



**MINUTES OF ROSEHILL INFANT AND NURSERY SCHOOL**  
**FULL GOVERNING BOARD/RESOURCES COMMITTEE**  
**HELD ON THURSDAY 26<sup>TH</sup> MARCH 2026 – 5.00 PM START**  
**MEETING HELD VIRTUALLY**

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

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| 1. | <p><b><u>Apologies for Absence</u></b></p> <p>No apologies received.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |
| 2. | <p><b><u>Declarations of Interests</u></b></p> <p>K Clark – Governor at St James’ Junior School</p>                                                                                                                                                                                                                                                                                                                                                                                                                                     |        |
| 3. | <p><b><u>Minutes and Matters Arising from the last FGB Meeting</u></b></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><b><u>Resources Committee</u></b></p> <p>Actions: - Clerk updated Skills Audit – KC asked if governors could also complete the NGA GB Skills audit.</p> <p>Action: - MF will send in ID and complete DBS form online</p> <p>The minutes were agreed and ratified.</p> |        |
| 4. | <p><b><u>Review of Membership</u></b></p> <p>The Clerk informed governors that we are awaiting DBS clearance for the new Parent Governor. We also have one governor vacancy – the Clerk and chair will look into this.</p>                                                                                                                                                                                                                                                                                                              |        |
| 5. | <p><b><u>Skills Audit</u></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |        |

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|    | <p>The Chair asked governors if they had any training updates to add to the Skills Audit. Governors had nothing to add - the Skills Audit is up to date.</p> <p>Governors to complete the NGA governing board skills audit. The Clerk will upload the document on Governor Hub.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Action: Clerk to upload NGA Skills Audit. |
|    | <b>RESOURCES COMMITTEE – I Whitehead – Chair of Committee</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                           |
| 6. | <p><b><u>Policies</u></b></p> <p>The following policies were uploaded onto Hub prior to the meeting: -</p> <p>Statement of Internal Control -No amendments – agreed and ratified.</p> <p>Mobile Devices Policy – This policy is required for legislative requirements. The policy has been adapted to fit the age range of children at our school. The policy states that no child is to have a mobile phone on site. Governors were informed that this is an appropriate policy for our school. All governors had read and were happy with the policy – this was agreed and ratified.</p> <p>All policies were agreed and ratified.</p>                                                                                                                                                                                                                                        |                                           |
| 7. | <p><b><u>Finance</u></b></p> <p><b><u>Finance Monitoring</u></b></p> <p>LH reported the following key points:-</p> <p>The Carry forward is predicted £162,753 at period 11 which is a difference of £32,413</p> <p>Member of staff not in SUPN £8,000</p> <p>Insurance claim staff absence now in £10,000</p> <p>Extra pupil premium £10,000</p> <p>It is taken out all small pots that won't be spent</p> <p><b><u>Contracts &amp; Price comparisons</u></b></p> <p>LH uploaded the report and costings on Governor hub prior to the meeting for governors to read.</p> <ul style="list-style-type: none"> <li>IT support – Governors were informed that Mercury are still cheaper than other companies and that school is happy with the service they provide. LH informed governors that there is an annual increase of £180 which governors need to be aware of.</li> </ul> |                                           |

