



**Sussex Road Community Primary School
Minutes of the Meeting of the Governing Body
held on 29 November 2019 at 9.00pm 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) Carla Thompson (CT) Michael Webber (MW) Jo Winker (JW)	
	In attendance	Lesley Hardwick (Clerk)	Action
1.	APOLOGIES FOR ABSENCE Des O Dwyer and John Tomlinson were absent. The Clerk confirmed that the meeting was quorate.		
2.	DECLARATION OF BUSINESS INTERESTS No declarations of interest were received in respect of any item on the Agenda.		
3.	MINUTES OF LAST MEETINGS AND MATTERS ARISING Minutes of FGB meeting held on 17 October 2019 The minutes of the meeting held on 17 October 2019 were approved as an accurate record and signed by the Chair. Action Points Governors reviewed progress against outstanding actions: <ul style="list-style-type: none"> • <u>Safer Recruitment Training</u> – <i>This action was still on-going. The Vice Chair confirmed that he would be undertaking the NSPCC online course.</i> • <u>Safeguarding Training</u>– The Chair noted that three Governors still had not completed any site-specific safeguarding training. The SBM advised that there would be Safeguarding training for new staff starting at the beginning of Term 3, <i>and agreed to circulate the date of this training once available.</i> • <u>1:1 Meetings</u> – <i>These visits were still ongoing.</i> • <u>Code of Conduct/Terms of Reference</u> – The Clerk confirmed that she <i>would bring individual copies of the Code of Conduct to the next meeting for signature.</i> • <u>Potential new Governors</u> – <i>VL agreed to ask her contact with Safeguarding experience if she would be interested in joining the FGB. The Chair suggested that it might also be necessary to register a Safeguarding Governor vacancy with Inspiring Governance and/or Governors for Schools.</i> • <u>Special School Admissions</u> – VL reported that she had discussed the admissions process for the Nexus Wouldham Hub with a former colleague who worked there, and would feed back to the HT and Chair outside the meeting. <i>She also advised that it had been suggested that the School could approach the Specialist Teacher Service for support. One of the SEND Governors commented that this option had also been suggested at Governor training that she had recently attended.</i> The HT confirmed that she had been in contact with Nexus School's Specialist Teacher Outreach team. She explained that access had to be 		MW ADA/ SB NF LH VL

arranged through LIFT and added that the advice from the Service had been that the children with ECHPs were receiving more intensive support than they would at Wouldham (1:1 rather than 1:3). She also understood that the Wouldham provision was currently understaffed and that, although there were two pupils at Sussex Road who met the criteria for admission, applications had been refused for the reason she had stated above. A Governor noted that Wouldham would only accept children with a narrow range of SEND, and would not take children with behaviour difficulties. Governors expressed their appreciation of the efforts that the School was making and the difficulties that it faced. A Governor commented that in his role with another organisation he had spoken with a representative from the National Autistic Society, who had remarked that Kent spent less than other local authorities on SEND provision and that there was a lack of adequate resource across the County. Another Governor remarked that the Special School admissions criteria was not transparent, and that there did not appear to be any formal appeal process. The HT agreed, commenting that during the previous academic year, one student had received nine rejections from Special Schools, without being given any reason for the refusal. **A Governor noted that it was possible to make a referral to a Special Needs Tribunal.** The HT explained that this could only be done by a student's parents and added that it was also possible to ask for an Emergency Annual Review, but that this would not necessarily change the situation for the School or the student. **A Governor asked what the implications would be of reducing the level of provision (to match the 1:3 a child would receive at Wouldham) and if this could be done without any detriment to children or staff.** The HT advised that this would not be possible without physical risk to staff or other children and added that although it was possible to manage with a reduced timetable, this required the co-operation of parents, and was not sustainable in the long term. The SBM commented that she was also aware that some schools were forced to resort to exclusion, even though they were aware that they would be directed to reinstate the student because of their SEND. The HT pointed out that the children at Sussex Road were learning, were being challenged and their wellbeing was secured, but this came at a cost in terms of resources and staff, especially support staff, wellbeing. However, she commented that the circumstances at Sussex Road were not unique, and that all HTs attending briefings and liaison meetings had confirmed that they faced the same challenges. The Chair added that all the candidates attending the recent DHT interviews had spoken of their experience of dealing with challenging behaviour. The HT also commented that the SENCO was constantly having to move support staff around to fill gaps and ensure that the most challenging children were supported, but remarked that these children really needed highly qualified trained teachers and that it took time to empower TAs to be able to manage the most difficult children. She added that, although to date the School had not lost staff as a result of the level of challenge they faced, this was a constant risk. **A Governor asked if the School had an upskilling/training programme in place for its TAs.** The HT confirmed that training was given wherever possible but pointed out that this in itself required resource to be deployed from elsewhere, as the members of staff being trained would need to work alongside someone modelling expected behaviour. She acknowledged that it was a concern that the most vulnerable children were sometimes working with the least qualified adults in the School. **A Governor asked whether TAs attended the teachers' Inset days.** The HT confirmed that some TAs attended, although they were not paid to do so. **A Governor asked if the School would consider holding specific training for TAs, for example using the Specialist Teaching Service.** The HT commented that general training was less likely to be effective, as to be successful staff needed to know the children and their 'triggers' and know what they would respond to. **A Governor asked if staff could go to the local Nexus school to shadow staff there.** The HT advised that the local Nexus had in fact sent staff to observe 'best practice' at Sussex Road.

