



Governing Body Minutes

Cononley Primary School: Meeting of the Full Governing Body

Date and Time:	21 March 2023 (6:00 pm):	In School
Present:	Mrs Harriet Brewer	(Parent Governor) <i>left at 8.13pm</i>
	Mrs Julie Cawood	(Co-opted Governor)
	Mrs Catherine Dresser	(Co-opted Governor)
	Mrs Katie Mason (CHAIR)	(Co-opted Governor)
	Mrs Catherine Pickles	(Headteacher)
	Mrs Rachel Price-Waite (V-CHAIR)	(Parent Governor)
	Dr Richard Wheelhouse	(LA Governor)
Clerk:	Ms Sarah Williamson	(NYCC Clerking Service)

A	Procedural
39/22	Welcome The Chair welcomed governors to the meeting.
40/22	Apologies Governors consented to apologies for absence received in advance from Mrs Breare (Co-opted Governor) and Mrs Fraser (Staff Governor). Mr Müller (Co-opted Governor) was absent. The meeting was quorate.
41/22	Declarations of Interest None
42/22	Any Other Urgent Business None
43/22	Confidential Items None
44/22	Minutes of the last meeting held on 06 December 2022, including Confidential Minutes The minutes of the meeting of the Governing Body held on 06 December 2022 were circulated to all governors in advance of the meeting. Mrs Brewer proposed, and Mrs Dresser seconded they be approved as an accurate record. Governors agreed and the Chair duly signed a copy to be filed in school. A copy will be posted on the school's website. ACTION Clerk and Headteacher A copy of the confidential minutes of the December meeting were tabled. Governors agreed these were an accurate record. A copy to be filed in school but not made available for public inspection.
45/22	Matters arising from the Minutes of the last meeting a) (36/22a) HT to revert to parent regarding racial awareness and behaviour



Governing Body Minutes

	<p>Governors noted the school has bought the <i>Kapow</i> PSHE curriculum. The PSHE Leader met with the LA PSHE Advisor to consider this Scheme of Work which is being adapted for the school's context to ensure it includes racial awareness.</p> <p>b) OFSTED</p> <p>Governors discussed the location of all the relevant information required for discussion with inspectors. The HT will circulate a one-page summary. ACTION: Headteacher</p> <p>When are they likely to return? Any time from the beginning of May. The HT showed governors where the SEF/SIP and all associated documents are located on SharePoint.</p> <p>c) Review of statutory information on the school's website</p> <p>Mrs Price-Waite and Mrs Cawood completed a website check prior to the Governance Audit. FGB minutes require updating on the website. ACTION: Headteacher and Clerk</p> <p>d) Pupil and parent survey</p> <p>The OFSTED questionnaires will be sent out prior to the end of term. ACTION: Headteacher</p>
46/22	<p>Minutes from Committee Meetings held since 06 December 2022</p> <p>a) Resources Committee (7 February 2023)</p> <p>Mrs Price-Waite summarised current challenges to the budget:</p> <ul style="list-style-type: none"> • School meal charges have risen to £3 due to rising costs. • SEND support costs of staffing ratios of 3:1 for a term have had an impact on budget. • The pay uplift for TAs and teachers has been fully funded from the school budget as there has been no government funding. • Energy costs have risen. <p>What is the Bursar's opinion of the current budget position? The position is similar to other schools. In September the school will return to 5 classes. If the budget allows, separate teaching will be retained in the mornings.</p> <p>Is the HT happy with the service being received from the SEND consultants? Yes; it is a significant costs but good value for money.</p> <p>Is there any funding due from the local authority towards the cost of providing for a pupil who has now left? The HT will contact the LA, the school should be due some funding backdated to September. Governors agreed that if the HT does not receive a response the Chair will write on behalf of all governors. The budget is in deficit and governors would like some reparation for the school. ACTION: Headteacher and Chair</p> <p>b) Standards & Achievement Committee (28 February 2023)</p> <p>Mrs Mason summarised key points from the meeting. All data was considered. Governors drilled down into data and saw evidence of the significant impact of intervention for the lowest 20% of readers through the <i>Lightning Squad</i>. Staffing was discussed.</p>
B	School Improvement
47/22	Headteacher updates:



