

Hotwells Primary School
Meeting of the Local Governing Body
Term 5, Thursday 4th May 2023, 4.35pm

Final MINUTES OF MEETING

Overall Objective of the Meeting: Understand readiness of school for staffing changes and subject leadership.

<u>Governors Present</u> Zoe Bell Rhiannon Benson (from 1645 – Item 2) Chris Bond, Chair Anthea Bruges, Vice-Chair Rob Davies (until 1810 – Item 6) Kee Jones, Headteacher Eleanor Weaver (until 1800 – Item 5)	<u>In Attendance</u> (non-voting) Ruth Attride, History Subject Lead (until 1705 – Item 2) Matt Edwards, Assistant Headteacher Aidan McFarlane, P. E. Subject Lead (until 1705 – Item 2) Sally Morris, SBM (from 1705 – end of Item 2 for School Budget Item only) Keira Stobie, Clerk Quorum = 4 (half in post)	<u>Apologies</u>
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Feedback on actions from T4 2022 - 2023 Meeting

AGENDA NUMBER	AGENDA ITEM	ACTION	RESPONSIBLE PERSON
4	Governor Area Updates	KS to assign ZB to the role of Governor for EYFS on Governor Hub.	KS
7	Governor Shared Drive	KS to highlight to CB policies for review prior to each LGB meeting.	KS
7	Governor Shared Drive	RD to add review dates to Policy Review Spreadsheet.	RD
7	Governor Shared Drive	KJ to bring the completed Behaviour Policy to the T5 LGB meeting.	KJ
8	Clerk's Business	KJ to arrange Staff Governor elections in T1	KJ
9	Approval of previous minutes and matters arising	RB to meet with SH T5	RB
9	Approval of previous minutes and matters arising	MS to arrange a follow up meeting with SM regarding the Single Central Record	MS
9	Approval of previous minutes and matters arising	KJ/ME to create a list of priorities for improving staff areas	KJ/ME
9	Approval of previous minutes and matters arising	ZB to discuss options for improving staff areas with PTA	ZB

9	Approval of previous minutes and matters arising	CB to assist ME with new Governor page on school website	CB
9	Approval of previous minutes and matters arising	All governors to provide ME with a short biography and photo	All Governors
9	Approval of previous minutes and matters arising	CB to mark as signed on Governor Hub the final T3 minutes	CB
10	AOB and Close	KJ/ME to liaise with ZB regarding the EYFS Policy.	KJ/ME
10	AOB and Close	KS to include the EYFS Policy as an item on the agenda for the T5 LGB meeting	KS
10	AOB and Close	KS to update Governor Hub calendar with new T5 LGB meeting date	KS

Item	Final Minutes of Meeting
1	<p>Welcome (CB)</p> <p>Apologies for late arrival and early departure were received and accepted from RB and RD respectively. The meeting was quorate throughout.</p> <p>The necessity to deviate from the published agenda was explained and the amended meeting structure was outlined.</p> <p><u>Pecuniary Interests</u></p> <p>No changes were reported,</p> <p><u>Training undertaken</u></p> <p>None reported.</p>
2	<p>Staff Lead Presentations</p> <p><u>History (RA)</u></p> <p>The deep dive carried out by Ofsted during their most recent visit reported that the curriculum in this area was well sequenced, successfully building on pupils' prior learning and thus allowing them to know and remember more. Furthermore, pupils could articulate and site their knowledge within a wider timeline. This had been particularly pleasing observation because chronology had previously been considered a weaker aspect of the curriculum. This was thought to underline the greater confidence developed through the CUSP curriculum which had been being followed for two to three terms by that point. Pupils could define what history was and demonstrated their enjoyment of the subject. The report also recognised that the CUSP curriculum had been adapted to suit particular situations.</p> <p>This was now the second year of working with CUSP and this greater familiarity had enabled teachers to adapt it to their classes with even greater confidence. It was felt that CEEAAC was now deeply embedded, with pupils able to talk clearly about it.</p> <p>A focus on higher tier vocabulary was a key feature of this curriculum and it had been shown to increase factual retention. This links to another aim at Hotwells to develop high quality talk in classrooms across all subjects, which is of particular benefit to those less exposed to such language within their home environment.</p>

Governor Question: Is an overall list of vocabulary supplied, or does each subject provide its own?

