



**Sussex Road Community Primary School
Minutes of the Meeting of the Governing Body
held on 10 February 2020 at 1.30pm at the School**

	Present:	Nicola Furlonger (Chair) Sarah Bowles (SB) (Headteacher) Andrew Chesworth (AC) Alison D'Alton (ADA) (SBM) Vanessa Lines (VL) Andrew Pembroke (AP) Claire Robertson (CR) Louise Rowlands (LR) Emma Sangster (ES) Michael Webber (MW) Jo Winker (JW)	
	In attendance	Carly Birkett, (Deputy Headteacher (DHT)) Lesley Hardwick (Clerk)	Action
1.	<p>APOLOGIES FOR ABSENCE</p> <p>John Tomlinson was absent due to work commitments and Governors noted that Carla Thompson would only be remaining on the GB until she had completed her next Safeguarding visit, due to work and family commitments, and had not been able to attend the Governor day or FGB. Apologies from both these Governors were accepted. The Clerk confirmed that the meeting was quorate. The Chair advised that Des O'Dwyer had decided to resign from the Board, due to work and family commitments that were preventing him from dedicating sufficient time to his Governor role, although he had offered further support with any building projects and confirmed that he would be willing to assist in projects such as the playground improvement if asked to do so.</p>		
2.	<p>DECLARATION OF BUSINESS INTERESTS</p> <p>No declarations of interest were received in respect of any item on the Agenda.</p>		
3.	<p>MINUTES OF LAST MEETING AND MATTERS ARISING</p> <p>Minutes of FGB meeting held on 29 November 2019 The minutes of the meeting held on 29 November 2019 were approved as an accurate record and signed by the Chair.</p> <p>Action Points Governors reviewed progress against outstanding actions:</p> <ul style="list-style-type: none"> • <u>Safer Recruitment Training</u> – The Vice Chair confirmed that he had completed the NSPCC online training course, which had been very complex and comprehensive with very difficult tests. He added that other NSPCC Safeguarding courses were also very thorough. <p>It was confirmed that all other 'due' action items had been completed or were covered under other agenda items.</p> <p>Other Matters Arising There were no other matters arising from the minutes.</p>		

4. SCHOOL IMPROVEMENT

Headteacher’s Report

Governors had no comments on any issues raised within the Headteacher’s Report.

Progress against the Strategic Plan and Reports from Governor Visits

The Chair asked Governors to report on the monitoring they had carried out during the Governor Day. She remarked that this had been a very valuable and hugely useful experience, and that staff and children had all been very welcoming. She asked the HT to pass on her thanks to all staff, on behalf of the GB.

- **Quality of Education**

The Quality of Education Monitoring Team, who had carried out this visit, confirmed that they had focussed on reviewing progress against the Autumn Milestones, particularly in respect of Strategic Priorities One and Three (Reading and Deep Learners). They reported that Reading was on track and that teachers had received training from Key Stage leaders at staff meetings and on Inset days, about both Priority areas. They also explained that new materials were being used that were aligned to what children would be reading at school and at home. They had noted that there was a move away from using the Library to having well stocked book corners in classrooms.

Governors reported on their Pupil Voice session, confirming that all the children had agreed that they enjoyed reading as long as the book was interesting to them, with approximately half saying that they read on their own, and half reading with others. They were also able to talk about where they could find non-fiction texts, and about free reading. The children had said that they would have read anyway, without a Rewards scheme although they had added that they knew that some other children only read because of the Rewards. They had been able to articulate what they did, and when, commenting that they were able to free read during lessons, including Maths lessons, if they had finished a piece of work. The HT noted that this should not be happening and that she would investigate. Another Governor commented anecdotally that she had been told the same thing, as a parent.

