



MINUTES - FULL GOVERNING BOARD

Date: 21st May 2019

Venue : Red Oaks Primary School

Time: 18:00

Attendance:			
Governors		Governors	
Dan Blagg (DB)	Parent	Jackie Peterson (JP)	Co-opted
Ian Burgess (IB)	Co-opted & Meeting Chair	Mangala Sekhar (MS)	Co-opted
Fred Child (FC)	Chair		
Gillian Cullen (GC)	Parent	Rachel Surch (RS)	Head
Nicole Deacon Willis (NDW)	Staff		
James Lee (JL)	Deputy Head		
Others			
Peter Newton	Teacher	Emma Maddison	Clerk
Lesley Stewart	LPA Chair (Observing)		

1	<p>Presentation</p> <p>Staff presentation: ‘Higher Ability & More Able’ with Peter Newton & Rachel Surch:</p> <p>Before the meeting commenced the Chair introduced Lesley Stewart to the Board who has been invited to observe the meeting in her role as Chair at Lydiard Park Academy.</p> <p>Following the presentation governors were invited to ask questions: DB: Would a child be classed ‘More Able’ in all subjects? PN: No, subjects are taken individually. DB: Are most children ‘More Able’ at something? RS: No, but all children have a strength. NDW: All children learn differently and we help them to find what their challenges are and help them to become more resilient. RS: Class Dojo’s help with this. The Head showed the Board the More Able and Higher Achievers area on the school website including the ‘More Able’ Policy.</p> <p>FC: The work with ‘More Able’ children is great. Should the board look at how to bring on the less able? Could SATs scores be improved for these children? IB: In terms of progress with lower ability children? Perhaps we could look at Progress Meetings and Interventions? The Head suggested that Kathy Clarke could be invited in to talk to the Board on this.</p> <p>Action: Chair/Head to invite Kathy Clarke to discuss Board’s role in progressing lower ability children.</p> <p>There were no further questions, the Chair extended his thanks to Peter and Rachel for their presentation. Peter left the meeting.</p>
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	Action: Clerk to post 'Higher Ability & More Able' presentation to Governor Hub.	
2	Opening	
	2.1	<p>Apologies and Declarations of Interest:</p> <p>Apologies were received and accepted from Craig Clements, Victoria Robinson & John Robinson. There were no declarations or conflicts of interest in any agenda items</p>
	2.2	<p>Notification of Items of AOB:</p> <p>The Clerk pre-notified the Chair of AOB items. There was no other AOB.</p>
	2.3	<p>Adoption of previous meetings Minutes:</p> <p>The Chair invited adoption of the Minutes from the previous FGB meeting on 12th Feb 2019. These were accepted as an accurate record of the meeting and were signed by the Chair.</p>
	2.4	<p>Review Outstanding Actions:</p> <p>There were two outstanding actions carried forward from the previous meeting on the 12th Feb:</p> <ul style="list-style-type: none"> • Chair to arrange 1:1's with governors post- academisation (carry forward) • Action: Chair to arrange 1:1's with governors post- academisation • RS & GC to arrange time for 'Understanding Data' session (completed)
3	Performance, Standards & Behaviour	
	3.1	<p>Head Teacher's Report:</p> <p>The Chair thanked the Head for her reports. Governors were invited to submit questions to the Head in advance of the meeting. The responses were posted to Governor Hub ahead of the meeting and are posted below. There were no further questions or comments.</p> <p>From Ian:</p> <p>Head's Report Questions:</p> <p>Hi Ian, Thanks for your questions:</p> <ol style="list-style-type: none"> 1. With regard to the sports premium spend of £6500 for the rebound/kick board for the MUGA. Can you provide some background on how you feel that this makes a sustainable improvement to the quality of physical education (PE), physical activity and sport that we offer at Red Oaks. There are quite a number of units in our PE curriculum that benefit from being able to hit or kick a ball off a rebound wall and you can have more children working on the skill at the same time. It's good for children to hit or kick the ball to each other of course but this often results in them 'missing' and some time being spent chasing

the ball back. There is a more accurate rebound sometimes from the wall for skills practice.

2. The attendance for term 4 for year 5 is below 90% which is out of line with previous terms and years. Have you identified any specific causes for this number at all?

