



## MINUTES

### Full Governing Body Meeting

Held at the school on

Monday 22<sup>nd</sup> May 2023

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

In Attendance: Simone Williams-King (School Business Manager)

Governance Professional (Clerk): Nicki Cox

The meeting commenced at 5pm

Item	Purpose	Action
<b>Procedural</b>		
1	<p>Welcome Apologies Quorum</p> <p>a) The Chair of Governors welcomed those present and thanked them all for attending the meeting.</p> <p>Gail Spragg wished for clarification that the Curriculum Working Group was meeting the following day. This was confirmed.</p> <p>b) Apologies had been received from Rory Costain who was unable to attend the meeting. Richard Westcott would be arriving be late.</p> <p><b>All Governors accepted this.</b></p> <p>c) The meeting was quorate.</p>	DECISION
2	<p>Declaration of Business Interests</p> <p>a) There were no business interests declared against any of the agenda items.</p> <p>b) The Chair reminded all Governors to declare any business interests which became relevant during the meeting:</p> <p>There were no matters arising.</p>	
3	<p>Minutes of the previous FGB</p> <p>a) The minutes from the FGB held on 4th October would be an agenda item for the July FGB.</p>	ACTION

Minutes, FGB Meeting 22<sup>nd</sup> May 2023

Chairs Initials

	Meeting held on 21 <sup>st</sup> March 2023	<p>Minutes from the previous FGB held on 21<sup>st</sup> March 2023 had been circulated prior to the meeting:</p> <p>All Governors confirmed the minutes were a true reflection of the meeting.</p> <p>b) Action Points from the previous meeting were discussed as follows:</p> <p>Please refer to the table set out below the minutes.</p> <p>c) There were no matters arising.</p>	DECISION
<b>Governance</b>			
4	Review of the Governing Board	<p>An advert had been placed in Inspire Governance, in a bid to recruit Governors.</p> <p>There had been interest shown with an applicant's details shared with Governors. This was met with some reservation, Governor's felt there may be an interest in academisation, the school did not wish to move towards academy status. Once contact had been made and intention behind the interest in the post established, the Chair of Governors would decide upon whether to progress with recruiting.</p> <p>It would be beneficial to advertise posts in Keeping Lenham Safe and the Focus. The Chair would place an advert in the Focus in June or July. Recruiting local Governors where possible, was the ideal, an advert could also be placed within the Parish Council and library. KCC could also assist in the recruitment drive. The LA (Local Authority) had assisted in sourcing Governors previously.</p> <p>a) Skills Audits</p> <p>The Clerk had collated the results and had forwarded to the Chair. This would be revisited again in September. Based on the collated results, the Chair had looked at various training opportunities to strengthen Governor's knowledge in areas of weakness and would circulate details to Governors.</p> <p>The Chair of Governors asked the Board at which point within meetings 'Impact of Meeting' should be considered. It was agreed that this would be discussed at the end of each meeting.</p>	<p>ACTION</p> <p>ACTION</p> <p>ACTION</p> <p>ACTION</p>