	<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.	<p>SCHOOL IMPROVEMENT</p> <p>Progress against the 2019/20 Strategic Plan Governors noted the information in the updated Strategic Plan and the separate HT’s report. A number of points were discussed:</p> <ul style="list-style-type: none"> • EYFS numbers – A Governor noted that there were only 57 children in EYFS and asked why there were these gaps so early in the year. The HT advised that two children had failed to arrive at the beginning of Term 1, because families had moved, and confirmed that places were being offered to families on the waiting list. • SEND data – One of the SEND Governors advised that at a recent monitoring visit, the SENCO had discussed the early years data and her intention to find a way to target SEND children as early as possible once they moved into Year 1 and to begin interventions to close learning gaps. • Lower Playground – A Governor asked whether there was a timescale for completion of the Lower Playground project. The HT advised that it would take some time to complete this project, as approximately £60,000 was needed and only £20,000 had so been raised through fundraising. • Staffing: <ul style="list-style-type: none"> ○ DHT Interviews - The Chair reported on the DHT interviews, confirming that the chosen candidate would be a positive and exciting addition to the leadership team. In response to a question the HT advised that the appointed DHT had not yet been able to come into school, but that this was being planned. ○ SEND Learning Support Assistant - A Governor noted that the SEND Learning Support Assistant was leaving the School and asked whether this would impact upon the provision for SEND students. The HT confirmed that it would affect the provision but commented that this member of staff had been a unique resource, due to her skills and experience. In response to a further question, she commented that the member of staff had been less involved in 1:1 interventions recently, but had mainly dealt with paperwork. A Governor asked whether there would be any benefit in employing an Admin Assistant to cover this work. The HT advised that to complete NHF and ECHP applications effectively required specialist knowledge and therefore could only be completed by a SEND professional. • Significant Barriers – A Governor questioned the statement in the Strategic Plan regarding Outdoor Space being a barrier, pointing out that there was a significant amount of outdoor provision through the Forest School and the Allotment and that parents had not raised this as a concern during the recent survey. The HT explained that her concern was not in respect of space for formal outdoor learning, but more that the limited playground space and lack of a field meant that children had no space to run, apart from during the times that they were able to use the Judd School’s field. She commented that ideally lunch breaks should be a time for learning, for PSHE, and for sport. A Governor pointed out that the children at Sussex Road had fewer opportunities to take part in competitive sports with other schools because the School was not able to host events, and there was limited space for practice. Another Governor suggested that the description in the SP should be amended as currently it indicated that there was a lack of outdoor learning provision, which was not the case. 	