The Governors reported that some of the Year 5 and 6 children that they had spoken to had commented that the books in the class book corners were ‘too young’ for them. The HT explained that she was aware that some parents bought ‘teenage’ fiction for their children in upper KS2 who were very able readers, but that she would not purchase these books for the School, as the content was not appropriate for a Primary school. **In response to a question, the HT confirmed that children could bring their own books in to school and added that parents were sent information about appropriate texts**

The Governors reported that the Reading Partners Scheme was going well, although the long term impact of this would need to be monitored over time. **A Governor asked how monitoring would be carried out.** The HT confirmed that the Milestone target was that 15 Reading Partners would be coming into school. In response to a question, she explained that Partners were allocated according to need, determined by teachers, so there might be an uneven distribution across classes. **A Governor suggested that the success criteria in the Strategic Plan should therefore be that the need for Reading Partners was being met, rather than a set number of Partners. A Governor noted that the measure in the Plan was that 410/450 children should be reading regularly, and asked how many Reading Partners would be needed to facilitate this.** The HT advised that the number of days/hours that parents were able to come into school would vary, and confirmed that the success criteria would be that all children who needed support to access reading were getting it, and were on track.

A Governor asked what the School had been able to put in place for parents who could not read. The HT advised that although there was a lot on offer for parents wishing to take GCSEs or A Levels, or courses such as Creative Writing,

there was nothing for those who could not read at all. The SBM commented that the School had offered support in-house in the past. The HT confirmed that the School would do anything possible to promote reading and engage families. A Governor commented from walking around the School during the Governor Day, it was clear that Reading was a focus in every classroom, commenting as an example on the books on display in EYFS. One of the QoE monitoring Governors commented that there was overlap between the QoE and EYFS monitoring, in terms of the different activity areas within the EYFS space and added that there was a clear flow across key stages.

With regard to the 'Deep Learners' Strategic Priority, one of the monitoring Governors reported that there had been two staff meetings and INSET days on this topic, and staff knew that this was not a 'level' for children to reach, but an overall depth of knowledge and understanding from a child of any ability, in respect of problem solving and gaining knowledge. She confirmed that the monitoring pair had spoken to the SENCO about metacognition and that staff were engaged and motivated by the Action Plans that were in place. She commented that this would be a change in culture and would not be a 'quick fix' that happened over time.

- ***Behaviour and Attitudes***

The monitoring Governors reported that the environment throughout their Learning Walks, at lunch and on the playground had been calm and focussed. Children had been behaving well in class and when they were outside or transitioning between classes they were not running and were moving with purpose.

The Governors commented that children with extra needs were being supported by staff mostly in the classroom and one child initially receiving Sensory Circuits out of the classroom had subsequently returned to the classroom and had been learning.

A Governor reported that the environment in the Dining Hall had been orderly (although he noted that the HT had been in the Hall at the time), and that when Governors had gone onto the playground, children had been friendly and had come up to Governors and asked a number of questions. He advised that Governors had observed some good-natured rough and tumble between boys, including on the MUGA. He also commented that it had not been possible to identify children with extra needs on the playground (which he believed was positive), although the Support staff had focused on particular children, and the Governors had had some interaction with a child who was missing her mother. He concluded that in terms of Behaviour and Attitudes, Sussex Road was a very calm and focussed school.

Another Governor commented that the children she had seen whilst walking around the School had been working hard and industriously, and had not been phased by Governors coming into their classrooms. Staff had also been relaxed, and one had commented that they would like to see Governors more often. In response to a comment that staff had been 'well prepared' the HT advised that staff had had the timetable for the Governor Day one working day before the visits, but had not been briefed in advance.

- ***Personal Development***

The monitoring Governors advised that they had met with Key Stage leaders to discuss Home Learning Challenges. Leaders had advised that they had been reviewing the data, but that completion of these challenges had not been as high a priority in Terms 1-3, compared to other areas of the Strategic Plan. Leaders had however confirmed that the challenges were achievable, but felt that some action was necessary to raise their profile and ensure that children were recording completed challenges, although they had also noted that many of the activities within the Challenges were outdoor activities that would be carried out during the Summer. Leaders had also confirmed that their focus was on the most vulnerable children who did not have as many opportunities. Governors advised that they had noted, from their discussions with staff, that the Eco-warriors had their own challenges to complete (and that a prize was on offer for this) and that children

might have chosen to complete these activities instead, or working on their reading. They concluded that this was a work in progress, but that the teachers they had spoken to knew their children and the gaps that they needed to fill.

