



MINUTES

Full Governing Body Meeting

Held at the school on

Tuesday 29th November 2022 at 5pm

Present: Andrea McCluskey (Headteacher), Ceri Norey (Chair of Governors) Paul Culver, Faye Hudson, Elizabeth Porter, Gail Spragg, Teresa Sweetland, Richard Westcott

In Attendance: Mrs Martin, Safeguarding Lead

Apologies: Charlie O'Neil, Rory Costain

Governance Professional (Clerk): Nicki Cox

The meeting commenced at 5pm

Item	Purpose	Action
Procedural		
1	<p>Welcome Apologies Quorum</p> <p>a) The Chair welcomed those present, extending a particularly warm welcome to the two new Parent Governors and new Governance Professional/Clerk. All Governors were asked to introduce themselves. This was set to be Elizabeth Porter's final meeting before stepping down in role as Governor, having been on the Governing Board for twenty-three years. The Governors were extremely sorry to see her go.</p> <p>b) Apologies had been received prior to the meeting from Charlie O'Neil whose wife had very recently had a baby. He was currently on Paternity Leave. Also, from Rory Costain who was suffering with the Flu. The new Staff Governor, Chloe Burden was also absent due to sickness. The Clerk would add the formal appointment of the new staff Governor to the next agenda.</p> <p>All Governors accepted apologies.</p> <p>c) The meeting was quorate.</p>	<p>ACTION</p> <p>DECISION</p>

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2	Declaration of Business Interests	<p>a) All Governors were reminded to complete their annual Business Declaration on Governor-Hub</p> <p>b) There were no business interests declared against any of the agenda items.</p> <p>c) The Chair reminded all Governors to declare any business interests which became relevant during the meeting:</p> <p>There were no matters arising.</p>	ACTION
3	Minutes of the previous FGB Meeting held on 4 th October 2022	<p>a) The minutes from the FGB held on 4th October 2022 had not yet been received from the previous Clerk who was now on Maternity Leave and currently in hospital. These would be approved at the next FGB.</p> <p>b) Action Points from the previous meeting were discussed as follows:</p> <p>Please refer to the table set out below.</p> <p>The Safeguarding Lead had been invited to the meeting to give a brief overview of their role which also included being the Year Three Teacher and additionally the PE lead. The Safeguarding role was deemed to be of upmost importance. The SGL (Safeguarding Lead) Officer was able to offer additional training to Governors over and above that carried out on Governor-Hub. Responsibilities within the safeguarding role included updating policies, a triage of forms, dealing with external agencies, responsibility for the storage of documents, this list was not exhaustive. One afternoon per week was allocated for the role, however additional time was often spent throughout the week, with the allocated afternoon mostly treated as administrative time. The structure saw Mrs Martin as the Senior Lead within the school, with three additional DSL's (Deputy Safeguarding Lead's), all of which were the most senior staff. All had been trained to the same level. Incident Concern Forms were handed to Governors, these were used by staff if there were any concerns surrounding a pupil. Any small changes to a child's behaviour and/or appearance could raise concern. These forms were extremely important and could be presented in court as a legal document, if required. There was a necessity to ensure a word for word account of what was said was also recorded. A body map on the reverse could be utilised to show bruising or merely where dirt was evident, this could be a red flag to low-level neglect. The wording on the form</p>	ACTION

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		<p>must correlate with the account verbally given by staff members to an SGL (Safeguarding Lead). Concerns raised were addressed at SLT (Senior Leadership Team) meetings and/or Staff Developmental meetings and were strictly confidential, with only the initiator of the original concern permitted to enquire as to the outcome. All staff were trained on how to make a referral themselves. Forms received were stored in a locked cupboard within a locked room. Once three forms were received for one child an alternative form would be utilised which would assist in spotting patterns. Early Help referrals could occur from here, parents would often decline the assistance as the uptake was optional. A Governor asked whether Early Help was the same as Social Services? Although under the same 'umbrella', it did not involve people turning up to remove children, which is what many people thought of when they heard 'Social Services'. Once pupils left the school, information was passed to their next educational setting. All staff were able to make referrals, the school liaised with After School Club also. A Governor asked whether this created a paper trail? Currently so, CPOMS may be used in the future, there were four or five potential providers. There was some concern that moving on to online logging, may culminate in the delay of processing and logging concerns. Most pupils could name Mrs Martin as the Safeguarding Lead, all pupils were aware that her role was to ensure the safety of everyone. Details of the Safeguarding Team could be found on a noticeboard in the reception area. A regular update from Mrs Martin would be beneficial, moving forward.</p> <p>The Governors thanked Mrs Martin for her time, she left the meeting at 5.25pm</p> <p>c) There were no matters arising.</p>	
4	Impact of Meeting	<p>a) The impact of the meeting held on 4th October 2022 was discussed as follows:</p> <p>Due to the delay in receiving the previous minutes, this would be addressed at the next meeting.</p>	ACTION
Governance			
5	Instrument of Government	<p>a) Faye Hudson and Richard Westcott were appointed as Parent Governors with a term of office of four years.</p>	

