



MINUTES OF ROSEHILL INFANT AND NURSERY SCHOOL

FULL GOVERNING BOARD/RESOURCES COMMITTEE

HELD ON THURSDAY 17RD JULY 2025 – 5.00 PM START

MEETING HELD AT ROSEHILL INFANT AND NURSERY SCHOOL

Present : Karen Clark, Ian Whitehead, Maria Fowkes, Marinela Gjoni, Rahma Salah, Helen Kelk (Head Teacher), Asia Bibi (Deputy Head Teacher), Lisa Hopwell (SBM), Yasmin Akhtar (Clerk).

		Action
1.	<p><u>Apologies for Absence</u></p> <p>Apologies received from A Hewitt - accepted by the GB.</p>	
2.	<p><u>Declarations of Interests</u></p> <p>K Clark – Governor at St James’ Junior School</p>	
3.	<p><u>Minutes and Matters Arising from the last FGB Meeting</u></p> <p>The Minutes were uploaded onto Governor Hub prior to the meeting.</p> <p>The Chair went through the minutes with Governors page by page for any inaccuracies. None recorded.</p> <p><u>Resources Committee</u></p> <p>Actions:- Item 14 – Maths Workshop - For those parents unable to attend the workshop AB shared the methods via dojo and on the school website.</p> <p>The minutes were agreed and ratified.</p>	
4.	<p><u>Review of Membership</u></p> <p>The GB membership did not need reviewing as governor posts are complete. A Parent governor post will be expiring in July as there are no longer any children attending Rosehill. The parent expressed an interest in an alternative governor role within the GB. The Chair said she would look into this.</p>	Action: Chair to review roles

5.	<p><u>Skills Audit</u></p> <p>YA asked governors if they had any updates for the skills audit. Governors present had nothing to add. Skills audit is complete. This will be reviewed again in September.</p>	
	<p>RESOURCES COMMITTEE – I Whitehead – Chair of Committee</p>	
6.	<p><u>Policies:-</u></p> <p>The following policy was uploaded onto Hub prior to the meeting:</p> <p>Cyber Security Policy – New policy. IW said the policy was compliant and links to training IW asked about the broad training plan? LH informed governors that under governor’s responsibilities at least one of the Governors should attend training and be responsible for Cyber Security. KC to attend on the 5th January maybe virtually. LH informed governors that she worked with mercury to ensure this is correct (when writing this policy with mercury it has become apparent that we should provide a guest wi-fi to ensure private devices cannot access our network and potentially infect it. Governors were informed that we will budget £600 in year 2 along with the increased budget this year for moving to share point and configuration of e-mails. We also will be introducing a forced password change every term for our log in. This will need to be 8 characters long with 1 special character and an upper and lower case. We will also bring back a screen lock but will be different for different users - Teachers/T/A’s 30 mins and Admin 15 mins. LH has reminded staff of the correct use of e-mails KC said the GB need to focus on the governor’s responsibilities. Policy agreed and ratified.</p> <p>Cyber Response – IW asked if there was any scenario planning? LH said that this would be a valuable exercise for SLT. The plan was to first get the policy then to complete training and then to look at scenario’s. LH informed governors that we will be looking at the guest wifi – password refresh.</p> <p>HK thanked LH for the creating these policies.</p> <p>Safe Use of AI Policy – IW stated that the guidance and content and restrictions were all clear and comprehensive. Policy agreed and ratified.</p> <p>Administering Medication Policy – no changes - IW asked how many people need to complete the training? – HK informed governors that there is a member of staff who has completed the Paediatric First Aid training within each year group. KC asked with medication if too much could be given on a rare occasion? – HK informed governors that this rarely happened as an in-depth form is completed by parents which</p>	<p>Action: Governor Training for Cyber security</p> <p>Action: One governor to be responsible for cyber security.</p>