Minutes, FGB Meeting 22<sup>nd</sup> May 2023

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		<p>The impact of the Term 4 meeting had not been discussed at the time; Governors were asked to reflect on the success of the meeting:</p> <p>It had been decided that the Governing Board would not seek to reconstitute.</p> <p>A discussion had taken place around inclusion and equality, with the diversity of Governors sitting on the Governing Board a consideration. It was felt that the age range of Governors could be more diverse, this would be considered when recruiting.</p> <p>Budget monitoring had been approved, additionally SFVS (Schools Financial Value Services) and several policies ratified.</p> <p>Chairs 360 – Those Evaluations received by the Clerk had been forwarded to the Chair of Governors (whilst retaining anonymity).</p> <p>b) The Equality and Inclusion Governor was appointed as follows:</p> <p>Neither Richard Westcott nor Faye Hudson had been delegated Governor roles. There was a need to allocate Attendance and Inclusion &amp; Equality. Fay Hudson would take on Attendance Governor and additionally, PE Governor. The Terms of Reference and Governor-Hub would be updated accordingly. Richard Westcott would be asked if he would be willing to take on Inclusion &amp; Equality.</p> <p>c) Appoint Attendance Governor</p> <p>Please see above.</p> <p>It was assumed that Charlie O’Neil had resigned from the Governing Board. The Chair would reach out to him to confirm that this was the case.</p> <p><b>The HT queried whether a Staff Governor could have a pupil or pupils at the school?</b></p> <p>The Clerk would obtain a definitive answer and report back to the HT. It was often trickier for teachers to become Governors as their work schedule was extremely busy, it was easier to allow support staff time away from the classroom.</p>	<p>ACTION</p> <p>ACTION</p> <p>ACTION</p>
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5	Governor Monitoring	<p>a) Report on any monitoring to have taken place:</p> <p>CPOMS had been monitored.</p> <p>The Curriculum Learning Group had carried out a walk around the school.</p> <p>The Chair had met with the SIA (School Improvement Advisor). There had been no issues raised.</p> <p>The Chair of Governors had met with the Geography Lead.</p> <p>Faye Hudson had a monitoring visit planned.</p> <p>Gail Spragg was set to undertake SEND and Pupil Premium monitoring in July.</p> <p>Teresa Sweetland had attended the recent New Parents Meeting, which had a fantastic turn out, with 25 of 30 present. Attendees had received a book bag as an incentive, this would be done again.</p>	
<b>School Improvement</b>			
6	Safeguarding	<p>a) This was updated as follows:</p> <p>This had also been included within the HT Report.</p> <p>b) Update on Chair of Governors meeting with DSL's (Designated Safeguarding Leads):</p> <p>The move from paper reporting to CPOMS would occur when all were trained. The switchover date was set to take place on Friday. Historical records would not be updated on to the new system, therefore a dual system would be in place. CPOMS was currently used for attendance data. The previous year had seen an audit on policies to ensure the school were up to date and ready for Ofsted. This would be carried out again by the Chair of Governors. A Safeguarding report would also be completed and reported to Governors. A Governor asked whether a break in service would require an up-to-date DBS to be carried out upon return? The HT was unaware of whether this was a requirement but would seek an answer. Long term staff members were required to have these carried every three years. A Governor asked how much a check cost? Each check cost approximately £53.00 plus an admin fee.</p>	<p>ACTION</p> <p>ACTION</p>

		<p>Richard Westcott joined the meeting at 5.38pm</p> <p>It was possible to glean information about potential staff from Google searches, Facebook and Twitter. There were companies that could obtain this information.</p>	
7	<p>SDP (School Development Plan) SEF (School Evaluation Form)</p>	<p>a) This had been circulated prior to the meeting and was shown on the screen:</p> <p>SAP: Amber areas 3.1 Attendance- lateness slips. <i>These have been introduced this week and are being used to record lateness and make sure we are seeing parents and building a pattern of why late.</i> 3.2 Sports Leaders and Anti bullying ambassadors- is this amber as governors need to monitor it? <i>Sports leaders are up and running and it would be great if Governors could pop in and see Team Theme. Anti- bullying ambassadors have not been as successful this year as the adults leading the group have left. We have signed up to the official training for this year to train 2 more Tas and re-launch September.</i> 4.1- Picnic- amber <i>This was all planned and risk assessed for the Coronation celebration and then it rained the night before. My hope is to plan another date this academic year.</i> 4.2 – Alms houses not finished <i>When we were originally invited it was proposed that Year 5 and 6 took part, however when the time came only 1-year group was invited which was Year 5. Therefore, I have grey scaled the objective out as the event has passed.</i></p> <ul style="list-style-type: none"> <li>• <i>leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life</i></li> <li>• <i>the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment</i></li> <li>• <i>the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs</i></li> <li>• <i>learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary</i></li> <li>• <b>Implementation</b></li> <li>• <i>teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise</i></li> <li>• <i>teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches</i></li> <li>• <i>over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts</i></li> </ul>	

