



## Minutes of the Full Governing Board held at Thirsk Community Primary School on Monday 3<sup>rd</sup> December 2018 at 6.15pm

**Present:** Richard Chandler (Headteacher), David Duffey (Chair), Karin Wilkinson, Stuart Mountford, Nikki Kennedy, Peter Egginton, Jayne Cooper

**Apologies:** Jason Tazzyman (Vice Chair)

**In attendance:** Julie Doyle (Senior Clerk), Sheila White (Trainee Clerk), June Wilson, Michelle Burrell, Gemma Wall and Amy Shepherd

No 18/19	Item	Action
<b>PART 'A' – Governance</b>		
4.1	<b>Welcome</b> The Chair opened the meeting at 6.15pm and thanked Governors for attending. Governors welcomed June Wilson, Michelle Burrell, Gemma Wall and Amy Shepherd.	
4.2	<b>Apologies and determine whether absences should be consented to</b> Apologies were received from Jason Tazzyman, to which Governors consented.	
4.3	<b>Remind Governors about Declaration of interest</b> There were no declarations of interest at this point in the meeting.	
4.4	<b>Notification of any other urgent business</b> There was no notification of any urgent business.	
4.5	<b>Correspondence</b> There was no correspondence to discuss at this meeting.	
4.11	<b>Sport Premium</b> Governors agreed to move the Sport Premium item forward on the agenda.  The following documents were circulated to all Governors prior to the meeting: <ul style="list-style-type: none"> <li>• Key Indicator of Improvement in PE &amp; Sport 2018/19.</li> <li>• Physical Education: Primary PE and Sports Premium Spending Plan – Action Planning October 2018.</li> <li>• Physical Education Action Plan.</li> </ul> Gemma Wall highlighted to Governors: <u>Key Indicator One: The engagement of all pupils in regular physical activity</u> <i>Ensuring that pupils are active and take part in regular physical activity by development of lunchtime / play time resources and further investments.</i>  <i>Administration to enable pupils to access events by working with other organisation and extra curriculum providers, developing cluster sports and purchasing resources.</i>  <i>All pupils are active throughout the school day, not just in assigned Physical Education lessons or sporting events - Chief Medical Officer guidelines recommend</i>	

Signed:

Date:

1

	<p><i>that primary school children undertake at least 30 minutes of physical activity a day in school</i> - Promotion of physical library and active teaching and learning when appropriate.</p> <p><u>Key Indicator 2: Profile of PE being raised across the school and as a tool for school improvement</u>  <i>Additional Extra-Curricular sporting opportunities</i> - providing additional sporting opportunities for pupils outside of the school day.  <i>Opportunities for pupils that have fewer sporting opportunities</i> – signing posting pupils.  <i>Everybody Active Days</i> - Carousel of Sport and physical activities and opportunity to try something new.  <b>Governor Question (GQ): Being aware of the costs to the school, are any Governors aware of any links with local sports clubs who would be willing to come in to school to work with pupils?</b> Governors will let David Duffey know if they think of any opportunities.</p> <p><u>Key Indicator 3: Increase the confidence knowledge and skills for the teaching of PE and Sport</u>  <i>Improve the quality of the teaching of PE and Sport in school</i> – Gemma Wall has carried out training and is working with staff and the school council.</p> <p>There is a big drive in school to increase an active life style through the school day, 30 minutes outside activity during lunch and play time and another 30 minutes activity during school, getting pupils breathless.</p> <p>The Pupil Premium impact summary will be uploaded on to the school website.</p>	All Governors
--	---	---------------

**Gemma Wall left the meeting at 6.25pm**

4.13	<p><b>School Improvement Plan</b>  Governors agreed to move this item forward on the agenda.</p> <p><u>Strand One – Teaching and Learning: improving outcomes for pupils</u>  Michelle Burrell circulated at them meeting Strand One – Teaching and Learning: improving outcome for pupils, updated actions plan and highlighted to Governors the progress made:  <i>OFSTED: Review and check the assessment of children when they enter EYFS, ensuring an accurate picture of what they know and can do</i></p> <ul style="list-style-type: none"> <li>• Visits to all pre-school setting and home visits have been carried out, including discussions around pupils' development and attainment.</li> <li>• Moderation with other schools has taken place.</li> </ul> <p><i>OFSTED: Improve the quality and arrangement of resources in the EYFS classes</i></p> <ul style="list-style-type: none"> <li>• The lack of diversity has been identified and resources will be purchased such as different colour dolls and books with different types of families, this will support the EYFS continuous provision planning and to include a list of suitable resources for each area.</li> </ul> <p><i>Continued Focusing on Communication and Language and reading as high priority</i></p> <ul style="list-style-type: none"> <li>• Adopted 'STAR' approach – <b>Select, Teach, Activate, Review.</b></li> <li>• Phonics home reading books have been purchased.</li> <li>• Modified phonics planning and resources to be in line with the good practice from phonics.</li> <li>• Parent workshop held - 61% of parents attended, 20% of the parents have Pupil</li> </ul>	
------	---	--

Signed:

Date:

2

Premium pupils. Feedback received, 69% of Reception parents watched pupils taking part in a daily phonics session, 60% are Pupil Premium parents.