		<p>All Governors approved.</p> <p>For the benefit of the newly appointed Governors, the Chair gave an overview of the Instrument of Government and its purpose:</p> <p>b) There were three Parent Governors now in post with currently one vacancy.</p> <p>Ceri Norey was the LA (Local Authority) Governor.</p> <p>All additional Governors were Co-Opted, meaning they had a certain skill set deemed useful in assisting in the delivering of strategic Governance by the Board. There were currently three vacancies with a requirement to recruit a Finance Governor. This could be an Accountant or Bookkeeper. The Chair proposed keeping the Instrument of Government as was, many hands made light work! The Chair would contact Inspiring Governance in the New Year in a bid to recruit.</p> <p>The new Staff Governor was Chloe Burden who would attend the next meeting and be formally approved by the Governing Board then.</p> <p>The Chair felt that Governors were successful in delivering strategic Governance and reminded them of the need for all matters discussed to remain confidential.</p> <p>Virtual meetings could be held, with a hybrid approach recommended should a Governor be feeling poorly or having childcare issues. The rules surrounding virtual Governance could be found within the Code of Conduct.</p>	<p>DECISION</p> <p>ACTION</p> <p>ACTION</p>
6	Code of Conduct 2022-2023	<p>a) All Governors to sign Code of Conduct to say they agree to the terms set out within.</p> <p>Faye Hudson and Richard Westcott were asked to read the Code of Conduct, the Clerk would bring the document to the next FGB where they would sign to say they agree to the terms set out in it. Rory Costain would also be required to sign the document.</p>	ACTION
7	Annual Review of the Governing Board	<p>a) Review feedback on the effectiveness of the Chair</p> <p>This was deferred to the next meeting.</p>	ACTION

		<p>b) The review of Skills Audit data was discussed as follows:</p> <p>The Clerk would forward Skills Audit templates to the new Governors and would collate the information from all audits. The Clerk explained that this was a chargeable item. The HT was happy to pay for this to be carried out.</p>	ACTION
8	HT Appraisal	<p>a) The Chair gave a brief overview of the panel which consisted of Ceri Norey, Teresa Sweetland and Elizabeth Porter.</p> <p>Appraisals were confidential. These were carried out in Term One, with the deadline being 31st October. The appraisal had been completed for this year.</p>	
9	KCSIE (Keeping Children Safe in Education)	<p>a) The Chair requested that all Governors confirm on Governor-Hub once they had read KCSIE, with the recommendation that both Part One and Two were read. Ofsted would look to see compliance in this.</p> <p>Ofsted would check to see the school was compliant. Safeguarding was the responsibility of all Governors.</p>	ACTION
School Improvement			
10	HT Report	<p>a) This was circulated prior to the meeting with Governors raising questions which were answered in advance. Further discussions around some topics took place.</p> <p>For the benefit of the new Governors, the HT detailed the workings of the report, not all information provided was done so by the HT. There was involvement from SLT members. It was beneficial for Governors to forward questions in advance to the meeting, with the HT providing answers in the run up to the meeting also. This saved considerable time during the meeting.</p> <p>Questions raised by Governors were as follows:</p> <ol style="list-style-type: none"> 1. With regards to Little Wandle what can the GB do to support the 1 to one 1 catch up sessions in Year R? <p>Catch up sessions run for 3 weeks and then children are re-assessed. I am reaching out to Little Wandle to ask how this is run in other schools.</p>	

