



MILLTHORPE SCHOOL

**Minutes of the Meeting of the Board of Governors
held in person on Wednesday 21st June 2023 at 6pm**

Present: Gemma Greenhalgh (Headteacher) Emma Hughes
Lee Probert (Chair) [from 6:19pm] Renee Rainville

In Attendance: Alex Collins (SBM) [from 6:12pm]
Merry Norman (SENDCo) [until 7:29pm]
Victoria Armitage (Deputy Headteacher) [until 6:50]
Kavina Rothenburg (Deputy Headteacher) [until 7:29pm]
Rob Beever (Deputy Headteacher) [until 7:29pm]
Adam Baybutt (Assistant Headteacher) [until 7:29pm]
Georgina Holman (Clerk)

		Action
1.	<p>Welcome, Apologies, Declaration of Interests, Any Items for AOB Renee Rainville agreed to chair the meeting temporarily in order to begin and welcomed everyone to the meeting. Apologies were received and accepted for Trevor Charlton. There were no declarations of interest.</p>	
3.	<p>Minutes of the 11th May 2023 meeting – taken out of order (previously distributed) It was confirmed that Chair of Governors, Lee Probert, had already checked the draft minutes and the governors present agreed that these were a true and accurate record of the meeting and approved them.</p> <p><u>Actions / Matters Arising</u></p> <p>Action 1: Clerk to arrange details of the election process to be sent to the Headteacher’s PA. The Headteacher confirmed that she had received all the information from the Governance Service regarding parent and staff governor election processes. She suggested that it would be better to wait until the new intake started in September in order to share this with new parents. With reference to the staff governor position, the Headteacher explained that the school had successfully recruited a number of highly experienced teaching staff to fill vacancies and there was only one 0.6 FTE vacancy for a computing teacher still to fill. Due to the numbers of new staff joining the school, it was agreed that the staff governor election process should be circulated in September as well.</p> <p>Action 2: Trevor Charlton agreed to share the key points from the start budget meeting with the LGB. To be covered under item 2 by the School Business Manager, Alex Collins. <i>Alex Collins joined the meeting at 18:12</i></p> <p>Action 3: Chair and Headteacher to plot out what the meeting requirements would be for 2023/24, and this would be sent to the Clerk by the 19th of May 2023. It was noted that this would require Lee Probert to be present in order to agree the proposal of six meetings per year. To be discussed under item 7.</p> <p>Action 4: The SBM noted the points discussed on the Lockdown Policy and Procedure and it was agreed that a review of the evacuation and critical incident policies would be re-evaluated. To be carried forward to the first meeting of Autumn term.</p> <p>Action 5: Policy to be changed to say vapes instead of e-cigarettes. The Headteacher confirmed this had been amended.</p>	SBM

<p>4.</p>	<p>Strategic Plan Reporting and Evaluation</p> <p>School Improvement Plan (SIP) (previously distributed) The Headteacher invited questions on the document.</p> <p>Question: With reference to reading across the curriculum and establishing interventions, a governor asked for an update. The Assistant Headteacher (AB) for Teaching and Learning, advised that this had been impacted by staffing and he would update under item 2.</p> <p>Question: A governor queried whether the planned Staff Wellbeing Survey had been undertaken. The Headteacher advised that there had been a wider survey during the first term, as part of the Ofsted Parent View survey but, due to significant changes in staffing, this had not yet been progressed. She noted that the Deputy Headteacher (AB) for Teaching and Learning would lead on this from September. Additionally, the Trust had been developing a Trust wide strategy for staff, incorporating wellbeing and CPD and a model for Trust Voice in terms of information gathering. This would all be implemented from September. The Assistant Headteacher (AB) highlighted the excellent CPD provision within the strategy which gave a menu of options for staff to choose from.</p> <p>Question: A governor asked whether the CPD provision was in addition to existing offering. The Headteacher advised that the Trust were offering an additional four sessions annually as well as a Trust-wide day. She noted that there would be logistical and financial challenges in releasing staff where sessions were scheduled during the school day and these would have to be managed.</p> <p>A governor pointed out that the Trust’s new strategy could limit the school’s response to a staff wellbeing survey now that plans were already in place.</p> <p>There were no further questions on the SIP.</p> <p><i>Lee Probert joined the meeting at 18:19.</i></p>	
<p>2.</p>	<p>Deputy Headteacher updates - taken out of order</p> <p><u>Behaviour, Attitudes and Attendance</u></p> <p>The Deputy Headteacher (RB) for Behaviour, Attitudes and Attendance, shared a presentation on the new systems in place, which were reinforced by a series of posters around the school. He went through the behaviour information and management steps that all staff were now using on a daily basis. These gave a clear and consistent approach to use in the classroom and a method of escalation where required. It was stressed that adjustments were made for any pupils with additional needs.</p> <p>Outside the classroom the model for managing behaviour was abbreviated to ‘Greet, Remind, Correct, Refer’. This required all staff to acknowledge and address behaviour, which could be referred on to the pastoral team for appropriate sanction. The Deputy Headteacher (RB) explained how this system empowered teamwork and reduced disruption to lessons.</p> <p>The Deputy Headteacher (RB) went on to inform governors about the changes that were being made to the Internal Exclusion (IE) space which had been reconfigured and improved to use for focussed interventions. He noted that the figures indicated that it was already working positively to reduce numbers of repeat exclusions. The Deputy Headteacher (RB) explained that the list of IE students was checked every morning to ensure it was correct and families of any student attending IE for the first time were contacted so that they were aware of the expectations. The Deputy Headteacher (RB) outlined to governors how the provision was configured and staffed so that students remained in situ, with the use of scripted conversations and a three-warning system in place.</p> <p>The Deputy Headteacher (RB) shared the data for the period before and after the changes were implemented which showed a peak of 120 students across the week commencing 15/05/23. In the first week after half term, the weekly numbers had dropped to 40 and then 45. The Deputy Headteacher (RB) advised that some increase was to be expected from this point. He directed governors to the specific data for each year group which identified a small cohort of concern in one year group for whom alternative support was being sought. On this point the Headteacher added that behaviour numbers were low relative to the size of the school and, while there was concern for repeat offenders, the proportion of children</p>	