The HT commented that, although Sussex Road was below the National Average in respect of the percentage of Pupil Premium children and lack of deprivation, there were many parents who were working but struggling to make ends meet, often working shift patterns or a number of jobs so that they were unable to attend events or parents' evenings and that their children might only see one parent at a time. One of the monitoring Governors commented they had discussed the issue of parents who were time poor and did not have time for home learning and that for that reason they had felt that the focus on vulnerable children was the correct one, as other children might not complete Home Learning Challenge activities but attended extra-curricular clubs and had access to other experiences. The Governors had also had a conversation about the School's values and how these embedded and supported life in school, and underpinned all the strategic priorities. A Governor confirmed that the focus would be on how to promote, refresh and celebrate the Home Learning Challenge programme without singling any children out. **A Governor suggested providing a 'nudge' for parents through newsletters and letters from the HT.**

A Governor asked whether the monitoring Governors had been able to review wider curriculum subjects. The Monitoring Governors confirmed that this would have to be picked up through another visit.

A Governor reported that she had attended training on Creative Subjects and Art, which she felt would fit in well for future monitoring, linking to Priority Three and referred to the information which had been uploaded to Sharepoint.

- ***Leadership and Management***

The Vice Chair reported that he and the Chair had had a very constructive meeting with four teachers. He advised that the teachers had all been able to talk about the Strategic Priorities, in relation to their own work, and had confirmed that the School had a supportive culture and that they were asking for help would not have a detrimental impact on their progression. They had also acknowledged that attention was paid to wellbeing and steps taken to address any issues.

The Chair advised that although staff might not recognise the Strategic Plan in the format used by Governors and School leaders, the messages of the Plan were well understood. The teachers had known that the focus was on Reading and had also spoken about training and the Deeper Learners priority, recognising that this was a work in progress.

The Governors reported that the discussion with teachers had discussed the level of change over the past two to three years, and advised that teachers had expressed their frustration that new things were introduced and then changed because they had not been effective. They had commented that they would like some time without change to be able to plan, implement and evaluate and had recognised that, although this was not the School's fault, it was still frustrating and they needed some 'breathing space'.

A Governor commented that he had been impressed that staff had been able to articulate the Strategic Plan without referring to it directly, suggesting that there was joined-up thinking and that staff knew what was needed, and also felt able to contribute to the planning. Other Governors remarked that they had experienced the same thing in their own discussions with staff.

The Vice Chair remarked that from a staff point of view, their performance objectives were aligned to the delivery of the Strategic Plan, but with flexibility to acknowledge that things might change, and that there was also sufficient scope for their individual personal development. The Chair added that teachers also appreciated the time out of class in curriculum meetings to plan, and commented that it had been clear that Sussex Road was an incredibly supportive school. Staff had also spoken about the time they had been given during Mental Health Week to sit together as group, and welcomed these opportunities. The HT commented that

the location of the Staff Room meant that the KS2 teachers often did not have time to use it during break periods.

In response to a question, the Chair advised that the teachers they had spoken to were not SLT members and had a range of experience and responsibilities.

- **EYFS**

One of the EYFS monitoring Governors advised that their visit had included time in the EYFS room and a meeting with the EYFS Leader over lunch. She reported that the environment in the EYFS room had been purposeful and the children were engaged and confident. There was a clear emphasis on Reading, with new initiatives introduced such as the Mystery Reader when a parent came in to read a story behind a screen, so they could only be seen in silhouette. Other Reading initiatives included book displays and the 'Word of the Week'. Governors had noted that there were no Reading Partners within EYFS currently and the EYFS Leader had been hesitant about introducing them because at EY stage the focus is more focussed on the mechanics of reading.