Governing Body Minutes

	<p>a) Update on pupil numbers and school context</p> <p>Numbers for Reception in September are full and there is a waiting list. The school only wishes to take a maximum of 21 to keep class sizes consistent.</p> <p>Is the school's decision final or can the LA change it? The birth rate is low. In the future, governors may wish to consider opening up Nursery places.</p> <p>What is the geographical location of the pupils? 17/18 are in catchment. The final list has not yet been received. Others are siblings but out of catchment. There are 21 places and the school has 23 first choices.</p> <p>Is the school's provision for the remaining 2 high needs children sufficient? Yes.</p> <p>Has the school got the staff, support and infrastructure in place to support the needs of any children coming in? Yes; the time out space is still available.</p> <p>b) Updated attendance report and SIA report</p> <p>The HT shared the summary of attendance in the Behaviour and Attitudes report.</p> <p>Governors noted of the 13% with persistent absence, 7 are due to holidays and travelling. This has the biggest impact in Term 1. By end of the summer term overall attendance will be above 90%. The school has also experienced a lot of illness absence. The HT will send out attendance letters following the Parents Evening.</p> <p>Is the sickness absence for long-term conditions? No, it is a result of cumulative periods of separate illnesses. Some parents are also more cautious. There is an element of post-viral fatigue and genuine illness. But parents still need to be informed about attendance rates. The HT will provide individualised letters with absence percentages to those whose attendance has fallen into the amber monitoring category. ACTION: Headteacher</p> <p>Are parents generally good at informing the school of reasons for absence? Yes, but they need to phone by 9.30am</p> <p>Do you reinforce the benefits of good attendance? Some schools do but this can penalise classes with a child with longer-term illness. Governors saw the actions that are in place. The HT also includes regular reminders of the importance of attendance in the bulletin.</p> <p>c) Behaviour report</p> <p>The HT reported that <u>online bullying</u> is currently an issue but is all outside of school and involves children from outside school and some parents. The HT is considering involving the local police.</p> <p>Does this involve just Y6? No it goes lower down. Y6 children acted responsibly and told their parents. They withdrew from social media and reported it. There are some children who are more vulnerable and do not have same levels of supervision; this includes some children in Y4. All behaviour data in the report currently relates to online behaviour.</p> <p>The HT is proposing an intensive training day for all staff at the start of summer term.</p> <p>What is the nature of the vulnerability of these children? They can be more susceptible to doing silly things and lack positive role models.</p> <p><u>Prejudicial behaviour</u>: this term have had an incident of homophobic use of language.</p> <p><u>Sexual harassment</u>: this is age-related, very young children in Y1/R children looking under toilet doors but it must be reported.</p>
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Governing Body Minutes