receiving sanctions was small.

With reference to attendance, The Deputy Headteacher (RB) advised that truancies were tracked and the school had seen improvements but there was often a dip following half terms and holidays. There had been further challenges in establishing positive routines for students, such as teacher strike days. The Deputy Headteacher (RB) went on to say that there had been significant improvements with punctuality, and the current focus was on those students who were persistently late. The Deputy Headteacher (RB) said that the school had made huge progress with persistently absence (PA) students and now had an Attendance Officer monitoring this. Of the original 192 students identified for monitoring, 110 had improved and were no longer being monitored. A further 48 were at Attendance Panel stage. The Deputy Headteacher (RB) added that a lot of work had been undertaken to engage with the families. He explained that the school wanted to drive up attendance standards ahead of the new school year commencing in September.

With reference to Safeguarding, The Deputy Headteacher (RB) summarised the data in the document prepared by the Designated Safeguarding Lead, Sophie Cole. He highlighted the support from the Trust Central Team which added capacity and experience to the school, and the training sessions for students such as the recent session on unhealthy masculinity.

The Headteacher suggested that the presentation be circulated to governors following the meeting.

Action – Headteacher to forward presentation to clerk to circulate.

The Deputy Headteacher (RB) advised governors that the curriculum map and Progress Teaching, the teaching improvement platform, would be brought to the next governors’ meeting.

Action – Curriculum Mapping and Progress Teaching to be added to the agenda for the next governors’ meeting in the autumn term.

Curriculum and Inclusion

The Deputy Headteacher (VA) for Curriculum and Inclusion, informed governors about the changes to the timetable, setting, and grouping of students. She advised that these had been reviewed as a result of feedback from Faculty Leads, and this had led to the development of a new timetable which aimed to prioritise the students. There had been some challenges due to existing staffing arrangements and a significant change for staff was that Faculty Leaders would no longer be leading tutor groups and would instead be quality assuring the form time processes and carrying out interventions. The Deputy Headteacher (VA) noted that a growth in pupil numbers could see this change, however. Further small developments had also been made to improve efficiency.

With reference to setting, The Deputy Headteacher (VA) explained that there had been a full review on the philosophy behind academic setting at the school. The outcome was that the school would be using sets in Maths at KS3 in Year 7 but all other subjects in Year 7 would be mixed ability. She informed governors that there was a lot of research indicating that high quality teaching had a more significant impact on student progress, except for in Maths where research suggested that setting was beneficial. The Deputy Headteacher (VA) outlined the number of classes in each band and how this would give capacity for a booster group for intensive interventions. She went on to say that these interventions for students with low numeracy would mirror the literacy interventions that were being introduced as part of the revised literacy intervention strategy.