<p>specifies when medication was given from home and when the next dose of medication will be etc this form is then signed by parents. We also have a protocol on non-prescription medication which is medicine like anti-histamine/anti sickness medication for trips etc. IW asked if records were kept? HK yes forms are completed with parents and a record of when medication and the dose is recorded.</p> <p>Governors had read the policy - it was agreed and ratified.</p> <p>Anti-bullying Policy– Update linked to KCSIE – compliant. Governors had read the document. Policy was agreed and ratified.</p> <p>Complaints Procedure - No change – Policy agreed and ratified</p> <p>Early Years Policy – Update highlighted in green - incorporated parents comments in children’s records. HK had shared policy with KR and team. All happy – policy agreed and ratified.</p> <p>First Aid Policy – Updates on definition and background, Legal framework, roles and responsibilities, First aid provision and first aiders. The legal framework is linked to DfE Early years statutory framework and DfE automated external defibs KC asked if visitors know who first aiders are? Governors were informed that a visitor with a Red lanyard indicates that the visitor has to be accompanied by a member of staff at all times and this is highlighted in the induction manual for students. All visitors on a green lanyard will be informed of the first aid policy and guidance. Governors asked if there are first aiders on the premises at all times? – HK informed governors that yes a first aider is on site all of the time. Governors were informed that this policy is linked to the medication policy.</p> <p>Menopause Policy – IW informed governors that there are changes highlighted in the statement of intent which now include trans people and people with 'variations of sex development' (VSD). Experiences of the menopause can be many and varied and it is vital school recognises its important position as an employer in ensuring adequate support is provided to staff members. Risk assessment needs to be completed. Governors were in agreement that all staff need to be made aware of the policy and to be supportive. Policy agreed and ratified.</p> <p>Relationships & Health Education Policy - This is a new policy which highlights all areas and links it specifically to nursery and infant schools. This policy links to the Personal, Social, and Health Education Policy Target given external assessing and safeguarding. Policy agreed and ratified.</p> <p>Retention & data Protection – Changes highlighted - LH informed governors changes to SATS papers disposed of after 6 years and the phonics data went up with children to their new school. Policy agreed and ratified.</p>	<p>Action: PG 10 all responsibilities had names allocated</p>
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	<p>Supporting pupils with Medical Conditions – no change – policy agreed and ratified.</p> <p>Stress Management Policy - DCC Policy – policy agreed and ratified.</p> <p>LH asked governors if they were happy to adopt all H & S and HR DCC policies in future. Governors said they were happy to do this.</p> <p>All policies were agreed and ratified by governors.</p>	
7.	<p><u>Finance Update</u></p> <p>LH uploaded Finance information onto Governor Hub prior to the meeting.</p> <p>LH referred governors that the report on governor hub with regards to the carry forward which was budgeted at £80,000 but the actual figure is £156,763. A difference of £70,763 and the relevant adjustment needed to the budget 2025/26 have been made.</p> <p><u>Changes to the set budget were made as follows:</u></p> <p>LH informed governors of the following changes:-</p> <p>An extra -£19,376 in nursery pupil numbers</p> <p>Added a budget of £1529 Supply teachers (Incl. SUPN &NI)</p> <p>Hours deducted from midday supervisor budget £11,453</p> <p>Added two T/A apprenticeships posts for two years cost for year 1 £31,552, Year 2 total of £55,756</p> <p>Increased repairs to buildings by £7151 as per carry forward report</p> <p>Increased IT resources for MIS system not paid for £3950</p> <p>This left the carry forward at £81,176 at the end of period 1 (April 2025)</p> <p><u>Monitoring meeting end of period 3 (June 2025)</u></p> <p>LH reported the following:-</p> <p>Carry forward expected at £52,017 (4%) ideally like to be at 6-8% diff of - £29,159</p> <p>Year 2 £381 - Year 3 £1484</p> <p>The changes are as follows if accepted by the Governors:</p>	

