



Sussex Road Community Primary School
Minutes of the Meeting of the Governing Body
held on 17 May 2021 at 6.30pm through virtual governance arrangements

Present:	Nicola Furlonger (Chair) Emma Burns (EB) Alison D'Alton (ADA) (SBM) Abby Jeffrey (AJ) Louisa Rowlands (Items 1-6) Emma Sangster Olly Swan (OS) Michael Webber Jo Winkler (JW) (Vice Chair)	
In attendance	Carly Birkett (Acting Headteacher) (AHT) (Items 1-10 and 12-14) Lesley Hardwick (Clerk)	Action
1.	APOLOGIES FOR ABSENCE Apologies for absence Andrew Pembroke (ill health) were received and accepted. The Chair confirmed that he hoped to be able to resume his governor duties in September 2021.	
2.	DECLARATION OF BUSINESS INTERESTS No declarations of interest were received in respect of any item on the Agenda. The Chair reminded Governors to declare any interests that might arise as the result of discussions at the meeting.	
3.	<p>MINUTES OF LAST MEETING AND MATTERS ARISING</p> <p>Minutes of FGB meeting held on 18 March 2021 <u>The minutes of the meeting held on 18 March 2021 were approved as an accurate record (to be signed by the Chair of Governors at a future date).</u></p> <p>Action Points Governors reviewed progress against relevant outstanding actions:</p> <ul style="list-style-type: none"> • <u>CPOMS Log on details</u> – One Governor reported that she had not yet tested the new link supplied by the AHT, but would do so. All other Governors confirmed that they were now able to log on to CPOMS. <p>It was confirmed that all other actions 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>MEMBERSHIP</p> <p>Co-opted Governor Vacancies The Clerk reported that she had extended the deadline of the advertisement on Inspiring Governance, but that so far there had been no expressions of interest. The Chair suggested that the GB now needed to take a more pro-active approach to filling the three Co-opted Governor vacancies. She advised that, from the skills audit, the GB would</p>	

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	<p>benefit from recruiting people with previous governance experience, an understanding of the education sector and education policy and links with the wider community and that, reviewing the current monitoring arrangements, it would be useful to find someone with experience of health and safety and safeguarding, as these were both currently being covered by a single Governor.</p> <p>The Chair suggested that governors could approach potential candidates or organisations who might have members who would be interested in a governor role, such as local secondary schools. A Governor remarked that this approach was likely to be more successful than advertising. A Governor asked whether it would be useful to publicise the vacancies in the parent newsletter pointing out that parents might be aware of a family member or friend who had skills or experience that would be useful. This was agreed as a potential way forward. The AHT commented that the School was expanding its links to Tonbridge School, who was anxious to expand its community support activities. A Governor suggested that the current spread of monitoring roles could be reviewed to ensure that key monitoring functions were adequately covered. The Chair confirmed that the most pressing requirement would be to find additional cover for Safeguarding and Health and Safety, and also potentially for Finance to aid succession planning.</p> <p>A Governor questioned the School's social media footprint, asking if this could be a potential source of new governors. The AHT advised that Sussex Road used Twitter to provide its social media presence, adding that she did not want to have a Facebook presence as these were often a source of gossip and misinformation. A Governor noted that it might be possible to publicise the vacancies on a community hub, or through Linked In, which was often used by companies as a recruitment tool. The Chair agreed to explore with others the possibility of setting up a Linked In account for the Governing Board as it was agreed this might be the most suitable way of using social media. It was also agreed that an advert should be uploaded to the School website.</p>	<p>All</p> <p>NF</p> <p>NF</p>
<p>5.</p>	<p>STRATEGIC PLAN/AHT'S REPORT</p> <p>School Data The AHT explained that that she had compared the most recent data with the 'on track' data presented to Governors previously and that she had also taken a view against the 'bigger picture' and areas for recovery action. She also explained how she had RAG-rated the data, so that green text had been used where the figures had improved by 10% or more, red text where data had fallen by 10% or more, and orange text where it had remained within 10% of the previous results. A Governor suggested that it would be useful if changes in the data could be identified by an upward or downward arrow to help identify trends. The AHT clarified that the colour coding was showing the upward / downward trend.</p> <p>The AHT reported that the most significant downward changes had occurred within the Year 6 data, although progress of PPG and SEND children had fallen across the school. She noted, however, that the percentage decrease reflected the small number of children within these cohorts; for one child could represent 12.5% and a change in that child's progress had a significant impact on trends. The data also indicated that, as expected, the children who had not engaged with the school during the lockdowns had made less progress than the 93% who had participated in remote learning. She was confident that Year 6 would be able to make progress during the remainder of the year through high quality teaching, although there was a broad range of areas that would need to be covered. She added that she believed that the class teachers had been extremely cautious in their assessments, but also advised that there would be an additional</p>	