The latter, with a list of key words for each lesson highlight and unpicked at the start. This is a very useful way of facilitating equal access for all pupils and they have been shown to subsequently continue using these words.

Curriculum Collaboration Groups (CCGs) were well established within CST with Subject Leads from each school meeting three times a year. Each History Lead teaches a different year group and therefore brings different experience and expertise, something previously unavailable at Hotwells. Work undertaken included mapping out disciplinary knowledge and providing opportunities for pupils to act as historians through addressing questions for each unit. This also assists progression over time.

Key concepts are identified in each unit, such as civilisation, and these help pupils to link their learning together and the overall retention of knowledge.

Planning days have so far covered half of the history curriculum and working together in groups has facilitated the sharing of good practice and reduced the workload involved. Opportunities for developing additional skills, such as oracy, have also been incorporated and the efficiency of this way of working has allowed teachers to devote more time to planning adaptations.

Hotwells was very proud that CST had asked RA to lead the History CCG.

Governor Question: Could an example of adaptation be given?

The Year 2 and 6 curricula both feature Local Study units and these have been tailored to reflect the school community. For example, when studying WW2, Year 6 looked at where bombs actually fell in Bristol and the individuals selected as significant people for the Year 2 unit were constantly reviewed to ensure they remained relevant. It was also the case that when teaching material for the second time teachers were aware what particularly interested pupils and could focus more on those elements, especially as, from a distance, CUSP had initially appeared somewhat formulaic, but it is now recognised as a bank of knowledge rather than lesson plans. In this way, teachers were tailoring it to their particular strengths as much as other factors.

RB joined the meeting at this point.

Governor Question: Were there any opportunities for sharing physical curriculum resources within CST?

This is something that has been discussed during planning days and is a possibility, but there are currently more resources available for some year groups than others.

P. E. (AM)

As the CUSP curriculum does not cover this area, this presentation provided an informative counterpoint to the previous one. In addition, the P.E. remit was very large, extending beyond lessons. The aim was to make Hotwells a hub for P.E. and therefore show a wider audience what a great school it was.

Real P.E. had been introduced, which included units on being creative, cognitive, social etc. as platforms for the delivery of sequenced, quality lessons. It differentiated between teaching and playing sport so pupils could learn basic skills, such as jumping and hopping, to a high standard. There were also many levels, so all pupils could be suitably challenged. It was hoped that by Year 6 pupils would be able to move on to secondary schools able to play all sports offered, as this would help them manage this transition. In addition, as it has been adopted by the majority of CST schools, there were also many existing resources that Hotwells could use.

Previously, staff had found it difficult to set up equipment during a lesson but Real P. E. provided pictures which enabled pupils to assist and this made it feel even more inclusive.

Through a parent employee, a link with Bristol Bears had also been established, with staff visiting to work on particular curriculum areas. The school was part of their Star Scheme which aims to remove barriers to pupils playing rugby. This was working very successfully for two families and the Bears were enthusiastic, so Governors were encouraged to bring any other pupils who might benefit to their attention.

Furthermore, a ten week mentoring programme had been arranged for another pupil with multiple behavioural needs and a passion for sport.