<p>Increased Teachers budget £12,023 – 2.5 days ECT and 2.5 days T/A (GB) have put this is as permanent but will initially set a 2 year fixed contract if agreed</p> <p>Reduced T/A budget by £6941 as T/A now doing ECT</p> <p>Increased Teachers supply claim budget by £10,000</p> <p>Added a budget for Care staff £37,747 2 x Staff 29.5 hours until Sept 2026 then down to 14 hours</p> <p>Reduced Midday Supervisors £28,285 as now moved to care staff</p> <p>Supply T/A increased budget by £4,000</p> <p>Differences in NI & SUPN £2,600</p> <p>Increased Repairs to building for fire doors £2,000</p> <p>Office resource increased by £4,000</p> <p>ICT increased budget by £2,200 (email config and moving to sharepoint)</p> <p>Increased catering budget by £3,000 for supply</p> <p>AN extra £4,000 grants internal</p> <p>An extra parental contribution £760</p> <p>An extra 2 year old funding £2867</p> <p>An extra £2,400</p> <p><u>Staffing</u> – We have added 2 Apprenticeships to start September</p> <p style="padding-left: 40px;">One T/A changing to ECT for two days</p> <p><u>Government announcement for the FSM to be in place by Sept 2026</u></p> <p>LH informed governors that we were informed by the DfE that schools and local authorities will continue to receive pupil premium and home-to-school transport extended rights funding “based on the existing free school meals threshold” rather than the expanded criteria. Therefore there is no further increase in budgets for Infant schools as we are free meals anyway and the existing FSM budget falls short of the cost of the meals. However, this may help increase numbers in particular for the Juniors which will in turn change the percentage of cost.</p> <p>LH reported on the following:-</p> <p><u>Pupil numbers</u></p>	
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	<p>Year 2 – 52</p> <p>Year 1 – 47</p> <p>Reception – 42</p> <p>Total = 141 (have budgeted for year 2 at 143)</p> <p>Nursery – 31 - 3 & 4 year olds</p> <p style="padding-left: 40px;">8 - 2 year olds</p> <p>Governors were happy to accept the changes to the budget. Governors thanked LH for her in-depth clear and precise finance report. No further questions.</p>	
8.	<p><u>Data Protection and IT Security</u></p> <p>Report uploaded onto Governor Hub prior to the meeting.</p> <p>LH referred governors to the report uploaded onto Governor Hub which was written by our DPO. The points to note are:-</p> <ul style="list-style-type: none"> • Recommended actions to be continued and are all up to date - see progress report • Data protection training is currently being renewed by our DPO and should be ready for September – LH will share the link with governors once it becomes available. <p>Governors were happy with the report.</p>	
9.	<p><u>Health and Safety Update</u></p> <p>LH reported 2 incidents of abuse, aggression and violence involving a pupil with SEN and a T/A. The T/A was physically attacked by the child grabbing her scarf and pulling it.</p> <p>Governors were also informed of a child in reception with a stoma who is moving to year one. The risk assessment has been revisited and updated and staff have received training from the nurse. Carers will remain the same for continuity.</p> <p>Coshh forms are currently under review and are with the H & S Team</p> <p>It was reported that the Boiler room has been mostly cleared and the archiving has been reduced significantly. Plant room risk assessment has been carried out which is in preparation of the works that will happen during the summer holidays.</p>	