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assessment point for Year 6 at the end of Term 5 which would be reported to the Term 6 meeting.

The AHT advised that Writing was the most significant area where children were not on track across the school. **A Governor questioned the nature of the evidence that assessments had been based on and asked the AHT if she was satisfied that it was sufficiently robust.** The AHT confirmed that teachers were assessing children all the time, through low stakes questioning, feedback and workbooks, in addition to more formalised testing. However, she pointed out that the children had been out of school for an extended period of time and that it would take some time for the full impact of the school time that they had missed to become apparent. She confirmed that the assessments reflected teachers' best judgements and was confident that the process had been a robust one.

The HT addressed some of the questions raised in advance of the meeting:

- **Overall, are the results what were expected, given the context of a greater number of children being in school during the second lockdown and the high level of engagement seen with the remote learning provision? Has any analysis been undertaken to whether it is the children who were home learning that are not on track to meet their targets compared to those who were in school?**

The HT pointed out that the most recent data compared children's progress against the progress that would normally be expected at this stage in the academic year and the skills and knowledge that they would have been expected to have attained. She noted that the data showed the impact of the School's high quality remote education provision that, when looking at progress across all children, progress had generally been sustained throughout Term 3 and 4. She added that, as indicated by research, the most disadvantaged children had been the most badly affected, although she stressed that the school was doing everything possible to close the gap. She also noted that only 80% of disadvantaged children had engaged with the school during lockdown, compared with 92/93% for all pupils.

- **How are the various interventions and actions being monitored? Will further assessments be made in terms 5 and 6?**

The AHT confirmed that the actions and interventions would be constantly monitored, although there would be no further formal assessments until Term 6, apart from Year 6. She reported that the DHT would be meeting with the intervention teachers at the end of Term 5 to discuss progress. She added that in some cases children only needed a short intervention to get them back on track and that, if this was the case, they would be moved out of the intervention group and another child brought into it.

- **Are there any other trends appearing in the data (gender, EAL,..?) which are being used to target interventions?**

The AHT advised that it would be possible to drill down into the data but explained that for this report she had wanted to look at all children to identify those who had fallen the furthest behind. She noted that 48% of children in the school (214 children) were currently receiving some form of intervention so it was not particularly useful to make these finer distinctions at this time; they would however, be kept under review.

- **How do the proposed interventions fit in with the COVID catch-up funding plan? E.g. Are there any significant changes following the updated data?**

The AHT reminded governors that the Catch Up Plan had been formulated using research (mostly from the EEF) and taking account of the cost and potential impact. She advised that she was not proposing any changes to the Plan, although subjects of focus might change over time. She confirmed that the Upper School

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intervention teacher was now working full time in order to increase capacity for interventions and 1:1 support.

A Governor asked whether the intervention teachers were employed on temporary contracts. The AHT confirmed that they would be employed until the end of 2022/23, as schools would be receiving additional Catch Up/Recovery funding until that date. The SBM confirmed that this additional funding had been included within the Budget and Three-Year Financial Plan.

- **How is the work/life balance and workload of teachers and TAs being managed with the extra tuition time they are putting in with pupils after school, etc?**

The HT explained that teachers had volunteered to deliver the after school sessions and were being paid for doing so. She added that they were all part-time class-based teachers and were therefore able to manage their time effectively.

