



## Governing Body Minutes

**Cononley Primary School: Meeting of the Full Governing Body****Date and Time:** 07 December 2021 (6:00 pm): Virtual

**Present:**

Mrs Jane Breare	(Co-opted Governor)
Mrs Harriet Brewer	(Parent Governor)
Mrs Julie Cawood	(Co-opted Governor)
Mrs Catherine Dresser	(Co-opted Governor)
Mrs Jaki Fraser	(Staff Governor)
Mrs Katie Mason ( <b>CHAIR</b> )	(Co-opted Governor)
Mrs Catherine Pickles	(Headteacher)
Mrs Rachel Price-Waite	(Parent Governor)

**In attendance:** Mr Erik Müller**Clerk:** Ms Sarah Williamson (NYCC Clerking Service)

A	Procedural
20/21	<b>Welcome</b> <p>The Chair welcomed governors to the meeting, including Mr Erik Müller, a prospective governor who was in attendance. Mr Müller outlined his experience and interest in volunteering to become a governor at the school.</p>
21/21	<b>Apologies</b> <p>None</p>
22/21	<b>Declarations of Interest</b> <p>None</p>
23/21	<b>Any Other Urgent Business</b> <p><b>a) The resignation of Mr Evans (Co-opted governor)</b></p> <p>Governors noted the resignation of Mr Evans. Mrs Pickles has written to him on behalf of the school to thank him for his significant service. <b>Governors agreed</b> the Chair should write on behalf of the GB to thank him, especially for his recent term of office as Chair.  <b>ACTION: Mrs Mason</b></p> <p><b>b) To consider the nomination of a Co-opted governor</b></p> <p>Governors agreed to discuss this under item 17, <i>Any Other Urgent Business</i></p> <p><b>c) Election of Chair of the Resources Committee</b></p> <p>Mrs Cawood nominated Mrs Price-Waite as Chair of the Resources Committee. <b>Governors unanimously agreed</b> this proposal, which Mrs Price -Waite accepted.</p> <p><b>d) Staff appraisal</b></p> <p><b>Governors agreed</b> to discuss this confidential item under 17 <i>Any Other Urgent Business</i></p>



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24/21	<p><b>Confidential Items</b></p> <p><b>Governors resolved</b> that consideration of items:</p> <p>4d Staff Appraisal</p> <p>7a Update on Headteacher Performance Management meeting</p> <p>be deemed confidential and excluded from the minutes to be made available for public inspection.</p> <p><b>Governors agreed</b> all confidential items would be discussed at the end of the meeting under item 17, <i>Any Other Urgent Business</i>.</p>
25/21	<p><b>Minutes of the last meeting</b></p> <p>The minutes of the meeting of the Governing Body held on 21 September 2021 were circulated to all governors in advance.</p> <p>Mrs Mason proposed, and Mrs Breare seconded, these minutes should be accepted as a true record of that meeting. <b>Governors agreed</b> and the Chair will sign a copy to be filed in school. A pdf version will be posted on the school's website. <b>ACTION Chair, Clerk and Headteacher</b></p> <p><b>Governors agreed</b> the Confidential minutes of that meeting should be considered under item 17, <i>Any Other Urgent Business</i>.</p>
26/21	<p><b>Matters arising from the Minutes of the last meeting</b></p> <p><b>a) (9/21a) Update from the HT Performance Management Review</b></p> <p>The review process considered previous objectives: Covid-19 impact and remote learning; memory retrieval; and a broad and balanced curriculum. Governors have seen evidence of this and of the inclusivity of the curriculum in their monitoring visits.</p> <p>Next year's objectives were set:</p> <p>(I) ensuring the new EYFS and Phonics schemes are embedded.</p> <p><b>Has a scheme been chosen?</b> Success for All Phonics scheme has been chosen; this matches the current letters and sounds scheme and the school's co-operative learning strategy. Whole school staff training will take place prior to the Easter holidays and additional resources will be purchased.</p> <p>(II) deepening Foundation subjects, e.g through implementation of sticky knowledge checks and how these are managed throughout the school.</p> <p>(III) ensure and assure that all children receive a high-quality education with secure systems and monitoring in place monitoring.</p> <p>The formal written report from the external advisor has not yet been received.</p> <p><b>b) (11/21a) Update on local planning application</b></p> <p>This planning application has initially been refused. Governors remain concerned about traffic management around the school from an H&amp;S perspective.</p>