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|  | <p>We need to consider signing up for a 3-year contract but this depends on what the contract says. LH/Head will look into this and bring back to the FGB.</p> <ul style="list-style-type: none"> <li>• Cleaning – It was proposed and accepted by the Governing board to continue with Marigolds.</li> <li>• Supply – It was proposed and accepted by the Governing board to continue with Claire’s School Solutions.</li> <li>• Physical Education – It was proposed and accepted by the Governing board to continue with Derby County Community trust.</li> <li>• Governors were informed that the photocopying lease has now expired – Governors were asked whether they are happy to continue with Ricoh? LH asked governors to read the report for reduced price.</li> </ul> <p><b><u>Sold Services</u></b></p> <p>LH informed governors that this was agreed in January it has now been added and is in the proposed budget</p> <p><b><u>Contract register</u></b></p> <p>The document was uploaded onto Governor Hub for Governors to read. Governors were asked if they were happy to ratify? This was agreed by the Governing board</p> <p><b><u>Budget 2026/27</u></b></p> <p>LH uploaded the budget report on Governor hub – the proposed budget summary for the percentage of spends for 2026/27:-</p> <ul style="list-style-type: none"> <li>• Teachers costs 41% of the budget</li> <li>• Non- teaching costs 41%</li> <li>• Premises 5%</li> <li>• Supplies and services costs 5%</li> <li>• Agency and contracted services costs 8%</li> </ul> <p><b><u>The proposed budget options are:-</u></b></p> <p><b><u>Option 1</u></b></p> <p>C/F £162,753</p> <p>Budget of £1,191,779</p> <p><b>Total Budget £1,344,197</b></p> <p><b>The following are factors added to the planner:</b></p> |  |
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| <p>LH informed governors that a 2% increase to the baseline budget has been added but would expect more this year was 2.47% increase difference of £28,000 for one year</p> <p>Teachers pay assumption of 3% each September</p> <p>Support staff pay award assumption of 3.5%</p> <p>Teachers pensions contributions will remain at 28.6% for the next 5 years</p> <p>Support staff pension contributions remain at 18% for the next 5 years</p> <p>Employers NI applied at the rate of 15% above the ST limit</p> <p>The school budget support grant and NI grant is incorporated within the school's budget</p> <p><b>The proposed budget has the following considerations and changes:</b></p> <p><b><u>Teaching staff</u></b></p> <p>Staffing 2 positions going from T1 to T2 Sept 2026 then T3 Sept 2027</p> <p>One student teacher progressing from MS1 to MS2 in sept 2026, MS3 in Sept 2027 etc currently budgeted as teacher for 2.5 days per week teacher, 2.5 days T/A)</p> <p>One Teacher progressing from MS3 to MS4 Sept 2026, MS5 in Sept 2027 and MS6 2028</p> <p>One unqualified teaching role moved to FT T/A (T/A not qualifying for teacher's status)</p> <p>HK back in April 2027</p> <p><b><u>Support staff</u></b></p> <p>2 Apprentice roles finish April 2027 and not replaced</p> <p>T/A position F/T HRS 38 (hours removed from teaching)</p> <p><b><u>Care staff</u></b></p> <p>116.5 HRS Up to Sept 2026,</p> <p>87 HRS Up to Sept 2027</p> <p>57.5 HRS Up to April 2028</p> <p><b><u>Midday Supervisors</u></b></p> <p>36 HRS and remaining so for the following years</p> |  |
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**Teaching assistants**

345 HRS until year 2 then 273.5 HRS thereafter

**Admin Staff**

Increase of 3 HRS (LH)

**Supply**

Teacher One day per week in house cover until Sept 2026 then zero

Teaching assistant supply total of 59.5 HRS up until July 2026 then down to 30.5 HRS until April 2027 then 6.5 hours

27 days agency supply for the year and income from insurance claim entered

**Pupil numbers**

Budgeted 145 for each year and may need to adjust

Nursery a conservative year:

May 49 Sept 37 Jan 47

And 2-year olds:

May 7 Sept 2 Jan 5

Current year C/F £71,519, Year 2 £46,581, Year 3 £23,996

**LH informed governors that this budget may need to change as there is a real concern over the drop in pupil numbers as of today for the September intake (year 2 budget) we have only 29 for reception, 47 year 1, 46 for year 2. Whilst this is not unheard of for reception and they tend to come in later it is the first time we have been unable to fill years 1 and 2. Yasmin will continue to work hard to fill those places.**

**Staff Governor/Parent Governor left meeting - Staffing Discussions continued – Confidential Minutes**

**For information the history shows:**

| Year of original budget set | Predicted C/F | Actual C/F |
|-----------------------------|---------------|------------|
| 2025/6                      | £11,959       | £162,75    |
| 2024/5                      | £1,458        | £92,193    |
| 2023/4                      | £5,759        | £80,555    |