- **32% of reception children are not on target with their writing, and 'movement and handling'. Is this expected and what actions are being taken to address these numbers and how will this be monitored?**

The AHT commented that learning to write was a complex process which involved strengthening hand muscles and practicing pencil grip, which were activities that children were unlikely to have carried out at home. She confirmed that children were being supported through a range of activities to help them develop these skills.

- **Years 2 & 4 data are showing a widening of the gap for those not on track who are 'Below Expected' level and also PPG. These groups have faced interruptions to their teachers - could this be affecting the more vulnerable learners? How is this being targeted?**

The AHT confirmed that leaders knew which children had been most affected in those classes, but confirmed that there was a high level of engagement and commented that she would not expect progress to drop over the remainder of the year.

It was agreed that the other questions on specific year groups or pupil groups should be dealt with through the Catch Up monitoring.

Progress against the Strategic Plan

- **Curriculum Intent Policy** – Governors commented that this was an excellent document that encapsulated the School's approach in a way that they had not appreciated previously. A Governor remarked that it brought together information from a number of different places into a single document. **A Governor had asked before the meeting how parents had been brought into the development of the Policy, for example through information on the school website.** The AHT advised that the enquiry reviews had been uploaded to the website and that parents could be signposted to them if they wanted more information. She confirmed that, once finalised, the Policy would be shared with the whole school community. **A Governor commented that parents had not had the usual opportunity to go into school to look at displays of children's work in the usual way and whether the School had any plans to facilitate this.** The AHT acknowledged that parents felt isolated and not in touch with what was happening within school due to Covid-19 restrictions. She advised that the school was exploring the potential for a virtual exhibition to showcase children's work at the end of Term 6. **In response to a question the AHT advised that the Curriculum Intent Policy would be reviewed with an independent advisor working with the School on 18/5/21, but should then be ready to finalise and publish.**

The AHT responded to questions raised in advance of the meeting:

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Govs

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- **Has the writing moderation taken place yet? What has its impact been / what are the actions arising and how will this be monitored?**
The AHT advised that moderation had not yet been completed, although Year 6 teachers had attended a Kent moderation day and Year 2 teachers would be attending a similar event later in the term.
- **What will be the focus for the Term 5 INSET day and how does this fit in with the SP/data? How will the impact of the writing focused INSET day be measured/judged and on what timescales is this hoped for? Can see from the data that writing has the lowest % of pupils on track in every year group except Year 3, was this the thinking behind the INSET focus or other factors?**
The AHT advised that the INSET day on 21/5/21 would focus on integrating SPAG and Writing in the morning and on planning and teaching Writing and SPAG skills through a workshop. The afternoon session would include the wider curriculum, enquiry monitoring and feedback and joint planning. She anticipated that the Term 6 sessions would concentrate on the wider curriculum but would be reviewed nearer the time dependent on whole school needs and actions on the Strategic Plan.
- **What has been the main focus for the external consultant meetings on curriculum and how will that then be implemented and monitored?**
The AHT pointed out that this had been a complete review of the curriculum and reported that the consultant's reactions had been positive and that she had asked to share the Sussex Road Policy with other schools. She added that it had been good to receive an external perspective on the work that the School had done and advised that the external advisor would be spending two more days at the School to work with subject leaders and members of the SLT to discuss individual subject development, their intent, implementation and impact, and to identify what the next steps for subjects would be.
- **Can the timing for progressing the OPAL programme be clarified and how this will be monitored?**
The AHT reported that the installation of the Outdoor Play equipment had been delayed, due to unavailability of timber. The SBM confirmed that the installation should be completed by the end of the academic year. The AHT advised that the OPAL leader was trying to arrange dates to meet with staff to take the programme forward and that she hoped to be in a position to have everything in place by the beginning of September. ***She added that a Governor was needed to join the OPAL Team (which would also include members of staff and parents) and asked governors to contact her if they were interested in this role.***
- **Will there be opportunities in Term 6 for pupils to take part in sports competitions, either internally or externally against other local schools? What about sport-related after school clubs - will any be running in term 6?**
The AHT advised that she was liaising with providers to have after school sports clubs running at the beginning of Term 6, although this was proving difficult to arrange. She explained that she would not want to mix bubbles and wished to keep children in school as much as possible. However she confirmed that children would be attending a 'taste for sport' roadshow and a community day at Tonbridge School and at Hayesbrook. The AHT was working within the leaders in school to try to put together an offer in Term 6.