Looking at this cohort there have been a slightly higher number of unauthorised holidays than other year groups in that term. There are no particularly worrying patterns and for individuals who are bringing the average down, letters to parents have been sent. We always offer support first if we notice a worrying pattern but the letter also warns of Education Welfare involvement if attendance continues to drop in the following term.

Data Questions:

Thanks for your data questions. Yes, we are generally very pleased with the data this term. I will try to answer your questions:

1. Year 4 appear to be off track in all disciplines.

- Have we identified any common themes across this year group?

Yes we have. As you know, there are no official assessments except for those in year 2 and year 6. The other year groups sit papers which we have essentially made up based on the make up of the papers from year 6 and the % of questions from the Y6/5/4 curriculum that are in the Y6 test (as this tests across KS2). We have done our best to replicate this in other year groups but it isn't an exact science and we think the pitch of the papers may be just slightly off. There is another school who have also used the papers we have created and they have the same issue with year 4. This happened last year too in both schools but we left it as we wanted more than one year of evidence before we decided it wasn't just a cohort thing! The assessment teams across the schools plan to look at this in the near future. Having said this, Year 4 have made progress in all areas.

- The summary document mentions a large gap between classes in writing in year 4 and that the teachers have explained this. Is there anything you can share further?

Assessing writing is highly subjective unlike reading and maths where the answer is right or wrong. Despite that we do moderate writing across the school, we always find that when we attend writing moderation events with schools from all over Swindon, the variation in how people award marks is huge! We sometimes find that some teachers are a little more harsh than others. However, when we drill down on the data it is the spelling that is holding some writers back and we are looking at how we can promote and encourage spelling with the use of technology.

- What plans are there to address the maths shortfall in this year group

The maths is only just below where we would expect this to be at this time of year so there are no real concerns. Target children have been identified for intervention and maths continues to be promoted through homework. In book looks this term, year 4 books have been excellent and teachers and children alike are working hard in this area.

2. In Year 1 Writing appears to be off track and moving backwards from T2.

- Have any specific reasons been identified and have any specific actions been agreed to address going forward?

Year 1 are on track in term 4 (are you looking at term2 figures maybe?) and are green. This is 77% against a KPI of 45% for this time of year. If you mean reception, this does appear to have gone backwards but hasn't. There are only a few objectives that need to be achieved in reception in the area of writing. Teachers often want to hold back until they have a significant amount of evidence before awarding this. There are writing opportunities both inside and outside in the continuous provision and also as teacher led activities. There have been regular writing moderations in foundation stage and we are pleased with what we see.

SDP (School Development Plan) Questions:

Priority 1. Maths appears to be progressing well. I think that the milestone data for this is showing under Priority 2.

So it is! Thank you for pointing that out, I will move to priority one box.

Priority 2. Do we have data/evidence which shows how we are progressing with this? I can see the GD numbers in the attainment data for T4 but I'm not clear on how that compares to where we might expect to be at this stage.

I'm afraid this is an impossible one to answer. There is nothing nationally to give us percentages that we would expect across the year, only at the end of term 6 in Y2 and 6. We could create some milestones as we have for the % WW and WA but in truth, most children who are going to get to GD won't have the evidence to be put in this bracket until the end of term 6 so it seems pointless trying to create this as the figures will always look low. The teachers do look at the starting point data for all children and identify those who had high starting points at the end of the previous key stage. If they are not still working at a higher level, they will be discussed and become a target.

Priority 3. I sense that at this stage you must be pleased with the potential increased numbers. Does a full list indicate that we are on track to have more pupils choosing the school for nursery?

Yes, it looks like we will have a full nursery for September with a mixture of children for mornings only, afternoons only and all day. A nursery space does not guarantee a space in reception the following year; parents must reapply through the Swindon admissions process. We are full in reception for September also – with a waiting list.

Priority 4. I was impressed with the launch of this in December and there appears to be progress since then.

Lots going on with mental health and well-being and most of the areas that are yellow are just because they are on-going actions that we will only turn green at the end of the year. These actions have developed beyond this with great links and projects between RO and AP schools.

Priority 5. The actions seem to be achieved or explanations are clear as to where we are. I'm aware the TAs (teaching Assistant) /CSWs (Communication Support Workers) were part of the focus where feedback was favourable. Does the SLT feel that we are seeing a difference in the consistency levels year to date?

Overall we have a very strong team of TAs in mainstream and in both SRPs. The performance management process has been interesting and will continue to evolve from things we have learnt as the year goes on. Any performance issues have been addressed on a 1:1 basis but there is nothing

of any major concern here. Most TAs are taking a real ownership of their performance management evidence files and are keen to undertake CPD and demonstrate the difference they are making to our children.