	<ul style="list-style-type: none"> <li>• teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners</li> <li>• teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider’s ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment</li> <li>• a rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners’ phonics knowledge</li> <li>• <b>Impact</b></li> <li>• learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained</li> <li>• learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.</li> </ul> <p>The Chair of Governors wished to discuss those red areas and highlighted as follows:</p> <p>Attendance would be included within the new school plan.</p> <p>‘Anti-Bullying Ambassador’ would also be included on the new plan. Training would be revisited, with two staff members set to undertake in July. Pupils would then be involved.</p> <p>The Governor Action Plan was shown on the screen for the benefit of all Governors with rag ratings and items highlighted in red, the primary focus.</p> <p>Governors were required to monitor lunchtime break to ensure the school were delivering enriching experiences. Team Theme ran sessions twice weekly. Faye Hudson would undertake. Orange areas within the plan featured around subject leadership.</p> <p>PE and Computing were development sections but would likely go green soon.</p>	ACTION
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		<p>It was unclear as to whether Rory Costain had written up the music monitoring report. There was not a statutory requirement to delegate Music to a Governor.</p> <p>External speakers would enrich assemblies. An ex-Olympic basketball player was set to deliver a presentation on 28<sup>th</sup> June. Governors were asked if this could be monitored by a Parent Governor.</p> <p>Parent Governors were also asked to write up a monitoring report for the forthcoming Sports Day.</p> <p><b>A Governor asked whether there was a whole school initiative?</b> Geography would be done over the summer.</p> <p>The HT had compiled a list of dates, to be looked at the CWG (Curriculum Working Group), these would then be circulated to Governors.</p> <p>The bare bones of the plan for the 2023-2024 academic year had been drafted with the Deputy HT assisting the HT. The final version would be delivered to staff on the inset day, with input from them used to finalise the plan over the summer holidays. The plan would be shared with those Governors who were unable to attend on Friday.</p> <p><b>A Governor asked what would happen when Ofsted made 'the call'?</b> The HT would contact the Chair of Governors. It was hoped that Ofsted would give advance notice of what they wished to assess. It would be beneficial to have the presence of Governors also. This could be done virtually; feedback was not permitted to be carried out in a virtual fashion, however. Only the Chair of Governors was permitted to be present at such time.</p> <p>Staff were in receipt of the Pupil Voice results.</p> <p>A recently planned outdoor picnic has not gone ahead due to bad weather, therefore this did not tick the box.</p> <p>KS2 had been set to visit Alms Houses, only Year 5 had been able to go.</p> <p>b) SEF</p>	<p>ACTION</p> <p>ACTION</p> <p>ACTION</p>
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		This was noted.	
8	Finance	<p>The FWG (Finance Working Group) had recently met, with the budget being dissected. Documents had been circulated to all Governors prior to this meeting, there were no questions raised at this stage.</p> <p>Next year the two budgets would be compared. This would be carried out by SFS (School Financial Services).</p> <p>The final approved version must be submitted by 31<sup>st</sup> May.</p> <p>The three-year budget was shown on the screen:</p> <p>This had been scrutinised thoroughly, line by line and with all queries answered.</p> <p>There were two more pupils in receipt of top up funding than had been last year.</p> <p>Rollover was £1,107,694.00.</p> <p><b>All Governors approved.</b></p> <p>It had been unclear as to what percentage of funds were NTP (National Tutoring Programme) and which Covid Catch up. The HT had queried with the (DofE Department of Education). SFS (School Financial Services) were extremely busy, it was not easy to get answer from them.</p> <p>Budget setting had taken place later than the previous year, it had been carried out at the end of April, compared to mid-May this year.</p> <p>The headline was that the school was in a healthy financial position.</p> <p>£39,000.00 budgeted for energy costs had cost £17,000.00.</p> <p>Gas bill – £3,000.00, against £1,900.00 previously.</p> <p>The school were currently paying out for bills dating back to February-April.</p> <p><b>A Governor asked why supply teaching staff had reduced?</b></p> <p>This was because a high number of support staff were supply due to the school struggling to recruit.</p>	DECISION