All

Headteacher's Report

- Staffing update - The Chair and AHT delivered a staffing update (details reported within the Confidential Minutes)
- Transition arrangements – The Chair noted that more formal transition arrangements were being put in place for Year 6 and for children coming into EYFS

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	<p>in September, as reported in the AHT Report to FGB. The AHT was pleased that secondary schools would be holding transition days for Year 6 children, and confirmed that updated DfE guidance required schools to complete a separate risk assessment to detail transition procedures and mitigations being put in place. A Governor asked if the new teachers would be available for transition arrangements. The AHT confirmed that the teachers who had already been recruited would be there and that she hoped that the other new teacher would also be available. She advised that all children would have the opportunity to meet their new teachers and support teams. A Governor commented that she had been pleased to note that transition arrangement for SEND children.</p> <ul style="list-style-type: none"> • <u>Arrangements for overnight stays</u> – The Chair noted that under the Terms of Reference Governors were responsible for approving overnight visits, and referred to the arrangements for the Year 6 school journey. The AHT confirmed that there had been detailed consultation with parents and the children. A Governor commented that it was clear that the arrangements were being put in place to ensure that the trip was as Covid-safe as possible, as children would be on an all-inclusive site and would be the only school there, thus minimising the risk to the children and the staff accompanying them. The AHT confirmed that a maximum of 30 children could be on site at a time and that the arrangements met those guidelines. She remarked that the children were excited and that she was glad that the School was able to offer them something. A Governor pointed out that, if the FGB was satisfied with the proposal, the detailed arrangements for the trip could be delegated to the School staff. <p><u>Governors confirmed their approval for the Year 6 trip.</u></p> <ul style="list-style-type: none"> • <u>Attendance</u> - A Governor had asked if the promising attendance data in the HT’s report would be able to continue for the pupils where there had been success in attendance, whether there had been any impact on behaviour/learning outcomes for this group of pupils that could be noted and whether any lessons could be transferred to engaging with other persistent absentees or whether the cases were specific and/or individual.. The AHT commented that the School had worked exceptionally hard to engage with all families throughout the lockdown period, with constant follow up and liaison with families. The AHT hoped that they had managed to shift some families’ perceptions of school. There remained, however, a few families that continued to be reluctant to engage. A Governor asked whether any lessons had been learnt from these cases that could be used elsewhere. The AHT confirmed that the School continued to speak to parents about the importance of children being in school, but pointed out that all families’ circumstances were different. In terms of any impact on behaviours and learning outcomes, the AHT advised that it was still too early to tell. The Safeguarding Governor commented that he discussed vulnerable families’ case with the AHT as part of his regular monitoring and endorsed the AHT’s comments about keeping clear lines of communication with all families. He confirmed that there no children on the School’s roll were missing from education. • <u>Maths Workshop</u> – A Governor had asked how many families had attended the Maths Workshop. The AHT reported that 12 families had attended the first session and 15 families the second. She advised that the School would be surveying families who had attended to find out if they had found the workshop. A Governor who had attended the Workshop confirmed that she had found it helpful in drawing out mindsets in terms of Maths and that the language had also been useful. 	
6.	<p>WELLBEING AND SAFEGUARDING</p> <p>Safeguarding The Safeguarding Governor had confirmed that he had gone through the detailed Safeguarding checklist with the AHT, and that the responses to this checklist had informed</p>	