I hope that answers all your questions.

Hi Vicki,
Thanks for your questions.

Attainment Summary:

Can you please advise why there is no data on Year 6 on this document? Sorry, the Y6 writing data came in slightly later and I hadn't updated the document. New version now sent to Emma for the Hub. It was only writing data missing and this is looking very positive at 86% where we would expect them to be.

Also regarding year 4 writing, the gap between the classes. It says that the teachers have explained reasons for this - what are the reasons please? Also why is spelling a weakness in Year 4?

Spelling is a relative weakness for a group of the children. These children have become a target group and spelling activities are being used regularly for starters in lessons. We are also going to investigate suitable technology which may assist and encourage spelling practice at home. There are natural differences in ability between the two classes and constant moderation is being undertaken between teachers. There have also been a group of lower ability new children who have arrived and upset the balance further. Year 4 teachers are confident that with more evidence gathered in term 6, the % WA the expected standard should be there/thereabouts what we expect.

Regarding the year 3 difference between classes on reading, the reason being stamina, can you please elaborate on this please?

The amount of progress in one class was more than the other but had been the opposite way around last term bringing attainment more or less into line between the two classes year to date.

Hi Mangala,
Thank you for your questions.

1) Head's report:

(A confidential question on staffing was asked)

There are two more weeks left for the deadline for handing in any notices. Are you aware of any other leavers, or have a plan to manage this? Would there be adequate time to recruit a teacher? Not aware of any others. We would be able to recruit but fewer options would be open to us at that late stage.

Attendance- is there a prescribed minimum attendance level from LA or DfE?

Attendance should be at 90% for an individual and ideally 95% for a whole school figure.

2) Attainment summary T4 2018/19- what does the abbreviation PWT mean please? It's mentioned with the WW and WT in the attainment summary more detail section.

I have one request regarding the findings please –

PWT = Pre Working Towards. This means, they are working well below the expected standard. These children will be identified as SEND (Special Educational Needs) and will have Individual Education Plans in place.

(1) end of term data- looks like formatting gets skewed on the doc (or while viewing on pads). Please could you have table borders so we can identify the correct values rows vs columns?

Sorry, it looks fine on my version, not sure why this has happened.

(2) attainment summary detailed view- please could this be structured to show the attainment value next to the expected value for each row? I.e. your attainment figures table could have rows inserted into it under each term to contain the expected values under WW, WT, WA columns. It would make it easier to analyse the results. Also are the figures in the attainment table actuals or %?

If I add in all the figures for expected attainment, the table would be huge. I originally took them out and decided to put them at the top of the page and then colour code against KPIs to make it less busy and complicated. Happy to go with what the majority would like but this would be a big job so better to be from the beginning of a new academic year from the initial set up stage. All the information is there, I guess the key is to look at the colours and if there is a problem, use the table to see where they should be. Yellow was introduced so that you can see if the figures are only slightly out.

Hi Dan,
Thanks for your question.

1. I noticed that there was a mention of 'marking on the move' in the heads report – I recall at the previous two meetings there had been a mention/discussion of a school, I think it was in Bristol, that had developed a no marking policy which had been successful. Is this the same thing? Yes, this is the same thing. Emily Maxfield and I have visited a number of schools and we are in the process of developing a system that we think would work at Red Oaks. We are hoping this will be ready to roll out in September.

Hi Gillian,
Thanks for your question:

There seems to be a lot of teacher/TA changes. Should we be concerned? This may seem like a lot but it really isn't in a school our size, this is hardly anything at all. We have two teachers who are moving on for promotion purposes only. One position has been filled and we are interviewing this week for the other with very strong candidates. I am not concerned at all as this is excellent retention.

Hi Nicole,
Thanks for your questions.

Low attendance pupils – is there a communication sheet that we could give to low attending children's parents (e.g. at parents evening)? If these already go out to parents, could the teacher also be notified?