Deputy Headteacher (VA) informed governors that an assessment and reporting document had been finalised but not yet released to all staff. This was part of a Trust approach to assessment to introduce a uniform model. The revised report would have five descriptors and would be implemented from September. Deputy Headteacher (VA) explained that the school would need to ensure that all standardised assessment work was of a consistent high quality, and this would be a focus from September. Currently, the priority was to ensure all the curriculum documents were of a high standard.

Deputy Headteacher (VA) went on to update governors on the current Year 11 Exams. She outlined the revision schedule and how it differed to previous years, with a more bespoke approach and most students attending full time until the last week before exams began. She highlighted how key intensive revision slots

HT & Clerk

RB & Clerk

had been timetabled around the exams and Faculty Leaders and their teams had all worked incredibly hard to ensure the sessions were of a high quality. This was reflected in the excellent attendance at the sessions and student feedback was heeded to make adjustments. The Deputy Headteacher (VA) acknowledged that the exam results would not just be down to the success of the revision schedule but nonetheless would feed into the review of the impact of the revision programme. She further noted that the sessions had impacted staffing cover elsewhere in the school, however, there had been strong support and collaboration amongst staff to assist with this. The Deputy Headteacher (VA) advised that the next focus would be interventions for Year 10, which would be informed by their mock exam data.

The Deputy Headteacher (VA) went on to inform governors that medical processes in school had been reviewed and there was now a clear plan to improve the leadership and processes.

With reference to the teaching improvement platform, Progress Teaching, the Deputy Headteacher (VA) explained that this would hold all the school data and would be built around the needs of the school. Once the system was up and running, there would be many advantages for teaching staff, including immediate access to class data.

Governors thanked the Deputy Headteacher (VA) for her contribution.

The Deputy Headteacher (VA) *left the meeting at 6:50pm*

Inclusion and SEND

The SENDCo and Assistant Headteacher (MN) for Inclusion, referred governors to the last meeting in which she had discussed the new systems introduced which saw a SEND lead for each of the four needs in the practice. She advised that this term had seen those systems embedded and the SEN leads supporting students. New assessments and interventions were currently being reviewed to evaluate the impact, such as the Year 7 and Year 8 reading checks, and interventions were being planned to range from whole class to 1-1 sessions.

The SENDCo informed governors that there had been school wide CPD on the new SEN referral system and she would remind staff of this again in September.

With reference to Quality First teaching, the SENDCo advised that this was currently being reviewed with Faculty Heads undertaking SEN learning walks and building up data on SEND students in order to evaluate.

Reading screenings had been carried out for Year 10 which had provided reading ages for all cohorts.

Enhanced transition was underway for Year 6 students, some of whom had visited that day and attended a science lesson. Further visits might be required for some students and a Q and A session was planned for parents of SEND pupils the following week. For existing SEND students, the school had held a parents evening to review the current provision. The SENDCo advised that the school would be setting targets and evaluating progress towards these. There would also be a review of the SEND register, the outcome of which would need to be communicated carefully to families.

The SENDCo acknowledged that one of the challenges had been staff absence within the team and despite support from the Trust, some interventions had to be paused. However, she advised that capacity was being built through training another SEND leader in access arrangements. The SEND Link Governor noted that she would be visiting again the following week.

Teaching and Learning

The Assistant Headteacher (AB) for Teaching and Learning, explained to governors that he had moved from his previous pastoral role to a teaching and learning role and had been working on the whole school reading strategy and homework strategy. This had required much research and collaboration with the English department, the School librarian and the SENDCo. The resulting draft reading strategy had now been approved by the Senior Leadership Team ready to implement in September. The Assistant Headteacher (AB) outlined the strands for a whole school focus on reading for pleasure, which included reading for learning within the classroom and in form time through structured daily activities. Reading interventions were

another key strand of the strategy. Training was underway for form tutors who would be delivering the associated activities.

With reference to the new Homework Strategy, the Assistant Headteacher (AB) informed governors that the school had carried out Student Voice work across Years 8 to 10 as well as gathering feedback from staff and Faculty Heads. The full analysis of this had resulted in a new approach which would see all KS3 homework for EBACC subjects issued online and assessed automatically. Teachers would have flexibility to set additional work and incorporate diversity. There was a strong rationale behind the automatic assessment, not least in reducing staff workload and to enable competition within lessons. The volume of homework for English, Maths and Science would be one hour a fortnight and 30 minutes a fortnight for all other subjects at KS3. This would double at KS4 but would also have greater flexibility for staff to set appropriate volumes of work. Some homework would be revision for example, which would then be tested with an exam question in the next lesson.

