



Carlisle & Hampton Hill Federation

FULL GOVERNING BODY MEETING MINUTES

Time, date & location:
6.30 pm – 7.45pm on Thursday 04 December 2025 via Zoom

Governor attendance:		
Name	Category of governor	Attendance
Deb Long (Co Chair)	Local authority	Yes
Barbara Clifford (Co Chair)	Co-opted (community)	Yes
Zoe Brittain	Federation Headteacher	Yes
Lisa Day	Co opted (community)	Yes
Guy Elliott	Co-opted (community)	Yes
Margaret Hall	Co-opted (community)	Yes
Ali Hodder-Williams	Co-opted (community)	Apologies accepted
Ros Morgan	Co-opted (community)	Yes
Casey Mouton	Co-opted (community)	Yes
Kirsty Sturt	Elected - Staff	Yes
Roisin Sullivan	Elected - Staff	Apologies accepted
Emma Waight	Elected - Parent	Yes
Lorna Yates	Co-opted (community)	Yes

Note: Only governors may vote at Full Governing Body (FGB) meetings.

Other attendees:	
Danielle Fawcett	School Business Manager, CHHF
Marc Lowery	Head of School, HHJS
David Wells	Head of School, CIS
Petra Raccani	Clerk

Final minutes to be sent to:
All members of the Full Governing Body

Papers	
<ul style="list-style-type: none"> • Draft minutes from previous meeting • Minutes of autumn term committee meetings: Achievement & Families Committee Finance & Premises Committee Pay & Personnel Committee 	<ul style="list-style-type: none"> • CHHF SDP 2025-2026 • Governor Training Plan • Scheme of Delegation

Preliminaries	
1	Opening Apologies were noted from AH-W & RS
2	Declarations of interest All members were reminded of their duty to declare any direct or indirect pecuniary interest which may relate to any matters under discussion at the meeting. Nothing was declared

3	Minutes of the Previous Meeting The minutes of the previous meeting held on 17/09/25 were agreed a true and accurate record of the meeting and were digitally signed by the Co-Chair following the meeting
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4 Actions from previous meeting

Minute No.	Action
8	Confirmations and Declarations of Interests All Governors have completed necessary confirmations and declarations as verified on Governor Hub.
9	Committees and Link Governor roles Committee terms of reference (TOR) had been agreed at the autumn term meeting of each committee.
12	Staff Well-being survey School Leaders confirmed that the timing and content of staff surveys had been reviewed, some amendments have been made. Practice in other schools for appears to be to conduct surveys to capturing staff voice.
16	AI update The AI policy has been issued; the policy is on the school website.
17	Safeguarding Governors have booked onto online safeguarding refresher using the module from The Key. Governors were requested to use the governance planner document to verify they have booked onto training events and to use their profile section in Gov Hub to record once they have completed the training as records for compliance are obtained from Gov Hub.
18	Diversity and Inclusion DL, Co-chair of governors to review OFSTED toolkit and liaise with LY to create plan – Action to be updated in spring term meeting.
22	Communication and Engagement Governors have been adding planned attendance at school events to the Governance Planner, this will continue for next term. Action – LD will update calendar and circulate to Governors
24	Training Governors have booked onto training courses as detailed the Governance Planner.
26	Consultation Update – Governors were advised that the SEND consultation has been completed and recruitment has been successful for the Federation SENDCo post.

Governing Body matters – Strategic

5	<p>Federation Development Plans (SDP) Federation Headteacher outlined progress towards targets from the SDP, governors had had sight of the SDP document prior to the meeting detailing the progress made in full.</p> <p>Priority 1 - To establish a cohesive teaching and learning framework across the federation by embedding an aligned assessment system and launching the FORCES principles (Feedback, Oracy, Retrieval, Challenge, Equity, Sequencing) to enhance instructional quality and pupil outcomes.</p> <p>Training has been provided for all staff on FORCES by a local authority school improvement partners (SIP), initially focusing on retrieval, this will be continued next term with training on feedback, staff will have an opportunity to revisit the training in CPD sessions. ZB outlined that teachers using retrieval in lessons is important in terms of developing children’s learning.</p> <p>The Oracy Project is ongoing; it is known that this focus makes positive difference to children’s outcomes. The English leads are attending training and leading on this project, currently auditing the provision in place across the Federation and subsequently they will review training required to be rolled out to staff in the spring term.</p> <p>In KS1 the Phonics lead is auditing the current phonics position, this is a new lead who is making a good impact. It has been recognised that children were being</p>	Responsible
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taught phonics well, and they were learning the phonics however there were difficulties with blending.