	<p>As part of the work to make Hotwells a P. E. hub, afterschool sport provision was growing and staff were also volunteering during their lunch breaks to provide extra clubs.</p> <p>Hotwells had recently won a competition at Ashton Gate where pupils judged their peers on their ability to demonstrate values in action and it was great to see the benefits of P.E. and its key values coming through. Considerable challenges remained, including:</p> <ul style="list-style-type: none"> • Lack of funds • Decreased Sports Premium funding due to lower numbers on roll • Lower staff availability to escort pupils <p>These had resulted in the school being unable to do as much as they had hoped with the Ashton Park Sports Partnership. Hotwells was currently involved with cricket, but hopes to be able to return to doing more and were investigating how to release more staff so such visits could be possible, should funding also be available.</p> <p>The next steps were, in common with all CST schools, to focus on KS1 and to continue developing the school as a P.E. hub. An example of this was the forthcoming visit by Cathedral Primary School as a method of adding more sport into the school day without requiring additional Hotwells staff. However, due to limited parking, the schools with which this would be possible was limited. Future INSET time was being planned, but it was good that pupils were already now approaching each P. E. lesson with a personal focus.</p> <p>Adopting Real P. E. had been a big change and there had been some initial resistance from pupils who just wanted to play a game but they could now see how helpful it was and were all joining in whatever the lesson involved.</p> <p>Governor Question: Had there been any challenges engaging girls in particular?</p> <p>There were less and less examples of this because Real P. E. focused on skills, rather than other pupils and so pupils were less self-conscious. The school aimed to balance the opportunities available to boys and girls, however, some year groups just had extremely low numbers of girls.</p> <p>Governor Question: Had the funding shortfall prevented the school doing any activities?</p> <p>It had been unable to participate in as much as it had hoped with the Ashton Park Sports Partnership as it was realised that the five planned activities would require so much funding other activities would not be possible. Therefore, the school now had to carefully select a limited number of activities.</p> <p>Governor Question: Would it be reasonable for some of the costs to be passed on to families?</p> <p>This was something to be looked at for the next academic year, but, currently, even families transporting pupils was extremely helpful as the cost of coach transport was so high.</p> <p>Thanks were extended to both RA and AM for their presentations.</p> <p>RA and AM then left the meeting and SM joined.</p>
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	<p>School budget (SM)</p> <p>CST had requested that the Governors were made aware of the current budget for the next academic year. Apologies were made that this report had had to be produced in a very short space of time and so its main features were verbally elaborated on, although the full details were also circulated on Governor Hub.</p> <p>In the initial draft, presented at a previous LGB meeting, the predicted deficit was £200, 000 (two hundred thousand pounds). CST had responded that this would have to be reduced to £175, 000 (one hundred and seventy five thousand pounds), which is what this second draft had achieved.</p> <p>The plans for staffing, including support staff and an apprentice, had been set out. The latter would be employed full time, but could only be in the classroom 80% of the time. The school recognised this was a risk, however, the alternative would have been two days of LSA time only.</p> <p>Governor Question: Would the apprentice be paid a full salary?</p> <p>It was a lower rate, approximately £15, 000 (fifteen thousand pounds).</p>
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Governor Question: Could the school select the apprentice?

Following initial interviews by Bristol College, the school could also interview candidates.

There would also be a £3, 000 (three thousand pound) levy to pay due to the size of CST.

The budget presented included contingency funding wherever possible, but particularly in the area of providing cover as the estimated cost for planned CPD alone was £7, 000 (seven thousand pounds), before any illness cover was considered.

However, some estimations had had to be used where exact values for 2023 – 2024 remain uncertain. An application for £8, 000 (eight thousand pounds) to support a pupil with particular needs had been made but was unconfirmed and another high needs pupil would also be joining, but with no supplementary funding.

There was still the possibility of additional income from lettings or more nursery places being filled, however, these welcome increases would not solve any of the sizeable financial issues the school was facing. While Hotwells was currently a major financial loss for CST, the Trustees were aware the school was unable to break even and remained supportive and realistic. They had agreed to the merging of just two classes because they were aware of the impact such moves could have on the number of future applications, and the quality of education that the school could offer. Governors were reminded that there were 8 pupils currently in reception while the expected intake in September would be 17.

Governor Question: Where was it felt the greatest risk of over spend lay?

Agency cover costs were the biggest concern and there was also no contingency should any maintenance issues arise.

Governor Question: Did the school have absence insurance?

This was arranged via CST and would not cover what was required.

