



**HARTFORD Governance Partnership  
Local Governing Body Meeting  
Minutes  
Tuesday 30<sup>th</sup> of September 2025 at 6.00pm**

|                          |   |
|--------------------------|---|
| <b>Governors Present</b> | Naomi Jeffery (Parent governor – NJ – Chair); Rae Lee (Head of school - RL); Joanna Eagle (Staff governor -JE); Abigail Shearing (Parent governor - AS) and Christopher Squires (Staff governor- CS). |
| <b>In attendance</b>     | Terri Bonnett (Clerk - TB).   |
| <b>Apologies</b>         | Sian Fortt (Parent governor- SF) , Shelley Desborough (SD- Trust governor) and Lizzie Rodgers (Parent governor).  |

| Item     | Minutes  | Action |
|----------|--|--------|
| <b>1</b> | <b>Welcome from the Chair and apologies for absence</b>  |        |
|          | <p>The Chair welcomed everyone to the meeting. The Chair presented the new staff governor: Christopher Squires, who is the Deputy Head of the Junior School.</p> <p><b>Apologies of absence</b><br/>LR, SF and SD sent their apologies. These were accepted by the board.</p> <p><b>Declaration of interests relating to items on the agenda</b><br/>There were no declaration of interests relating to items on the agenda.</p> <p><b>Governance items</b></p> <ul style="list-style-type: none"> <li>- Code of Conduct agreed by all governors.</li> <li>- Declarations of Interest completed by all governors.</li> <li>- KCSIE guidance 2025 read by all.</li> <li>- LAB roles reviewed and agreed for the academic year.</li> <li>- Training plan discussed. <i>Clerk asked governors to reflect upon on any training that would support their professional development and curiosity.</i></li> </ul> |        |
| <b>2</b> | <b>Minutes of the previous school meetings for approval</b>  |        |
|          | Minutes of previous meeting were agreed by all, following a discussion to re word some of the points.  |        |
| <b>3</b> | <b>Educational Standards- Head Teachers Report</b>   |        |
|          | The Head Teachers report was circulated before the meeting. The main points were discussed surrounding results and attendance:   |        |

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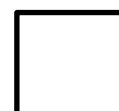


Chair initial

| Item | Minutes  | Action |
|------|--|--------|
|      | <p><b>Governor asked why there was such a high number of absences in the school?</b><br/> <i>RL discussed how attendance percentages for whole school Persistent Absences [PA] is higher due to it being the beginning of term, the first few weeks create an overall lower percentage for individual children as less time in school. The school is already having meetings with families over attendance concerns.</i></p> <p><b>Governors asked why is attendance lower in the juniors?</b><br/> <i>RL said how there are some children who are, at parent request, on a part timetable, some of the children struggle with anxiety to attend school. Support is in place and regular reviews. This will affect percentages especially PA.</i></p> <p><b>Governors asked if the percentage of absences is average nationally?</b><br/> <i>RL shared the absences are higher than national- see DfE percentages. The school has an 'Attendance Matters' initiative to encourage children and families to develop good attendance. If the child attends school for 5 consecutive days, they will receive a stamp, 2 stamps can be swapped for a reward.</i></p> <p><i>RL shared that the school hopes the absences become lower before Christmas, as improving overall attendance will be a challenge in the new year, as spring term is short and summer it is too late to improve. The school are working closely with the trust to put targets in place to start improvement of attendance and all staff are working hard to support this. RL shared attendance and lack of finances are coinciding, the PTA (parent fundraising) supports the school.</i></p> <p><i>RL discussed the concern that Governors are taking their children out of school in term time for holidays.</i></p> <p><b>Governors asked what the school are doing to improve Year 6 reading after 2025 SAT results?</b><br/> <i>RL explained the [RWM] reading, writing and maths combined result was lower than expected and some targets were unfortunately not fully met. Some children's examination technique seems, from analysis, to have caused the downfall in individual results. CS said targeted children are receiving interventions and this includes 'exam technique', test stamina and understanding how much information a question needs.</i></p> <p><b>Governors asked if children who attend interventions lose valuable learning time?</b><br/> <i>RL said all interventions are implemented to ensure learning time is not lost and it focuses on areas the child needs to be supported with. Considering HJS's OFSTED report school acknowledge that catch up interventions need to be robust so that a broad and balanced education is in place for all.</i></p> |        |