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27/21	<p><b>Minutes from Committee Meetings held since 21 September 2021</b></p> <p><b>a) Standards &amp; Achievement Committee (16 November 2021)</b></p> <p>A copy of these minutes was circulated in advance.</p> <p>Mrs Breare summarised the meeting, governors:</p> <ul style="list-style-type: none"> <li>Received an update on the recovery curriculum and were informed how the lowest 20% of readers are being supported. Reading is of utmost importance as it underpins everything; the gap is narrowing.</li> <li>Noted current Year 2 are most impacted by the current pandemic. The HT outlined interventions in place.</li> <li>Discussed the priorities identified in the school improvement plan.</li> <li>Reviewed policies.</li> <li>Talked about early years and staffing. Governors were assured that through monitoring, the HT is ensuring that the new curriculum is being embedded.</li> <li>The next meeting clashes with a parents' evening. <b>ACTION: Headteacher and Clerk</b></li> </ul> <p><b>b) Resources Committee (23 November 2021)</b></p> <p>A copy of these minutes was circulated in advance.</p> <p>Mrs Price-Waite summarised the meeting, governors:</p> <ul style="list-style-type: none"> <li>Noted NYCC have assessed Class 1 and 2 toilets; it is agreed these will be refurbished in summer. There is a possibility of additional space created by a portable classroom. This would alleviate pressure on space in school and support keeping KS1 classes as single age year groups. The HT will follow up prior to the End of Term. <b>ACTION: Headteacher</b></li> <li>Noted the budget is healthy and agreed the proposed work on the mezzanine floor and the purchase of replacement furniture will proceed. There is a positive carry-forward forecast for the next 3 years.</li> <li>Are mindful of staffing in KS1 at present; additional staffing is in place.</li> <li>Discussed the financial benchmarking report and recommended it to all governors. Areas of significance identified include staff:pupil ratio.</li> <li>Noted the Autumn term walk round is still to take place. <b>ACTION: Headteacher and Mrs Price-Waite</b></li> </ul>
B	<b>School Improvement</b>
28/21	<p><b>Headteacher's Report</b></p> <p>A copy of the report was made available in advance.</p> <p><b>a) EYFS baseline data from October</b></p> <p>Data will be updated this week on the governor section of the website; it has not been feasible to complete assessments sooner.</p> <p>Governors discussed the data, which identifies those children not on track. The report includes provision being made. Governors noted a high number of children are not on track for Personal, Social and Emotional development goals and Physical development. These, with Communication, are the prime areas on which staff need to work. The data has been annotated carefully and it will be interesting to see the impact of interventions.</p>



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At the end of year the school will be reporting on Good Level of Development (GLD) in the prime areas and literacy and mathematics. Need to be 80% on track by End of Year, currently 41% are on track to achieve GLD. Governors noted the male/female split and that of the males, many also have summer birthdays.

**How does this data compare with previous years?** It is not unusual for this time of year. The picture will be clearer with the addition of next week's data.

**How confident are you that more children will achieve GLD?** PSED has been significantly impacted by the pandemic, so is an important focus for intervention.

**Other than PSED is this a fairly typical intake?** It is hard to say. This is now a different system of measuring progress therefore it is not possible to compare with historic data. Previous comparisons made use of age bands; these are all measured against 4-year olds. Easter data will present a clearer picture of how many children are on track.

### b) Quality of Education

The report includes progress against school improvement and associated monitoring.

**Target 1:** 67% of Y2 passed the phonics check in September, how does this compare with last year? 100% passed last year. Of those who have not, most are expected to pass in June; all children need to pass the phonics check before the end of KS1. The HT provided more context about the specific needs of these children.

**How do you think the new phonics scheme will impact on future results?** This should be very positive. It is highly structured and supported by a wide range of resources. The scheme follows *Letters and Sounds* and includes daily class reading.

**In the event children do not pass the phonics check, what happens?** Those not achieving the check by the end of Year 2 begin Year 3 with an intervention programme with age-appropriate texts. The HT believes these pupils will pass.

Governors noted the Early Reading monitoring report is on the website. Mrs Brewer's summarised her monitoring visit on KS2 reading (a report will follow): this is a reading school. Children are positive about reading and provided suggestions around reading which will be acted upon. Governors noted the latest research indicates reading for pleasure has a very positive impact on life chances.