Governor Question: Was the capital surplus cumulative?

Unfortunately, this had to be spent or handed back.

Governor Question: Had the subscription to GDS already ceased?

This had been terminated at the end of March, however, CST were looking at what alternatives they could provide.

SM was thanked for achieving a great balance between risk and prudence and all her work in this area.

ACTION: KS to include a financial update on the agenda for the T6 LGB meeting.

SM left the meeting at this point.

3 Head Teacher's Report (KJ)

Staffing

As staff had until 31/05/23 if they wished to hand in their notice, all staffing plans were subject to change. Currently, there were two teachers who would be leaving and the school had arranged interviews as early as possible in order to secure high calibre replacements. Existing staff on fixed term contracts had also been reinterviewed, resulting in them all being reappointed alongside an additional external second year teacher.

SH would continue as SEND Lead with her current job share partner.

In the office, the new staff member employed to cover a secondment had resigned due to feeling overwhelmed. Temporary cover was in place as it was not viable to leave the role unfilled and so the school felt very vulnerable in this area.

A candidate who had been unable to attend the original interview day for the role had been contacted, but would not be available until September.

Governor Question: Had the employee had prior experience in this area?

They had, and it was felt that even though staff had every confidence in their abilities, this was not shared by the individual.

Governor Question: Could an employee from another CST school fill the roll on a temporary basis?

The request had been made but, as yet, this had not resulted in a solution being found.

Governor Question: What was the nature of the secondment being filled?

This was providing fixed term maternity cover and so it was hoped that the original employee would return in the future.

Governor Question: Families had reported that communications had not been as thorough recently. Would this be related and would it be beneficial to provide some explanation to allow greater understanding? Also, would this observation strengthen the case that there was a definite need to fill the role?

The impact had been noted but had to be balanced against financial concerns.

Governor Question: Was the offer of assistance from a parent received?

It had been and would be borne in mind when seeking to resolve this issue.

Another member of the office team would begin semi-retirement in September and an existing BG10 would be moving to the office for two days per week. The LSA capacity within the school was already very stretched and continued to be subject to change. This meant the school was extremely glad to be able to appoint an apprentice.

Governor Question: Was the apprentice limited to only certain tasks?

It was felt there would be minimal restrictions on their deployment.

EYFS would continue to be merged, however, if numbers increase by four, an additional member of staff would be required and further issues could emerge, such as the need to split into two classes again.

Governor Question: As this would remove the possibility of making any savings, was the school still wishing to merge Reception and Nursery, rather than Reception and Year 1?

An additional class could still be needed whichever option was pursued. The school had opened a nursery waiting list, which seemed counter productive, but there was considerable anxiety regarding this situation. If the waiting list becomes substantial, then there would be justification for opening a new class. It was recognised that staff expectations also needed to be managed carefully too.

Governor Question: Would there be an issue recruiting an additional teacher at this stage?

Although it would also be challenging, the school could employ an additional LSA to cover the gap.

Governor Question: Could pupil numbers increase over the school holidays?

This was considered unlikely, although late applications were still possible. The school could only plan based on what was concrete at this time.

Subject Leadership

This had been challenging due to the number of ECTs this year, but could be easier going forward as the load could be shared more widely, although one of the departing teachers had been a Subject Lead in three areas. The school would continue to try and match staff according to their preferences and interests.

Desktop Review

This was part of the annual CST monitoring cycle and the first stage was a discussion between KJ, ME, CJ, JL and NB, which had been very positive with the improvements and work undertaken within the school noted. The results of staff and pupil surveys had been above average for the Trust and it was recognised that this was an excellent vote of confidence for such a new Head Teacher.

The pre-diagnosis day would be held on 23/05/23 with a team from CST visiting to observe and interview staff and pupils. It was hoped that this would identify those areas which were more thoroughly developed and those to focus future work on.

Currently, it was felt that those subjects following the CUSP curriculum were the best led and delivered, meaning that Music, MFL (French at KS2), DT and Computing would be focused on in the future. This was the same for all CST schools, enabling a collaborative approach.