		<p>2. From the visit from the SIA were there any comments or actions for the EYs?</p> <p>Feedback from NoV said:</p> <ul style="list-style-type: none"> • EYFS environment both inside and out is now a strength. Children accessing resources, using vocabulary that has been developed since joining. • Phonics knowledge and application has been started and children are starting to apply. Speech and language for some children is low and these children have already been highlighted for interventions. Evidence of pupils applying phonics was seen. • IN EYFS, routines are in place and children are following. This is supporting by age related learning behaviours and a clear love of being in school. AI adults understand the focus and are interacting to build on learning. Interventions to support mark making development was seen and children's holding of a pencil was improved. • Labels are a mix of print and handwritten, teachers need to ensure they are following the handwriting policy and capital letter use is appropriate. <p>3. The SEND report was very informative and I have some previous experience of what is in the report but for those new to the GB could you explain what the 'Core offer' and 'QFT' are and how they are implemented?</p> <p>QFT- quality first teaching is the quality that comes from the teachers delivering lessons that meet the needs of the class.</p> <p>Core offer- are extra things that are needed to help the children be successful- see colour grid.</p> <p>There had been many changes to the SEND framework, training was available via The Education People for both SEND and non-SEND Governors.</p> <p>A Governor suggested the SENCO lead presenting at the next FGB, similarly to how Mrs Martin had delivered information.</p> <p>All Governor monitoring should consider SEND.</p> <p>4. Is the school or the local authority (through HNF) funding the 1-1 support for the child in the EYs and if so, how many hours support are</p>	ACTION
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		<p>they currently receiving and will this need to be increased?</p> <p>Currently we are completing the plan, do, review cycle, which has to be implemented and completed 3 times. We have also only just taken child to LIFT. Therefore, HNF application is now ready and will be submitted. This took longer as Kent did not support at nursery level.</p> <p>5. Do we get to see the actual note of visit?</p> <p>NoV is shared with Chair of Governors.</p> <p>6. Are we going to get an update on this at the FGB? (Summary sheet)</p> <p>Yes. Our progress score from original summary sheet had changed. Response from Kent.</p> <p>The data in the School Summary Sheet is based on the DfE released Checking Exercise data that was released in October. I can send you an extract of this for your school if you would like? For information there were 31 pupils on the file, 23 of which were Expected or Greater Depth, a percentage of 74.2%. Reading – 22 pupils were Expected or High Score, a percentage of 71.0%.</p> <p>In the original Summary Sheet, the Reading Expected Standard+ and Writing Expected Standard+ were the same, 71.0% and 74.2% respectively (copies attached).</p> <p>The only figures to change significantly were the progress scores – this is because in July (original dataset) the DfE had not announced what method/calculations they would be using to calculate progress this year. Therefore, the software provider that all LAs use for processing/reporting at KS2 had to use their best guess based on the methodologies for previous years. When the checking data was released in October the DfE had let software providers know the method of calculation which is why the progress scores have changed at a school level.</p> <p>7. What were the main outcomes of this and what actions need to be taken? HT and DHT have held OFSTED style Deep Dive Interviews with the Subject Leaders of 5 subjects (English, Maths, PE, DT and Geography)</p>	
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		<p>Subject leaders have identified further strengths and developments which can be added to their action plan. This will be shared with CWG. Another deep dive is planned for Term3/4.</p> <p>8. Can you explain this comment, does not seem to be any context- Evidence has been collected for a range of subjects. These are mainly from the content that is tweeted on the school site.</p> <p>Every subject leader has an evidence folder, tweets are being added as evidence.</p> <p>9. What is this? RE SCARE</p> <p>Standing advisory council on RE</p> <p>10. When was this first introduced and can we see the impact of this system.</p> <p>Little Wandle started in September. First assessment data has been completed and shared with CWG. Children will be reassessed in 2 weeks. Testing takes place every 6 weeks.</p> <p>11. Where is the data showing us progression etc.</p> <p>This has been shared with CWG.</p> <p>12. Can we use the Covid Catch up for this- what staff could we use, have we asked all staff. (1-2-1 phonics)</p> <p>Yes, we can. Covid catch up pays for 60% and we have to pay 40%. We have asked staff.</p> <p>13. Can we see the role out plan for how this is planned to work with parents- what demands will this place on the staff to review a paper based system?</p> <p>The plan of what is expected has been shared. Impact is staff will mark homework with children</p>			