	<p>Was there any response from parents regarding the parental behaviour policy? Only 2 pieces of feedback, both of which were positive.</p> <p>d) Update on staff and pupil wellbeing</p> <p>Staff are working very hard and some are stressed. The HT is looking at ways to support them in the run-up to OFSTED re-visiting, such as ensuring they have time to review their subject before the end of term. Staff are being given additional time, but this has a cost implication.</p> <p>What is the extra money being spent on? Supply cover. Governors agreed this is important in addressing the staff's biggest concern which is workload.</p> <p>Are there any more strikes planned? The HT responded unions are currently in 2 weeks of talks.</p> <p>Governors discussed OFSTED readiness and all that has been put in place to monitor and evaluate the work of the school since the last visit.</p> <p>Governors noted the impact on pupil well-being of children who are struggling. In what way are they struggling? With Social, Emotional and Mental Health (SEMH) needs.</p> <p>Governors discussed the idea that every behaviour is an unmet need. Attachment and trauma in a child can present as the same symptoms as ADD.</p> <p>Have staff completed attachment and trauma training? HT got someone coming in. All staff had this last year, but someone is coming in to provide training to the two staff who have not had this training. The HT gave all support staff an update on this training during the most recent strike day.</p> <p>23% of children in Y6 are identified as having an SEMH needs. Why is this so high? This year group was in Y3 during COVID. COVID has been a trigger for these SEMH needs. Pupils can be anxious and stressed.</p> <p>e) Progress against School Improvement Plan and SEF to include internal monitoring reports, including (29/22f) Subject Leader action plans, monitoring reports and Sways</p> <p><u>SIP/SEF</u></p> <p>Governors noted the progress this term outlined in the updated SIP/SEF:</p> <ul style="list-style-type: none"> • Leaders have moved swiftly to address the actions identified in the OFSTED inspection in May 2022. Training has taken place, so staff know the principles behind teaching effective lessons. Internal monitoring shows that lesson structure is clear with information delivered in chunks and key vocabulary highlighted. External monitoring from the HART Alliance Advisers show that lessons have improved. • Leaders have employed an external company, ADys, to provide a SENCO and to support school assessment systems (POPS and expressions of concern) to identify the needs of pupils with SEND accurately. Training has taken place on the graduated approach such as POPS, Clicker and PIVATS. The graduated approach is where a child is assessed, the teacher plans something based on the assessment, the children does it and the teacher reviews the work to see if it is working. Adaptations are evident and shown improvement throughout the term. The use of assistive technology such as Clicker and Immersive Reader is evident in lessons. The HT will provide all governors with a list of acronyms. ACTION: Headteacher
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Governing Body Minutes

- External and internal monitoring of Phonics shows teaching is systematic and consistently in line with the school's Systematic Synthetic Phonics scheme. Children are making rapid progress. Adaptations, catch-up and interventions are regularly monitored, and progress assessed.

Do you feel that it is all well documented? Yes, much has happened. Internal and external monitoring has been added. It is not possible to capture everything, but the HT feels there is a substantial amount of evidence. A summary SEF will be prepared in readiness for inspection. **ACTION: Headteacher**

Governor monitoring

The HT tabled a pack for each governor that included internal and governor monitoring reports and Subject Leader action plans.

Governors discussed the ways in which they know how each subject leader is supporting children with SEND in their curriculum area. Governors looked at children's books and the SEND link governor noted that books of children with SEND contained scaffolding. The HT is producing a three-point target mat on each table, so it is accessible by the children and every TA working with them. Governors discussed whether this was an inclusive approach and noted the HT's awareness of sensitivity to each child's their needs.

Governors commented they can see how teaching materials are differentiated and considered other evidence of which they should be aware to ensure provision is supporting the needs of all children. Governors agreed they could also consider whether working walls support the learning of all. Whether provision meets a child's POP and whether they have access to all the resources indicated on this plan. Subject overviews are displayed on classrooms walls. **Who are these displays for?** For the teacher, they show links to prior learning. They are also intended for the pupil but the HT feels they are too wordy and will consider translating them into child-friendly language, as seen during a visit to a local outstanding school. Governors noted this may take some time as they must be personalised to the school and generic versions are suitable.

Have the timings of Lightning Squad sessions been adapted so children do not always miss the same events, such as assembly? Yes.

Is there an alternative plan for children not making as much progress and so that children are not kept on the programme too long? Children are monitored very carefully. Some children have made such good progress they are working above chronological age. It is important not to take them off the programme too soon. Where a child is not making as much progress as anticipated underlying reasons for this must be explored and considered. This could include seeking advice from a professional or a specialist. This is all done on an individual basis.

How are we addressing gaps in core subjects such as Maths and English? The school uses Performance Indicators for Valued Assessment and Targeted Learning (PIVATs) as a tracking system. This can highlight what children can do and identify very specific gaps. Quality First teaching is key.

When does gap filling take place? First thing in the morning. The *Maths Minute* App and *Purple Mash* are very good tools for revisiting and repeating topics. English grammar is revisited and practised as part of whole class teaching. The HT will ask staff to add this information about interventions to the provision map. **ACTION: Headteacher**



Governing Body Minutes

Governors shared and summarised the findings of their monitoring visits with specific consideration of SEND and identified next steps for future monitoring:

Geography: Mrs Mason monitored pupil voice; all children could speak about their learning and progress. Next steps will include looking for further evidence of differentiation in exercise books and how the curriculum is being adapted for children with SEND.