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	his report. He advised that a safeguarding training session for new staff would take place later in the week.	
7.	<p>FINANCE AND RESOURCES</p> <p>Financial Monitoring Governors noted the Finance Governors’ monitoring report. The questions raised in respect of monitoring had been answered before the meeting.</p> <p>2020/21 Financial Outturn The SBM confirmed that the final Revenue Outturn Rollover had been £219,166 and confirmed that this balance, which had been within the Balance Control Mechanism (BCM) had been transferred to the 2021/22 budget.</p> <p>2021/22 Budget and Three Year Financial Plan The Chair confirmed that the Budget and Three Year Plan were supported by the SBM’s detailed notes and the briefing session held on 12/5/21.</p> <p>The SBM advised that the most recently uploaded version of the Budget included provision for a teachers’ pay increase. A Governor commented that the school was fortunate in being in a positive position. He pointed out that the Year 3 position was never similar to the projections when it became the current year. He also commented that this was a very good budget which incorporated a degree of flexibility.</p> <p>A Governor asked if swimming lessons were covered by the Sports Premium. The SBM advised that the School could use the Premium for top-up lessons for children who did not meet the minimum requirements by Year 6, and also used Pupil Premium money to support families who might be struggling to pay for lessons. A Governor noted that this was an issue for all schools although there was an argument that swimming was part of the curriculum and should therefore be covered from curriculum money. She was pleased that the School had the provision to support additional spending where appropriate.</p> <p>A Governor questioned the comment that the School was monitoring places in South Tonbridge and potential new schools and asked if this was connected with the planned new housing development at Hayesden, which she believed no longer included a new primary school. Another Governor explained that a new school had been taken out of Phase 1 of the planned development, but was still potentially to be included in Phase 2. The Chair noted that the wider development was part of the long term development plans set out in Tonbridge and Malling Local Plan, which had been rejected and was currently being reconsidered.</p> <p>A Governor noted that the ‘bulge’ year group would leave the School within the life of the Three Year Plan, which would affect the School roll and consequently the budget. The SBM confirmed that the bulge year group would leave in Year 2 of the Plan which would affect funding and staff numbers, including potentially High Needs funding in Year 3 of the Plan.</p> <p>Governors noted that the Revenue In year and Outturn positions for the three years were:</p> <ul style="list-style-type: none"> • 2021/22: In Year deficit of -£88,519.17, Rollover £130,646.83 • 2022/23: In Year surplus of £15,826.09, Rollover £146,472.92 • 2023/24: In Year surplus of £79.16, Rollover £146,552.08 <p>They also noted the Capital rollover would be £0 in each of the three years.</p> <p>Governors approved the 2021/22 Budget and Three Year Financial Plan.</p>	

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	<p>2021 SFVS The Chair reminded Governors that it was their responsibility to complete the SVFS and that the draft document had been reviewed at the Finance Monitoring Meeting. Governors referred to the Dashboard, which benchmarked Sussex Road against other schools across a range of staffing and financial data. The Chair confirmed that findings from the Dashboard and from the Checklist had been fed into an Action Plan on the Outcomes section of the document. She also advised that this was a working document, which was reviewed by the Finance Monitoring Team across the year. <u>Governors approved the 2021 SFVS.</u></p> <p>Virements and Write Offs There were no virements or write offs requiring approval.</p> <p>Contracts, tenders and expenditure above delegated limits There were no contracts, tenders or expenditure requiring FGB approval.</p> <p>Premises/Building Maintenance Report The SBM referred to the information included within the HT's report.</p> <p>Health and Safety Update/Report from Health and Safety Governor The Health and Safety Governor confirmed that all Risk Assessments, including the Covid Risk Assessment were regularly reviewed and updated.</p>	
8.	<p>POLICIES</p> <p>Health and Safety Policy The SBM confirmed that she had updated the Policy in line with the current LA model. A Governor asked if the checklist at the end of the policy remained relevant and if it was being followed. The Health and Safety Governor confirmed that it was. He added that, as a Community School, the employer was KCC, who had responsibility for health and safety under the relevant legislation, but believed that it was appropriate for governors to keep health and safety under review. <u>The Health and Safety Policy was approved.</u></p> <p>Whistleblowing Policy The Chair noted that a question had been raised before the meeting regarding the connection between a whistleblowing disclosure and an associated grievance complaint. A Governor suggested a form of words to clarify when each policy should be used. <u>The Whistleblowing Policy was approved, subject to the amendment agreed above.</u></p> <p>Pay Policy The SBM referred to the report on support staff pay which had been circulated with the meeting papers. She explained that KCC had recommended a 2% flat rate increase for support staff this year, reflecting the impact of the pandemic on people's ability to work to and exceed their performance targets. She commented that this guidance did not sit well for schools such as Sussex Road who ran a September to August performance management cycle for teaching and support staff and she was therefore proposing to adopt the differential rates used for 2019/20, which would require an adjustment to the model Pay Policy. A Governor agreed that seemed a sensible and fair solution. <u>The Pay Policy was approved.</u></p>	