The Homework Strategy had been reviewed by the SLT and would be shared with Faculty Heads alongside CPD for all staff the following week.

The Assistant Headteacher (AB) went on to explain that the school would be communicating with parents to inform them which online platforms students would be using and how they could access these as well. Google Classroom would be used for anything else.

Question: A governor asked how the school would ensure that the use of online platforms would be accessible to all. The Assistant Headteacher (AB) explained that the school would ensure that the library and computer rooms were available. A homework club was also being considered. The Headteacher added that the impact would have to be audited to ensure access for all. The governor agreed that children should not be stigmatised or disadvantaged by the use of online platforms. The Assistant Headteacher (AB) confirmed that this would be reviewed.

Action – SLT to audit the accessibility of online homework for students.

The Deputy Headteacher (KR) for Teaching and Learning, gave an overview of Quality of Education and the curriculum. She explained that all the documentation was now in place for the KS4 curriculum and reviews had been completed, feedback provided, and amendments incorporated. She was now in the process of reviewing the KS3 curriculum to identify what was needed, now that this had been in operation for a year. She noted that the Deep Dives had really helped staff understand what was required at KS3 to provide the building blocks that children needed.

The Deputy Headteacher (KR) explained that there had been good support from the MAT and the Trust's Director of School Improvement, Clair Kitchen, had visited the school to carry out Deep Dives. These had involved meetings with subject leaders to go through the curriculum, observing lessons, book looks, and speaking to children. Faculty Heads could then review and amend where required. The Deputy Headteacher (KR) informed governors that Director of School Improvement had offered to spend time with the school's new Computing lead once they were in post to ensure they fully understood the curriculum.

Once the curriculum was in place, the Deputy Headteacher (KR) explained that it was essential to ensure that assessments were aligned with what children were expected to know. She noted that some Faculty Heads had reworked all of their KS3 assessments as a result. Other subject areas would be a focus over the next year to ensure that assessments were appropriate. The Deputy Headteacher (KR) went on to say that it was important that all staff were trained and confident in responding to questions on the curriculum and assessment. Deep Dives would be repeated in Maths, English and Science as well as History and Languages.

With reference to form time, the Deputy Headteacher (KR) explained that this would be used for retrieval activities every week with each form retrieving knowledge from the curriculum, for example through quizzes. She noted that subject leaders and Faculty Heads would have to carefully plan the content of form time but there was sufficient time for this work to be carried out and several areas had already been completed.

With reference to sample marking, the Deputy Headteacher (KR) advised governors that there was substantial research on marking. She explained that there was a need to manage workloads but also to

SLT

ensure that set work had a positive impact on learning. The Deputy Headteacher (KR) pointed out that misconceptions could be quickly identified without having to look at every piece of work and staff time was better spent addressing these. She acknowledged that this could be difficult for some staff to adjust to, but the impact on their workload was significant. Feedback from students and staff had already indicated that there was an understanding of the benefits.

The Deputy Headteacher (KR) went on to outline the learning walks undertaken by the SLT and the changes that were being made to these based on staff feedback. She advised that the next steps would be to involve subject leaders and seconds in learning walks.

With reference to CPD and coaching, the Deputy Headteacher (KR) advised that seven hours of CPD had been offered to Heads of Faculty that term and the feedback had been very positive with staff finding the sessions purposeful. The CPD plan for the whole term had been shared with staff before Easter so that everyone could see the vision and direction for CPD. The Deputy Headteacher (KR) said that she was currently coaching three members of staff, with a further two to follow, to build a team of coaches which would be a powerful mechanism for staff improvement.

Referring to Teaching and Learning strategies, the Deputy Headteacher (KR) informed governors that one-page documents had been developed to improve clarity for staff. These gave the rationale at top to explain why the strategy was important and gave staff an at-a-glance guide to understand. She advised that there would be at least thirty of these in place by September and feedback from staff had been very positive.

Question: the Chair asked about induction processes for new members of staff. The Deputy Headteacher (KR) advised that the Deputy Headteacher (VA) would be responsible for new staff inductions. An induction day had been planned. The Headteacher informed governors that new staff had been invited to the Trust Induction Day and would come into school to go through key information such as the school's behaviour systems, passwords and access. She explained that a balance had to be found so as to avoid overloading with information and pre-reading material might help to achieve this. The Headteacher noted that there was the possibility of asking the two new Early Career Teacher appointments to attend for a week to familiarise themselves with the school. She added that she would like to bring in the new Heads of Faculty and Subject Leads for an additional day if their schools agreed to release them, but this could have financial implications.