- **Engaged Families** – A Governor noted an article in the most recent edition of The Governor about a Toolkit for enhancing family involvement in children’s learning, and an Award for Schools who could demonstrate best practice. The HT advised that she believed that this Toolkit was for EYFS provision, particularly nurseries. A Governor advised that she understood that the Toolkit had been expanded for use in KS1 and that there would soon be a similar Award for primary schools. **She agreed to investigate further.**
- **Knowledge Organisers** – **A Governor asked whether Knowledge Organisers were a Curriculum Planning tool for staff, or a resource for parents.** The HT commented that the SIA did not favour their use, and added that they could be time-intensive for teachers to produce, as they required a page describing the key information that would be taught for each topic each term, and all the knowledge and vocabulary that would be covered. She suggested that producing knowledge organisers would be largely a paper exercise replicating what the School was already doing and that as an alternative the School would be producing a Curriculum Overview, which combined Knowledge Organisers, Curriculum Plans and information that was currently shared with parents. She confirmed that these Overviews would be helpful for staff, parents and other stakeholders. **A Governor asked whether, once written, the documents could be re-used in subsequent years.** The HT confirmed that this would be possible and added that teachers would be released from class to write them alongside SLT. In response to a further question the HT explained that the Overview would not be another assessment tool, or a tick list, commenting that the aim of the new curriculum was to ensure that knowledge was transferred into students’ long term memory. **A Governor asked whether the Curriculum Overview documents could be used as evidence of progression for SEND children who were not able to demonstrate progress against normal targets.** The HT commented that small steps of progress were recorded by teachers in English and Maths, but suggested that, although progress could be seen in children’s books, she would not wish to introduce formal assessment systems in foundation subjects, as this would be too intensive.

JW

In response to a question, the HT explained how the Strategic Plan had been annotated to demonstrate progress against milestones and actions. Governors suggested a change that would make progress against the milestones clearer. The HT pointed out that the milestones were key for governors’ monitoring.

SIA’s Note of Visit

A Governor commented that the Note of Visit referred to progress against targets being evidenced in monitoring visits, and asked whether the Pupil Outcomes Group still needed to meet to formally review data. A Governor recalled that it had previously been agreed that data should be reported to the FGB, so that all Governors had the opportunity to review and question it, and that for that reason the Outcomes group had not been included when deciding on monitoring arrangements for 2019/20. The HT added that feedback from Inspections carried out under the new framework suggested that Inspectors did not focus on data and added that Schools were not allowed to introduce in-year data during an Inspection. **In response to a question, the HT confirmed that the School would now be collecting data in Term 1, Term 3 and Term 5.** She suggested that if Governors wished to monitor the data, this would best be one halfway through the following term, when the data would have been analysed and Pupil Progress meetings would have taken place. **A Governor commented that if the whole FGB was to review the data first, it could then identify any important or relevant issues for further monitoring by a small group, adding that, if data was only reviewed by a small group, there was a risk that not all Governors would understand it.**

It was agreed that baseline data would be included in the information presented at the Term 3 FGB, and that the Term 4 FGB meeting should focus on the Term 3 data outcomes.

A Governor noted that the School had set strong targets for KS1 and KS2, and that the data showed that it was progressing in the right direction. She felt that it was a shame that the impact of all the hard work would not be recognised in the event of an Inspection. The HT remarked that, conversely, there was a risk that, if Core data was extremely strong, Inspectors would question whether other subjects were adequately covered, as it was recognised that a narrower curriculum produced stronger core data. She confirmed that the School's data was good, and that she was comfortable with the position that the school was in.

The Chair commented that the letter that the School had received from the LA was recognition of the positive outcomes achieved in 2019.

A Governor asked how long the SENCO's NPQH qualification would take to complete. The HT confirmed that it took a year to complete the qualification and added that this was the right step for the SENCO's career progression. A Governor commented that this was normal practice within schools which demonstrated that the School provided a good environment for nurturing staff development.