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|    | <p>This budget is a working document</p> <p>Governors were happy with the information provided.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| 8. | <p><b><u>Staff Absence</u></b></p> <p>The following information was reported for staff absence from 20.03.25 – 20.03.26</p> <p><b>Support staff – 13 staff</b></p> <p><b>177.08 days lost at an average of £19.95 per hour @ a 7.5 hr day the cost to the school is £26,495</b></p> <p>A total of 28 absences 6 single days</p> <p>2 T/A's one at 46 days lost, one at 65 days lost – one still under absence management as per the absence management policy. Neither have been absence since trigger meetings</p> <p><b>Teaching Staff – 8</b></p> <p><b>109.38 days lost at an average of £51.11 per hour the cost to the school is £36,337</b></p> <p>One member of staff 65.77 lost days – has now met zero absence target</p> <p>Another member of staff 18 lost days now triggered and the process of managing the absence is in its infancy</p> <p>Total staff 21 total of 286.46 days and a total of 48 number of absences, single days 9</p> <p>Mondays – 56</p> <p>Tuesday – 51</p> <p>Wednesday – 60</p> <p>Thursday – 62.47</p> <p>Fridays – 57</p> <p>Governors were happy that staff absences are being managed well and that there is an improvement.</p> |  |
| 9. | <p><b><u>Single Central</u></b></p> <p>Governors were informed that MF DBS needs renewing but otherwise it is all up to date.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |

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| 10. | <p><b><u>Relevant changes</u></b></p> <p>This item has been discussed in finance</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| 11. | <p><b><u>Head teachers Report</u></b></p> <p>The report was uploaded onto Governor Hub prior to meeting. HK went through the key points in the report:-</p> <p>HK re-inforced that the Scorecard shows the same new standards/headings that Ofsted have set. Governors were informed that SLT have looked at the standards and these have been judged.</p> <p>HK mentioned the external review has been completed by MB and the judgements given matched the SLT judgements.</p> <p>HK informed governors that the Spring Term has continued to build positively on momentum established earlier in the academic year. Across the school, there has been sustained improvement in the quality of education, leadership practice, curriculum implementation and pupil outcomes. Governors were informed that our focus remains firmly on ensuring that all pupils— particularly those who are disadvantaged, have SEND, or speak English as an Additional Language—receive a high-quality, well-sequenced education that enables them to thrive academically, socially and emotionally.</p> <p><b>Leadership &amp; Management</b></p> <p>Strategic Priorities and Leadership Focus</p> <p>It was reported that Leadership this term has prioritised strengthening curriculum implementation, monitoring the consistency of teaching and learning, and ensuring strong systems for early identification of need. Senior Leaders continue to review pupil progress rigorously, triangulating evidence from books, observations, assessment data and pupil voice.</p> <p>Workforce Development</p> <p>HK informed governors that a full INSET day at the start of term enhanced staff knowledge in safeguarding, cyber security, phonics, early years pedagogy, curriculum sequencing and inclusive practice for SEND. Staff are applying training effectively in the classroom, as evidenced by monitoring outcomes and improvements in modelling, feedback, and assessment for learning.</p> <p>Quality of Education</p> <p>Curriculum Implementation &amp; Monitoring</p> <p>It was reported that a comprehensive programme of monitoring has taken place, including learning walks across EYFS and KS1, book looks, pupil voice interviews and phonics fidelity checks. Findings indicate increasing consistency, stronger modelling, and secure curriculum sequencing across phases.</p> <p>Curriculum Enhancements</p> <p>Governors were informed that curriculum events such as Maths Week, Number Day, Writing Audits and Storytelling Week have strengthened</p> |  |