A Governor commented that it had been noted during the visit that children were free to follow their own investigations and lines of enquiry. Another Governor commented that this approach transferred into Year 1, where children were still not at desks and were learning through their own investigations.

One of the Governors remarked that all areas of the EYFS space had been being used during their visit, and that words and books were everywhere. She added that the 'Word of the Week' had been a different concept initially, but that a lead had been taken from the children, for example using challenging words in class texts. Governors had also noted that EYFS and Year 1 teachers were delivering 'back to basics' phonics training for Upper KS2 teachers, on the basis that children who had not picked up the basics in EYFS or KS1 found Reading difficult throughout their education. A Governor remarked that some KS2 teachers had been trained to teach KS2 and KS3, and might have gaps in their own knowledge regarding phonics teaching.

A Governor commented that the impact of using investigative play in KS1 on deeper learning was evident in terms of learning and attainment in Year 1. The HT commented that there was research that supported the impact of this style of learning across the whole school, particularly the freedom of choice, for example giving children the freedom to choose whether to work at a desk or in another area of the room using clipboard and promoting independent learning. She commented that learning became more passive as children moved up the school and lost the ability to make choices about their learning. **In response to a question, the HT confirmed that she would like to expand this approach across the School, although a Governor noted that the school buildings limited the ability for this style of working outside EYFS and Year 1.** The HT agreed, commenting that, although children had access to outdoor space, the lack of school fields or extensive outdoor learning space was a disadvantage.

- **SEND**

The Chair noted that the Note of Visit from the previous SEND monitoring visit at the end of January had been circulated with the meeting papers. The SEND Governor advised that at that visit, Governors had met with the SENCO to discuss the Term 2 data and had talked about the impact of support in the classroom. He commented on some issues discussed with the SENCO during this visit (reported within the Confidential minutes)

With regard to the visit earlier that day, Governors confirmed that most SEND children had been in class, and those that were out of the classroom had been supported by a TA or teacher, and had been undertaking exercises to refocus them, such as Sensory Circuits. Although the Governors had not been able to identify whether SEND children were being read to by Reading Partners during the

	<p>visit, the SEND governor advised that he would like to follow this up further with the HT at a future visit. The HT confirmed that it was good practice for SEND children to be supported by the best and most experienced staff, and that they might not therefore be the children reading with Reading Partners.</p> <p>A Governor commented that the non-learning space/breakout areas were used regularly, and that one child had been observed using the area with a TA, adding that the Governors had also noted photographs being taken as a way of evidencing small amounts of progress.</p> <p>Governors finally confirmed that they would follow up on a number of issues at future monitoring visits, and would produce a full written report of their visit.</p> <p>Feedback from Governor Day</p> <p>Governors concluded that the Governor Day had been a very valuable experience and thanked the Chair and HT for arranging it. The HT commented that it was a shame that it had not been possible to accommodate all Governors' aspirations for the day, such as foundation subjects and the Forest School. A Governor commented that the day had brought the Strategic Plan alive and made it clear to Governors how everything came together.</p> <p>A Governor noted that there were number of iterations of the Strategic Plan on Sharepoint, and asked which of these was the one that Governors should be referring to. The HT advised that she updated the Plan immediately before the FGB meetings where it would be discussed in detail (Terms 1, 3 and 5) and that this would be the most up to date version available until the next meeting. She added that she had tried to use a version control system previously but had found it too confusing to manage. Governors considered other options, such as a link to the HT's 'live' document but noted this would present a risk that the document could be inadvertently overwritten. It was therefore agreed that the current arrangements should continue.</p> <p><i>The Chair requested that the HT's report to the meetings where the Plan was not being discussed (Terms 2, 4 and 6) should include a brief summary of progress against key milestones.</i></p>	SB
5.	<p>FINANCE</p> <p>Nine Month Financial Statement</p> <p>Governors reviewed the Nine Month Statement and the note of the finance visit where it had been discussed. The Chair confirmed that the LA's feedback had also been circulated with the meeting papers and advised that all variances had been noted and explained at the monitoring visit.</p> <p>Governors noted that the predicted revenue rollover was £136,190, a positive variance of £22,360 against the budget estimate of £103,575, and that the Capital rollover would be £0. A Governor asked whether this positive variance could be used to fund building maintenance, or to create a plan of work. The SBM advised that the main priority would be to improve heating, commenting that heating across the School building needed to be rebalanced.</p> <p>A Governor questioned the impact of the changes to the KS2 and KR3 pay grades. The SBM advised that the most significant impact had been on morale, as there was very little room for progression or any significant financial reward for taking on additional responsibility. A Governor asked if the School had considered moving some staff on KR3 to a KR4 grade. The SBM advised that the School also had the option of moving away from Kent Pay Scales altogether. However, she advised that she would not receive any budgetary information from Kent until the beginning of April.</p>	