The Chair commented that the number of applications received for the DHT vacancy was also a positive indication of the School's strength. The HT remarked that she believed that teachers were attracted to Sussex Road because of its diverse demographic.

SEND Monitoring Visit

Governors reviewed the SEND Governors' monitoring report. **A Governor asked whether TAs' planning was assessed to ensure that it was relevant, how TAs' work with SEND children was monitored, and whether there was an induction programme for TAs.** The HT explained that TAs were not required to plan, but delivered interventions planned by teachers against a SEND child's personalised targets, and that performance was monitored by the SENCO through observations. With regard to induction, she advised that new TAs had until now been supported by the SEND Learning Support Assistant and were also paired with more experienced TAs who acted as mentors. She also confirmed that the SENCO would be coaching Year 4 teachers with regard to planning and that the DHT would be doing the same for Year 3 teachers.

Results of Parent Survey

The Training & Development Governor (LR) presented the results of the Parent Survey. She advised that the number of responses, and the results of the survey were similar to the previous year, with 270 completed survey forms, including a high number of responses from parents of children in EYFS. She advised that the wording of Q3 had been changed, to encourage positive and negative comments and that, although there had been some requests for more feedback about pupil progress, there had also been a high number of positive comments, particularly about Tapestry and the amount of information that EYFS parents received about their children.

LR commented that the level of 'disagrees' had generally been lower than two years ago - for example that 95% of respondents agreed or strongly agreed that their children felt safe at school - and noted that the comments had been interesting with some particularly glowing responses.

A Governor commented that the process (of distributing survey forms at the parents' evenings) had now become embedded, in that parents had expected to be given the survey forms and had not questioned why they were being asked to complete them. Another Governor agreed that parents had been very engaged this year. However, a Governor commented that it had still not been possible to get responses from the most hard-to-reach parents. Another Governor agreed that there were some families who did not take part in any consultation exercises and, in response to a question, confirmed that some might have literacy difficulties themselves.

	<p>A Governor asked whether the results of the survey would be shared with staff. The HT advised that she would present and discuss the results at a staff meeting. A Governor asked if the results would also be shared with parents. It was agreed that they should be and LR agreed to produce a summary of the results for the website. A Governor commented that the very positive results could help parents to determine their choice of school. It was suggested that the summary report to parents could also address some of the less positive comments – for example regarding the desire for more feedback – by confirming that parental engagement was one of the School’s strategic priorities. The HT remarked that parents sometimes had no concept of the challenges that staff faced and consistently wanted more from the School. She pointed out tht she needed to balance meeting parents’ expectations against teacher workload.</p> <p>A Governor noted that one of the negative comments regarding safety referred to a particular incident involving one pupil, which had taken place prior to the parents evening. The HT advised tht this issue had been quickly addressed by the School, and had been the result of poor decision-making by the child and not due to any intent to cause harm, so that in this specific case, it had not been appropriate to exclude. She also stressed that any incidents of genuine bullying were dealt with quickly and the situation monitored closely.</p> <p>Staff Survey Governors discussed the draft survey form (sourced from another school). The Training & Development Governor confirmed that it would be possible to carry out a Survey Monkey survey, which would also analyse the results, but that it would need to be limited to 10 questions, to avoid incurring additional costs. Governors discussed whether to include the option for staff to identify their ‘group’ within the survey. It was noted that some this would identify some members of staff with unique or very specific roles within the School, although it was noted that staff would not have to disclose this information. In response to a question, the HT did not recall that there had been a staff survey as part of the last Ofsted Inspection. She also commented that she would not want staff to feel that an annual survey was their only chance to raise any concerns. A Governor commented that, if the survey is carried out in tandem with the Governor Day, it would show that governors had a wider interest in staff views. It was agreed that the purpose and remit of the survey should be made clear. A Governor suggested that there should be some ‘core’ questions asked each year, with some additional questions if there were any particular areas of focus. Another Governor commented that the example survey included too many questions, which might result in staff looking on it as a ‘tick-box’ exercise.</p> <p>Governors considered whether the survey should take place before the rescheduled Governor Day, so that any issues that came to light could be addressed then, or after the Governor Day, when staff would have had the opportunity to meet with staff and have been reassured that Governors were interested in having a conversation about the comments that came out of the survey and not just analysing the quantitative data. A Governor commented that if Governors had met with staff beforehand, staff might be influenced when responding to the survey. A Governor commented that it would be important that not all questions should be structured so that the ‘right’ answer was to agree and another Governor remarked that it was more effective to ask open questions and to ensure that the questions were not confusing.</p> <p>VL agreed to rewrite the sample survey, taking account of the points that had been raised. It was agreed that the survey, of all staff, should take place during Term 3, before the rescheduled Governor Day.</p>	LR
5.	<p>FINANCE</p> <p>Current position against agreed 2019/20 Budget and report from Finance Monitoring Governors</p>	VL