Another area for development is utilising results of teacher assessments to inform future teaching.

Teachers have been offered input through a variety of means such as snappy segments and top tips at the beginning of CPD sessions, providing staff with a clear idea of how they can develop their practice in small easy ways. Teachers have been offered targeted feedback in phonics teaching. There is already evidence of improved practice.

Q Will governors be able to see any impact after delivery of a few modules or will the evidence be seen after all have been delivered? Some impact can be seen already; some will be more long term. The upcoming module on feedback should be readily evident in lessons. If governors were, for example, completing a learning walk they should be able to observe this. To review impact governors would need to look at the planning with subject leads to have the process explained.

This will be added to the Governor action day in the summer term.

Action: Governors attention was drawn to the “Next Steps for Governors” section of the document, following the termly SIP report actions will be added for governors to note on monitoring visits. Governors were asked to check this section of the document for relevant notes when making visits.

Governors

Priority 2 - Strengthen and empower leadership throughout the federation, ensuring all staff in key roles contribute to school improvement and pupil outcomes. There are a number of new leaders across the Federation, including three new year group leads at KS2, to support their development coaching by the school improvement team has been commissioned using Spark credits. This will be tailored to their needs following sessions to identify what will make a difference to them.

New subject leads are attending bite size training offered by Achieving for Children, most recently on Intent, Implementation and Impact. Several sessions are run each half term. Development of whole school roles is also being examined, examples are developing the rights respecting schools area and social media.

Priority 3 - To develop and implement an aligned and consistent approach to behaviour across the federation, ensuring that expectations and procedures are clearly communicated and understood by all stakeholders.

Governors were informed that the aim of having one set of rules across both Key Stages had been implemented in September, this will enable consistency to be applied for pupils across the Federation. In addition, teaching staff working in KS2 have been reviewing and developing their approach to rewards and consequences in relation to behaviour in a CPD session. The aim is to show a relational approach and to enable restorative conversations to take place, these can be more meaningful for pupils allowing them to articulate why they may have become dysregulated and discuss the impact of their behaviour on other people. Senior leaders have attended a relational practice seminar. The approach to what behaviour should be rewarded will in due course be shared with all staff in the school, i.e. should behaviour that is expected such as holding a door open be rewarded.

Q What was the outcome of this discussion? Teachers felt that behaviour such as common courtesy should not be part of the reward system and should be modelled by all in the school, this view needs to be shared further through training with the wider staff, such as lunchtime assistants.

Q Have you seen any impact yet? In KS2 the introduction of the restorative conversations tool, as used in KS1, has had an impact with children who find it difficult to articulate their emotions straight after an event. This involves use of a widget document to enable the child to describe the event and the impact.

Q Has this approach been started this term? This has been in use in KS1 for some time but has been utilised at KS2 this term. It was noted that use of the same rules and expectations across KS1 and 2 has been helpful in transition for Year 3.