<table border="1"> <tr> <td data-bbox="501 1915 596 2027">Rainbow Class</td> <td data-bbox="596 1915 1204 2027"> <ul style="list-style-type: none"> Children should be encouraged to sit and enjoy a book at home with an adult for read at home for a minimum of 10 minutes every day. Any reading completed should be recorded in the Reading Record </td> </tr> </table>		Rainbow Class	<ul style="list-style-type: none"> Children should be encouraged to sit and enjoy a book at home with an adult for read at home for a minimum of 10 minutes every day. Any reading completed should be recorded in the Reading Record 		
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			<ul style="list-style-type: none"> Activities to support wider learning will be posted on Tapestry. Activities that have enhanced the children's learning and wider experiences at home can also be shared with the teacher via Tapestry. 	
		Year 1	<p>Children are expected to read at home with <u>an adult</u> for a minimum of 10 minutes every day. The Reading Record should be completed each time.</p> <ul style="list-style-type: none"> Children will be set a maths activity to complete online through Numbots, children should aim to complete 10 minutes over the course of the week. 	
		Year 2	<p>Children are expected to read at home with an adult for a minimum of 15 minutes every day. The Reading Record should be completed each time.</p> <ul style="list-style-type: none"> Children will be set a maths activity, lasting 20 minutes, to complete online through Numbots, initially, progressing to a TTRockStars activity over the course of the academic year. In addition to the set task there are optional tasks to complete to extend their learning. 	
		Year 3	<p>Children are expected to read at home with <u>an adult</u> for a minimum of 15 minutes every day. The Reading Record should be completed each time.</p> <ul style="list-style-type: none"> Children will be set a maths activity, lasting 20 minutes, to complete online through TTRockStars over the course of the academic year. In addition to the set task there are optional tasks to complete to extend their learning. 	
		Year 4	<p>Children are expected to read at home for a minimum of 15 minutes every day (<u>3 times a week with an adult</u>). The Reading Record should be completed each time.</p> <ul style="list-style-type: none"> Children will be set a maths activity, lasting 20 minutes, to complete online through TTRockStars over the course of the week. Weekly paper-based activities linked to the learning of Multiplication Times Tables are set, these tasks should take no longer than 15 minutes to complete. 	
		Year 5	<p>Children are expected to read at home for a minimum of 20 minutes every day and should include the <u>opportunity to discuss their reading with an adult at least once a week</u>. The Reading Record should be completed each time.</p> <ul style="list-style-type: none"> Weekly paper-based tasks, linked to the learning completed in school are set covering Maths, and Spelling, Grammar and Punctuation objectives. 	
		Year 6	<p>Children are expected to read at home for a minimum of 20 minutes every day and should include the <u>opportunity to discuss their reading with an adult at least twice a week</u>. The Reading Record should be completed each time.</p> <ul style="list-style-type: none"> Weekly paper-based tasks, linked to the learning completed in school are set covering Maths, Reading and Spelling, Grammar and Punctuation objectives. 	
		Special Educational Needs (SEN)	Homework needs to be accessible to all. The planning of homework tasks will take into account the varying needs of children including those with disabilities or special educational needs. Careful planning will ensure that the level of demand is appropriate and that guidance is clear.	
		Role of the Governing Body	<p>The Governing Body has:</p> <ul style="list-style-type: none"> Delegated powers and responsibilities to the Headteacher in order to oversee the development of this policy; Responsibility for the effective implementation, monitoring and evaluation of this policy. 	