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|  | <p>curriculum breadth, raised pupil engagement and reinforced key knowledge.</p> <p>Early Years Foundation Stage (EYFS)</p> <p>External EYFS Review Summary</p> <p>It was reported that the EYFS Leader demonstrates strong pedagogical leadership, reflective practice and a clear vision for continuous improvement. Consistency across Nursery and Reception has strengthened significantly.</p> <p>Nursery strengths include:</p> <ul style="list-style-type: none"> <li>- High engagement and purposeful interaction</li> <li>- Strong language development opportunities</li> <li>- Embedded early maths and creative learning</li> </ul> <p>Reception strengths include:</p> <ul style="list-style-type: none"> <li>- Calm, structured environment</li> <li>- High-quality phonics and writing modelling</li> <li>- Strong evidence of learning progression</li> </ul> <p>Areas for development include vocabulary progression, consistency of planning-to-practice alignment, and enabling joint CPD.</p> <p>Inclusion &amp; SEND</p> <p>Governors were informed that SEND work continues to strengthen through the year-long partnership with Derby SEND Services. Staff have completed SEND Code of Practice training, MEPs have been updated and Speech &amp; Language and EP reports are being used to support EHCNA submissions. The school currently has 4 pupils with EHCPs, 39 on the SEND register and 42 being monitored.</p> <p>Behaviour &amp; Attitudes</p> <p>Behaviour remains calm, positive and purposeful. Staff apply routines consistently, resulting in strong learning behaviours. Attendance remains a key challenge, with targeted actions in place to support vulnerable groups. HK informed governors that with regard to attendance the DFE have contacted RHI under the RISE programme to match up with a similar school to share best practice but the school which we have been matched with was not in the same demographics as RHI. HK spoke to the DFE to ask if we could be matched to a similar demographic school which they have now done.</p> <p>Personal Development</p> <p>Pupils have benefited from rich curriculum-linked enrichment including visits, workshops, themed weeks, sports festivals and parent engagement events.</p> <p>Overall Evaluation (Spring Term)</p> <p>Governors were informed that school continues to demonstrate strong capacity for sustained improvement, with notable strengths in EYFS, curriculum implementation, inclusive practice, leadership and behaviour culture. Focus will continue on improving attendance, refining vocabulary progression, strengthening writing outcomes and embedding knowledge-rich curriculum practice.</p> |  |
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|     | <p>Governors were informed that with regards to safeguarding - social care want to close cases for families where school still has concerns this is because the threshold is at a higher level. School still continues to monitor children with concerns. Also with regards to social care HK informed governors that she has joined a committee and we can access initiatives to support children and parents.</p> <p>HK went through the benchmarking data which shows that school is compliant.</p> <p><b>Enrichment</b><br/>HK went through the enrichment activities. Governors were impressed school is providing experiences for children that they would not otherwise experience.</p> <p><b>Attendance Report</b> – once again governors were impressed with the attendance monitoring and actions that are in place to support and encourage parents and children to attend school.</p> <p>Governors were happy with the report and thanked HK. No further questions.</p>                                                                                                                                                                                                                                                                                                                       |  |
| 12. | <p><b><u>Progress Data – across school – Spring 1</u></b><br/>The report was uploaded onto Governor Hub prior to the meeting AB shared the data analysis with governors and explained the new format. Concerns raised with KS1 data - governors were informed that some data could not be retrieved as it was showing insufficient data. <b>KC asked why it is showing insufficient data?</b> – AB/HK will look into this and speak to Insight to show a way of recording progress as it shows children are not meeting KS1 targets. AB felt maths had dipped but is now looking promising – AB guided governors through strengths and the next steps.</p> <p><b><u>Nursery</u></b></p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>· Consistent performance across groups Expected attainment sits at a similar level across writing, word reading and number (~7–8%), indicating a stable baseline for early learners.</li> <li>· Girls slightly outperform boys across all three areas, suggesting some pockets of early progress.</li> <li>· A proportion of children at risk of persistent absence (5–10%) still achieve expected in small numbers (up to 14%), showing emerging resilience in learning despite attendance challenges.</li> </ul> <p><b><u>Next Steps</u></b></p> |  |