		<p>A Governor asked what was included within 'Special Facilities'? E24 – this included SLT (Senior Leadership Team), Breakfast Club and some school led tutoring. The Breakfast Club provision had recently been enhanced.</p> <p>Expected in year and beyond – an increase for teaching staff and educational support staff. TAs had received a £2,000.00 per annum pay increase, effective from 1<sup>st</sup> April. Development for increasing grades for support staff had been built in. It was important to retain support staff, some pupils had significant additional needs so having the right staff was imperative. SFS had recommended moving them to KR4 (Kent Range), however the school did not see the merit in doing so. The HT wished for those staff members to be aware of the appreciation of the school.</p> <p>Catering Supplies – had increased on the previous year. The cost of a school meal was set to increase, going up to £2.70. Funding for FSM (Free School Meals) and Universal Infant FSM was £2.41 per meal. Those entitled but that did not up take would hopefully level it out. A Governor asked what the take up on school meals was? This was fairly static, around 120, increasing to around 150 on a Friday.</p> <p>A Governor asked what proportion of this were entitled to FSM? There were 45, approximately 20 of which were in KS2. It was possible that the price increase may put some parents off. A Parent Governor switched from school meals to packed lunches, once the entitlement for infant FSM came to an end. A trial for free school meals for KS2 also, was being rolled out across London. KCC (Kent County Council) continued to provide food vouchers in the holiday, for those eligible. The amount received had reduced.</p> <p>Sports Premium funding was still received for the specialist sports curriculum, it was possible this may be the last year that funds were received.</p> <p>It would be necessary to make couple of changes, this would put the school in a good position over the three years.</p> <p>The school had rolled over a considerable amount, it would be necessary to retain fluidity. The rollover was in part, down to not having the correct number of staff.</p>	
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		<p>The school were fortunate to have a much healthier budget than some other schools.</p> <p>There had been a positive rollover of £16,000.00 for this year.</p> <p>A new dishwasher for the kitchen had been bought, the Year 1 canopy would be change. It would be prudent to ensure sufficient capital funds were retained to allow for new IT equipment, along with a contingency for the boiler which would cost in the region of £6,000.00 to fix. Most schools did not have the benefit of two boilers.</p> <p>There were no further questions from Governors, the Chair of Governors thanked Simone Williams-King for her time, she left the meeting at 6.08pm.</p> <p>Works to the windows and cladding would be carried out over the summer. This was a ten-week project, works would commence the week prior to the end of term, a detailed plan was yet to be received. Given the length of time required to complete, this would also run in to the beginning of Term 1, it was possible that final works would be required to be carried out outside of school hours. A contingency plan would be made in case of bad weather.</p> <p>A Governor asked for parents to be notified of works and likely disruption, the processes involved and the positives.</p> <p>A quote to replace the curtains in the school hall had been obtained - £5,000.00.</p> <p>The expansion of the school was back on the agenda as a point of discussion. This would likely be in 2025-2026. This had gone to plan previously, however was halted.</p> <p>Staffing – The FWG had discussed vacancies, there was an HLTA (Higher Level Teaching Assistant) vacancy for a fixed one term contract. A vacancy for a TA on a fixed contract and an Admin position also.</p> <p>A candidate for the HLTA position had been offered the job, the school were waiting upon a DBS check to be returned. This was a qualified teacher who did not want the pressure of taking on a teaching role.</p>	
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		<p>A supply would cover to the end of year for Early Years.</p> <p>A part time admin person had been appointed, with the necessary checks underway. There may be a cooling off period required in line with their police pension requirements.</p> <p>Interviews for the TA position were set to take place this week.</p> <p>a) Budget Monitoring</p> <p>This was noted.</p> <p>b) Approve Annual Budget</p> <p><b>All Governors approved.</b></p> <p>c) Approve Three-Year Budget</p> <p><b>All Governors approved.</b></p> <p>d) BCM (Balance Control Mechanism)/Closedown</p> <p><b>All Governors approved.</b></p> <p>e) Benchmarking</p> <p>This was noted.</p>	<p>DECISION</p> <p>DECISION</p> <p>DECISION</p>
9	Policies	<p>The following policies had been circulated prior to the meeting.</p> <p>a) Charging &amp; Letting Policy</p> <p>The HT had used the template for the policy from The Key, with some information left as an appendix.</p> <p><b>All Governors approved.</b></p> <p>b) Charging &amp; Remission Policy</p> <p>There had been no changes to the policy.</p> <p><b>All Governors approved.</b></p>	<p>DECISION</p> <p>DECISION</p>
10	Headteacher Report	<p>a) A brief HT Report had been circulated prior to the meeting, with questions raised by Governors, prior to the meeting also.</p> <p>1) Ofsted Ready Training- What were the positives and negatives of the visit? Did he offer it we were in a good place and what we need to work on. Can you share the action list?</p> <p>He didn't talk about any grading as it was a snap shot visit. We asked that he discuss the 90-minute phone call and then speak to subject leaders.</p>	