The English Hub Reading for Pleasure Audit has been carried out. Every class in KS2 now has a reader of the week who will recommend a book. This is now being included in the HT's newsletter and displayed in classrooms. New books, chosen by children, have been bought for each classroom from charity funding.

**c) Target 2:** Staff have identified and provided support and intervention for the lowest 20%. HT will analyse the impact of the intervention and share on the governor section of the website as soon as possible. **ACTION: Headteacher**

**d) Target 3:** To embed subjects further, strip back knowledge, make links through subject areas and implement sticky knowledge checks. This has been done. Staff have also identified the lowest 20% in each subject area, so staff know where children have gaps.

**What does the school do to support the top 20%?** The curriculum is written so it challenges all children. The White Rose Maths scheme includes additional resources. The focus is on deepening understanding rather than starting new material. Additional books with more challenging content are used with parental permission.



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The HT thanked all governors for their contribution to monitoring this term; it validates what subject leaders are doing.

**Has it been useful?** Yes. **How frequently should monitoring take place?** A new schedule will be set for next term. In the third term, monitoring will revisit subjects and aspects from the first term, forming a rolling programme. Some subjects will recur each term such as mathematics.

### e) Assessments

Assessments from the previous week are being added to *O-Track*. Staff were allocated an extra half day to complete and upload marking and assessments. Once complete the HT will analyse and circulate to governors. **ACTION: Headteacher**

**What do you think they will look like?** The HT responded KS1 has made good progress with reading. The AHT added Y4 reading has also been really good; writing remains a focus for improvement. The greatest impact has been on writing in Years 4 – 6.

### f) Attendance

3-year data has been provided with a detailed commentary and analysis of groups (PP, SEN, FSM etc). The number of absences has more than doubled this term. Children are required to quarantine for 10 days. Governors noted there has also been an increase in lateness and unauthorised holidays, similar to pre-pandemic levels. The biggest impact on attendance has been illness and the fact that 2-week Covid-absence now counts.

**Is persistent absence anything below 90%?** Yes. These cases also relate to Covid and children who have then experienced additional illness. Governors noted that in term 1, any absence has a higher impact. Absence rates are similar to other schools at present.

**Are there any attendance concerns beyond Covid?** Yes, lateness and absence combined. Referral to Early Help has been made where relevant and the school continues to monitor. **How is absence recorded for those with underlying health conditions?** Medical absence is recorded as authorised; this is still tracked and meetings take place with parents to discuss support.

**Is there anything significant in these figures?** There is some crossover of children between groups, for example some have been absent for Covid-19 and been absent for holidays. Children who have persistent absence are tracked; referrals are made where additional help is required.

**Are parents still fined?** Yes, if a child has an unauthorized absence of 10 sessions or more in a particular period some parents will be fined.

**Are children suffering because of persistent absence?** Yes, especially in a subject like mathematics which is very intense and moves rapidly, children can miss a whole unit and then require additional support to catch up that could be used elsewhere. In addition, there is an emotional impact on children who lack confidence when they miss material.

### g) Behaviour and Attitudes

Governors noted the behavioural incidents reported, including those related to prejudicial behaviour. The HT outlined the context and nature of these incidents and ways in which the school is seeking to raise awareness and develop best practice to address and prevent similar incidents. The HT also explained the ways in which parents responded to the school's response and the support they have given to looking at ways



