



Federation of Stoke Hill Schools

FGB Meeting

Thursday 30th April 2026 at 5pm at SHINS

Agenda item number	Agenda Item	Action
1.	Welcome, apologies. Members present. Andy Pheasant, Emily Hearle, Lucy Walsh, Jesney Toms, John Harvey, Tracy Adams, Nicky West (via Teams), Jonathon Kirby, Jade Earle, Yvonne Hammerton Jackson, Jamie Sullivan, Claire McKimm, Sarah Padbury Apologies received from Caitlin Searle, Jo Cook, Katrina McGuigan Declaration of Business Interests Advice given by governors at this school is incidental to their professional expertise and is not being given in their professional capacity.	
2	Minutes of last meeting Agreed Actions None	
3	RSHE update and presentation + Policy review SP gave an update on the revised RHSE curriculum which has to be implemented from September 2026. The new guidance follows a period of consultation which took place in 2024. One of the main concerns had related to children facing greater exposure to online content so there have been changes made to reflect this, especially in KS2. Stoke Hill will continue to use Jigsaw scheme of work. Most of the content is already aligned with the new guidance. A whole school approach means that there is a consistent approach used by all staff. Six main areas of work. • Being me in my world - refreshed content, no structural changes • Celebrating Difference - Minor updates, enhanced protected characteristics content. • Dreams and Goals - Some restructuring, 2 new lessons • Healthy me - Substantial changes: 3 new safety lessons, Safety STAR framework • Relationships - Updated digital literacy content, lesson names updated. • Changing me - Significant changes: 4 new lessons, restructured puberty/sex ed content. One of the aims is to try and encourage children to think for themselves and try to make well thought out decisions. How is the new guidance different? Safety Educaiton is a new element. A new concept – Safety Star, has been introduced. This has 4 elements – Stop, Think, Assess, React. This is also linked to the work already being done on Zones of Regulation.	

	All of the content is delivered using age-appropriate materials and builds on work done in the previous year. Feedback from pupils and parents has been positive. The content of the Sex Education modules was reviewed last year. This is taught as part of the “Changing Me” module. It comprises one lesson in Year 5 and one in Year 6. Parents can ask for their children to be withdrawn from these 2 lessons. Information Letters are sent to parents ahead of this content being taught. What about children’s view? Parents are encouraged to discuss the choice of opting out with their children. If the decision to opt out then the child will do other related work instead. Other updated content includes. • Health protection: vaccinations, viruses, sun safety, nicotine pouches • Personal hygiene: enhanced throughout, especially in Healthy Me and Changing Me • Safeguarding: persistent help-seeking, identifying trusted adults, signposting to support • Protected characteristics: more explicit in upper KS2, supporting Ofsted expectations. Jigsaw have also produced extra resources to share with parents. Stoke Hill is on track to be ready to deliver revised RSHE curriculum from September. Most of what we’re already teaching meets the new requirements, new sequences have been trialled, policy reviewed. Process hasn’t been rushed – time has been spent getting the groundwork in place and PDM booked before switching to the new materials. Everything teachers need to get started is ready – the updated content, the guidance documents, the support resources are all available on Jigsaw platform. What about children with SEND? Are any modifications made to the content for them? Some of the terminology is quite prescriptive, especially in the lesson on Sex Education, however there is scope for teachers to adapt pupil activities to meet the capabilities of the child. The RHSE Policy has been amended to reflect the changes in Jigsaw content. FGB was happy to approve this revised policy. SP was thanked for her work in this area.	
4	EDI update – Presentation CM gave an update on this area of work. Stoke Hill has achieved the Bronze Equalities Award from Equaliteach. CM said that the whole process of gathering evidence to support the application had helped validate a lot of the work that was being done by staff at Stoke Hill. Evidence had to be collected from four areas. Behaviour and Welfare Leadership and Management Personal Development of Pupils Teaching and Learning She said that one area that needed a lot of work was that of Equality Objectives. These had not been reviewed for some time and were not really	