Computing: Mrs Dresser discussed how the curriculum has evolved to meet pupils of all needs. It is a generic curriculum but being adapted to suit the school's context and the needs of the children. The Subject Leader is monitoring lessons internally to ensure staff are interpreting the curriculum appropriately for their class. Discussion also focussed on online safety; teachers are looking specifically at how to respond to latest social media issues.

In terms of vulnerable groups and children with SEND, how do we adapt the way we talk about online safety? Pupils are technologically aware but the first week of every half term is dedicated to reminding pupils about different aspects of online safety. Teachers talk to the children about trusted adults, age limits for social media and give advice. Children do know what to do if they see something unkind online. Year 1 pupils responded they would tell a grown up, or stop playing and move on. At the next visit Mrs Dresser will review displays showcasing children's work and follow-up the E-Safety questionnaire to see what actions are needed. She will also look at how the curriculum is specifically adapted to meet the needs of SEND children.

Art & Design: teaching takes place in the final week of every half term. Mrs Cawood commented the links to other subjects, especially the humanities, are very impressive. Children were very enthusiastic and knowledgeable, and extremely effective in using appropriate vocabulary. Governors commented this is true across all subjects monitored.

Mrs Cawood observed that in considering the very important provision for pupils with SEND, the needs of high achieving pupils should not be ignored. The HT responded the right provision must be made for all children. Challenge is provided for children by making sure they have a deep understanding. This must be taken subject by subject e.g. problem-solving in Maths; writing are they given the scope to show what sentence structures they can use; and in reading are they being given challenging material they can talk about etc Data will show the school has greater depth learners. Next steps will include monitoring the class of a teacher other than the Subject Leader.

Science: The Subject Leader had prepared a presentation. The Science curriculum has been updated both in respect of SEND and formative assessment. A detailed knowledge and skills development statement is available to parents on the website. Dr Wheelhouse met pupils in R and Y1. and discussed their work. Pupils were articulate, engaged and positive about the range of activities. Retention of knowledge and technical vocabulary were excellent and the impact of experiential learning on their attitude, understanding and retention of knowledge was evident – testament to inspiring teaching.

In Science week last year, Dr Wheelhouse saw the work of Y4-6 and was impressed by the displays and maturity of presentations by pupils which showed development of scientific thinking and method; designing fair tests for their theories and devising appropriate tests and controls. Did you see any evidence of science being adapted for SEN? Project and group work showed evidence of peer learning supporting those with SEND. Next steps will be to revisit and see how the small number of children who found these activities challenging are being supported and addressed.