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	<p>forward. Training in racial literacy has been scheduled for all staff through the NYCC Adviser and curriculum content, particularly KS1 PSHE, is being reviewed. The school currently uses the NYCC model PSHE curriculum but it is being reviewed to ensure it matches the school's context, which may be more diverse. The LA PSHE Adviser has been very supportive.</p> <p><b>Are parents satisfied with the school's response?</b> Parents have been invited to school to discuss matters and they have shared useful material with the HT. Parents agree the school deals with matters robustly and support the actions taken.</p> <p>Governors noted how pro-active and supportive parents have been and that this has been very positive in helping the school to improve the preventive measures in place. Governors also noted the impact of not being able to make exchange visits to its partner school, and hope that this link can recommence.</p> <p><b>Is any further support or action required from governors?</b> Governors are welcome to join the online staff training on 6 January at 3.45pm. Parents will also be made aware that these matters have been reported to governors who are supportive of the action the school is taking.</p> <p><b>h) Personal Development</b></p> <p>A pupil wellbeing report has been shared with governors, including a list of events and activities. Staff wellbeing has been supported by the allocation of an additional half day of administration time, and additional staff have been employed to lighten workload.</p> <p><b>How do staff have time to run extra-curricular activities?</b> Some external providers are used, but governors noted staff are dedicated to supporting children in these activities.</p> <p><b>i) First Aid Report</b></p> <p>This report was made available to governors and includes a detailed commentary. Governors noted there have been no significant incidents this term and fewer injuries. There are more injuries in Class 1; this reflects the age and development of the children who are more likely to trip.</p> <p><b>Is the data usual for a school of this size?</b> The HT responded it may be useful to undertake a comparison but the context of each school can be quite different and data can reflect factors such as the facilities and nature of playground equipment.</p>
<b>29/21</b>	<p><b>Budget Forecast Update</b></p> <p>The Resources Committee received a detailed update. A significant carry-forward is currently forecast for the next 3 years. <b>Governors agreed</b> further discussion should take place about how this can be spent on children currently in school, for example by addressing the current high pupil:staff ratios identified in the benchmarking report.</p> <p><b>Should the portable classroom be available, are funds available for additional costs e.g. transport, furniture, decoration etc?</b> The HT will have further information when an update from NYCC has been obtained.</p> <p><b>Has an appointment been made for the 1:1 TA support role?</b> There were no applicants. Agency supply cover is being used and this TA has built a good relationship with the child.</p>



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30/21	<p><b>Wellbeing of Staff and Pupils</b></p> <p>See discussion at 28/21.</p> <p>The Christmas Fair has been cancelled due to the number of Covid cases in school both amongst pupils and staff.</p> <p>It is hoped the Nativity performance will go ahead in staggered performances in a well-ventilated venue. Parents will be asked to wear masks, take lateral flow tests and keep a 2m distance. Additional masks will be provided at the entrance.</p>
31/21	<p><b>Safeguarding</b></p> <p><b>a) Issues or incidents</b></p> <p>None</p> <p><b>b) To consider the Annual Safeguarding Report to Governors, presented in draft at Resources Committee</b></p> <p>Governors noted the new template is still not available. The HT has used the previous format but updated relevant links and references. Governors thanked the HT for the content which reflects how seriously the school takes its safeguarding responsibilities.</p> <p>The latest safeguarding policy has been circulated to all governors. The HT asked all governors to send an email to the HT to confirm it has been read and understood.</p> <p><b>ACTION: All governors</b></p> <p>Governors noted the outstanding actions from the previous Safeguarding Audit. The HT is still trying to source Restrictive Physical Intervention (RPI) training which has not been possible due to the pandemic. Similarly, some EVC training has been cancelled.</p> <p>Governors noted the Appendix: Safeguarding Team training details which outlines staff training. Mrs Fraser is now the Deputy DSL.</p> <p><b>c) (13/21b) Confirmation all governors have read KCSIE (2021)</b></p> <p>Governors have read KCSIE (2021) but it has not been possible for everyone to sign to confirm this is the case because of the return to virtual meetings.</p> <p><b>Do governors need to undertake any additional training?</b> The HT contact individual governors who are required to update Prevent training. <b>ACTION: Headteacher</b></p> <p>Mrs Pickles will complete the Safeguarding induction training for Mrs Dresser. <b>ACTION: Headteacher and Mrs Dresser</b></p> <p>The HT will check whether Safeguarding eLearning training is up to date for each governor. <b>ACTION: Headteacher</b></p> <p><b>d) Safeguarding training and Updates Schedule 2021/2022</b></p> <p>All staff have read and confirmed understanding of the changes to KCSIE (2021), particularly the sections relating to Peer-on-Peer abuse. All staff have been issued with the updated the Child Protection policy. The Medical Conditions policy has been updated. Safeguarding scenarios have been considered in staff meetings; these will also be considered with TAs. Term 2 and 3 training priorities are identified: face to face CP training; Prevent training update; Peer on Peer abuse; and mental health and well-being (including self-harm and suicide ideation).</p>





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**Are we meeting all safeguarding requirements at present? What are the particular issues?** Peer-on-Peer abuse and how pupils treat each other. Part of this work is on Equality & Diversity to support and potentially reduce this. Work on mental well-being is also important this term. The HT reported even primary school age children are verbalising suicide ideations. The Staff Governor outlined the work on speaking out and using the NSPCC Pants campaign with children this term which helps them understand and know how to report abuse.