	<p>A Governor asked whether High Needs Funding was still being topped up by the School. The SBM explained that once expenditure reached a certain point, schools received additional funding through I01 to cover the cost of their contribution.</p> <p>A Governor noted that the School was receiving additional DfE funding in respect of increased teachers’ pension contributions, but asked whether it had received an update on the financial position of KCC’s pension fund, which continued to be in deficit as a result of some poor investment decisions. The SBM advised that she had not received any information from the Pension Fund for some time.</p> <p>Budget Control Mechanism (BCM) Limit form The SBM confirmed that the BCM form had been submitted with the Nine Month Return, and referred to the copy of the form which had been circulated with the meeting papers. She advised that the rollover of £136,190 was well within the BCM of £221,119.20, following the increase in the limit of 12% of budget, and that she had therefore not included any committed expenditure to be carried forward to 2020/21 on the BCM form. However, she advised that the rollover amount might increase further by the end of March and that if this was the case she would consider carrying forward some committed expenditure for maintenance items.</p> <p>2020 SFVS Return The Chair advised that she had discussed the completion of the 2020 SFVS return at the last Finance Monitoring visit and that the SBM has sent a draft of the return to the Finance Monitoring governors for review. The Clerk asked if any questions from Governors could be recorded as evidence of Governors’ involvement in the process. The SBM advised that she would update the ‘dashboard’ page of the Return (which created benchmarking against some key performance indicators) following closedown on 24/3/20. It was agreed that AC would review the draft document against the evidence and revise this accordingly. <i>It was confirmed that the draft SFVS would be submitted to the next FGB meeting for approval.</i></p>	ADA/A C/ LH for agenda
6.	<p>PREMISES The SBM had no premises issues to report.</p>	
7.	<p>SAFEGUARDING/HEALTH AND SAFETY</p> <p>Safeguarding Monitoring <i>The Vice Chair confirmed that he would be arranging a Safeguarding visit with CT during Term 4.</i></p> <p>Safeguarding issues The HT had no safeguarding issues to report.</p> <p>A Governor asked whether the parent Reading Partners received Safeguarding Training. The SBM advised that the Reading Partners were provided with written Safeguarding information and were required to confirm that they had read the Confidentiality and Safeguarding Policy. A Governor asked how Reading Partners would report any Safeguarding concerns, such as a disclosure made to them by a child during a Reading Session. The HT commented that it would not be practical or affordable for all volunteers to have full Safeguarding training or individual CPOMS log-ons. However, she confirmed that all volunteers should know that the system was in place and that they would now need to report any concerns themselves, with support from another member of staff, using the generic CPOMS log in. <i>She agreed to amend the information given to volunteers accordingly.</i></p> <p>A Governor questioned how this is reconciled with the requirement for Governors (also volunteers) to have full Safeguarding Training and annual school-specific</p>	CT/MW SB