		<p>Positives of the visit was it helped remove some myths and gave clarity on some things (who can be part of the 90-minute phone call, what conversations the HT and DHT can be part of). He also gave us some tips for planning- having timetables prepared etc. The other big positive was he felt subject leaders did have everything they needed to discuss their subject.</p> <p>The things we need to work on (negatives)- writing across the curriculum, we will not get a deep dive in writing (even though this is an action from the last inspection). They will look at writing across the curriculum. Writing is taking place across the curriculum and we have evidence but not always is the same focus put on the foundation subjects for writing as it has been for English. We are going to produce a barriers to subjects list for each area and discuss good practise to overcome these barriers. For example, barriers in History are likely to be reading and writing. So what do we do to overcome these barriers (Immersive reader, working with missed ability pairs, working with TA, colourful semantics, talk to text, using Chromebook). It also helped us develop a crib sheet for subject leaders, the way the questions went allowed us to develop a flow chart of documents teachers would need. As staff were not always confident on what document to draw from.</p> <p>2) Ofsted Criteria- Can you share the actions and responsibilities for this, I see this as the most important action list we need to tick off I have been going through the Ofsted framework and pulling out the objectives and sharing these with staff to keep the focus of Ofsted in their mind, but to also flag the language that is used. I haven't created a 'tick sheet' as such but when focusing on Quality of Education, majority of things are being developed or in place.</p> <p>3) Higher Needs Funding- Are we applying for the other children then so we keep the funding to provide the support and employ the TA's we have We have 3 more children that we are considering HNF for. So yes, we will be topping that funding up that we can keep our current staffing.</p> <ul style="list-style-type: none"> <li>• Asbestos- This needs to added to the expansion criteria to see if we can remove completely. The areas asbestos is found will not be touched apart from some possible classrooms (Year 4/5). We haven't seen any final plans but it will be a good question to ask.</li> <li>• Maternity Leave- What will this do to the budget, ie is this covered on insurance and who is covering, does this mean a reduction in wages and a saving? We will get back everything paid to CD on maternity as we pay into accepted items. The cover in place is cheaper, so we will make some saving. However Parental Leave has been requested which I believe comes from the school budget, so we need to budget 2 weeks at full pay which wouldn't have been expected.</li> <li>• Would like to see this on a trend over time please for all categories in this section. Do you mean which children and why? And looking at if there is a trend of holiday near a bank holiday? We identify trends looking at particular days of week children are absence. We follow the KCC attendance guidance and advise. Next year we want to tightened things further of looking at improved attendance or 100% weekly for whole school.</li> </ul>	
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Minutes, FGB Meeting 22<sup>nd</sup> May 2023

Chairs Initials



		<ul style="list-style-type: none"> <li>Higher Needs Funding- Are we applying for the other children then so we keep the funding to provide the support and employ the TA's we have We have 3 more children that we are considering HNF for. So yes, we will be topping that funding up that we can keep our current staffing.</li> <li>Asbestos- This needs to added to the expansion criteria to see if we can remove completely. The areas asbestos is found will not be touched apart from some possible classrooms (Year 4/5). We haven't seen any final plans but it will be a good question to ask.</li> <li>Maternity Leave- What will this do to the budget, ie is this covered on insurance and who is covering, does this mean a reduction in wages and a saving? We will get back everything paid to CD on maternity as we pay into accepted items. The cover in place is cheaper, so we will make some saving. However Parental Leave has been requested which I believe comes from the school budget, so we need to budget 2 weeks at full pay which wouldn't have been expected.</li> <li>Would like to see this on a trend over time please for all categories in this section. Do you mean which children and why? And looking at if there is a trend of holiday near a bank holiday? We identify trends looking at particular days of week children are absence. We follow the KCC attendance guidance and advise. Next year we want to tightened things further of looking at improved attendance or 100% weekly for whole school.</li> </ul> <p>It was not necessary to receive a written report every term, however this was very much appreciated.</p> <p>Governors were asked to attend on the forthcoming Inset Day, where possible. From 9am-10.30am or thereabouts. This would provide Governors with the opportunity to discuss the plan and meet with staff.</p>	ACTION
<b>Other</b>			
11	Chairs Actions	a) There were no Chairs actions.	
12	Any Other Business	<p>a) Governors wished to raise the following points:</p> <p>The Year 6 residential meeting had been successful.</p> <p>A Governor felt it a little unjust that the DofE had considered Covid-19 disruption to pupils' education in both GCSE's and A Levels but had not done so for SAT's. The HT would bring KS2 SAT's papers along to the CWG meeting the following day. KS1 tests were ongoing, therefore papers could not yet be shared.</p> <p>Richard Westcott had embarked on undertaking finance module training.</p>	