	<p>The team system in operation in school is also being reviewed, the activities will be made engaging and the teamwork element highlighted, with end of term rewards. The positive behaviour policy will be finalised in the spring term.</p> <p>Q When will training be rolled out for all staff in these new areas? This will begin on the INSET in January, this will continue through the CPD schedule for spring.</p> <p>Priority 4 – community engagement and marketing A marketing plan is in place. KS1 recruitment - A poster and flyers have been distributed in the local area and a large number of open days have been held, including a weekend event which families were invited to attend. DW, HoS CIS has created a Starting School storybook which has been shared with prospective parents. Engagement with local nurseries has also taken place, ZB, Federation HT has taken story sessions at nurseries. KS2 recruitment – The Year 3 lead has visited CIS and met with prospective parents in Year 2, to talk about life in Year 3 and answer questions. The feedback from prospective parents has been positive on the tours, this feedback has been utilised to reshape the later sessions slightly, such as including more information about the curriculum in the slide show. Tours had been arranged to enable parents to see the full range of the curriculum such as music and sport.</p> <p>Q Is there any sense of how the number of parents visiting compares to last year? This is not possible to gauge, also some parents were visiting to look for September 2027. Some parents had also visited more than once. School have also offered flexibility in tours for parents.</p> <p>Q Has the reduction to two classes in reception caused any concerns among prospective parents? This has been explained to parents in terms of the reduction in birth rate, and that this is temporary measure at present. This is the position in many schools locally including mixed year teaching.</p> <p>Q How much of the open events focus on wraparound care and clubs and costs, this has been an increasing demand in other schools with parent wanting more than 9am – 3pm? This is described in the talk at both school sites, we have slides explaining what is on offer, including the flexibility of the after-school care in that we have big spaces and can flex up capacity quite easily. The fact that the provision is onsite and not outsourced is attractive to parents.</p> <p>Governor Monitoring visits Phonics walk – English Link Governor reported on the positive phonics walk she had participated in in KS1. She described that the approach being adopted this year felt transformational, particularly the use of data, which has always been available and is now being used to inform practice. The phonic leads knowledge of the reading scheme was evident and her use of observations of both the way children were learning and the ways teachers were taking different approaches was commendable. Governors discussed arrangements for other visits. Action: In the absence of a link member of staff, DL and LY will liaise with SLT to write questions for the Equality and Diversity visit, this will commence in January 2026. Action: FGB Co-chairs to arrange short session with new governors to provide advice on completing link governor visits.</p>	<p>DL & LY</p> <p>BC& DL</p>
6	<p>Committees The terms of reference of sub-committee were formally approved. Verbal updates were given from sub-committee chairs on key decisions and issues from autumn term meetings</p> <ul style="list-style-type: none"> • Finance & Premises committee - MH is now co-chairing with GE. - MH will focus on Health and Safety with GE focusing on Finance and training. - The annual audit of staff and governors connected to school finances has been reinstated, this will be reviewed at the spring term committee meeting with any gaps identified for training. 	

- ZT and SLT had had a positive meeting with Achieving for Children regarding capital funding for CIS with the possibility of resolving boiler issues, roofing and building changing rooms.

Q Have AfC shared their proposals with you yet? They are due to visit on 09/12 to share their plans.

- Pay & Personnel committee
 - The committee has discussed the leadership structure in place with particular reference to desire for subject leaders to work together across the two key stages.
 - The SEND restructure has been finalised.
 - The committee reviewed sick and non-sickness related absent, no trends or concerns were identified.
 - The staff well-being survey reply rate had been discussed with ideas for increasing the number of staff replying to be implemented for the next survey, such as using a paper and google form version, with governors being in school to encourage replies.
 - The committee had assured themselves on behalf of the governing body that Staff Performance Management was being robustly undertaken.
 - Exit Interviews and surveys from the summer term had been reviewed, these had not raised and concerns or areas which ned to be changed.

- Achievement & Families Committee
 - The committee had reviewed the 2024/25 federation SAT results, these were good, the phonics results had also been reviewed.
 - The new model for SEND provision with a full time SENDCO and an Assistant SENDCO in place from January both working across the Federation. This will also enable SEND support to be available on both sites every morning of the week.
 - The committee thanked Tracy Bannister and Lorraine Blake for their work within the Federation over the many years they have been employed by CIS and HHJS. It was noted that many parents and carers had commented on how grateful they were for the support they had received from Tracy and Lorraine for their children.
 - The committee had discussed tracking the attainment of SEND pupils and disadvantaged pupils, especially in the light of the new Ofsted Framework.
 - The committee arranged to meet the Maths leads at the next meeting

Q – With regards to the Ofsted framework requiring monitoring of PPG pupils and children that have an identified disadvantage, there is also a requirement to monitor any child who has got barriers to learning, how is school going to make sure that those children that are not necessarily PPG or SEND or EAL but are still experiencing difficulties are being identified and tracked to make sure that we are doing what needs to be done to help them have good outcomes as well?