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C. Mory

		<p>14. What is the criteria for selecting pupils, not discussed in the FWG- Social groups/Play therapy</p> <p>Children who are either: Tier 2, have attendance concerns, SEN, safeguarding.</p> <p>15. Analysis/Findings and how does this effect the plan? Dyslexia screening</p> <p>Helps identify aids which will help and helps teachers apply approaches and informs parents.</p> <p>16. In FWG you stated 2 days- PE coach</p> <p>It is 2 days; this has been discussed at length and changed. Confirmed 2 days.</p> <p>17. FWG you stated 7K- sports coach</p> <p>Based on 2 days not 2.5</p> <p>18. Have the tables been assessed as they were upside down on the field for a few years?</p> <p>As part of the move we are looking at whether the table can be used or whether a replacement is needed.</p> <p>19. Can you explain this one again to me, EYFS need a 1 x TA or 2 as they seem to have 1.5 each</p> <p>EY need 1 TA. They have a 0.5 TA too to meet the needs of an SEN child, mentioned above.</p> <p>20. You are requesting another TA for EY are any of the EYFS TA's leaving or is Isabelle going back to office.</p> <p>We were looking for a TA with EY experience to help strength the team and then relocate other adults to meet vacancies in the school. However, this is being reviewed in light of current climate and quality of staff in there.</p> <p>21. I take it that the KS2 TA is for Aaron who is leaving?</p>	
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		<p>Yes, I don't think I mentioned that in my report-sorry. Mr Ramsden is leaving us at Christmas.</p> <p>22. There is a person Joy Humberson in the list below but not showing in the distribution- where does she fit in? is she part time full time- is she a TA or a teacher?</p> <p>Again sorry- Mrs Humberson is a teacher who covers ECT times and management release.</p> <p>A Governor raised concern that a TA (Teaching Assistant) was set to leave at Christmas, wishing to know what the forward plan would be. The school would not be considered understaffed, yet not be at the preferred level either. An advert had been placed in a bid to recruit, the overall calibre of applicants was below the required standard, bar one who had not since not responded to the school. A further advertisement would be placed at Indeed. Many schools were struggling to recruit and retain TA's. A Governor asked whether a recruitment agency could be used? Agencies would take up to 20% of the wages. A Governor asked whether TA vacancies were advertised on the Parent Newsletter? An advert could be placed however an influx of new and inexperienced TAs had recently been employed, with much time required to train them. Parents would likely be similarly inexperienced. The school could specify that a Level 3 TA was required.</p> <p>23. Can you explain and have details of the children less than 90%. As 17 children is 8% of the school basically half a class. Actual figures for the <90%. How far below 90%. Are they the same as Term 1. What are you doing to get these children into school, please supply action plan that you are using, obviously improved from T1 what made the change, what did you do, why did it not work on all. Are these PP children, Please expand.</p> <p>We have 17 children who are still below 90%. In reviewing the information 5 children will continue to be monitored but letter to parents stating our concern has worked as children have had no more absences.</p> <p>6 children are receiving letters stating our concerns (new children).</p>	<p>ACTION</p>
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		<p>6 children (1 family is 4 children) are being invited to a meeting with Headteacher to discuss support.</p> <p>The HT further detailed issues around attendance – this was detailed within the School Plan. The school had reverted to following pre-Covid-19 guidance. There were several pupils with less than 90% attendance in Term One. There were now 17 whereas this figure had been 35 previously. Letters of concern had been sent to parents, which had improved the situation. Of the 17 still regularly absent, 5 had not improved matters sufficiently and had received penalty notices. There were 6 new pupils on the list, 4 of which came from one family. A Governor asked whether letters of acknowledgment had been sent to those families whose attendance had significantly improved? Letters had not been issued: recognition would be noted on mid-term reports. A Governor wished for clarification as to what percentage those absentees dipping below 90% attendance were at. This ranged between 75%-83%. A significant proportion of those pupils were also in receipt of Pupil Premium with discussions taking place in the Curriculum Working Group. A Parent Governor detailed receiving a letter, with their child having been poorly for just four days. This was in line with KCCs (Kent County Council) Policy which had not seen any amendments to it, even throughout Covid-19 period, although the school had made the decision, at that time, to not issue letters. The KCC Attendance Team had visited the school, it was imperative the school were doing all they could to address attendance issues. There was often a link between Safeguarding and attendance issues, the school sought to find solutions for those parents in need of assistance.</p>	
11	Finance	<p>a) Key points were discussed as follows:</p> <p>There was no Finance Governor currently, the Finance group met regularly, with the budget being discussed. There had been £120,000.00 in the pot, that could not be accounted for at the time. There was concern it would be lost if not spent. The Business Manager was set to inform Governors that this figure was rolled over from the previous year, a breakdown of why it had rolled over in the first instance was required. The three-year budget would be considered. A Governor asked whether financial benchmarking had been carried out?</p>	ACTION