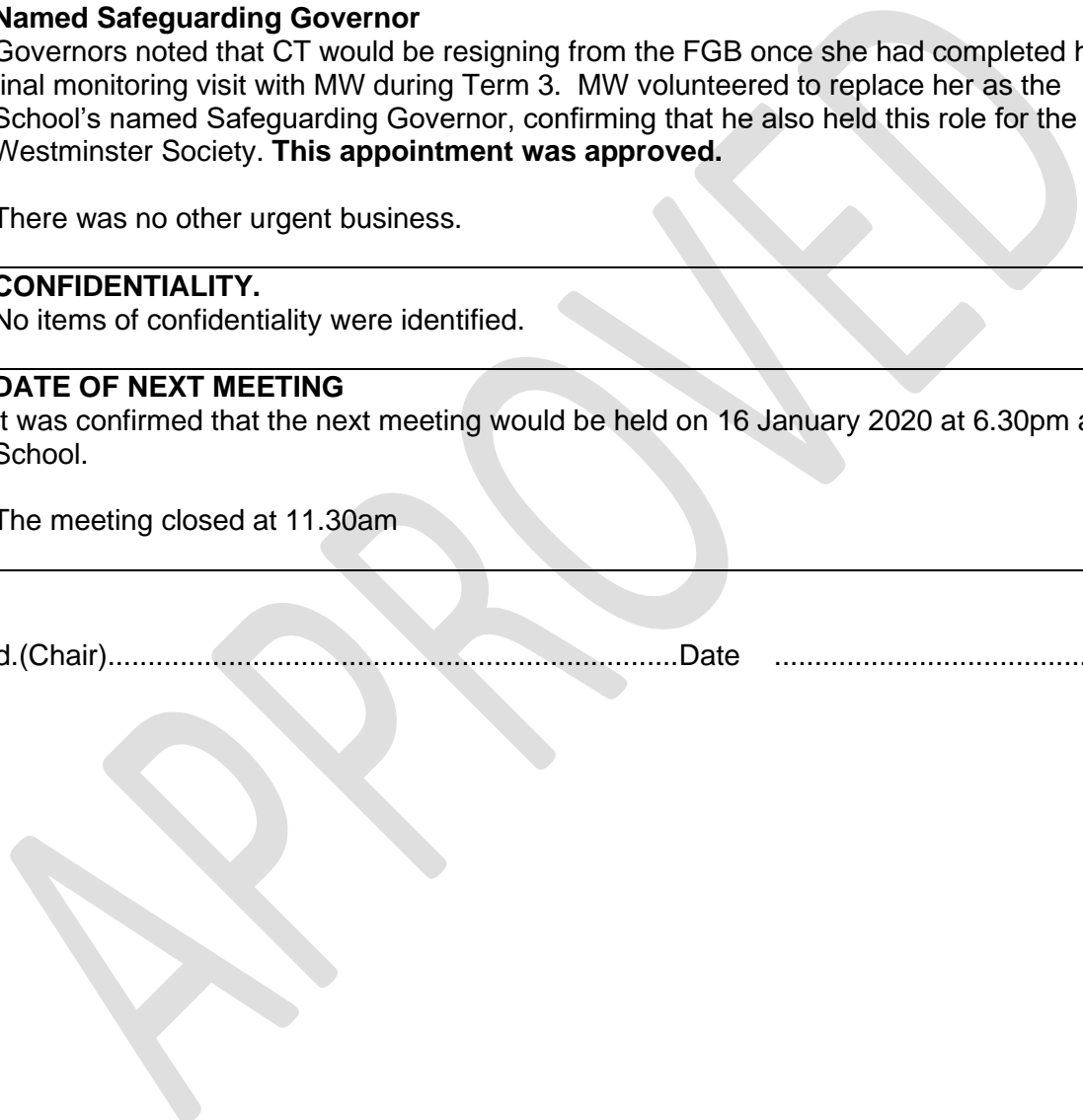
	<p>Governors reviewed the report produced by the Finance Governors, based on information provided by and questions raised with the SBM. It was noted that most cost centres and income streams were stable, although some were expected to vary across the year.</p> <p>The SBM confirmed that the most variable cost centre was E19 (Learning Resources not ICT), as this recorded expenditure on school trips (which was offset by income), as well as departmental spending. She explained that income and expenditure for school trips and items such as uniform purchases and photographs would previously have been accounted for through the Voluntary Fund.</p> <p>A Governor advised that he had recently attended a briefing session for Governors on the new SFVS, where the new finance reporting framework had also been discussed, and that the guidance that he had been was that information should be provided monthly to the Finance Governors between September and April, and disseminated to the FGB by them (apart from the six-month, nine-month and year end information, which needed to be reviewed by the whole FGB). The SBM pointed out that SFS had advised that the 2020/21 budget setting process would not begin until April 2020, and, on past experience, might not be fully completed until September 2020, making it impossible to produce monitoring information during Terms 5 and 6. MW confirmed that he and the other Finance governors were able to review 'live' financial information, and that, following discussions with the SBM, he was now more comfortable with the accuracy of what he was able to see online.</p> <p>It was noted that Governors would be responsible for drafting the revised SVFS return in future, using information provided by the SBM.</p> <p>Governors noted that the current outturn revenue projection was £113,946 (subject to virements) and that the Capital outturn prediction was £0. They also noted the feedback from the LA on the submitted six month financial monitoring statement.</p> <p>Report from the Pay Committee The Chair of the Pay Committee (MW) reported that the Pay Committee had now met and had reviewed the HT's decisions on teachers' pay. Governors had been satisfied that the Pay & Reward Policy had been appropriately applied, and had also approved the HT's recommendations relating to SLT pay awards. He agreed to send a monitoring report to the Clerk for circulation to the FGB.</p>	MW
6.	<p>PREMISES [An item of Other Business was taken before this agenda item]</p> <p>The SBM reported that all repair works had been completed, and that water ingress from the Judd site was being monitored. She also advised that the School's cleaning contractor had submitted a quote for cleaning previously carried out by the caretaker, and that this had been accepted.</p>	
7.	<p>SAFEGUARDING/HEALTH AND SAFETY</p> <p>Safeguarding Monitoring CT agreed to undertake a Safeguarding visit with MW, before resigning from the GB.</p> <p>Safeguarding issues A Governor noted that, on the basis of the information provided by the HT in her report, there had been more District Conversations that usual since the previous meeting. The HT confirmed that this was the case, and commented that this was often a challenging time of year for many families. She also advised that the School was frequently having to chase up Early Help referrals, and that lack of contact from Early Help following a referral from the School meant that parents became less inclined to engage</p>	CT/MW