	<p>updates, particularly when Reading Partners spend one-to-one time with children. The Vice Chair pointed out that Governors needed to lead by example. The Clerk added that Governors also had a higher level of responsibility than other volunteers, reflected in the requirement for them to be familiar with the management responsibilities set out in KCSIE Part 2, as well as the requirements for staff included within KCSIE Part 1.</p> <p>In response to a question, it became clear that the majority of Governors had not been given individual CPOMS log-ins. The HT agreed to resolve this issue.</p> <p>Health & Safety Monitoring Report The H&S Governor confirmed that a H&S visit had been conducted as part of the governor day activities. The SBM advised that she had not had sufficient time to update the Health and Safety Audit report in advance of the meeting, but confirmed that she had gone through the Audit form and added links to all the relevant documents within Office 365. It had been agreed between the SBM and H&S governor that specific areas of the Health & Safety Audit form would be allocated to each scheduled visit. She advised that once she had completed work on the Audit Form, she would prepare a Condition Report and discuss this with the H&S Governor.</p> <p>Health and Safety Issues The SBM had no Health and Safety issues to report.</p>	<p>SB</p> <p>ADA</p>
<p>8.</p>	<p>POLICIES</p> <p>Health and Safety Policy The SBM confirmed that this policy was in line with the most recent Kent model policy. The Health and Safety Policy was approved.</p> <p>Sex and Relationships Education Policy The SBM explained that the School's current Policy was now out of date for review and that she had updated it, with reference to policies from other schools, as a temporary measure, as more significant changes would be needed to comply with the revised Statutory Relationships and Sex Education (RSE) guidance that would take effect in September 2020. A Governor questioned the terminology Child Protection Officer within the Policy. The SBM confirmed that the relevant member of school staff would be the DSL, with the Child Protection Office being a Local Authority role. In response to a further question, the SBM confirmed that this policy would be reviewed again within a year and advised that consultation on new arrangements for RSE would begin once the School had all the relevant new materials. The Sex and Relationship Education Policy was approved, subject to changes proposed by the Chair and Vice Chair</p>	
<p>9.</p>	<p>GOVERNANCE [This item was taken during Agenda Item 7, as a number of Governors needed to leave the meeting to collect their children from School].</p> <p>Governing Board Membership The Clerk advised that following Des O'Dwyer's resignation and the forthcoming resignation of Carla Thompson there would be two Co-opted vacancies on the FGB. She also advised that Nicola Furlonger's Term of Office as a Co-opted Governor came to an end at the end of February and Michael Webber's Term as LA Governor would end in April.</p> <p>Both Nicola Furlonger and Michael Webber confirmed that they wished to stand for a further term of office. Governors agreed that they would wish to retain both Governors' experience and expertise, which were invaluable to the Board. It was therefore agreed that Nicola Furlonger should be appointed as a Co-opted Governor for a further four</p>	

<p>year term from 1/3/20 and that Michael Webber should be appointed as LA Governor for a further four year term from 29/4/20, subject to successful completion of the LA's Nomination process. <i>The Clerk agreed to make the necessary arrangements for MW's re-nomination.</i></p>	LH
<p><i>It was agreed that all Governors should be asked to update their skills audit forms and that the audit analysis should be reviewed at the next meeting inform the process for recruiting new Governors to the Co-opted vacancies.</i></p>	LH
<p>Staff Survey Governors reviewed the draft Staff Survey form, which was based on the current Ofsted Staff Survey questions. They noted that the desired response to all the questions would be 'agree' or 'strongly agree' and questioned whether this would result in respondents completing the questionnaire without paying sufficient attention to the questions. It was also suggested that staff might be prepared to provide more qualitative information as comments if the questions themselves were easy to understand and complete.</p> <p>A Governor commented that there were too many similar questions within the survey and suggested that the GB needed to be clear about the key areas that it wished to cover (for example wellbeing, workload, CPD, support from the Leadership Team and confidence that the School was well-managed).</p> <p>(CR, LR and VL left the meeting, which remained quorate]</p> <p>Governors considered whether the survey could be completed electronically. The HT advised that not all staff had access to Office 365 and suggested that it would therefore be preferable if staff could print the survey off and complete a hard copy. She also remarked that some members of staff would need literacy support to complete the survey, particularly if the current wording of some questions remained unchanged.</p> <p>A Governor commented that it would be difficult to gather statistically significant quantitative data due to the diverse staff roles, particularly amongst support staff (compared for example to the parent survey) and that it might therefore be more effective to focus on a smaller number of questions supported by qualitative comments.</p>	
<p><i>It was agreed that the Chair and Vice Chair would review the survey questions and agree the format and wording of the survey with the HT to enable the survey to be completed before and reported to the next FGB meeting.</i></p>	NF/MW SB
<p>Governor Training Governors noted that Vanessa Lines had attended training on Creative Education and Arts and that all Governors had now completed Safeguarding training.</p>	
<p>Monitoring Reports not discussed elsewhere There were no further monitoring reports to review. A Governor asked whether a Governor should still be responsible for reviewing GDPR compliance. It was agreed that, although this did not need to be an area of specific responsibility, the GB should receive an annual report from the Data Protection Officer, and be aware of any GDPR breaches. The HT reported that there had been three breaches, two when computers had been left on and unlocked, and a third when a lesson plan had been emailed to someone who was not a member of staff. She advised that confidential personal information had not been disclosed in any of these incidents.</p>	
<p>TEP Monthly Governance Bulletin The contents of the TEP Monthly Governance Bulletin were noted.</p>	