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	<p>Finance Policy The SBM reminded governors that the policy had been amended during the pandemic to allow debit cards to be used by staff to make purchases on behalf of the school. She advised that she was now intending to remove this provision and revert to the use of the School credit card only. <u>The Finance Policy was approved</u></p> <p>Flexible working and time out Policy The SBM advised that there had been a number of requests for flexible working and that she had felt that it was necessary to now have an official policy to codify current practice. She commented that there needed to be a discussion about how an official policy would relate to the more informal arrangements that already happened in school, such as teachers taking PPA time at home, and leaders working from home when they needed to focus on particular pieces of work. She noted that this policy would not need FGB approval, but advise that she believed governors needed to be aware of the arrangements that were in place. She explained that the draft that she had prepared combined two separate SPS policies.</p> <p>A Governor commented that the policy seemed to be more about requests to change contractual arrangements rather than working flexibly within contracted hours. Another Governor agreed that these were two different concepts. He commented that requests to work flexibly would be agreed at managers' discretion and should not cause a problem. He suggested that a Policy would be a fallback but commented that there was little that could be added to the ACAS Code of Conduct. He agreed to review the draft policy but suggested that the paragraph suggested by the SBM would be helpful as it distinguished between the different concepts. The SBM suggested that it might be preferable to separate out the two policies. <i>She agreed to send the draft policy to MW for review and to circulate the final document to all governors.</i></p>	ADA/ MW
9.	<p>GOVERNANCE</p> <p>Monitoring Arrangements The Chair confirmed that she circulated proposed monitoring arrangements for the remainder of the year separately and had suggested that monitoring should be limited to two areas of focus from the Strategic Plan and statutory monitoring. <u>This proposal was agreed.</u></p> <p>Staff and pupil surveys The Chair confirmed that a staff questionnaire had been sent out, using Survey Monkey but with the option for staff to request and complete a paper copy.</p> <p>With regard to a pupil survey, the AHT suggested that the questions included in a survey should link to strategic priorities and would need to be delivered by staff. A Governor asked whether the School had run pupil surveys in the past. The SBM advised that a pupil survey had not been carried out since the last Ofsted inspection. A Governor remarked that the School would need to be clear as to the information that it wished to gain from a survey but felt that a survey should be considered if it was felt that it would be useful. The AHT commented that this was likely to be a labour intensive process but that she would review this with the SLT.</p> <p>A Governor commented that there were other ways of obtaining feedback from pupils than running a formal survey, and that the value that would be gained from a survey needed to be considered against its impact on staff time. The AHT confirmed that the School used pupil conferencing through the School Council and as a regular way</p>	