		<p>This had been carried out, with comparisons with Willesborough Primary School made. This would be looked at in further detail. Budget Monitoring would be addressed at future FGB's. Capita currently dealt with pay roll, there had been some issues with members of staff being paid incorrectly. Most issues had now been resolved, however the school were looking for an alternative provider. A Governor felt it imperative that all staff were paid in a timely and correct manner. There had previously been four to five members of staff impacted, a formal complaint had been raised with a delay in receiving the requested payroll report. Alternative providers would allow the school to adjust up to five days prior to funds hitting accounts. One staff member was still affected albeit by a lesser amount. Alternative options for providers were EdguPay, Juniper or HR Connect. Cost implications would be minimal, the three quotes received would be shared with the Finance Team. The new provider would work alongside Capita for a three-month period.</p> <p>Planned works were discussed as follows:</p> <p>Windows and cladding – The LA confirmed these works were to be carried out. This had been allocated to tender, it was hoped works would be completed by Easter. There was a twelve-week delay in receiving the windows once ordered.</p> <p>There were three planned Capital Projects. This was due to the high rollover amount from the previous year, the school had been granted permission to retain the monies, providing it was invested in Capital Projects:</p> <p>IT Project Health & Safety (H&S) Project Early Years Project</p> <p>The Early Years project had seen new furniture installed, with the inclusion of a sand pit and stage. Most of these funds had already been utilised.</p> <p>The H&S Project had seen heating installed within the main building, alongside drainage systems in problematic flooding areas. Heaters had also been installed within the hall. There were still some funds available.</p>	<p>ACTION</p> <p>ACTION</p> <p>ACTION</p>
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		<p>The IT Project had seen succession planning for the school. Screens had been purchased prior to Covid-19. Assets would be looked at and a plan put in place.</p> <p>Sports Premium funds had all been allocated. Funds had been accumulated due to Covid-19 and the restrictions caused by this. There were no further roll-overs permitted, circa £8,000.00 was available, an investment in outdoor gym equipment was a possibility. The SLT would determine how best to spend.</p> <p>The Curriculum Group had recently met, data analysis had been the focal point. Classes were looked at individually. The report had been uploaded to Teams with the request that Governors take the time to read through. A learning walk had included phonics, also maths within Reception class.</p>	<p>ACTION</p> <p>ACTION</p>
12	Policies	<p>The following policies were circulated prior to the meeting:</p> <p>The Chair wished to amend the contents of the following policies:</p> <p>On-Line Safety Acceptable Use Mobile Technology and social media</p> <p>Content was repeated in all three, the Chair would seek to amend with assistance from the SLT (Senior Leadership Team).</p> <p>The HT highlighted those policies that had not changed from the previous year.</p> <p>a. Pay Policy</p> <p>This had remained as was, with changes only made to the thresholds. This was an annual policy. All Governors approved</p> <p>b. Staff Code of Conduct</p> <p>All Governors approved</p> <p>c. Bullying & Harassment</p> <p>All Governors approved</p> <p>d. Grievance</p>	<p>ACTION</p> <p>DECISION</p> <p>DECISION</p> <p>DECISION</p>

		<p>All Governors approved</p> <p>e. Whistleblowing</p> <p>All Governors approved</p> <p>It was noted that several of the policies were not due for renewal, recommendations to do so had been made by the DfE (Department of Education). A policy tracker would be implemented to facilitate ease in knowing which policies to update and when.</p>	<p>DECISION</p> <p>DECISION</p> <p>ACTION</p>
		<p>f. Equality</p> <p>A Governor asked whether the objectives were those currently found on the website? The HT confirmed this to be the case.</p> <p>All Governors approved</p>	<p>DECISION</p>
		<p>g. Low level Concern</p> <p>A Governor raised the query as to whether there should be a provision within the policy for the HT. This would be included.</p> <p>All Governors approved with the amendment made</p>	<p>DECISION</p>
		<p>h. Accessibility</p> <p>This may require additional content</p> <p>All Governors approved with any amendments made</p>	<p>DECISION</p>
		<p>i. Child Protection</p> <p>All Governors approved</p>	<p>DECISION</p>
		<p>j. Collective Worship</p> <p>All Governors approved</p>	<p>DECISION</p>
		<p>k. Confidentiality</p> <p>All Governors approved</p>	<p>DECISION</p>
		<p>l. Mobile Technology & Social-Media</p> <p>Please see above.</p>	<p>DECISION</p>
		<p>m. On-Line Safety</p> <p>Please see above.</p>	