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|  | <ul style="list-style-type: none"> <li>· Raise early attainment significantly: only 7–8% of children are achieving expected in writing, reading or number—well below typical Nursery benchmarks.</li> <li>· Prioritise early intervention for attendance: <ul style="list-style-type: none"> <li>o 13 persistently absent pupils</li> <li>o 4 severely absent pupils Attendance is likely suppressing attainment.</li> </ul> </li> <li>· Strengthen provision for SEND and disadvantaged pupils, as 0% of PP and 0% of SEND are currently at expected across all areas.</li> <li>· Enhance early writing and phonological awareness through targeted small-group teaching and increased fine-motor provision</li> </ul> <p><b><u>Reception</u></b></p> <p>Strengths</p> <ul style="list-style-type: none"> <li>· Girls are performing very strongly, particularly in Writing and Word Reading where 37%+ are at expected and 11% are above.</li> <li>· Homegrown children without barriers show excellent outcomes (60% expected, up to 40% above), demonstrating the curriculum’s effectiveness for pupils with stable early education histories.</li> <li>· Maths is emerging as an area of relative strength with 38% at expected.</li> <li>· Some children with SEND are achieving expected in Writing and Reading (25%), indicating targeted provision is working for a subset.</li> </ul> <p>Next Steps</p> <ul style="list-style-type: none"> <li>· Address high persistent absence: <ul style="list-style-type: none"> <li>o 23 pupils persistently absent</li> <li>o 12 pupils at risk Attendance is strongly linked to lower attainment in PP and some SEND groups.</li> </ul> </li> <li>· Close gaps for Pupil Premium pupils, who consistently sit 8–10% lower than non-PP across subjects.</li> <li>· Raise outcomes for boys, whose attainment lags behind girls by 10–15 percentage points across writing and reading.</li> <li>· Increase challenge for higher attainers, as the percentage working above is still very small (3–11%).</li> </ul> |  |
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|  | <p><b><u>Year 1</u></b></p> <p>Strengths</p> <ul style="list-style-type: none"> <li>· Maths is the strongest subject, with 34% achieving expected.</li> <li>· Boys outperform girls in both Reading and Writing, particularly with 38% of boys at expected in Reading.</li> <li>· PP pupils in Maths slightly outperform non-PP (36% vs 33%), showing effective support in this area.</li> <li>· Good engagement from homegrown children, with 29–36% reaching expected across subjects.</li> </ul> <p>Next Steps</p> <ul style="list-style-type: none"> <li>· Writing is a key concern, with only 14% of pupils (and 0% girls) meeting expected.</li> <li>· Reading outcomes need improvement, with only 28% reaching expected.</li> <li>· SEND attainment is low across subjects (17% in Reading and Writing, 17% in Maths), requiring targeted intervention.</li> <li>· Persistent absence (8 pupils) and risk of PA (13 pupils) are likely impacting progress—attendance work is crucial.</li> <li>· Challenge for greater depth: 0% of pupils are at above standard in any subject.</li> </ul> <p><b><u>Year 2</u></b></p> <p>Strengths</p> <ul style="list-style-type: none"> <li>· Maths is the strongest subject, with 30% expected and a small number (2%) above.</li> <li>· Girls outperform boys in Reading, with 32% girls vs 21% boys meeting expected.</li> <li>· Non-PP children consistently outperform PP, suggesting that provision for non-disadvantaged learners is effective.</li> <li>· Attendance for some groups (excellent attendance) is linked with high reading expected percentages (up to 83% for Reading among excellent attenders), highlighting the positive impact of good attendance.</li> </ul> <p>Next Steps</p> |  |
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|     | <ul style="list-style-type: none"> <li>· Raise Reading attainment, currently only 26% at expected.</li> <li>· Writing is significantly below national expectations, with just 19% meeting expected.</li> <li>· Address disadvantage gap: PP pupils are approximately 5–10% lower than non-PP across subjects.</li> <li>· Improve outcomes for SEND pupils (only 7–13% at expected across subjects).</li> <li>· Support the high number of persistent absentees (17 pupils) and those at risk (14 pupils).</li> <li>· Increase proportion working above, particularly in Reading where it is currently 0%.</li> </ul> <p>Governors were happy with the data and thanked AB for the report.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| 13. | <p><b><u>Maths Action Plan for 2025/26</u></b></p> <p>Document was uploaded onto Governor Hub prior to the meeting</p> <p>AB went through the action plan and re-assured governors that the priorities are on target.</p> <p><b><u>Area of Improvement</u></b><br/>Deeper subject/pedagogical leadership to drive consistency.</p> <p><b><u>Actions</u></b><br/>Deeper subject/pedagogical leadership to drive consistency.</p> <p><b><u>Success criteria</u></b><br/><b><u>What will we see that is different? Outcomes/Impact</u></b></p> <ul style="list-style-type: none"> <li>• Staff survey shows increased confidence; monitoring evidences practice shift.</li> </ul> <p>Coaching cycles show improved lesson quality</p> <p><b><u>Area of Improvement</u></b><br/>Maths lead to continue to develop own subject knowledge on Mastery maths by leading sustaining mastery maths groups</p> <p><b><u>Actions</u></b></p> <ul style="list-style-type: none"> <li>• Follow up on Mastery specialist training days</li> <li>• Teach lessons for staff from other schools to observe</li> <li>• Take part in training for Mastering Number Programme</li> </ul> <p><b><u>Success criteria</u></b><br/><b><u>What will we see that is different? Outcomes/Impact</u></b></p> <ul style="list-style-type: none"> <li>• Mastery methods being taught in Maths lead teacher's class</li> <li>• Whole school trialling mastering number programme</li> </ul> |  |