Governing Body Minutes

	<p><u>Religious Education</u>: Mrs Price-Waite focussed on pupil voice and noted that subject-specific vocabulary was excellent. SEND children were represented in each year group spoken to. Vocabulary was amazing. Next steps will include continuing to look at children's books and big books and displays. The visit posed a question about whether RE lessons are moved for other activities, is it lower priority? The HT responded core subjects do take priority but where any lessons are missed teachers will catch up.</p> <p>Do the children experience any visits related to RE? Patterns of visits are being re-established, but cost is also a consideration.</p> <p>f) School Data</p> <p>The HT shared a copy of the <u>School Inspection Data Summary Report</u> but this indicates that there is nothing specific to highlight; all data is in line with national data.</p> <p>The HT shared updated <u>data for March of the impact of tutoring with Lightning Squad</u> and how successful it is. Updated data for March which shows reading age improvement. 3 children who did not achieve phonics last year have been reassessed by the HT without any preparation and all of them are now succeeding and have innate knowledge.</p> <p><u>Whole school Reading, Writing and Maths data</u> was discussed in detail at the Standards & Achievement Committee meeting. Governors noted the very helpful written commentary.</p> <p>The HT will specifically focus on data for Greater Depth at the next data capture point.</p> <p>ACTION: Headteacher</p> <p>Data analysis of groups considers the attainment of PP groups and SEND and provision of FSM and lowest 20%. Tables at the bottom of the report are a provision map for the whole school indicating in detail what intervention is taking place.</p> <p>g) SEND provision and monitoring, including update on audit and EHCP applications and exceptional funding</p> <p>Governors noted all the actions that have taken place are included in the detailed SEND report circulated to governors in advance of the meeting.</p> <p>Governors discussed the SEND data used for national comparisons. The HT will discuss this with the SENCO and seek clarity around the origin of the data. ACTION: Headteacher</p> <p>h) Phonics Hub Audit feedback</p> <p>This was a useful external audit. The HT and a teacher visited the hub at Burley Woodhead to see the reading provision work being done and will adjust accordingly.</p>
48/22	<p>Finance</p> <p>a) Schools Financial Value Standard (SFVS) for approval</p> <p>Governors noted that all aspects were met, with only one criterion met 'in part' which the HT explained. Governors agreed to approve the SFVS for submission by the Headteacher.</p> <p>ACTION: Headteacher</p> <p>b) Update on voluntary parental contributions</p> <p>This is on hold now because of the increase to School Meal charges. Have numbers opting for school meals reduced because of the increase in charges? One or two parents have opted out.</p>



Governing Body Minutes

	<p>c) Update on any additional government funding towards energy costs</p> <p>The budget is in deficit. But any additional funding is not yet known. The school has established pupil energy monitors.</p> <p>d) Leavers' hoodies</p> <p>The cost of these items has increased significantly. Mrs Price-Waite has approached the Friends of Cononley School to see if they can be of support. Governors discussed year group funding, which may be more effective; the HT advised that any fund raising requires careful co-ordination.</p> <p>The Chair offered to approach the company directly to see if a preferential rate could be negotiated. ACTION: Mrs Mason</p> <p>What happens if parents do not make voluntary contributions towards the cost of transporting children to swimming lessons? The school must pay. Pupil Premium funding is used to support some pupils. Sports Premium funding can only be used to support top up swimming lessons.</p>
49/22	<p>Academisation</p> <p>a) Update regarding Academisation</p> <p>Consideration of academisation is on hold until OFSTED have revisited the school.</p>
50/22	<p>Safeguarding</p> <p>a) Issues or incidents</p> <p>All information was included in the Safeguarding report to governors, which is updated termly. There are no children subject to a Child Protection plan. A small number of children are engaged with Early Help. A summary of this data is recorded at the bottom of pg 3 of the report.</p> <p>Governors noted a matter was referred to the Local Area Designated Officer (LADO) who reviewed the incident and concluded no further action was required. This matter was recorded and referred as per procedures.</p> <p>Governors noted the incidence of prejudicial language referred to at 47/22c.</p> <p>Has the school been visited by the local Police Community Support Officer? Yes in January. Subsequently, a group of children have also taken part in <i>Crucial Crew</i>.</p> <p>6 children have been referred to CAMHS</p> <p>b) (32/22b) Online Safety Sway circulated to governors</p> <p>Governors confirmed they are aware of how to access this Online Safety update. ACTION: All governors.</p> <p>c) (32/22d) Report of NYCC HR Advisor on the Single Central Register of Appointments – to note action plan</p> <p>The Chair and HT have discussed this report and action plan during their fortnightly meetings.</p> <p>d) NYSCP Safeguarding Audit</p>