	<p>with the School. She also noted that, although Early Help had made a number of new appointments recently, turnover within the service was extremely high.</p> <p>In response to a question, the SBM confirmed that all Governors needed to undertake site-specific safeguarding training, even if they had completed similar training through other schools or organisations.</p> <p>Health & Safety Monitoring Report One of the H&S Monitoring Governors confirmed that a monitoring visit had now taken place and that Governors had discussed the Health and Safety Audit form with the SBM. It had been agreed that this was a very long document and that it was likely that it would take all three scheduled monitoring visits to work through it completely. The Audit would therefore be dealt with as a rolling document, with specific items initialled by the monitoring governors as and when they were reviewed.</p> <p>The SBM advised that she had completed the NGA Learning Links H&S Compliance training for Governors, for her own information, and reported that, although basic, it covered all the areas that Governors should be reviewing through their monitoring.</p> <p>Health and Safety Issues <i>AC, who had carried out the monitoring visit with the H&S Governor confirmed that no issues had been identified during the monitoring visit, and agreed to produce a report for the next meeting.</i></p>	AC
8.	<p>POLICIES</p> <p>Pay & Reward Policy The Chair of the Pay Committee confirmed that he had discussed the latest LA model policy with the SBM, and was now satisfied that the School's updated policy, based on this model, was fit for purpose. The Pay and Reward Policy was approved.</p> <p>SEND Policy One of the SEND Governors confirmed that she had reviewed the draft policy and had no concerns with any of its contents. A Governor commented that the section on Complaints did not include any interim actions between raising a concern informally with a class teacher, and making a formal complaint to Governors. It was agreed that the policy should be amended to refer, and include a link to, the published Complaints Procedure, to ensure that there was consistency. The SEND Governor reported that she had been advised at the recent training course that the SEND Governor should be named within the Policy, in addition to the SEND Co-ordinator. The SBM explained that the School's practice was to state roles, rather than individual names, within its policies, so that they did not need to be amended simply because the person carrying out the role(s) had changed. The SEND Policy was approved, subject to the amendment agreed above.</p> <p>Health & Safety Policy and Sex & Relationship Education Policy The SBM advised that these two policies were not yet ready for review.</p>	
9.	<p>GOVERNANCE</p> <p>Governor Training The SEND Governor reported on her recent training course. She commented that, from discussion with other governors attending that course, it was clear that all schools were facing similar problems with regard to funding and Special School provision. She advised that SEND should also be a standing item on FGB agendas. The HT confirmed that she reported on SEND issues through her HT's report.</p>	