Heads of School have been looking at the racial justice audit, the new (Ofsted) framework is all around case study approach so rather than going in to a lesson with the lens of observing teaching and learning generally, observations take place with a focus group of children in mind , this may observing a maths lesson thinking about the accessibility for SEND pupils in week one and the next week focusing on PPG or minority ethnic groups. This will begin with monitoring for the spring term. Pastoral meetings have been in place in school for a number of years where vulnerable children and families are identified.

Governors were urged to attend Ofsted training available from Gov Hub to enable understanding of the framework and what the requirements for staff in school are. The School Improvement partner will be offering a training session in the summer term on the Governor School Day.

7	<p>Deficit Recovery Plan SBM advised that the Federation remains on track to come out of the deficit position in five years' time. The requirement to submit monthly budget monitoring to the LA remains in place, this has proved positive for SLT to monthly review expenditure and consider how to reduce outgoings in the future. Q Is this requirement unique to CHHF? This is for all schools in deficit. Q Is any feedback provided with suggestions for further action such as reductions in costs? Nothing has been received to date, the LA have acknowledged positively that staffing costs have significantly reduced in September and October. This is related to the work on the SEN team and the ECTs at HHJS.</p> <p>Specialist Resource Provision – the SPR has been funded for six pupils from September, currently there are four children in the provision.</p>	
8	<p>Safeguarding Safeguarding Link Governors had arranged termly meetings with Designated Safeguarding Leads which would take place before the end of term.</p>	
9	<p>Wellbeing update ZB updated governors on staff wellbeing, it was acknowledged the autumn term is a long busy term however there have not been any concerns raised by staff. The hard work by staff, for example on Carol services was noted and the challenges faced by staff in terms of uncertainty and workload were also noted.</p>	
10	<p>Communication & Engagement Governors were informed that SRP had been discussed at the last Strategy Group meeting, school leaders are due to meet with representatives from AfC before the end of term to discuss the business proposal which had been put forward.</p>	
Governance		
11	<p>Training</p> <ul style="list-style-type: none"> - Governors were reminded of the need to complete three courses per academic year, utilising the CPD programme offered by AfC. - Cyber security training renewal – governors were advised that in addition to the training previously identified they would be required to renew or complete cyber security training. <p>Action – Clerk to send link to online cyber security module for completion.</p> <ul style="list-style-type: none"> - Governors attention was drawn to a course run in relation to Operation Compass; this relates the schools being alerted in the case of domestic violence. RM offered to send a link to governors for the course. 	Clerk/all
12	<p>GDPR One Freedom of Information request has been received, this has been responded to by HoS, HHJs and the IT team.</p>	
13	<p>Complaints No complaints have been received</p>	
14	<p>Policies The Scheme of Delegation was ratified.</p>	
15	<p>Governor recruitment The committee was advised that a recruitment process was open for parent governor, currently there have not been any applications. The closing date is 05/12/2025. Additional co-opted and associate governors will be recruited in the academic year.</p>	
16	<p>AOB Nothing to record</p>	

Next meeting: Wednesday 11 March 6.30pm 2026 at Carlisle Infant School

Signed:**Date:**.....

Summary of Actions - FGB Thursday 04 December 2025

Minute No.	Action	Who	By when
4 (22)	<p>Communication and Engagement Action – LD will update calendar of events in Governance Planner and circulate to Governors</p>	LD	ASAP
5	<p>Federation Development Plans (SDP) Action: Governors attention was drawn to the “Next Steps for Governors” section of the document, following the termly SIP report actions will be added for governors to note on monitoring visits. Governors were asked to check this section of the document for relevant notes when making visits.</p>	All	On monitoring visits
5	<p>Governor Monitoring visits Action: In the absence of a link member of staff, DL and LY will liaise with SLT to write questions for the Equality and Diversity visit, this will commence in January 2026. Action: FGB Co-chairs to arrange short session with new governors to provide advice on completing link governor visits.</p>	DL & LY DL & BC	Jan 2026 tbc
11	<p>Training Action – Clerk to send link to online cyber security module for all governors to complete.</p>	Clerk & Governors	February 2026