10.	<p><u>Buildings Update</u></p> <p>LH uploaded documents onto Governor Hub prior to the meeting.</p> <p>LH reported that all fire doors have been painted with an approximate cost of £4500.</p> <p>Changing of all light fittings (Except Reception) to LED will hopefully be completed in the first weeks of the six weeks holidays. We are currently waiting for approval from the main contractor. The cost will be £3677 and this was the remaining pot of the energy efficiency grant. LH reported that the total capital remaining £9440.87</p> <p>LH informed governors that the funded project of replacing the gas fired boilers, calorifier and gas pipe will commence on the 24th July. This project is likely to finish on the 26th September which means the contractors will still be working on site during September term time. The works will be in the boiler room and there should not be any disruption to teaching and learning.</p> <p>No further questions from governors. Governors thanked LH for the report.</p>	
11.	<p><u>Staffing Update</u></p> <p><u>Item Update in H/T's report</u></p>	
12.	<p><u>Single Central Record</u></p> <p>LH informed governors that we are awaiting one teacher's renewed DBS and 2 new T/A's.</p>	
13.	<p><u>Inventory</u></p> <p>LH reported that new lap tops are all now set up and have been given out to staff. We still require approximately 8 laptops for the remaining staff (a budget has been set for this). Windows 10 will cease to support from October 2025. Items to be disposed of totalling £2,800.</p>	
	<p><u>FULL GOVERNING BOARD – K CLARK – CHAIR</u></p>	
14.	<p><u>Sports Premium Evaluation</u></p> <p>All the governors went through the action plan and were pleased that most actions had been fulfilled and the actions remaining will be taken forward to next year's pupil premium.</p>	

	<p>KC asked if we had spent more than the allocated funding? HK informed governors that yes this was the case - PE kits forest school continue to be developed as well as healthy eating and dental care. KC asked if we still continued with after school clubs? HK informed governors that the after school clubs are continuing at a charge of £1. It was reported that DCCT are running an after school cricket club which is free of charge. This is targeted for children who were enrolled in the physical literacy club. HK emphasised to parents that if they were enrolling their children into clubs that we want commitment as these clubs are not to be used as a creche. Governors were happy with the use of the sports premium fund and felt it was being used effectively.</p>	
15.	<p><u>Headteachers' Report Includes SDP and targets 25/26</u></p> <p>HK went through the report with governors:-</p> <p>This academic year has been truly remarkable! We started with a comprehensive visit from Ofsted, which provided valuable insights into our teaching practices and overall school performance. One of the highlights of the year was our vibrant summer fair, filled with laughter, games, and a variety of activities. This event culminated in heartfelt graduation ceremonies for our Year 2 students. These occasions not only fostered community spirit but also showcased the growth and achievements of our pupils. Throughout the year, our children participated in a wide range of enriching activities, including arts and crafts, science experiments, and outdoor learning, all designed to ignite curiosity and inspire creativity.</p> <p>Rosehill was also selected this term to participate in the primary engineering program at the Rolls-Royce Flight Ops Centre. Our Year 2 pupils had an incredible day as they worked diligently to build a moving vehicle with wheels to carry their favourite toy. As a school, we were immensely proud to be recognised that day for having the best vehicle designs. Some of our builds excelled at travelling in a straight line, and we won the prize for the overall best design, created by the Recycling Heroes in Mrs. Shah's class.</p> <p><u>Moderation</u></p> <p>Importance of internal moderation to maintain high educational standards. Our year groups and key stage teachers collaborate effectively to plan and assess student work and achievement levels. We allocate time in our staff meetings specifically for robust moderation sessions, allowing us to standardise achievement levels across the entire school. Our teachers regularly participate in local authority (LA) and Derby Diocesan Academies Trust (DDAT) moderation sessions, ensuring that our standards align with those of other leading professionals in the field. In addition, Rosehill takes pride in hosting and leading the moderation efforts for both Reception and Key Stage One,</p>	