Governing Body Minutes

	<p>The audit was circulated to all governors in advance. Governors confirmed they had read it and understood that leadership refers to governance as well as the school's senior leadership team.</p> <p>Governors noted any items not yet RAG-rated green will be transferred to an action plan</p> <p>e) Governors are asked to read the Safeguarding bulletins the HT circulates which are contextually relevant to the school. These include videos, and Sway presentations. The HT showed all governors where they can be located on SharePoint.</p> <p>The HT will circulate again the SG flowchart that is on the wall in reception. ACTION: HT</p> <p>What else do we have internally to monitor SG? Audit of SCR audited in the autumn term. Staff sG file to ensure all up to date and training complete. Checked with the Chair. Any report followed by an action plan to show how the sch is constantly improving its SG culture. Always a SG section in the weekly bulleting to parents frequently focusses on online safety.</p> <p>Governors approved the school's submission of the local safeguarding partnership's biennial audit.</p> <p>f) Staff Online Safety Audit (Mar 2023)</p> <p>Staff identified their training needs. The summary report of pupil responses will be published to parents in the bulletin. This highlights that online safety is an issue for the school.</p> <p>How are we going to deal this? The HT has bought in NSPCC training for the post-Easter INSET day.</p> <p>g) Annual Safeguarding Report</p> <p>See above</p>
51/22	<p>Health and Safety / Premises</p> <p>a) Issues or incidents</p> <p>There were no issues or incidents to report.</p> <p>The LA H&S Advisor has not yet visited to complete the fire checks. The HT has made contact again to request this is completed before Easter. Fire Doors in particular need consideration. ACTION: Headteacher</p> <p>When was the last internal fire drill? It was July 2022; they are completed annually, as are lockdown and partial lock down drills involving invacuating and evacuation off site.</p> <p>b) Annual H&S Audit Report</p> <p>Governors noted this report highlights the actions taken. Some outstanding matters reflect the ongoing challenges to get contractors to come in to school.</p> <p>c) Report of the termly premises visit</p> <p>Checks on locks on toilet doors will be included in the next HT and Governor termly premises walk round. ACTION: Headteacher and Mrs Price-Waite</p> <p>d) Tree Safety</p> <p>The LA has informed the school they will no longer take responsibility for tree safety. The school has many trees. The HT has asked the LA for a copy of the most recent tree survey</p>



Governing Body Minutes

	they carried out. Tree surveys have been carried out annually. This item will be carried forward to the next Resources Committee meeting. ACTION: Headteacher & Clerk
52/22	<p>School Policies</p> <p>The following policies were circulated in advance of the meeting:</p> <ul style="list-style-type: none"> a) Behaviour policy b) Mental Health and Well-being strategy c) Acceptable Use policies d) Anti-bullying policy e) Children Missing Education protocol <p>Governors noted these policies are on the annual schedule for review. They are standard NYCC policies adapted for school. Have they changed since last year? No major revisions have been made. Governors unanimously agreed to approve these policies.</p> <p>f) (34/22i) Teaching & Learning policy</p> <p>This item will be carried forward to the next Standards & Achievement Committee meeting. ACTION: Clerk</p>
C	Other Business
53/22	<p>Governor Monitoring Visits</p> <p>The following governor monitoring visits have taken place. For findings, questions and next steps please see discussion at 47/22e:</p> <ul style="list-style-type: none"> • RE monitoring visit • Early Reading and Phonics • Music • Computing • Science • Geography
54/22	<p>Governor Monitoring Visits and Training</p> <p>a) (29/22f) Update on Governor training: Monitoring</p> <p>The HART Adviser is visiting on 24 April and the HT will ask her to offer some governor monitoring training that day, either in person or online. ACTION: Headteacher</p> <p>b) Prevent training</p> <p>The HT will double check she has received copies of certificates from all governors to confirm they have updated their Prevent training. ACTION: Headteacher</p> <p>c) (32/22b) Confirmation all governors have completed NYSCP Safeguarding basic awareness update training</p>