<p>10.</p>	<p>ANY OTHER URGENT BUSINESS</p> <p>HT support networks A Governor asked if the HT was receiving sufficient support, in terms of preparing for Ofsted, from other local HTs who had already been through the process under the new Framework. The HT commented that Ofsted had been the main focus of HT briefings during the current year and remarked that the information being fed back was confusing and causing so much anxiety that attendance at the briefing sessions was suffering as a result. She pointed out that school leaders were supporting their staff, for example by giving them additional time to plan and doing everything possible to boost morale and relieve their anxiety about new processes, but that there was no external support for leaders themselves. In response to a question the HT confirmed that the School paid for two visits a year from consultant Kim Berganesco, who had worked with her as a mentor for a number of years, and who provided advice and support .</p> <p>There was no other urgent business.</p>	
<p>11.</p>	<p>CONFIDENTIALITY. It was agreed that the discussion about staffing within Item 4 should be reported within the Confidential Minutes</p>	
<p>12.</p>	<p>DATE OF NEXT MEETING It was confirmed that the next meeting would be held on 17 March 2020 at 6.30pm at School.</p> <p>The meeting closed at 4.10pm</p>	

Signed.(Chair).....Date

APPROVED

ACTION LOG

Meeting Date	Agenda Item	Details	Deadline	Responsibility	Status
8.7.19 17.10.19 29.11.19 10.2.20	9 3 4 9	A Staff Survey to take place during Term 3	End T2	SB/NF	To be taken forward by NF & MW and completed by the T4 FGB meeting
16.9.19 17.10.19 29.11.19	5 3 3	Governors to contact the Chair if they are aware of a potential governor with Safeguarding experience	End T2	All	On going
29.11.19 10.2.20	7 3	A Safeguarding visit to be carried out during Term 3	End T3	CW/MW	To be completed by the end of T4
10.2.20	4	HTs' reports to meetings where the SP is not on the agenda to include a summary of progress against key milestones	Ongoing	SB	
10.2.20	5	The draft SVFS to be submitted to the next FGB for approval	End T3 17.3.20	ADA ADA/LH for agenda	
10.2.20	7	Governors to be issued with CPOMS log ins if they do not already have them	End T3	SB	
10.2.20	7	Safeguarding information given to volunteers to be amended to include guidance on reporting concerns through CPOMS	End T3	SB	
10.2.20	7	A Condition Report to be prepared and discussed with the Health & Safety Governor	17.3.20	ADA	
10.2.20	9	Arrangements to be made for MW's re-nomination as LA Governor	29.4.20	LH	
10.2.20	9	Governors to update their skills audit forms and a revised skills audit analysis to be considered by the FGB to inform Co-opted Governor appointments	17.3.20 17.3.20	All LH	