The diagnosis day itself would concentrate on different aspects of CEEAAC.

Governor Question: Why was French chosen as the language to be taught?

Resources were available for less confident staff and so this removed reliance on any one individual.

In conjunction, NB has also offered three opportunities families could sign up for in order to meet with him in person and discuss any issues. This was felt to be more beneficial than running a single meeting for a larger audience.

There will also be leadership discussions to help KJ and ME become more strategic rather than constantly operational.

The school was very conscious of the limitations within EYFS due to the long term cover arrangements in place. Although the cover provided is superb and it is not felt that any standards had been compromised, the school is aware that work outlined on the SDP had not been possible. This will be a focus for the next academic year, especially as CST want to see improvements being implemented and sustained.

Governor Question: What update can be given regarded this long term absence?

The staff member has now been signed off until the end of T5 and hopes to return in T6. The format of this return will depend on advice received from occupational health.

Governor Question: Have any time limits been reached?

Not as yet, and the situation continues to be challenging for the school. However, it is hoped that the most recent treatment proves positive.

Four areas have been identified to focus on during the next academic year:

- Parent voice and related discussions
- CEEAAC
- Scaffolding, modelling and metacognitive strategies
- Strategic leadership support

Governor Question: What will be the SEND foci within these?

This will be included in the scaffolding and modelling strand. Some work has been done, but more is possible so material can be tailored to the pupils needing it the most.

As a result of this review, it is hoped that the areas identified for further work will be truly relevant for the school. It will be a stressful process for staff, however, the positives already emerging have been amazing and should definitely be noted.

	<p>Governor Question: <i>Was there any practical assistance offered by CST to help the school in any areas identified?</i></p> <p>The CST Teaching and Learning Lead (CJ) was very welcoming and available to support whenever the need arose. She had been leading some staff meetings and was viewed as non-threatening and approachable by staff.</p> <p>Governor Question: <i>When CUSP was first introduced, staff had felt overwhelmed and had hoped the workload would plateau. Has any evidence of this been seen?</i></p> <p>Teachers are finding teaching subjects for the second time much easier and the benefits of the curriculum are readily apparent, especially among SEN pupils as teachers can confidently incorporate greater differentiation. The relationships developed within CST are also helpful and the curriculum is becoming embedded. Having CUSP in place is also advantageous for new staff and CST have arranged after school and online meetings for teachers new to a year group or new to being a subject lead, which has helped them feel involved immediately.</p>
5	<p>Improving Staff Areas (CB)</p> <p>In a previous LGB meeting, staff highlighted that the staff room and children's toilets are not in a good state. Governors therefore brought this agenda item to explore whether something could be done by families and local community to refurbish the staffroom. It was felt that this could be a good opportunity to galvanise the community and show appreciation of the staff team at Hotwells.</p> <p>Governor Question: <i>As any work would be subject to budgetary constraints, were there any ways in which the community could help?</i></p> <p>This would definitely be appreciated and SLT had recently visited another primary school which was also facing enormous financial challenges, and had been greatly impressed by their staff facilities and learning environment. They had made the staff room feel somewhere staff would want to go, which was the aim for Hotwells as well.</p> <p>Governors highlighted that the results of a community led initiative could be more amateur than professional work, but this had to be balanced against this route allowing work otherwise unaffordable to go ahead.</p> <p>Governor Question: <i>Was the existing room a suitable size, or would a different space need to be found?</i></p> <p>As this room already had plumbing in place and all staff members could fit in, it was decided to continue using it for this purpose. However, it was noted that a larger table would be required so all staff members could sit together. The kitchen units would require attention as well, but small savings could easily be made by turning off the water unit when not required.</p> <p>The toilet area also needed work and it was recognised that this could be more expensive.</p> <p>EW left the meeting at this point.</p> <p>Governor Question: <i>Was it felt that this was an activity staff would be prepared to be involved with?</i></p> <p>This was thought to be the case and the indirect benefits this would bring to the quality of education provided were also highlighted, in addition to noting that staff burnout would put even greater stress on the budget.</p> <p>The PTA had been looking at options for more adult focused fundraising events and so the possibility of these contributing towards the work would be discussed. The first of these was a very successful quiz evening which would be straightforward to repeat.</p> <p>ACTION: KS to include improvements to staff areas as an item on the agenda for the T6 LGB meeting.</p> <p>ACTION: KJ and ME to coordinate collation of a staff wish list for staff areas.</p> <p>ACTION: ZB to investigate the potential of the PTA contributing to work to improve staff areas.</p>