	fit for purpose. She said that staff had reviewed the objectives as part of PDM and the new objectives were now up to date and SMARTER. What next? The next stage is the Silver Award. This will take 3 years of work to achieve. Evidence will again be gathered from the same four areas as before but there will be more indicators to satisfy. Need to decide if we have the capacity to do this extra work. IT would also be helpful to have a governor with responsibility for EDI to help with monitoring. Could be part of the remit of the SEND/Inclusion governor. Where there any areas of poor practice identified as part of the evidence gathering process? And if so, what happened? The evidence gathering helped to identify areas where there were gaps e.g. Equality objectives and work was carried out to rectify these gaps	
5	• Mid-year internal data review from both schools – all year groups - HOS • Monitor that Sex Education/Religious Education is in line with board's policies and legal requirements/guidance. • Behaviour policy review • Uniform review • Review code of conduct. SHJS Year 3 • Good or accelerated progress for most children in reading, writing and maths. • Below expected progress in writing is linked to the spelling component of the overall judgement. One of main areas of poor spelling is related to statutory words that children are required to know. Year 4 • Nearly all children have made expected or better than expected progress. • Need to increase the number of children above expected progress to increase attainment. • Multiplication Tables Check – there is no pass mark. Score is out of 25 and progress so far indicates that 76% will achieve a score of 21+ What happens to those children who don't achieve this score? We will let them retake to the test in Year 5 as children need to have a good grasp of multiplication tables to help with work on Fractions in Years 5 and 6. Year 5 • Nearly all children have made expected or better than expected progress. • 60% of children who retested the Multiplication Tables Check have now achieved the standard. Year 6 SATS results are expected to be lower than last year mainly as Combined data will be impacted by 6 children's borderline results. 17 children have started since the beginning of year 5. 4 children's results will be disapplied.	

	Links with other schools have helped to further improve teaching and provide opportunities for moderation of children's work. Year 6 teachers have attended 2 writing moderation sessions with other local schools. Improved analysis using Smart Grade of Maths tests is helping to support planning for Maths lessons and a similar tool is being used for SPAG (Spelling, Grammar and Punctuation) Teaching Assistant training – e.g. SILSA, SALT Also have been able to provide an extra teacher for one half day each week to help support work on writing. Absence seems to have increased. How is this being challenged? FLT continue to hold meetings every half term with Vicky Absalom, Ali King and Jo McCarthy to look at children who might be a cause for concern. Staff will contact parents/carers in the first instance to try and provide support and advice on improving attendance before following the formal route of penalty notices. Absence is more of an issue at SHINS with a court case for one child pending. There has been an increase in the number of holiday requests which are all considered on an individual basis. What are the consequences of persistent absence? Parents are regularly reminded of the impact of a high level of absence. When children start in Reception, information about the impact of absence is included in the Information Pack What is being done to try and improve Writing? This has already been identified as an area of concern and staff are reviewing lesson content etc to try and identify strategies to help improve writing ability and make progress. SHINS EYFS GLD - particular focus on listening and attention as there are a number of children who are meeting everything but this area. Year 1 Phonics - PSC – Results are only slightly lower than last year. Targeted interventions are being used with Borderline children. Information evening about Phonics but attendance wasn't as good as in previous years. Some children working at Pre Key Stage Level (PKS). These include 2 x persistent absentees, 1 child who is included in Reception, 2 EHCPs Year 2 Phonics Small number of children to retake PSC They are all expected to pass but Targeted interventions are helping these children. New starters from other schools had all passed (x4) but 4 others are children who are new to UK. Y2 writing attainment significantly lower than reading and maths. Increased GDS for maths Work is taking place to try and ascertain reasons for poor writing results but this is a complex area as also need to consider handwriting skills, vocabulary and spelling proficiency.	
6	POLICIES:	

	Various policies have been reviewed and updated where necessary. Online safety policy (refreshed) - new flowchart included to help staff decide what action to pursue. RSHE policy (updated against new guidance) - discussed earlier. Behaviour (refreshed) – clarification of steps to take in dealing with behaviour issues. Anti-Bullying (refreshed) – there have been 2 complaints made, one at each school, about bullying however when investigations took place it transpired that parent’s perceptions of what constitutes bullying is different to those of staff. To help alleviate this conflict the policy now includes more detail of the processes that will take place to investigate allegations of bullying a child. Can a child friendly version of the policy be given to the children so that they are aware of what constitutes bullying and what action will be taken? Yes, (ACTION) Uniform (updated against new guidance) - reviewed to make sure it meets requirements of new guidance from September. Home Visits Policy (New) – this is a new policy required as staff are increasingly being expected to make home visits to check on pupils re issues such as attendance. A Home visit will probably take place if there has been no contact for 3-4 days and will probably be carried out by 2 members of FLT. Will staff receive any training? Yes. Risk assessments will also be carried out beforehand to ensure safety of staff. Staff Leave and Absence – carried forward to next meeting. Overtime and TOIL Policy – carried forward to next meeting.	YHJ
7	Dates of next meeting 7th May - Resources – SHJS 12th June Governor Visit Day to include FGB meeting. 2nd July – FGB	
	Actions YHJ to produce child friendly version of the Anti Bullying policy	