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|      | <ul style="list-style-type: none"> <li>• Maths lead developing confidence to be observed and showcase skills learnt</li> </ul> <p><b><u>Area of Improvement</u></b><br/>To develop knowledge of teacher training and greater depth</p> <p><b><u>Actions</u></b></p> <ul style="list-style-type: none"> <li>• Greater depth in Year 1 and Year 2</li> <li>• Promoting a problem solving classroom in Year 1 and 2</li> <li>• TA training number bonds</li> </ul> <p><b><u>Success criteria</u></b><br/><b><u>What will we see that is different? Outcomes/Impact</u></b></p> <ul style="list-style-type: none"> <li>• Understanding of GD in KS1</li> <li>• Problem solving in school</li> </ul> <p>KC said the progress is looking good - Governors were happy with the action plan and thanked AB.</p> |                                                                |
| 14.  | <p><b><u>SEND Data</u></b><br/>HK informed governors that she has used the Local Authority system rather than Insight when measuring SEND children. The LA system is more accurate than using insight as this does not provide detail for children with SEND.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Action: bring information back to GB to look at progress       |
| 15.  | <p><b><u>Staffing</u></b><br/>Discussed in Item 7</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                |
| 16.. | <p><b><u>Well Being</u></b><br/>HK informed governors that this has been a very difficult term with absences and staff cover and moral is quite low, Governors were informed despite this - it has not impacted on children's learning. Staff have managed to support children in the same positive manner. Governors were informed that LH has supported many teachers/support staff with their well-being by either referring or adapting a situation.</p>                                                                                                                                                                                                                                                                                                                                            | Action: HK to continue to monitor and report back to governors |
| 17.  | <p><b><u>Governor Training</u></b><br/>Finance slides are still available on Governor Hub for governors to complete.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                |
| 18.  | <p><b><u>Monitoring</u></b><br/>No monitoring to report - KC requested governors to monitor if possible during the summer term either virtually or with the link member of staff in school.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                |
| 19.  | <p><b><u>Correspondence</u></b><br/>No correspondence received</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                |
| 20.  | <p><b><u>Date of Next Meeting</u></b><br/>Correction to the day - <b><u>Wednesday</u></b> 29/04/26 – 5.00 pm.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                |

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| 21. | <b><u>Determination of Confidentiality of Business</u></b><br><br>Item 7 – staffing discussions – confidential minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| 22. | What difference this meeting has made to our pupils:- <ul style="list-style-type: none"> <li>• External and internal reviews are showing that EYFS is being well led and improving - providing opportunities to maximise progress.</li> <li>• SEND provision ensures that all the children’s needs are met. Tracking is being developed to highlight this progress.</li> <li>• Detailed financial management allows the governors to monitor financial outcomes and make plans for the future.</li> <li>• The variety of enrichment activities provides children with experiences they would otherwise not have. Rosehill continues to develop the whole child.</li> </ul> |  |

Meeting concluded 6.55 pm