**How do you support and monitor children?** Staff use Scholar Pack to record any concerns about children. Any Mental Health & Well-being concern is logged and data is recorded in the Safeguarding Report and reported to governors. Concerns are all tracked and action taken; they are discussed and reviewed at the weekly staff meeting. Any serious concerns go straight to the HT as DSL who actions them by referring to other agencies such as Early Help and CAMHS, involving parents and referring via GP, or lower level via the School Nurse. Concerns are recorded and reviewed regularly. Children are given 1:1 sessions to provide the opportunity to speak.

**How do staff feel about unfamiliar issues like suicide ideation? Do they need support?**

There will be a safeguarding update training for staff next term. The Staff governor added staff welcome training; however, they recognise they are not specialists. The most important thing is to refer concerns to the right people at the right time. Governors noted external services are short staffed, so staff must remain vigilant whilst children wait to be seen.

**Does Before and After School provision fall under the school's safeguarding umbrella, or do they have separate policies?**

Whilst this service is from an external provider and its staff are not school employees, the HT has a duty to check safeguarding arrangements. Written confirmation that all their staff have been subject to satisfactory safer recruitment checks in line with the school's requirements, and that they have completed safeguarding induction, are obtained. It is not a requirement for their staff to be included on the school's SCR but at Cononley they are, something which has been checked with the LADO.

**Do you undertake spot checks on Before and After School Club providers?**

They are reviewed termly, cross-referenced against staff lists. Checks also cover the requirements for paediatric first aid provision.

**Is there an absence threshold at which point you would close the school?**

There have been a small number of Covid-19 cases since the start of term, but this has suddenly increased reflecting national trends. Should there be 5 cases in one class, the HT would contact Public Health England and seek further advice in line with the latest guidance.

**Is remote learning being provided for children who are absent?**

It is not possible at present to release teachers to focus on remote learning or to provide live lesson, so separate work is being set.

**What can be done to help reduce transmission rates?**

People wearing masks when they come into school.

**Have there been any instances of families choosing to isolate in advance of the school holidays?**

No. The school wishes to provide as much normality as possible and for events such as the Nativity and carol concert to go ahead with appropriate measures in place.





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32/21	<p><b>Health and Safety / Premises</b></p> <p><b>a) Issues or incidents</b></p> <p>None</p> <p><b>b) H&amp;S Report</b></p> <p>The report was made available to governors in advance of the meeting. Governors noted:</p> <ul style="list-style-type: none"> <li>The annual Fire Safety Report needs updating; the HT will chase this. The termly premises check should be completed before the end of term. <b>ACTION: Headteacher</b></li> <li>Some school trips have re-started successfully. The Y6 teacher has updated EVC training.</li> </ul> <p><b>c) Are the new key pads working well?</b> They are working well on the new internal door. Similar mechanisms are being sought for the Hall doors; the HT has investigated a range of workable solutions which has been time consuming. This matter is yet to be resolved. The HT will discuss with Mrs Price-Waite during the premises check. <b>ACTION: Headteacher and Vice-Chair</b></p>
33/21	<p><b>School Policies</b></p> <p>The following policies were made available in advance of the meeting:</p> <ul style="list-style-type: none"> <li>Pay Policy (reviewed and approved at Resources Committee meeting)</li> <li>Health &amp; Safety Policy</li> <li>Fire Safety Policy and Risk Assessment</li> <li>Child Protection Policy</li> </ul> <p>Governors confirmed they had read these policies and had no further questions. <b>Governors agreed</b> to approve all these policies.</p>
C	<p><b>Other Business</b></p>
34/21	<p><b>Governor Training</b></p> <p><b>a) Updates on any governor training completed</b></p> <p>Mrs Dresser is booked onto NYES Governor Induction training.</p> <p><b>b) (7/21d) Governors to confirm they have refreshed <a href="#">Prevent training</a></b></p> <p>The Clerk has certificates from Mrs Dresser and Mrs Cawood. See 31/21c above.</p> <p><b>c) (7/21e) Skills Audit Summary</b></p> <p>An anonymised summary will be sent to the Chair and HT and discussed as an agenda item at the March FGB meeting. <b>ACTION: Clerk</b></p>
35/21	<p><b>Governor Monitoring Visits</b> to consider monitoring reports not previously considered at the Standards &amp; Achievement Committee meeting.</p> <p>The following reports have been shared on the governor section of the website:</p> <ul style="list-style-type: none"> <li>Computer monitoring (Mrs Dresser)</li> <li>Art and design monitoring (Mrs Cawood)</li> <li>Sport premium monitoring (Mrs Dresser)</li> </ul>



