 1 trends: low % of GDS in Years 1 and 2; high % of GDS in KS2, large gap between non-PP and PP children; higher % of WTS readers in Years 1 and 3 and soon to be Year 2 also. Autumn 2 trends: decrease in EXP % in Year 2; increase in GDS % in Year 1 compared to Aut 1.

Governors thanked JA/CB and RD/JK for their preparation of and delivery on Maths, Writing and Reading Leadership data reports (including evaluated Action Plan), acknowledging the challenges to make changes going forward.

6.0 Pupil Matters

Attendance focus discussed above at point 5.0 page 4. Governors noted in the Minutes thanks to LL for supplying analysis to Attendance data.

DfE Attendance Portal JA presented the 'View your own data' Attendance data, **Breaking down the type of attendance, what is the difference between persistent absence and severely absent?** It is shown by percentages, persistent absence around 80-85% attendance; severely absent 50%. **Does the software allow data to be broken down into families?** The software no, but we can produce that data ourselves. This is not essential software for us but for those schools with attendance issues, it will be useful. Our attendance areas for monitoring are more likely to be with families who take children out say 3 pm to meet another family member's appointment, or collect sibling at same time; or Punctuality, not arriving until 9.05 am. To some parents they genuinely do not understand or consider the implication on children's learning. **Is this a logistical, cultural society aspect?** Yes appears so. BC/ASC offered, but parent believes no issue; we do offer support.

Governors viewed a detailed graph tracking absence on screen. Questions arose on validity of system - although appreciate some inaccuracies, glitches being addressed. **Year-to-Year data can be made swiftly available as comparison. What are the gaps showing?** School holidays. **Has the school paid for this?** No. **Do you feel this is a useful data summary?** As a headline, yes, it acknowledges areas in which we are achieving well; we can benchmark against schools similar to ours; data shares results in other schools enabling them to make contact about attendance.

We have been invited to take part in the Attendance Hub, which included completion of 14 page application form; we have elected not to join. We are in a unique situation here, Cluster Schools are in a different and more difficult situation over pupil attendance. We would share with Cluster if we felt it would support. It is acknowledged that schools with characteristics such as high in EHCPs may show more absence.



Governors agreed for the portal data to be shared at Education Committee twice yearly, Spring 1 and Summer 2. Clerk to note on relevant Agendas. **Action: Clerk/JA**
Feedback Autumn term transition following invite from Eggars Senior School refer to Point 3 page 3.

Anti-bullying policy. Governors wished to consider effectiveness of policy working with a group of children rather than one individual child; and on reflection whether any adjustment is needed to our policy. JA commented that the policy need not be so specific; teaching staff did not believe Lime Class incident as bullying, but an area that children needed to work on to raise self-awareness, develop and learn life-skills, etc which was the reason for the planned sessions.

We are cognoscente of the potential for such behaviours and the need for policy and do not feel the policy would be restrictive to address issues with a pupil, or group of pupils. Following on from discussion, governors agreed no further action needed.

7.0 LLP Visit

JA informed governors that no written report has yet been received following the visit 22.01.2026; in terms of feedback JA briefly outlined the following. LLP commented on our excellent and good quality Writing transcription; she has recommended another school to visit us to view our Writing. **What was her view?** Hand-writing and engagement in their writing, very purposeful in their writing; research, very rarely she felt it seen to be so purposeful. She viewed the children researching and using this in their writing. She commented on the very well designed website use, carefully planned. **Do you conduct this on a regular basis?** Yes. She confirmed seeing consistency in what was being done and identified that relationships with children to teaching staff was strong across the year groups, strength academically and strong relationships, reflected in the children's learning. She was very impressed with Oak Class, excellent learning and work on number reversals viewed, use of language very good. Very specific provision for individual pupils was noted as excellent in that Class.

She commented that Ash Class was strong on Writing, various means of support, resources, whiteboards etc.

Lime Class, constant address between teacher to child, very well planned; amazing support in Class; liked the different colour pens being used strategically.

Elder Class, comments on the fact that teacher making sure there was a Year 6 focus; personalised learning noted in EHCP. In her subject overview DT, liked the progress being made and what we have in place. Commented on the good planning and structure; liked the new DT booklets, with suggestion of photo of finished piece, which we have adopted. She complimented us on use of curriculum areas being used across the school eg DT links between the subjects. She picked up on points in Ofsted report and gave really good feedback including good marking shown in books.

What did she mean by number reversals? eg writing 3 backwards etc.

Next steps: Grammar application. This has varied results, different levels up the school; higher levels need to ensure purposeful not test-based; looking at 'intelligent practice' eg in Maths she questioned are you asking the children to articulate their calculations in that order.

In Geography, good, similar comments as DT, acknowledging the replication of subject showing in the curriculum across the subjects.

DSJ attended the final meeting with MF and confirmed LLP was very positive with good verbal feedback.