Governor Question: As families often invest significant amounts in buying gifts for teachers, could they be given the option for these funds to go towards this work instead?

This was a possibility, as some families would be enthusiastic to do both, but Governors did not want to take away the option of giving gifts to teachers.

Governor Question: Could any further information be given regarding work recently started on the field?

This was preparing for the installation of harmony huts, a table and canopy and a relaxation area, following requests from pupils for more social areas. Funding had generously been given by the PTA and the work was envisaged to be completed in a few weeks.

6 Governor Area Updates

Policies (RD)

It was noted that work on the Health and Safety and Pupils with Health Needs policies was on going and that the Lettings Policy was out of date, but hybrid Hotwells/CST policies could not be analysed as they were not available on the Google drive.

ACTION: RD to inform ME of policies missing from the Google drive.

ACTION: ME to upload required policies to the Google drive.

ACTION: RD and ME to continue work on Health and Safety and Pupils with Health Needs policies.

The school was currently working on the EYFS curriculum and so, while Governors are aware that this policy was outstanding, it was felt postponing work on this until the curriculum was finalised would be wise.

ACTION: KJ and ZB to discuss the EYFS policy.

ACTION: KS to include the EYFS policy as an item on the T1 LGB meeting agenda.

The hybrid Behaviour Policy was now on the school website, however, appendices would require updating when work on the Behaviour Curriculum was complete.

Governor Question: As this is an area where challenges are more frequent, especially when applied to pupils with SEND needs, would it be prudent for Governors to be involved at this stage?

If Governors wished to read and review, this would be very welcome.

ACTION: RD/RB/ZB to review relevant sections of the Behaviour Policy.

ACTION: KS to include the Behaviour Policy as an item on the T6 LGB meeting agenda.

ACTION: ME and RD to identify any outstanding work required on policies.

ACTION: ME/RD to inform KS of any policy related items to be included on future LGB meeting agendas.

RD left the meeting at this point.

SEND/PP

It had been impossible for RB and SH to meet, but it appeared that work was ongoing to address issues identified in the SDP and it was excellent to see action being taken on areas highlighted by Ofsted being noted as part of the diagnosis day. Therefore, Governors could be confident clear progression was taking place.

RB would pick up on any further outcomes from the diagnosis day in a future report.

ACTION: RB to report on SEND/PP at the T1 LGB meeting.