Governing Body Minutes

55/22	<p>Any Other Urgent Business</p> <p>Is there any further <u>monitoring</u> the HT would like governors to undertake? Governors agreed SEND should be a specific focus during any monitoring in the first half of the summer term. ACTION: All governors</p> <p>Mrs Dresser will send the Clerk a summary of <u>questions</u> from the recent OFSTED training for circulation to all governors. ACTION: Mrs Dresser and Clerk</p> <p>Governors noted the updated <u>subject overviews</u> will be circulated to all governors immediately after the Easter break. ACTION: Headteacher</p> <p><i>[Mrs Brewer left the meeting at 8.13pm]</i></p>				
56/22	<p>Consideration of the Impact of the meeting on the children at the school</p> <p>Governors:</p> <ul style="list-style-type: none"> • Considered the impact of attendance on learning. • Asked challenging questions about pupils with SEND. • Know Subject Leaders have produced detailed overviews of intent, implementation and impact in their subject reports. • Reviewed actions against the SIP • Are aware of the key concerns teachers have around online safety and the key actions that are in place to keep children safe. • Compared and contrasted all GB monitoring reports to look at consistency • Talked about the current budgetary challenges and some of the way in which they may be addressed moving forward. • Approved the local safeguarding partnership's biennial audit and noted most areas are met and those which are not are being addressed. 				
57/22	<p>Dates of future FGB meetings</p> <ul style="list-style-type: none"> • Tuesday 21 March 2023 at 6pm • Tuesday 11 July 2023 at 6pm <p>Committee meetings</p> <table border="0"> <tr> <td>Resources:</td> <td>Standards & Achievement:</td> </tr> <tr> <td>Tuesday 16 May 2023 at 5.30 TB</td> <td>Tuesday 27 June 2023 at 6pm</td> </tr> </table>	Resources:	Standards & Achievement:	Tuesday 16 May 2023 at 5.30 TB	Tuesday 27 June 2023 at 6pm
Resources:	Standards & Achievement:				
Tuesday 16 May 2023 at 5.30 TB	Tuesday 27 June 2023 at 6pm				
Close	<p>The meeting closed at 8.19 pm. The Chair thanked all governors for their contributions.</p>				
	<p>SIGNED: DATE:</p> <p>CHAIR</p>				



Governing Body Minutes

Clerk	Sarah Williamson
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Item	Action	Person	Date
45/22b	One-page summary of key information to be produced and circulated to all governors	HT	ASAP
45/22c	Publication of FGB minutes on the school's website to be updated	HT and Clerk	ASAP
45/22d	Pupil and parent survey to be circulated prior to the end of term	HT	Mar 2023
46/22	Contact to be made with the LA to seek reparation for outstanding SEN funding from an EHCP	HT and Chair	ASAP
47/22e	All governors will be provided with an updated list of educational acronyms.	Headteacher	ASAP
47/22e	A summary SEF will be prepared in readiness for inspection	Headteacher	Inspection
47/22e	All staff will be asked to add all information about interventions to POPS	Headteacher	ASAP
47/22f	Greater Depth will be a specific focus for analysis of attainment data at the next data capture point.	Headteacher	Summer term
47/22g	The HT will seek clarification of the origin of SEND data for national comparisons with the SENCO	Headteacher	ASAP
48/22	SFVS to be submitted	Headteacher	31 Mar 2023
48/22d	The Chair will approach the Leavers' Hoodie company to see if a preferential rate can be negotiated.	Mrs Mason	ASAP
50/22c	Governors to access the Online Safety update from the Headteacher	All governors	ASAP
51/22a	Agenda item: Confirmation that the LA H&S Advisor's visit has been re-scheduled with consideration of the fire doors	Clerk	July 2023
51/22c	Checks on locks on toilet doors will be included in the termly premises walk round.	HT and Mrs Price-Waite	Summer term
51/22d	Agenda item for Resources Committee: Tree Survey	HT & Clerk	May 2023
52/22f	Agenda item for Standards & Achievement Committee: Teaching & Learning policy	HT & Clerk	June 2023
54/22a	The HT will ask the HART Adviser to offer governor monitoring training, either in person or online.	Headteacher	24 April
54/22b	The HT will double check she has received copies of certificates from all governors to confirm they have updated their Prevent training.	Headteacher	31 Mar 2023
55/22	SEND to be a specific focus during any monitoring in the first half of next term.	All governors	Summer term
55/22	A summary of questions from recent OFSTED training will be circulated to all governors.	Mrs Dresser and Clerk	ASAP
55/22	Updated subject overviews to be circulated to all governors immediately after the Easter break.	Headteacher	April 2023