The Deputy and Assistant Headteachers were all thanked for their contributions. The Headteacher suggested that the School Business Manager provide his update next, whilst the staff were still in attendance at the meeting.

Finance and Budgeting

The School Business Manager (SBM) informed governors that the budget for 2023-2024 had been finalised following a process of checks. The increased cost of electricity was a particular challenge and had meant reviewing every item to try to identify realistic savings elsewhere. The SBM explained that it had been possible to spread the cost of certain things to spread expenditure into later years where the financial position was more favourable. He advised that the school was now in a position in which it had an agreed surplus every year for the next few years. This would provide a buffer in a volatile economic climate. The SBM advised that the Trust as a whole had schools with healthy budgets. This year the budget had been more closely tied to the Curriculum Led Financial Planning and teaching structure which had driven the budget. Going forward, the SBM advised that increased numbers of students could bring further challenges in reconciling teaching ratios and specialist teaching so it would be necessary to have a robust workforce with some flexibility.

With reference to recruitment, the SBM explained that new staff had joined the school at Easter, including a new PA to the Headteacher who was progressing brilliantly in her role. He advised that he now shared an office with this member of staff which improved collaboration and processes in recruitment for example.

Referring to premises issues, the SBM informed governors of the ambitious plan to create a new pastoral space during the summer holidays. This project had been funded through the Schools Condition Allocation funding and the SBM said that school was confident that the significant impact of this investment would be

	<p>recognised on a daily basis. Further funding had been received to remove some asbestos, a less visible but essential piece of work.</p> <p>The SBM went on to inform governors of a future IT issue with devices that were not Windows 11 compliant. This would see them become obsolete within the next two to three years so there was a programme to replace these which had been spread across that time-period.</p> <p>With reference to Health and Safety, the SBM advised governors that the school were using a platform called iAM Compliant to systematise processes and better document and record issues. This gave clear processes for visual checks, statutory checks, policies, risk assessments, and training etc. The SMB explained that it would enable users to easily access outstanding tasks and expiry dates and would be very helpful. It was noted that it required a slightly different way of working and being held to account. The Headteacher pointed out that the school had experienced and capable maintenance staff who were able to undertake most work, avoiding the expense of external contractors. The Trust's Director of Estates was also supporting the school and considering some of the work that they would like to undertake.</p> <p><i>The SENDCO, Deputy Headteacher (KR), Deputy Headteacher (RB) and Assistant Headteacher (AB) left the meeting at 7:29pm.</i></p>	
5	<p>Headteacher Report / Pulse (previously distributed)</p> <p>The Chair noted that the attendance and behaviour data shared by Deputy Headteacher (RB) had been a more useful data set for governors. The Headteacher agreed that the weekly data was more meaningful.</p> <p>Question: A governor queried whether the Pulse was an essential document. The Headteacher explained that the intention was to collate information in one document rather than have to produce several documents. However, she had communicated the weaknesses of the Pulse to the Trust and suggested that an alternative be devised that would be more useful for governors. A governor suggested that they consider themes that the LGB want to look at over the following year. The Headteacher advised that the new Progress Teacher platform would enable greater ease of reporting from September and would provide a dashboard which might be more helpful for governors.</p> <p>There were no further questions on the Pulse.</p>	
6	<p>Educational Performance</p> <p>There were no items to discuss.</p>	
7	<p>Safeguarding</p> <p>There were no items to discuss</p>	
8	<p>Finance and Budgeting</p> <p>Budget Approval</p> <p>The Chair and the School Business Manager confirmed that the Budget had now been submitted to the Trust Board for approval.</p>	
9	<p>Risk Record</p> <p>There were no items to discuss</p>	
10	<p>Governor Business</p> <p>10.1 Link Reports (previously distributed)</p> <p>The SEND Link Governor, Emma Hughes, shared her report and advised that she had visited to discuss the overarching Trust plan to be implemented. In particular, she had looked at the number of children on part time timetables and the approaches taken to support these students. She had also discussed the number of new Year 7 students with Child Protection arrangements. The SEND Link Governor advised that she had looked at the screening tools in place and would be visiting again the following week to see the Inclusion rooms.</p> <p>Question: The Chair asked whether there had been any indication of staff morale following the restructure. The SEND Link Governor explained that the visit had not addressed this and there was evidence of positive progress following the transition period. New recruits and different EHCP categories were all</p>	