Governors thanked and congratulated staff for a very good outcome to the LLP visit. Await written report. Actions to address points with specific colleagues already underway.

8.0 Wellbeing Staff and Pupils

See Confidential Minutes

We welcomed new AO SS last week and she is settling in with much training booked; she has as already met with EFS on site and Mentor support in place.

Governors acknowledged and would introduce themselves to SS when they come into school; they wished to minute their thanks to LL and JT for their support as Office team since October and interim Spring term.



9.0 Safeguarding

DSJ referred to recent Safeguarding monitoring visit (mainly administrative) and recorded in FGB Minutes. DSJ/CK will follow up with Safeguarding audit/meeting with review of Action Plan. Date to be agreed **Action: DSJ/JA/CK**

Training JA confirmed new AO SS had undertaken NSPCC safeguarding training on-line; risk assessment completed whilst awaiting DBS checks.

Feedback recent Year 2 on-line Safeguarding forum for parents eg use of Smartphones. CB confirmed attended by 1 parent; 1 parent apologies: however CB reported good discussion.

Year R/1 parent forum to follow. Report back thereafter **Action: CB**

Internet Safety Day **How did that go?** Delivered information in Collective Worship and included in the day across the school. Raised awareness of AI, use of internet, power point, CB commented that Year 6 input and interaction was brilliant! **Where do children get their information from?**

Overheard in families, siblings, with friends, Tik-Tok 'champions' etc. On-line safety younger ones were very engaged, with good understanding about not sharing information. Especially the older children knew about AI yet did not feel able to explore and find out much about it; questions as to its use, was it good or not eg for hand-writing? They proposed listing questions and forwarding to Class teacher to enable further discussion. Year 6 pupil commented that we might consider that it is not good to use AI for such things as hand-writing, grammar, but there is going to be some point when we are going to use it. A governor questioned **Do you know about the minus-AI search?** On a Google search AI response, eg in a cheese-stick recipe, it includes glue as misinterpretation of question referring to 'stick'. Recommendation to investigate further **Action: CB (subject leader IT)**

JA confirmed 3 members of staff remain DSL trained; proposal for AO to train in due course to re-establish 4.

10.0 SSP 2025-2027

English and Maths data analysis dealt with under Point 5.0 Data Drop

Handwriting audit Uploaded, no questions. Further data now completed - feedback next agenda **Action: Clerk**

Assessment JA confirmed discussion in PDMs including monitoring impact review; assessment approach, in practice, use of data; actions and accountability, CPD going forward. Subjects included Computer, Science, Reading, Maths, Geography, and History. JA reported finding it a very helpful discussion, there is so much discussion about assessment - following through this year into our 2 year cycle; from September include other thread, analysis. Using RE model create plan, launch Sept 2026.

Impact SSP assessment governor-link meetings; refer to last HT's report at end monitoring 'colour coded' grid. **Action: MF/DSJ/JP/LS**

FWev had met as link governor with BC/ASC staff, add to FGB agenda for any feedback

Action: Clerk

11.0 Commissioner for England's Children's Plan (School Census shared survey)

DSJ confirmed having read through this document and in summary from the children's version highlighted:

- You are heard
- Support and safety
- Inclusion matters
- Attendance, belonging
- On-line safety
- Care

Governors recognised all the above embedded in our school values can be evidenced as going on in our school.

CB commented that this links into the THRIVE webinar she has attended today, what does 'belong' actually look like in our school - bullet points such as Prevent, Inclusion, Protect, belong, safeguarding etc. Reference to 'belonging' and 'mattering' (being valued, adding



value) for all children in this school, noting they will be missed if they are not in school. Relates also to adult belonging - everyone is missed if not here, we all belong.

Recognising in attendance for children, when missing unable to share eg the importance of lunchtime sticker award, Achievement Assembly awards; if not present still spoken about, their presence, or lack of, features in the award giving, receiving of sticker etc.

JA confirmed in coming into school, protocol is on punctuality, but a warm reception awaits them from our Office staff, very pleased they are here; after they are admitted through to cloakrooms, lateness in terms of parenting identified with reasons explained. It is essential to recognise that the child being here is what matters, and the reason is for adults to discuss so if needed support can be put in place, work towards good punctual starts to the day to allow child not to be rushed/settling in time.

Reference to 'When the adults change, everything changes', children and staff need to be valued, feel valued and be part of this culture.

Is there anything mentioned in the Commissioner for England's Children's Plan that we think is not embedded here? We recognise that values are so important and the 'pull' or wanting to come into school for the children is too.

JA thanked DSJ for looking into the Plan content and for highlighting the points and for CB reporting on THRIVE training attended today.

12.0 Policy and Procedure reviews

DSJ thanked all those involved in reviewing policies. Comments as follows:

Extended School day provision (2-yearly review) agreed no change

Supporting Pupils with Medical Needs agreed, addition of working with Health authorities clause noted

Remote Education (Home Learning) agreed, no change. With regard to the late pick-up charges, have you had to invoice for this? Is late pick-up a problem? No, pick-up late or invoicing for this rare; if a parent is delayed, they would always contact the school to ensure we are aware of the circumstances and give an alternative person to pick-up where possible.