		<p>The school day was set to extend by ten minutes from September. Notification that the school day would start earlier would be cascaded to parents, KS2 would also have a slightly shorter lunch time.</p> <p>The impact of this meeting was discussed as follows:</p> <p>Areas to improve knowledge identified in Skills Audits.</p> <p>Faye Hudson would become Attendance and PE Governor.</p> <p>The Chair of Governors asked Richard Westcott if he would take on Equality &amp; Inclusion Governor role, he agreed to do so.</p> <p>The budget had been approved.</p> <p>Governors had discussed ideas around Governance and recruiting.</p> <p>Approved two policies.</p>	
13	Confidentiality	a) Please refer to the Confidential Minutes.	
14	Dates of Next Meetings	<p>a) 11<sup>th</sup> July – The HT would be unable to attend this date as would be away on the Year 6 residential trip.</p> <p>It was proposed that the meeting move to the 17<sup>th</sup> of July, the Clerk would check their diary and confirm.</p>	ACTION

Meeting finished at: 8.37pm

Action Points from FGB held on 21<sup>st</sup> March 2023

Agenda Items	Action	Responsible	Actioned
8a (previous)	FH to read KCSIE and confirm on Governor-Hub when done	FH	Actioned
9a (previous)	Complete Safeguarding training asap	All outstanding	All had completed aside from Rory Costain. Gail Spragg had completed via another setting however was required to carry out for this GB
12a (previous)	Add Charging & Letting Policy to next Agenda	Clerk	Actioned
3a	Approve Minutes, FGB 4 <sup>th</sup> October 2022	Chair	Deferred until July
3a	Add 4 <sup>th</sup> October minutes to next FGB agenda	Clerk	As above
3a	Amend 24 <sup>th</sup> January minutes as stated	Clerk	Actioned – all signed
4a	Clerk to collate Skills Audits results, CofG to assess knowledge gaps within the Board and contact Inspire Governance to recruit Governors	Clerk CofG	Actioned – hard copies had been completed

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5a	Add Skills Audit results to next FGB agenda	Clerk	Actioned
5b	Appoint Inclusion & Equality Governor – add to next agenda	Clerk	Actioned
6b	Establish whether Faye Hudson has been allocated a monitoring area	CofG	Actioned – PE and Attendance were delegated to Faye Hudson.
6c	Add pupil progress data to Term 6 agenda	Clerk	Actioned
7a	CofG to meet with DSL's regarding the CPOMS system	CofG	Actioned
8a	CofG to update SDP	CofG	Actioned - Governor's section had been updated
9g	Circulate Finance Skills Audit templates to FWG members	Clerk	CN had returned only
14a	HT to look in to whether pupils had been required to finish lunch at their pegs	HT	Resolved
16a	Re-arrange May's FGB	Clerk	Actioned

Action Points from FGB held on 22<sup>nd</sup> May 2023

Agenda Items	Action	Responsible	Actioned
3a	Add October 2022 minutes to Term 6 FGB agenda	Clerk	
4	CofG to contact potential Governor	CofG	
4	Advertise Governor vacancies as discussed	CofG	
4a	Add Impact to meeting to end of future agendas	Clerk	
4a	Circulate training ideas to Governors based on Skills Audits	CofG	
4a	Update Terms of Reference/Governor-Hub to reflect Faye Hudson's delegated roles.	Clerk	
4a	Skills Audit – add to Term 1 agenda	Clerk	
4c	CofG to make contact with Charlie O'Neil	CofG	
4c	Clerk to confirm whether a Staff Governor is permitted to have a pupil/pupils at the school	Clerk	Actioned
6b	Audit on policies to ensure Ofsted ready	CofG	
6b	Safeguarding report to be circulated to Governors	CofG	
6b	Determine whether a break in service required a further DBS check to be carried out, upon return.	HT	
7a	Parent Governors to attend Basketball presentation assembly where possible	Parent Governors	
7a	Parent Governors to write up monitoring report for Sports Day	Parent Governors	
7a	Circulate list of event dates to Governors	CofG	
7a	Circulate plan to Governors	CofG	
10a	Governors to attend Inset Day, where possible	All Governors	
14a	Rearrange July FGB	Clerk	



Chair:

(Ceri Norey, Chair of Governors)

Date 17<sup>th</sup> July 2023