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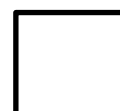


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| Item     | Minutes  | Action |
|----------|--|--------|
|          | <p><b>Governors asked about handwriting in schools.</b></p> <p><i>RL said the English Leads have developed an all through expectation to use a particular style: 'Letterjoin', and this is used on all printed and digital work. CS said the school are exploring 'Colourful Semantics', which is a language intervention strategy designed to help children build accurate sentences. The teacher models with coloured pens to demarcate grammar on the board. Handwriting is being modelled in these sentences and throughout any writing activity. Regular handwriting practise is monitored across schools in Book Looks and Data Days.</i></p>  |        |
| <b>4</b> | <b>Community</b>   |        |
|          | <p><i>RL shared it has been a challenge to accommodate different expectations, staff work incredibly hard to listen and support everyone. RL has a child centred approach to the problems shared. Feedback varies, but mostly positive and supportive.</i></p> <ul style="list-style-type: none"> <li>- The school is working hard to promote both the Preschool and Infant School admissions through letters, brochures and QR codes shared with all independent nurseries in the community. There has been a good uptake on parents requesting tours. Stay &amp; Play is a new initiative for developing relationships with families in the community with a view to enhancing admissions in later years.</li> <li>- Christmas events including dance day, Christmas dinner and Xmas Jumper Day have been planned to encourage attendance.</li> <li>- There is an upcoming residential for Year 6, an art exhibition across the school before half term and bikeability activities in November.</li> </ul>   |        |
| <b>5</b> | <b>Leadership</b>  |        |
|          | <p>RL shared the School Improvement Plan [SIP] with Governors. The main points were:</p> <ul style="list-style-type: none"> <li>- The SIP is now on a two-year cycle rather than one and has combined both schools.</li> <li>- The school has four priorities, these are in line with the six principles Claire Heald have put in place for the trust:</li> <li>- Reading is a global across the Trust Schools. To develop reading, the school want to further upskill teachers and teaching assistants within the budget restrictions to enable even better outcomes for all children.</li> <li>- The school want to continue to stabilise behaviour in both schools through an enhanced curriculum. The improvement plan allows subject leaders to construct their own action plans with a consistent template.</li> <li>- The school want a focus on disadvantaged pupils and ensure better outcomes for all pupils.</li> <li>- Attendance is rigorously monitored across the schools, OPAL and Breakfast Club are ongoing initiatives to support children's attendance.</li> <li>- Writing outcomes for all is an area of focus, RL shared the school have high quality books and the use of 'Colourful Semantics' which has and will ensure high quality teaching.</li> <li>- The use of the Education Endowment funding [EEF] CPD for Support staff will help children to become independent learners.</li> <li>-</li> </ul> <p>Reports -</p> <ul style="list-style-type: none"> <li>- The Chair shared recent training with governors. The Chair, within their capacity as Safeguarding Lead Governor, shared an expectation that they would like more</li> </ul> |        |

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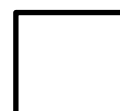
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|----------|---|--------|
|          | <p>communication with teachers and pupils. RL acknowledged this request, but shared staff have reduced time within the working day, and there are less opportunities to release them.</p> <ul style="list-style-type: none"> <li>- The SEND lead Governor has had meetings with SENDCo and had training opportunities.</li> </ul> <p>New Guidance-<br/> <i>JE shared new guidance for early years, the guidance states adults with paediatric training must always be present when children aged 5 or under are eating at break and lunch due to choking. LAB Governors discussed impact of guidance and how school mitigating.</i></p> |        |
| <b>6</b> | <b>Urgent Business</b>  |        |
|          | <p><b>Governors asked what phone policy the school has, due to the WhatsApp group chat that was circulating between the year 6 children?</b></p> <p><i>RL shared the school are aware and as duty of safeguarding informed parents, the children involved have been supported and spoken too. The children are not allowed their phones during school time, phones are always handed into staff and given back at the end of the day.</i></p> <p><b>Governors suggested putting phone safety information within the newsletter as additional information for parents.</b></p>   |        |
|          | <p><b>Date of next meeting:</b><br/>         Tuesday 18<sup>th</sup> of November 2025</p>   |        |

Meeting finished at 7.00pm. Red = Governing body decision or question; Yellow – action point.