Clerk to prepare for FGB, pre-meeting proposal form for agreed policies.

Intimate Care (new) Prepared for governor review by CB; Education Committee governors agreed. CB intends to ask a parent whose child we do provide intimate care plan for, to give a view on policy too. We plan to include this form in Year R Packs. Referral to changing nappies, if a child has a urine accident; ensure personal dignity is always preserved, asking verbally if a child is comfortable for us to change them etc. Parent review; CB report back next FGB, include in pre-meeting proposal form **Action: CB/Clerk**

For review next meeting: Collective Worship (CB)

Complaints (JA)

ICT Internet E-safety and Social Media (CB)

Restrictive Physical Intervention (de-escalation) (FionaW/Nat Wilson)

13.0 New Matter(s) for Inclusion on next Education Committee Meeting Agenda

- Domestic Abuse policy - consider documentation as Appendix or Schedule. MF has drafted and further information from HCC to be considered (MF)
- New material to be sent out shortly on Safeguarding - Harassment, abusive visitor behaviour towards staff - consider documentation (JA)

See Confidential Minutes

Governors thanked JA/CB for agreeing to be able to support another local school at a difficult time for them over the next 2 days.

Recent news highlighted as to children requiring inclusion space in school, particularly directed at Senior Schools is seen as a positive step forward.

Governors noted that the news of the former Convent being a special needs school would be well received. JA noted that it is private independent and it may not accommodate



some EHCP children, need dependent on the criteria they have set. There appears to be some with concerns about this.

14.0 Date and time of next meeting: Wednesday 18th March 2026 at 6.30 pm.

DSJ thanked governors for attending this evening's meeting and for their input, questioning and discussion; thanks also to the Clerk for pulling together documentation for this meeting and minuting.

Meeting ended 8.40 pm.

Signed Date.....

Debbie Spencer-Jones, Chair of Education Committee

Précis of Actions in Minutes from this meeting (11.02.2026) ITEM listed against Minute numbered paragraph	Timescale if appropriate	Action
3.0 Leadership Subject focus: Art		
Governor discussion as to Pupil Council focus Art exhibition Agenda	FGB	Clerk
Highlight Art Gallery for parents in School Newsletter		JA/SS
4.0 Approval of Minutes, Confidential Minutes and Matters Arising		
Clerk to deal with <u>approved Minutes</u> in appropriate manner	ASAP	Clerk
<u>CofE VA School Reporting/RE focus</u> invitation to Sarah Miscala, Church Warden, Lasham CB will arrange		CB/CD
<u>Home-School Agreement, Pupil-Parent Promises</u> arrange Years 1-6 new Year Rs late Aut term.		JA/CB PDMs Class teachers
<u>Pupil Premium children</u> CB to prompt CBri who is researching for ideas as to instilling habitual strategy alongside ELSA		CB/CBri
<u>Trip letters consent slip for parents</u> check wording 'informed consent'; report back after consulting EVC HCC team		CB
5.0 Pupil Progress		
Data for individual Pupil Premium children, anonymised	Spring 2	CB
Portal Attendance data to be shared twice yearly, agenda	Summer 2	Clerk/JA
9.0 Safeguarding		
Review of Safeguarding Action Plan, report FGB		DSJ/CK/JA
Feedback on Year R/1 Safeguarding parent forum		CB
Impact, assessment, Governor-teacher link meetings	FGB/Ed Comm	MF/DSJ/JP/LS
Governor-staff link meeting with BC/ASC staff	FGB	FelWev/Clerk
10.0 SSP		
Latest handwriting data, upload for next meeting		JA/RD/Clerk
<u>Next Handwriting audit</u> JA will upload documentation to governors' secure website for discussion at relevant meeting		JA/RD
On a Google search AI response, eg in a cheese-stick recipe, it includes glue as misinterpretation of question referring to 'stick'. Recommendation to investigate further		CB (IT lead)
Policies and Procedure reviews		
<u>Add to Pre-meeting proposal form</u> : Extended School-day provision; Supporting Pupils with Medical Needs; Remote Education (Home Learning)	FGB	Clerk
<u>New Intimate Care Policy</u> CB consult with parent, report back at FGB	FGB	CB-Clerk
<u>Collective Worship</u>	Spring 2	CB
<u>ICT Internet e-safety and Social Media</u>	Spring 2	CB



Complaints	Spring 2	JA
Restrictive Physical Intervention (de-escalation)	Summer 1	FionaW/Nat Wilson
11.0 New Matter(s) for Inclusion next meeting Agenda		
Draft Domestic Abuse policy consider prepared documentation	Spring 1	MF
Consider new material to support Harassment, abusive visitor behaviour towards staff procedure	Spring 1	JA