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	<ul style="list-style-type: none"> <li>• Early reading monitoring (Mrs Breare)</li> </ul> <p>All governors confirmed they have been read. Governors noted how positive the reports are.</p> <p><b>It was agreed</b> in light of current transmission rates Mrs Cawood's Art monitoring visit will be postponed until a date in the early Spring term. <b>ACTION: Headteacher and Mrs Cawood.</b></p>
36/21	<p><b>Any Other Urgent Business</b></p> <p><b>a) Co-opted governor</b></p> <p>The HT invited Mr Müller to visit the school to further his application to become a governor. The HT will suggest some dates. <b>ACTION: Headteacher</b></p> <p><i>[At 7.51pm Mr Müller left the meeting]</i></p> <p><b>b) Staff Appraisal</b></p> <p><i>[At 7.53pm Mrs Fraser left the meeting]</i></p> <p>Further discussion of this item is recorded in a separate confidential minute not available for public inspection.</p> <p>The Chair seconded the Headteacher's staffing proposals. <b>Governors agreed</b> these proposals use the school's finances effectively to support the needs of children currently in the school and <b>unanimously agreed</b> the proposals.</p> <p><b>Governors further agreed</b> the budget will be reviewed again in the light of these changes at the February Resources Committee meeting. <b>ACTION: Clerk</b></p> <p><b>c) Headteacher's Pay Award</b></p> <p><i>[At 8.03pm Mrs Pickles left the meeting]</i></p> <p>Further discussion of this item is recorded in a separate confidential minute not available for public inspection.</p> <p><i>[At 8.13pm Mrs Pickles re-joined the meeting]</i></p> <p>The Chair will meet to discuss this matter further with the Headteacher. <b>ACTION: Chair</b></p>
37/21	<p><b>Consideration of the Impact of the meeting on the children at the school</b></p> <p>Governors:</p> <ul style="list-style-type: none"> <li>• Noted that refurbishment of the classroom toilets will take place in the summer.</li> <li>• Considered the safeguarding report and matters pertinent to the school's context.</li> <li>• Are aware of behavioural incidents in the school and what training and action is being taken to address them and strengthen prevention measures.</li> <li>• Discussed the best ways of using the school's finances.</li> <li>• Agreed proposals for additional staffing to meet need and support intervention</li> <li>• Are assured and have taken further steps to ensure the children have the support they need at this time.</li> <li>• Are aware of the school's new phonics scheme and the plans to embed it.</li> </ul>
38/21	<p><b>Dates of future FGB meetings, starting at 6pm:</b></p> <ul style="list-style-type: none"> <li>• Tuesday 22 March 2022 at 6pm</li> </ul>



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	<ul style="list-style-type: none"> <li>Tuesday 12 July 2022 at 6pm</li> </ul> <p><b>Committee meetings</b>, starting at 6pm:</p> <table> <tr> <td><b>Resources:</b></td><td><b>Standards &amp; Achievement:</b></td></tr> <tr> <td>Tuesday 9 February 2022 (virtual)</td><td>Tuesday 8 March 2022 (virtual) to change</td></tr> <tr> <td>Tuesday 17 May 2022</td><td>Tuesday 12 July 2022 (at 5pm)</td></tr> </table>	<b>Resources:</b>	<b>Standards &amp; Achievement:</b>	Tuesday 9 February 2022 (virtual)	Tuesday 8 March 2022 (virtual) to change	Tuesday 17 May 2022	Tuesday 12 July 2022 (at 5pm)
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Tuesday 9 February 2022 (virtual)	Tuesday 8 March 2022 (virtual) to change						
Tuesday 17 May 2022	Tuesday 12 July 2022 (at 5pm)						
<b>Close</b>	The meeting closed at 8.20pm The Chair thanked the Headteacher and all the staff for their hard work this term and thanked governors for their contributions to meetings and monitoring throughout the term.						
	<p>SIGNED: ..... DATE: .....</p> <p>CHAIR</p>						
<b>Clerk</b>	Sarah Williamson						