	<p>AP reported that he had recently attended Finance Governor training.</p> <p>The SBM advised that she had taken the Learning Links online training. <i>The Clerk agreed to send all Governors information that she had recently been sent by Learning Links to remind them how to access its online training courses.</i></p> <p>Monitoring Reports not discussed elsewhere There were no further monitoring reports to review.</p> <p>TEP Monthly Governance Bulletin Governors commented on a number of points raised within this bulletin:</p> <ul style="list-style-type: none"> • <u>Pupil Premium Impact Statement</u> – <i>The HT confirmed that the 2019/20 Statement had been completed and would be uploaded to the website.</i> • <u>Sex & Relationship Education Policy</u> - A Governor noted that new guidance on parental consultation and engagement would take effect in September 2020. The HT confirmed that the School had always consulted with parents on the issues that would be discussed with their children, noting that uptake on engagement was usually limited, with between 15 and 20 parents attending the information session each year. She advised that a very small minority of parents also exercised their right to withdraw their children from sex and relationship education lessons. 	<p>LH</p> <p>SB</p>
<p>10.</p>	<p>ANY OTHER URGENT BUSINESS</p> <p>Rescheduling the Governor Day [This item was dealt with before agenda item 7] The Chair noted that, while it was regrettable that the Governor Day had to be postponed (albeit for valid reasons), this delay had provided governors with further opportunity to clarify the objectives of the Day, which had caused some concern. The Chair referred back to the training on the Ofsted framework and how it had been agreed at that point that a day in school would provide governors with a more holistic view of the quality of education in school, which would inform the delegated monitoring roles. They would also then be able to discuss this at the point the School is inspected.</p> <p>The HT pointed out that it was not good practice for Governors to move around the school and meet with staff during the school day in an unstructured way, and that all visits and monitoring events needed to be focussed and have a clear purpose. The Chair commented that the aim had been that governors were not ‘pigeon-holed’ into their statutory and other monitoring teams and had the opportunity to gain the wider overview and more rounded understanding expected under the new Framework.</p> <p>A Governor commented that her understanding of the purpose of the day had been that it would be an opportunity to increase her understanding of curriculum delivery within the school, but that there would also be the chance for focussed monitoring meetings with relevant members of staff. Another Governor remarked that she would appreciate the opportunity to talk more informally with children and staff, outside the constraints of a structured monitoring visit. A Governor added that he had believed that the day would inform his future monitoring visits, but that that these would not take place as part of the Governor Day.</p> <p>The HT commented that she would be uncomfortable if Governors were to judge teachers’ performance, or evaluate what they had seen, as she felt this would move away from strategic oversight to operational management, and pointed out that the Monitoring Visits Policy made it clear that this should not happen. The Chair confirmed that this was not the intention of the Day and that governors should be clear that we are not in a position to make judgements on teaching. Governors would be in class to learn about the delivery of education.</p>	