	<p>further reinforcing our commitment to providing the highest quality of education to our students. This collaborative effort not only enhances our assessment practices but also ensures that every child receives the support they need to excel.s collaborate effectively to plan and assess student work and achievement levels. We allocate time in our staff meetings specifically for robust moderation sessions, allowing us to standardise achievement levels across the entire school. Our teachers regularly participate in local authority (LA) and Derby Diocesan Academies Trust (DDAT) moderation sessions, ensuring that our standards align with those of other leading professionals in the field. In addition, Rosehill takes pride in hosting and leading the moderation efforts for both Reception and Key Stage One, further reinforcing our commitment to providing the highest quality of education to our students. This collaborative effort not only enhances our assessment practices but also ensures that every child receives the support they need to excel.</p> <p>Governors looked at SEND data and questioned why is was lower than LA and national?</p> <p>HK reported that we currently have five children with an Education, Health and Care Plan (EHCP) in place, requiring full time support. We have a further three EHCNA's that have been recently submitted and we are gathering evidence for a further 3 assessments to be submitted in next term (Autumn 2025).</p> <p>In Autumn term, we had an Educational Psychologist observe six children in Autumn term and a further three children this summer term. Our EP also conduct training for staff on writing SMART Multi-Eligibility Plans (MEPs), along with follow-up training. We have also submitted nine new Single Point of Access (SPOA) requests since then, two in the Autumn Term, four in the Spring term and a further 3 in the Summer term. Additionally, we continue to have Speech and Language Therapy (SaLT) services working with many children in our school.</p> <p>We have 39 children on our current SEN register and a further 31 children on our monitoring register.</p> <p>HK went through safeguarding data and had no new issues to report.</p> <p>Summer term</p> <p>This term, all staff have now completed the relevant training and the safeguarding via the National College. There has been 24 safeguarding incidents reported on CPOMS since the last meeting, these have all been dealt with by the DDSL. There has also been a safeguarding referral to social care, due to EHE (Elective Home Education).</p> <p>Data Breaches</p>	
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<p>It was reported that there have been no GDPR data breaches reported since the last update. It is essential to maintain best practices for data protection within the school sector. This includes regular training for staff on data handling, ensuring that all sensitive data is securely stored and accessed only by authorised personnel, and maintaining a record of all data processing activities. It is also crucial to stay updated on any changes or new guidance from the ICO and to promptly address any potential security vulnerabilities. By prioritizing data protection and following ICO best practice, schools can mitigate the risk of data breaches and uphold the trust of students, parents, and staff.</p> <p>Staff Wellbeing Update</p> <p>Governors were informed that there we no reported staff bullying incidents/harassment incidents/reported excessive workload incidents.</p> <p>Staffing structure</p> <p>HK informed governors that this year, we have made the strategic decision to significantly increase support hours for our students with Special Educational Needs (SEN), effectively addressing the substantial requirements of those with Special Educational Needs and Disabilities (SEND). This enhancement directly meets the complex needs of our students and demonstrates our commitment to providing them with the necessary support, despite the budgetary challenges posed by the lack of additional funding for many children with high needs.</p> <p>To support this, we have brought on board two one-on-one support staff members. Their critical role will allow us to provide personalised assistance tailored to each child’s specific requirements, ensuring that all students receive the attention they need for their development to flourish.</p> <p>In addition, we are pleased to announce the appointment of a supply midday supervisor who will enhance our lunchtime activities and maintain a safe and nurturing environment for our children.</p> <p>As you are aware from the last report, one of our senior Higher Level Teaching Assistants (HLTA) has broken her ankle and required surgery. We have swiftly implemented an internal plan to cover her interventions by reallocating duties among other HLTAs across the school. Our goal is to ensure a seamless continuation of the high-quality educational support our children deserve. She is expected to return in September, and we have rearranged classes to provide her with a classroom on the ground floor.</p> <p>This the summer term has undoubtedly presented challenges owing to the absence of multiple staff members. One of our Early Years Foundation Stage (EYFS) teachers has been unavailable this half-term due to an allergic reaction, which remains under investigation. Her class</p>	