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	<p>of monitoring, although this did not provide feedback in the same way. A Governor noted that it had been made clear in the Governance Review that this was something that the School should be doing and therefore needed to be justified if that was the SLT's decision.</p> <p><i>The AHT agreed to take this matter forward and explore the approach taken by other local schools. It was agreed that this issue should therefore be brought back to the next meeting.</i></p> <p>Monitoring Reports not discussed elsewhere There were no monitoring reports that had not been discussed under other agenda items.</p> <p>Governor Training In-house Finance Training had been delivered by the SBM. The Chair confirmed that she had circulated the presentation charts from the recent District Governor briefing. Other governors advised that they would be attending training on Monitoring Visits and Pupil Premium. A Governor reported that he had completed online Prevent training (using the Home Office course), which had been extremely helpful. The SBM advised that the school also used the National College online training course.</p> <p>Succession Planning The Chair reminded governors that the Board's Chair and Vice Chair were elected annually, usually at the September FGB meeting, through a self-nomination process, but confirmed that she intended to leave the Board at the end of the academic year. <i>She commented that she had aimed to be transparent about the responsibilities of her role but confirmed that she and the Vice Chair would be happy to discuss this further with any governors who were interested in putting themselves forward. It was agreed that discussions would be held prior to FGB 6 with a view to advancing plans for next year.</i></p> <p>TEP Monthly Governor briefing Governors reviewed the May bulletin. The Chair noted that Ofsted were currently taking a targeted approach to inspections until the end of the academic year but that a normal inspection programme would recommence in the new academic year which would bring Sussex Road back into the Ofsted 'window'.</p>	<p>CB/NF</p> <p>NFJW/ All</p>
10.	<p>CHAIR'S ACTION AND CORRESPONDENCE The Chair confirmed that she had not taken any Chair's Actions since the last meeting that had not already been covered through other agenda items and had not received or entered into any correspondence.</p>	
11.	<p>ANY OTHER URGENT BUSINESS [This item was taken at the end of the meeting. The SBM, AHT and staff governor left the meeting for this discussion. The meeting remained quorate]</p> <p>Governors discussed the arrangements for the Headteacher's return from Maternity Leave (reported in the Confidential minutes). <u>Governors agreed the HT's revised proposal.</u> The Chair confirmed that she would draft a letter confirming the FGB's decision for review by the Vice Chair and MW.</p> <p>There were no further items of other business.</p>	NF
12.	<p>CONFIDENTIALITY. It was agreed that the staffing update discussed under Item 5 and the item of Any Other Business (Item 11) would be reported within the Confidential Minutes.</p>	

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13.	DATE OF NEXT MEETING The date of the next meeting was confirmed as 13 July 2021 (to be held virtually)	
14.	IMPACT OF THE MEETING A Governor commented that the Board had approved a strong and flexible budget which had put the School in a strong position from which to move forward, and had been proactive in considering succession planning. The meeting closed at 9.00pm	

Signed.(Chair).....Date

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ACTION LOG

Meeting Date	Agenda Item	Details	Deadline	Action By	Status
8.12.20 25.1.21 18.3.21	5 4 3	A report on PPG spend to be brought to the next meeting	18.1.21	CB	To be dealt with during monitoring
8.12.20 25.1.21 18.3.21	5 4 3	The HT to investigate issues raised by the PE Funding monitoring governors	18.1.21	CB	For a future monitoring visit
18.3.21 17.5.21	4 3	The Clerk to check Inspiring Governance for further expressions of interest in the Co-opted vacancies. Governors to contact the Chair if they are aware of any other potential new governors	End T4	LH	Governors to approach potential candidates. An advert to be placed in the newsletter and on the website. The Chair to create a LinkedIn account to search for potential candidates
17.5.21	5	Questions from governors on specific year group of pupil group data to be dealt with through monitoring	End T6	Monitor-ing Govs	
17.5.21	5	Governors to contact the AHT if they were interested in joining the OPAL team	End T5	All	
17.5.21	8	A draft flexible working policy to be sent to MW for review and circulated to governors once finalised	End T6	ADA/ MW	
17.5.21	9	The AHT to explore other schools' approach to pupil surveys and report back to the next FGB meeting	13.7.21	CB	
17.5.21	9	Governors to contact the Chair and/or Vice Chair if they were interested in taking on the Chair or Vice Chair role in 2021/22	End T6	All	
17.5.21	12	The Chair to draft a letter confirming the FGB's decision regarding the HT's working arrangements on her return to school	End T5	NF	

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