	<p>There was also work taking place behind the scenes with the CST Inclusion Lead and there were plans for the SEND Lead to begin classroom observations, with the possibility of RB joining for Learning Walks as well.</p> <p><u>Quality of Education (AB)</u></p> <p>AB had had a very rewarding curriculum focused Pupil Voice visit which had confirmed pupil engagement and a report on this had been submitted to the school. While all pupils gave mature presentations, the vocabulary being used proficiently by KS1 pupils in particular was astounding and this was thought to possibly reflect the greater proportion of their time in school being spent on the CUSP curriculum. Such a visit also followed Ofsted's shift to emphasise pupil voice as opposed to data.</p> <p><u>Wellbeing (CB)</u></p> <p>CB had discussed staffing with KJ as the forthcoming changes represented a considerable upheaval. The large number of strong applications for positions advertised was very encouraging for the school though.</p> <p>Governor Question: How much could this be due to advertising early?</p> <p>The range of applicants was definitely increased by doing this.</p>
9	<p>Approval of Previous Minutes and Matters Arising (CB)</p> <p>No amendments were received and the Actions Arising were reviewed (see RAG rating at the start of this document).</p> <p>The following actions were carried forward as appropriate:</p> <p>ACTION: KJ to arrange Staff Governor elections in T1</p> <p>ACTION: RB to meet with SH T6</p> <p>ACTION: MS to arrange a follow up meeting with SM regarding the Single Central Record</p> <p>ACTION: CB to assist ME with new Governor page on school website</p> <p>ACTION: All governors to provide ME with a short biography and photo</p> <p>The minutes were agreed and approved.</p> <p>Proposed: AB</p> <p>Seconded: ZB</p> <p>Agreed unanimously.</p> <p>ACTION: CB to mark as signed on Governor Hub the final T4 minutes.</p>
10	<p>AOB and Close</p> <p><u>Merging classes</u></p> <p>Information regarding merging classes was planned to be sent to families 06/05/23.</p> <p>Governor Question: Would an opportunity be offered for families to discuss this with staff?</p> <p>Families would certainly be welcome to make contact to talk about this, and the idea of offering information sessions was suggested, given the concerns this action might raise. However, it was also felt that this might be more appropriate at a later point in the school year, possibly early in the school day to coincide with families dropping off in the morning.</p> <p>It was decided to postpone this communication until after the long weekend and to mention the possibility of an information session alongside additional written details.</p> <p><u>Date of future meetings</u></p> <p>ACTION: KS to circulate proposed dates for 2023 – 2024 LGB meetings.</p>

	Meeting closed at 6.35 pm.
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Signed as a true record:
Chair of Governors,
Chris Bond

Date:

DECISIONS GRID

AGENDA NUMBER	AGENDA ITEM	DECISION
1	Welcome	Apologies accepted
	School Budget	Support given to proposed budget
5	Improving Staff Areas	Support given to seeking community involvement to improve staff areas
9	Approval of previous minutes and matters arising	The minutes were accepted as an accurate record of the previous meeting
10	AOB and Close	Communication regarding class mergers to be sent 09/05/23

ACTIONS GRID

AGENDA NUMBER	AGENDA ITEM	ACTION	RESPONSIBLE PERSON
	School Budget	KS to include a financial update on the agenda for the T6 LGB meeting	KS
5	Improving Staff Areas	KS to include improvements to staff areas as an item on the agenda for the T6 LGB meeting	KS
5	Improving Staff Areas	KJ and ME to coordinate collation of a staff wish list for staff areas.	KJ/ME
5	Improving Staff Areas	ZB to investigate the potential of the PTA contributing to work to improve staff areas	ZB
6	Governor Area Updates	RD to inform ME of policies missing from the Google drive.	RD
6	Governor Area Updates	ME to upload required policies to the Google drive	ME
6	Governor Area Updates	RD and ME to continue work on Health and Safety and Pupils with Health Needs policies	RD/ME
6	Governor Area Updates	KJ and ZB to discuss the EYFS policy	KJ/ZB
6	Governor Area Updates	KS to include the EYFS policy as an item on the T1 LGB meeting agenda	KS
6	Governor Area Updates	RD/RB/ZB to review relevant sections of the Behaviour Policy	RD/RB/ZB
6	Governor Area Updates	KS to include the Behaviour Policy as an item on the T6 LGB meeting agenda	KS
6	Governor Area Updates	ME and RD to identify any outstanding work required on policies	ME/RD
6	Governor Area Updates	ME/RD to inform KS of any policy related items to be included on future LGB meeting agendas	ME/RD
6	Governor Area Updates	RB to report on SEND/PP at the T1 LGB meeting	RB
9	Approval of Previous Minutes and Matters Arising	KJ to arrange Staff Governor elections in T1	KJ

9	Approval of Previous Minutes and Matters Arising	RB to meet with SH T6	RB
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9	Approval of Previous Minutes and Matters Arising	CB to mark as signed on Governor Hub the final T4 minutes	CB
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