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	<p>has been temporarily managed by the teaching assistant (TA) currently assigned to Reception, who holds Qualified Teacher Status (QTS). The TA has performed exceptionally well in this role, including leading the class trip. Following this experience and a subsequent increase in confidence, she has inquired about the possibility of undertaking her Early Career Teacher (ECT) responsibilities on a part-time basis.</p> <p>To further enhance stability within our school, we are excited to welcome two new apprentices—one in the Foundation Stage and another in Year One. Their appointments will foster greater stability, and they will receive support and mentorship from senior team members, enabling them to contribute effectively to our school community. team members for support and mentorship.</p> <p>Behaviour attitudes</p> <p>It was reported that the behaviour of our children, along with their learning behaviour, plays a crucial role in shaping the positive environment of our school. This is fundamentally influenced by the effective leadership and dedicated staff who work diligently to foster a safe, calm, and orderly atmosphere. Their consistent efforts extend beyond mere policy enforcement; they actively cultivate a positive culture that nurtures pupil behaviour and enhances their overall attitudes toward learning. By implementing structured routines, promoting respectful interactions, and engaging students in meaningful activities, we significantly impact how our children conduct themselves and approach their education. HK/SLT has upgraded behaviours and attitudes to outstanding and all governors were all in agreement.</p> <p>Summer term activities</p> <p>The summer term has been particularly vibrant and bustling with activity, marked by our highly anticipated annual Sports Day, a week dedicated to exciting school trips, and the engaging Transition Week. Each of these events unfolded seamlessly, thanks to the exceptional organisation and teamwork of the Rosehill staff.</p> <p>During our school trip week, each class embarked on unique adventures tailored to their interests and learning objectives. The Nursery children enjoyed a delightful day at Blue Bells Farm, where they had the opportunity to interact with various farm animals and engage in hands-on activities, thereby fostering their love for nature. The Reception students explored the wonders of marine life at the Sea Life Centre, where they marvelled at colourful fish, playful seals, and learned about ocean conservation.</p> <p>Year 1 took on a thrilling challenge at Clip and Climb, where they navigated an array of climbing walls that tested their agility and teamwork, promoting physical fitness and confidence. Meanwhile, Year 2 visited Twin Lakes, where they delighted in a day filled with</p>	
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	<p>amusement rides and educational encounters with animals, adding a fun twist to their learning experience.</p> <p>Overall, these enriching experiences not only provided entertainment but also made a significant contribution to the children’s personal and social development, making this summer term a memorable one for all involved.</p> <p>This term, Miss Asia organised a wonderful Eid celebration for children and their families alongside a Music and Art week organised by Miss Rani. A group of nursery and reception children participated in the Dream Fest, enjoying a creative craft morning where they made wands and later paraded them to other schools. We commend all the children for their excellent behaviour during this event.</p> <p>Our Year One children were invited by Spiral Arts to assist with the well-dressing project. We encourage everyone to join us for the event and view their impressive creations.</p> <p>In the nursery, we had special visitors, the police officers, who taught the children important safety tips and what to do if approached by strangers. We also hosted a Mini Bike Mechanics workshop for parents and children, as well as whole-school scooter sessions.</p> <p>Website compliant</p> <p>The Website meets the DfE guidance on what schools should publish online. The school website was last checked on 17/07/25.</p> <p>Governors were happy with the report and thanked HK.</p>	
16.	<p><u>Attendance</u></p> <p>The attendance tracker and the evaluation action plan was addressed. Parents are contacted and procedures are followed carefully and consistently. Documentation is anonymised via a tracking sheet. This shows we clearly provide support to the children if attendance is improving or otherwise. Tracking and documentation can be used as evidence if legal procedures are put in place. Governors were very pleased to see the data had been broken down into specific areas i.e ethnicity, gender and year groups and felt that all of the information provided was presented clearly. The Action plan is nearly all complete – the remaining actions highlighted in yellow have been moved on to the new action plan for 2025/26.</p>	
17.	<p><u>Progress Data</u></p> <p><u>FS2</u></p> <p>Outcomes and actions from Summer 2 data analysis</p>	