Parents of children who have attendance below 90% with no plausible reason or who have erratic patterns etc. are written to warn them that EWO may be involved if attendance does not improve. If this is of on-going particular concern, I meet with parents. Records of the letter and/or meetings are attached to their attendance on SIMs. I usually discuss with

		<p>the class teacher if this is the case. Perhaps I could also attach the letter to teachers so they are aware this has been sent?</p> <p>How will timetable be arranged for next year? 30 hours funding etc. We will have a mixture of children who come in for mornings only and some that come in for afternoons. Some children will stay all day and parents will be charged £2 to cover supervision costs over lunch time. The class teacher will have lunch from 11.30-12.10 and the Nursery Assistant (level 3 qualification) will be with any children who stay for lunch with another adult. The Nursery Assistant will have lunch from 12.10 until 12.40 so the class teacher (as the level 3 qualified person) and another adult will take the class.</p>
3.2		<p>Finance:</p> <p>The School Business Manager (JP) explained to the Board that the Year End had been completed by the 31st March with assistance from Neil from FS4S. The documentation has been sent to SBC (Swindon Borough Council) and JP assumes that all is ok with it.</p> <p>JP continued that the rollover was higher than normal as the school only ordered necessities and had held off from purchasing large spend items during JP's absence. JP added that she and the Head have looked over Projections & Spend together.</p> <p>JP continued that if the school does not academise on 1st June a Finance Committee meeting may need to be called to approve the budget as it will need to be sent to SBC by 30th June. JP confirmed to the Board that if the academisation does go ahead Alistair Dixon Patterson (TPAT director of Finance & Operations) is happy that the budget will be completed in June. Despite the uncertainty, JP will continue to work on the budget until academisation takes place.</p> <p>Governors' Report:</p> <p>The School Business Manager provided a further breakdown of the figures to the Board:</p> <p>Extra Incomes: From Absence Insurance due to unexpected staff absence. There's now no supply insurance so that money has been allocated to supply for cover if required.</p> <p>Early Years Funding: Is down because the school only ran the Morning Sessions.</p> <p>School Budget Share: Money not received due to HST (Hearing Support Team) moving.</p> <p>Repairs & Maintenance: Money received from SBC for Blue Building. This will be used to carry out work identified by the survey. The Head hopes the jobs can be rolled together to make a saving.</p> <p>PFI Costs: Being ringfenced, money will be reimbursed for maintenance then Sodexo will invoice.</p> <p>BSL Money: Being ringfenced for courses.</p> <p>Sports Grant: Amount left over will pay for April – July activities.</p>

ICT: The school now pays TPAT (The Park Academies Trust) for IT support. Due to remote access not all the IT money was used as Geoff Bryan has been able to re-use lap tops.

FC asked what was included in Other Income. The School Business Manager will come back with further details on this.

Action: JP to provide a breakdown of the Other Incomes figure

Addendum: In answer to the question regarding Other Income and what was included in the £54,000, this is the breakdown:

FORO (Friends of Red Oaks) donations

School Photo Commission

Breakfast Club Income

Acorns (afterschool) Club Income

RIG (it was a project that Claire Owens was involved in. The remaining money has been sent back to SBC as Claire has now left)

JP adds if there are any other question please let her know.

FC: Where does FORO money go to?

RS: FORO give us money for specific projects, generally it's not left over. We look at all of the cost centres.

JP concluded that that looking at the Year End balances at the end of March there's a sizeable rollover going into the next financial year.

Shepherds' Hut:

The head explained that the school have been successful in their bid for a Shepherd's Hut. The cost is £29k but is match funded so the school only pay 25% of this.

Soundfield System:

The Head explained that the school had not been successful in a funding bid for a Soundfield system for the hall and 5 classrooms. The cost is £11k and is also match funded, the Head explained that as it's a specialist field it is difficult to get 3 quotes. Governors would need to approve this as it is over £10k. The money will come from the surplus and SBI budget. The Head confirmed that the company does have a track record of supplying schools. The Head added that the current sound system is not fit for purpose but there is currently uncertainty as to whether Sodexo would want to repair or replace.

Proposal: The Chair proposed that the governors are happy for the Head to move forward with the Soundfield system subject to the response from Sodexo. All governors were in agreement.

Rollover Analysis:

DB asked if as of 31/03/19 the school was in a new budget period. JP responded that she had been working on the Year End and is now concentrating on the budget which she is not notified about until the end of February.

The Chair asked if, as a Maintained school, would SBC ask questions if the rollover is too large and what happens to the rollover after academisation? The Head confirmed that TPAT look after the money for the school. It was also confirmed that the school needs a closing position once we academise.