	<p>discussed positively, and the SEND Link Governor felt the enhanced SEND offer would boost morale.</p> <p>The Headteacher informed governors that there had only been one issue for a member of staff, and this had been resolved satisfactorily. She noted that the SENDCo had developed good working relationships with the team, and she felt confident that there was now a strong team in place. The SEND Link Governor agreed that the school was at the end of the change management process. The SBM added that the recent staff turnover was not reflective of any dissatisfaction and had been in relation to individual personal circumstances.</p> <p>Recruitment and LGB meetings</p> <p>Governors discussed what would be a suitable and appropriate maximum number of governors on the LGB. It was agreed that a smaller number would be more realistic to fill vacancies and the LGB did not have any sub committees to populate. The Chair proposed having five general governors, two parent and one staff, which gave a maximum of eight plus the ex-officio headteacher.</p> <p>With reference to the number of meetings, governors agreed to hold six across the year; two in the autumn and summer terms and one in the spring term. The Headteacher advised that the second be held in December to review validated results from November. The Chair outlined potential areas of focus for each meeting such as; professional services, updates on summer works and residual risk issues for the first meeting of the autumn term.</p> <p>The Headteacher suggested that the timings of meetings be moved to earlier in the day. Governors agreed that this would be feasible and proposed a 4pm or 4:30pm start time on either a Tuesday or a Thursday. The Chair and Headteacher agreed to contact the Governance Service to confirm the service contract by the end of the week.</p> <p>Action – Headteacher and Chair to confirm service agreement with the Governance Service by 23/06/2023</p> <p>With reference to recruitment, the Clerk advised that the MAT could advertise on the CYC jobs site for volunteer roles and asked which skills and experience in particular were desired. Governors discussed the Link Governor vacancies and agreed that it would be helpful to have a governor with either Safeguarding or SEND experience or a good understanding of education and /or professional services.</p> <p>Training</p> <p>The Clerk reminded governors to complete training as highlighted in the training gaps e mail and to send any certificates to the clerk. The Chair confirmed that he had shared his training certificates with their Governance Advisor, Sophie Triffit. Emma Hughes agreed to inform Sophie of the Prevent training she had undertaken.</p> <p>Action – Emma Hughes to inform clerk of Prevent training undertaken in order for this to be recorded on the training tracker.</p>	<p>HT &Chair</p> <p>EH</p>
11.	<p>Special Projects</p> <p>There were no items to discuss.</p>	
12.	<p>Policies for Review</p> <p>There were no items to discuss</p>	
13.	<p>MAT Business</p> <p>The Chair advised governors that the next Chairs’ meeting was scheduled for the 11th July, and he would circulate an update from this via email.</p>	
14.	<p>Any Other Business</p> <p>The Chair thanked Governor Renee Rainville for her huge contribution during her tenure as governor, particularly her personal connection with staff and pupils, her work as Chair, and the coaching and mentoring she undertook, all of which left a very positive legacy for the school and its governing body.</p> <p>The Headteacher expressed her appreciation for everything that Renee had contributed, noting the challenges during the pandemic, and how valuable her support had been. She presented a thank you gift to Renee who thanked all those present and summarised that it had been a learning experience.</p>	

	Action – Clerk to note that Renee Rainville was stepping down as governor.	Clerk
15.	Future Meetings To be confirmed as per discussion above	

Meeting end time 8:00pm.

Action Plan following the Meeting of the Local Governing Body on Wednesday 21st June 2023

	Action	Agenda	Person	Date
1.	The SBM noted the points discussed on the Lockdown Policy and Procedure and it was agreed that a review of the evacuation and critical incident policies would be re-evaluated.	3	SBM/ HT	Autumn 1-2
2.	Headteacher to forward presentation to clerk to circulate	2	HT & and Clerk	30/06/2023
3.	Curriculum Mapping and Progress Teaching to be added to the agenda for the next governors' meeting in the autumn term.	2	DHT (RB) and Clerk	Autumn 1
4.	SLT to audit the accessibility of online homework for students	2	SLT	Autumn 1-2
5.	Headteacher and Chair to confirm service agreement with the Governance Service	10	HT & Chair	Complete
6.	Emma Hughes to inform clerk of Prevent training undertaken in order for this to be recorded on the training tracker.	10	EH & Clerk	Autumn 1
7.	Clerk to note that Renee Rainville was stepping down as governor.	14	Clerk	30/06/2023

Future Agenda Items

Next Meeting	Future Meeting
Curriculum Mapping & Progress Teaching	Autumn 1

Approved at LGB on 24th October 2023.