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C. Morgan

		<p>n. School Discipline & Conduct</p> <p>All Governors approved</p> <p>o. Acceptable Use Policy</p> <p>Please see above.</p>	DECISION
Other			
13	TEP Monthly Bulletin	<p>a) The November edition had been circulated prior to the meeting. Key points were discussed as follows:</p> <p>All Governors were reminded to book on to annual safeguarding training, if not already done so. Emphasis was being placed on the fact that all Governors had a responsibility surrounding Safeguarding.</p> <p>There was a summary of changes surrounding EYFS.</p>	ACTION
14	Governor Training	<p>a) Training for the next two months was detailed as follows:</p> <p>The Chair would determine appropriate modules on NGA (National Governance Association) training, the school was LA maintained and therefore also had access to free training from the Education People.</p> <p>There was Governor Induction Training taking place on the 20th January 2023. The Clerk would send the information to the new Governors.</p>	ACTION ACTION
15	Chairs Actions	<p>a) None noted.</p> <p>Gail Spragg left the meeting at 6.43pm.</p>	
16	Any Other Business	<p>a) Governor Monitoring Phonics – this had been circulated prior to the meeting albeit very late in the day. This would be discussed at the Curriculum meeting initially. The report had been uploaded to Governor-Hub.</p> <p>The Chair presented Elizabeth Porter with a bouquet of flowers from the Governors, thanking her for her many years' dedication to the school.</p>	
17	Confidentiality	<p>a) There was nothing of a confidential nature discussed.</p>	
18	Dates of Next Meetings	<p>a) 24th January 2023</p> <p>b) 21st March 2023</p> <p>c) 17th May 2023</p> <p>d) 11th July 2023</p>	

Meeting finished at: 6.52pm

Action Points from meeting held on 4th October 2022

Agenda Items	Action	Responsible	Actioned
10	CoG to update TS & then feed back to the wider Board in term 2 meeting.	Chair	Actioned
22	Circulate the link for NGA Training	Chair	Forward to FH and RW

Action Points from FGB held on 29th November 2022

Agenda Items	Action	Responsible	Actioned
22 (previous)	Circulate the link for NGA Training	Chair	Forward to FH and RW
1b	Appoint Chloe Burden as Staff Governor at next FGB	Clerk	
2a	Those outstanding to complete Annual Business Interests on Governor-Hub	All outstanding	
3a	Approve minutes from FGB held on 4 th October 2022 – add to agenda	Clerk	
4a	Add Impact of meeting held on 4 th October to next agenda	Clerk	
5b	Look to recruit Governors using Inspiring Governance	Chair	
5b	Formally approve Chloe Burden as Staff Governor	Clerk	
6a	Read and sign Code of Conduct	FH RW RC	
7a	Review feedback on effectiveness of Chair – add to agenda	Clerk	
7b	Skills Audits – forward template to FH & RW. Collate all audits	Clerk	
9a	Confirm having read KCSIE (Parts one and two)	All outstanding	
10a	SENCO lead to attend FGB to deliver presentation	HT	
10a	Seek to recruit a level 3 TA	HT	
11a	Breakdown of why £120,000.00 was rolled over the previous year	Business Manager	
11a	Benchmarking analysis	HT	
11a	Add Budget Monitoring to future agendas	Clerk	
11a	Share quotes from payroll companies with Finance Team. Add to next agenda.	HT Clerk	
11a	Read through data analysis uploaded by Curriculum Working Group	All Governors	
11a	Asset Register/devise plan	Business Manager	

Minutes, FGB Meeting 29th November 2022

Chairs Initials

12	Make amendments to policies as detailed	Chair SLT	
12	Implement a policy tracker	Chair HT	
13a	Carry out annual Safeguarding training	All outstanding	
14a	Look at useful training modules	Chair	
14a	Forward Governor Induction Training information to FH & RW	Clerk	

Chair:



Date: 24th January 2023

(Ceri Norey, Chair of Governors)