<p>Reading - word reading</p> <p>24/47 - 51% (Last Year - 56%)</p> <p>Outcomes</p> <p>Due to more SEND children and a very low cohort</p> <p>Girls outperforming 65% to 41%</p> <p>Actions</p> <p>Use twinkl phonics rhino reader books to share appropriate level phonics stories with children.</p> <p>Learn to scoot- groups of children Dream Fest/Derby Market hall- groups of children Graduation event</p> <p>Use resources to provide follow up adult supported activities Ensure quality ready times are taking place Shared guided reading/sentence building using Velcro words.</p> <p>Writing</p> <p>Outcomes</p> <p>21/47 - 45% (Last Year 54%)</p> <p>Due to more SEND children and a very low cohort</p> <p>Girls outperforming boys 50% to 41%</p> <p>Actions</p> <p>Whole school Talk for writing training</p> <p>Continue writing opportunities in all areas of learning</p> <p>Shared guided reading/sentence building using Velcro words</p> <p>Use sentence building books to practise application and word writing</p> <p>Maths – number</p> <p>27/47 - 58% (Last year – 58%)</p> <p>Outcomes</p>	
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<p>Data has not dropped despite low cohort, used Mastering number programme which has worked very well this year.</p> <p>Girls outperforming boys 65% to 52%</p> <p>Actions</p> <p>Continue using Mastering Number Programme as a replacement to Power Maths to develop number knowledge and fluency.</p> <p>Encourage more reasoning skills</p> <p>Year 1</p> <p>Outcomes and actions from Summer 2 data analysis</p> <p>Reading</p> <p>30/51 – 58.8% (Last year – 61%)</p> <p>Outcomes</p> <p>40% boys underperforming girls at 79.2% ARE</p> <p>Always without barriers - 27/38 - 71%</p> <p>Actions</p> <p>Guided reading will now be taught using the Twinkl Phonics books. These will be linked to the phonics level children are on and resources linked to books will be used as follow up activities to consolidate understanding of reading – comprehension as well as application of phonics and recognition of common exception words.</p> <p>Writing</p> <p>24/51 – 47.1% (Last Year 57.1%)</p> <p>Outcomes</p> <p>25.9% boys ARE - hugely underperforming girls who are at 70.8% ARE. EAL children are also a large group underperforming with 60% working below ARE.</p> <p>8.5% (4/47) making less than expected progress</p> <p>Always without barriers - 17/27 - 63%</p> <p>Actions</p>	
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<p>Whole school Talk for writing training</p> <p>Use green intervention books to show additional writing support for children who struggle with writing.</p> <p>Focus on grammar and sentence building with application of phonics.</p> <p>Use of colourful semantics not just as support for MEP targets but for small group interventions to develop language skills.</p> <p>Unify consistent use of talk triangles with appropriate tiered language.</p> <p>Acknowledge choice of words in writing books and use a star stamp.</p> <p>Develop recognition of weekly good writers in each class.</p> <p>Reiterate use of super sentence cape as a writing reward. Handwriting heroes once a term.</p> <p>KH to look into structured SPaG sessions Writing targets used consistently across school</p> <p>Maths</p> <p>28/51 – 54.9% (Last year – 63.3%)</p> <p>Outcomes</p> <p>4.3% (2/47) making less than expected progress</p> <p>Always without barriers - 12/18 - 66.7%</p> <p>Actions</p> <p>Maths data has dropped from last year – More focus on written methods</p> <p>Number confidence week 4th – 8th November to teach parents the methods used at school so they can support their child at home</p> <p>Working as part of National Numeracy to develop awareness and maths confidence in children and parents</p> <p>Maths scrapbook homework additional to spellings – alternating weeks</p> <p>Possibly signing up to Maths Hub working group to see where we are with maths through targeted support.</p> <p>All areas to focus on memory recall/retention quizzes as part of lesson starters</p>	<p>Action: KH to look info SPAG sessions</p>
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Year 2