Minutes approved as a true record by the Local Governing Board and signed by the  
 chair.....  
 Date.....

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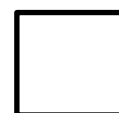


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| Hartford Infant and Preschool and Hartford Junior School<br>Acronyms used in LGB and School |   |       |  |       |   |
|---|---|-------|--|-------|---|
| LGB   | Local Governing Body                                      | PAN   | Published Admission Number                                       | TA    | Teaching Assistant                            |
| SENCo   | Special Educational Needs Coordinator                     | SEN   | Special Educational Needs  | EHCP  | Educational Health Care Plan                  |
| R W M   | Reading, Writing, Maths                                   | FSM   | Free School Meals  | ASP   | Assessing School Progress                     |
| EAL   | English as Additional Language                            | UIFSM | Universal Infant Free School Meal                                | LW    | Learning Walks                                |
| PP  | Pupil Premium   | Ever6 | Post FSM eligibility but entitled to PP support for next 6 years | EXS+  | Expected Standard or Greater Depth            |
| GDS   | Greater Depth   | CIN   | Child in Need [Child Protection]                                 | LAC   | Looked After Child                            |
| SLT   | Senior Leadership Team                                    | SDP   | School Development Plan  | HLTA  | Higher Level Teaching Assistant               |
| SMSC  | Spiritual, Moral, Social and Cultural development         | PEL   | Primary Education Lead   | CPD   | Continuous Professional Development           |
| EYFS  | Early Years Foundation Stage                              | PLM   | Professional Learning Meeting                                    | SEF   | School Evaluation Form                        |
| SALT  | Speech and Language Therapy                               | SCR   | Single Central Record  | PPA   | Planning, Preparation and Assessment          |
| EHA   | Early Health Assessment                                   | PEL   | Primary Education Lead   | ARE   | Age Related Expectations                      |
| TT  | Target Tracker  | EYFS  | Early Years Foundation Stage                                     | GLD   | Good Level of Development [EYFS]              |
| QTS   | Qualified Teaching Status                                 | KIT   | Keeping in Touch   | TT    | Target Tracker                                |
| LA  | Local Authority   | QTS   | Qualified Teacher Status   | EY    | Early Years                                   |
| TAF   | Teacher assessment Frameworks                             | LW    | Learning Walk  | NOV   | Note of Visit                                 |
| DSL   | Designated Safeguarding Lead                              | KCSIE | Keeping Children Safe in Education                               | EHA   | Early Help Assessments                        |
| AHT   | Assistant Head Teacher                                    | TOP   | Termly Operation Plan  | SWOT  | Strength, Weakness, Opportunities and Threats |
| IDSR  | Primary Inspection Data Summary Report                    | LGB   | Local Governing Body   | HAPP  | Huntingdon Area Primary Partnership           |
| MTP   | Medium Term Plan  | DSL   | Designated Safeguarding Lead                                     | IWB   | Interactive White Boards                      |
| TAF   | Team around the Family<br>or Teacher Assessment Framework | LTP   | Long Term Plan   | KW/VC | Key Worker and Vulnerable Children            |
| SCR   | Single Central Record                                     | NOV   | Notes of Visit   | NELI  | Nuffield Early Language Intervention          |
| DM  | Development Matters                                       | RBA   | Reception Baseline Assessment                                    | EWO   | Education Welfare Officer                     |
| IDVA  | Independent Domestic Violence Advisor                     | LADO  | Local Authority Designated Officer                               |       |   |

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