	<p>A Governor commented that it would be useful for the day to have a clear focus, and that it would be important that staff were informed in advance that Governors would be visiting the school, and of the purpose for their visit. Governors also commented that they needed to know how the school operated 'in practice', without making any judgements and that the Governor Day would provide evidence that would inform more focussed monitoring visits.</p> <p><i>It was agreed that Governors would send their expectations for the Governor Day to the Chair and Vice Chair before the Christmas break and as soon as possible, and that these would be shared with the HT who would facilitate the Day, which would now take place during Term 3.</i></p> <p>Named Safeguarding Governor Governors noted that CT would be resigning from the FGB once she had completed her final monitoring visit with MW during Term 3. MW volunteered to replace her as the School's named Safeguarding Governor, confirming that he also held this role for the Westminster Society. This appointment was approved.</p> <p>There was no other urgent business.</p>	All MW/NF SB
11.	<p>CONFIDENTIALITY. No items of confidentiality were identified.</p>	
12.	<p>DATE OF NEXT MEETING It was confirmed that the next meeting would be held on 16 January 2020 at 6.30pm at School.</p> <p>The meeting closed at 11.30am</p>	

Signed.(Chair).....Date



ACTION LOG

Meeting Date	Agenda Item	Details	Deadline	Responsibility	Status
18.3.19 13.5.19 8.7.19 16.9.19 17.10.19 29.11.19	4 3 3 4 3 3	Governors to complete Safer Recruitment training	End T4	MW	MW to undertake online training
18.3.19 13.5.19 8.7.19 16.9.19 17.10.19 29.11.19	8 3 3 4 3 3	The GB to receive updated Safeguarding training	End T5	ADA	Training to be arranged for remaining Governors
13.5.19 8.7.19 16.9.19 17.10.19 29.11.19	8 3 4 3 3	1:1 meetings to be arranged with Governors before the end of the current academic year	End T6	NF	In progress
8.7.19 17.10.19 29.11.19	9 3 4	A Staff Survey to take place during Term 3	End T2	SB/NF	VL to prepare and circulate a draft. Survey to take place in T3
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	VL to ask her contact if they wish to join the GB
29.11.19	4	Further information to be sought about the Engaged Families Toolkit	End T2	JW	Completed
29.11.19	4	A Summary of the Parent Survey results to be prepared for the website	End T2	LR	
29.11.19	5	A report on the Pay Committee meeting to be sent to the Clerk	End T2	MW	Completed
29.11.19	7	A Safeguarding visit to be carried out during Term 3	End T3	CW/MW	
29.11.19	7	A monitoring report to be produced following the recent H&S visit	End T2	AC	
29.11.19	9	Information to be sent regarding registration with Learning Links	End T2	LH	Completed
29.11.19	9	The PP Impact Statement to be uploaded to the website	End T2	SB	
29.11.19	10	Governors' expectations of a Governor Day to be sent to the Chair and Vice Chair and discussed with the HT	End T2	All NF/MW/SB	
29.11.19	10	A reconvened Governor Day to take place during Term 3	End T3	All	