	<p>If, however, we don't academise JP will do a balance return with plans for spending. The Chair asked about setting a Finance Committee date but it was agreed it was too early to do that.</p> <p>Action: School Business manager to notify Clerk if a Finance Committee meeting is required to approve budget.</p> <p>FC asked about the monies owed to HST? JP responded that HST staff had been overpaid so had to be paid back once pensions etc had been calculated.</p>
3.3	<p>Raising Standards/SDP:</p> <p>Data Review: The Chair extended his thanks to the Head for:</p> <ul style="list-style-type: none"> • SDP Update term 4 • Attainment Summary term 4 • Attainment & Progress Priorities term 4 <p>The Chair asked if the Head could summarise the term 4 data The Head responded that it was good, with lots of green and where there was red, it was a case of understanding why, but overall she felt the school is in a good place. The Head continued that SATs are nearly finished and she felt hopeful on results. The data will be back on July 10th. Year 4 is a slightly weaker cohort, which can upset the balance but the Head added that she felt this was a possible papers issue also experienced by 3 other local schools who are also down on their data. The Head added that she felt the papers perhaps just need some minor changes.</p> <p>Pupil Premium review: The Deputy Head (JL) advised the Board that he felt that the data looked good looking at the headlines:</p> <p>Maths: 93% made progress – 47% made progress above non Pupil Premium cohort. 42% at WA (Working at expected standard) 72% WWT (working within target) Year 6 - 71% WA</p> <p>Reading: 71% made progress/ 42% made progress above non PP (Pupil Premium) 29% WA /55% WWT Year 6 - 86% WA 57% at GDS (Greater Depth standard) 14% GDS Whole School</p> <p>Writing: 74% at WWT Year 6 21% WA</p> <p>JL added that the picture is generally positive, reading strategies now start earlier, interventions are working, JL and the Head are looking at spending reviews through the year and everything seems to be running smoothly.</p>

		<p>JL has had a Pupil Premium update with IB, there have been Pupil Premium Learning Walks looking at quality of interventions and Pupil Premium costings are up to date. The Chair concluded that the figures are encouraging.</p> <p>Reception Baseline Assessment: The Head played a video to the Board on the new Reception Baseline Assessment: <i>'A New Way of Measuring Progress for Primary Schools'</i></p> <p>The Head explained that this starts the progress score from Reception to Year 6 and will pilot in the school from Sept 2019. The Head continued that it is a 20 minute assessment in reception adding that the end of KS1 assessment won't now happen. GC asked if the school's own assessments will continue? The Head said they will continue but this data won't be seen externally. The governors had a general discussion about how the new assessment works and its implications.</p> <p>Briefing on Book Looks & Learning Walks & recording findings: The Head advised the Board that she would just like to go over the guidance for governors with regard to Learning Walks and how to record findings. The Head signposted the Governors to the relevant documentation on Governor Hub: <i>'The Adopted Code of Conduct for Governors Classroom Visits'</i> RS advised that governors should take a 'fly on the wall' stance, adding that governors need to take care not to pass judgemental comments but should rather observe & absorb. The governors then looked at: <i>'Learning Walk Template March 2016'</i> on Governor Hub. It was agreed that 'Areas for Improvement/questions' section should be amended to show 'questions' only. Action: Clerk to amend the 'Learning Walk Template March 2016'</p> <p>The Head suggested that solo Learning Walks should be on a non-education specific theme such as BLP or the environment. The Learning Walks with teachers however, can have an educational theme. But the focus should be about what takes place. The Head continued that governors are always welcome in school with notice. With Focus Day feedback observational comments and questions can be made.</p>
	3.4	<p>Policy Changes:</p> <p>The Head advised that there were no policy changes</p>
4	Support	
	4.1	<p>Ofsted/DfE:</p> <p>The Head advised the Board that there was a new Ofsted Inspection Framework Document adding that she would go over the main document</p>