Outcomes and actions from Summer 2 data analysis

Outcomes

Reading ARE - 23/49 – 46.9% (last year 60%)

Class 1 – 14/25 – 56%

Class 2 – 9/24 – 37.5%

39% ARE boys - underperforming compared to 57.1% ARE girls.

Always without barriers - 15/18 - 83.3% ·

Actions

Guided reading linked to phonics books straight away in Year 2 using resources as a follow up activity/ homework activity every week ·

More focus on comprehension activities in morning before phonics sessions ·

Topic related guided books to be available in class for further reading linked to topics

Outcomes

Writing ARE – 15/49 – 30.6% (last year 51%)

Class 1 – 8/25 – 32%

Class 2 – 6/24 – 25%

Both boys and girls are well below expected.

Always without barriers - 10/18 - 55.6%

Actions

Talk for writing training

Boost motivation of writing through weekly writer of the week incentives and superhero writing capes/ special pencil incentive ·

Super sentence writing · Level 3 and 4 phonics consolidation every morning prior to level 5 phonics ·

<p>Unify consistent use of talk triangles with appropriate tiered language.</p> <p>Acknowledge choice of words in writing books and use a star stamp. ·</p> <p>Develop recognition of weekly good writers in each class. · Reiterate use of super sentence cape as a writing reward.</p> <p>Handwriting heroes once a term.</p> <p>KH to look into structured SPaG sessions</p> <p>Writing targets used consistently across school</p> <p>Outcomes</p> <p>Maths ARE – 21/49 – 49.2% (last year 66%)</p> <p>Class 1 – 13/25 – 52%</p> <p>Class 2 – 8/24 – 33%</p> <p>Always without barriers - 12/18 - 66.7%</p> <p>Actions</p> <p>Mastering number programme embedded into the curriculum from September</p> <p>Focus on reasoning problems and unpicking reasoning problems</p> <p>Work with Maths Hub to try and get on to the Targeted Support Programme – Email has been sent requesting next steps to register.</p> <p>All areas to focus on memory recall/retention quizzes as part of lesson starters</p> <p><u>Phonics</u></p> <p>Year 1</p> <p>PHONICS - Rosehill – 72.5% passed the phonics check compared to the LA average of 76.5%. This year’s score has gone up from last year’s 65.9%.</p> <p>Phonics retakes Year 2</p> <p>Class 1</p> <p>12/26 – RETAKERS</p>	
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	<p>8/12 – 67% passed</p> <p>4/12 –33% failed</p> <p>Class 2</p> <p>16/25 – RETAKERS</p> <p>14/16 – 88% passed</p> <p>2/16 – 12% failed</p> <p>Total in Year 2 - 28/51 – 54.9%</p> <p>KC said that we need to look carefully at the data for SEND boys as the gap seems to be increasing.</p>	Action: Bring back data for SEND Boys to the next meeting.
19.	<p><u>Governors Monitoring/Training</u></p> <p>Monitoring reports uploaded onto Governor Hub prior to the meeting</p> <p>KC reported back to governors on her monitoring visits – Governors were happy with the reports.</p> <p>It was reported that staff well-being has been difficult due to pressures of staff absences.</p> <p>LH will upload information onto Governor Hub with regards to in-house training.</p>	
20.	<p><u>Correspondence</u></p> <p>KC will discuss this item in the confidential business</p>	
21.	<p><u>Date of next Meeting</u></p> <p>New Planner for September will be uploaded onto Governor Hub</p>	Action: FGB meeting planner 2025/26
22.	<p><u>Determination of Confidentiality of Business</u></p> <p>Staffing discussions – Confidential Minutes</p>	
23.	<p>What difference this meeting has made to our pupils:-</p> <ul style="list-style-type: none"> • AI Policy and Recovery Plan has been developed to protect the staff, children and their families. • Health and Safety policies and procedures continue to protect staff, children and their families. 	

	<ul style="list-style-type: none">• Developing quality staff in-house ensures quality teaching that matches the needs of all the children.• Excellent enrichment activities provide children with exciting opportunities and challenges.• Excellent data analysis and tracking supports children’s learning and progress.• Workshops for parents continue to develop new understanding of how we teach subjects in school. This helps with the children’s outcomes.	
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Meeting concluded 7.00 pm