		<p>changes in more detail at the next meeting in July. The Head advised the three key changes are:</p> <ul style="list-style-type: none"> • Curriculum • Implementation & Impact • A 90 Minute phonecall with the Inspector the day before Inspection.
	4.2	<p>Link Governor Update:</p> <p>Mangala the Link Governor for Maths & Science delivered her PowerPoint presentation: <i>'Maths & Science at Red Oaks Primary School'</i>.</p> <p>Following the first section on maths the governors had a general discussion around trying to engage parents more with maths activities put on by the school.</p> <p>Unfortunately, time didn't allow for the Science part of Mangala's presentation. The Chair extended his thanks to Mangala for her well received presentation and asked the Board to look at the remaining slides on Governor Hub. Mangala is happy to answer any questions</p> <p>Action: Governors to read Mangala's presentation on Governor Hub and submit questions if required.</p>
	4.3	<p>Governor Training & Feedback:</p> <p>The Deputy Head (JL) will send out dates so that the previously cancelled EYFS (Early Years Foundation Stage) and Pupil Premium In House Training sessions for governors can be rescheduled.</p> <p>Action: JL to email clerk dates for new EYFS & Pupil Premium Training</p>
	4.4	<p>Admin:</p> <p>Minutes on Website: Governors all agreed that for transparency that the Minutes should continue to be posted to the School Website.</p> <p>Contact List on Virtual Website: Governors all agreed that there was no requirement for this contact list on the Virtual area of the school website and that it should be removed. Governors are satisfied that contact will be easier once governors have their own school email address once academisation has taken place. Governors are happy for the clerk to have contact phone numbers.</p> <p>Action: Clerk to arrange removal of contact list from Virtual Website.</p>
5	AOB & Any Other Points	
	5.1	<p>AOB:</p> <p>Focus Day 3rd July: The focus will be 'More Able' but further details have not yet been decided but will follow once available.</p>

		<p>Community Governor Recruitment: As a LAB the board will have 2 x Community Governor Vacancies. The Chair asked the Clerk to seek advice on how to proceed on this from Jo Brown, the Clerk to the Trustees of TPAT.</p> <p>Action: Clerk to seek advice from TPAT Trustees Clerk on Community Governor vacancies.</p> <p>Attendance - Handover Meeting June 4th 5:30pm: FC advised that he thought the handover can actually take place between the Head, Outgoing Chair & Incoming Chair with other governors not being required.</p> <p>New Governor Email Addresses: The Clerk updated the Board that upon academisation the Governors will all be allocated their own school email addresses so they can log onto the school website remotely.</p>
5.2		<p>Other Points:</p> <p>Discuss continuation of Governor Hub subscription: This will be deferred until our first meeting as a LAB. JP has confirmed that the Governor Hub subscription is paid for until April 2020.</p> <p>Action: Discuss continuation of Governor Hub subscription at first LAB meeting. Notify Jo Brown at TPAT of decision.</p> <p>Agree LAB meeting dates 2019- 2020 (6 meetings): Dates had been sent out to governors in advance of the meeting. These dates were provisionally agreed:</p> <p>Tuesday 17th September 6pm Tuesday 19th November 6pm Tuesday 28th January 6pm Tuesday 10th March 6pm Tuesday 19th May 6pm Tuesday 14th July 6pm</p>
5.3		<p>Date of Next Meeting: 9th July 2019 - 6pm</p>

The Meeting concluded at 8:35 pm

Full Governor Board Meeting Dates 2018/19 On Site
25 th September 2018 @ 18:00
18 th December 2018 @ 18:00
12 th February 2019 @ 18:00

21st May 2019 @ 18:00
9 th July 2019 @ 18:00
Focus Days
29 th November 2018 @ 10;30
6 th March 2019 @ 08:45
3rd July 2019 @ 08:45

Action:	By whom	Completed
Chair/Head to invite Kathy Clarke to discuss Board's role in progressing lower ability children.	Chair/Head	Defer till Autumn 2019
Clerk to post 'Higher Ability & More Able' presentation to Governor Hub.	Clerk	22/05
JP to provide a breakdown of the Other Incomes figure.	JP	22/05
Chair to arrange 1:1's with governors post- academisation.	IB	Ongoing
School Business manager to notify Clerk if a Finance Committee meeting is required to approve budget.	JP	11/06
Clerk to amend the Learning Walk Template March 2016'.	Clerk	06/06
Governors to read the Science section of Mangala's presentation on Governor Hub and submit questions if required.	All	09/07
JL to email clerk dates for new EYFS & Pupil Premium Training.	JL	22/05
Clerk to arrange removal of contact list from Virtual Website.	Clerk	24/05
Clerk to seek advice from TPAT Trustees Clerk on Community Governor vacancies.	Clerk	24/05
Discuss continuation of Governor Hub subscription at first LAB meeting. Notify Jo Brown of decision	Clerk & Chair	24/05

Signed:	Print:
	Signature:
Date:	