- Books and games library has been set up.

Governors thanked Michelle Burrell for her update.

#### Key Stage 1 to re-develop the school's approach to phonics

Amy Shepherd circulated updated Key Stage (KS) 1 action plan at the meeting to re-develop the school's approach to phonics, and highlighted to Governors the progress which has been made.

*To understand how to move phonics on within EYFS, KS1 and lower KS2*

- Work has been taking place with Heather Russell, School Improvement Adviser (SIA) from North Yorkshire County Council (NYCC).

*To increase staff knowledge and understanding in phonics*

- Heather Russell has worked with staff to support staff training, monitoring and watched phonics lessons across the whole school.

*To update phonics walls and learning environment*

- Updating of the phonics wall to ensure they are the same across the school and the same in KS1 as KS2.

*To update flash cards to ensure the link with visual and contextual*

- Flash cards are being produced which match the working walls.

*To ensure that new scheme allows for children to make rapid progress through the phonics phase.*

- Mock phonics screening has taken place and pupils are further on than last year

*To ensure that all staff are using sound buttons consistently and correctly*

- This is embedded in KS1 and EYFS, further development is planned for KS2.

*To improve the link between phonics and reading*

- Ordered phonetically decodable books to read.

*To purchase phonics resources*

- Developing a list of resources needed and source them.

*To ensure that phonics teaching is at least good and consistent across the school*

- Observation of staff across the school teaching phonics.

*To review the link between phonics and writing*

- Sound mats are being used in all classes across the school.

*To improve phonics knowledge and understanding for parents*

- Phonics meetings for parents have been held.

Governors thanked Amy Shepherd for her update.

#### Key Action Two: Accelerate progress and raise attainment in reading

June Wilson circulate at the meeting Key Action Two: Accelerate progress and raise attainment in reading, updated action plan and updated Governors on the key actions and progress.

*Too few pupils achieved the expected standards in KS2 test outcome*

- Year 6 is now taught in 3 groups weekly, with June Wilson teaching one group, which has reduced the class sizes to 14.

	<ul style="list-style-type: none"> <li>June Wilson is working with Year 6 teachers to plan daily whole class reading.</li> </ul> <p><i>There is a significant gap in the attainment of pupils in all year groups when compared with national data</i></p> <ul style="list-style-type: none"> <li>Targeted pupils have been identified.</li> <li>Whole class teaching is in place.</li> <li>June Wilson is working with individual Continued Professional Development (CPD) for staff via monitoring feedback.</li> </ul> <p><i>There is a significant gap in the attainment of PPG and non-PPG pupils</i></p> <ul style="list-style-type: none"> <li>Barriers have been identified.</li> <li>Adjustment to teaching structure has been made, ceasing simultaneous guided reading to release time for intensive work with vulnerable pupils.</li> </ul> <p><i>Pupils have significantly poor performance with content domains which require the ability to explain meaning and infer</i></p> <ul style="list-style-type: none"> <li>Further work is needed around improving the quality of questioning.</li> <li>Clarity around CPD.</li> <li>Thirsk Town Council have donated money to school to spend on resources.</li> </ul> <p><i>Many pupils do not read with fluency and speed which is commensurate with test requirements</i></p> <ul style="list-style-type: none"> <li>Unrealistic targets to monitor all KS2 pupils, this will be reviewed.</li> </ul> <p><i>Many pupils rarely read outside of school-based reading activities</i></p> <ul style="list-style-type: none"> <li>After reflection it is felt that reading is such high priority that it requires a more detailed 3-5 year plan, which will be drafted in Spring term.</li> <li>Links have been made with Thirsk library volunteers and during Spring term there will be pop-up dates booked to visit the library.</li> </ul> <p><b>GQ: This is a detailed update and a lot of focus around vulnerable pupils, what about the more able pupils?</b> Whole class teaching is focusing on these pupils, pupils have the opportunity to write in more depth.</p> <p><b>GQ: You have talked about the love of reading, are you monitoring which books are used the most to enable you to purchase similar ones?</b> Yes, we will be looking at pupil conferencing to identify gaps.</p> <p>Governors thanked June Wilson for her update.</p>	
<p align="center"><b>June Wilson, Michelle Burrell, and Amy Shepherd left the meeting at 6.55pm</b></p>		
4.13	<p>The School Improvement Plan was circulated to all Governors at the meeting.</p> <p><u>Key Action Two: Raising the quality of teaching and improving the outcomes for pupils</u></p> <p>Richard Chandler updated Governors on the objectives and progress on Key Action Two: Raising the quality of teaching and improving the outcomes for pupils.</p> <p><i>Set increasingly challenging performance targets and the use of performance management to drive school improvement</i></p> <ul style="list-style-type: none"> <li>Performance management targets set for all pupils that reflect progress that matches top 20% nationally (FFT Aspire).</li> <li>Reporting to governing body what whole school targets for performance management are.</li> <li>Pupils Progress Meetings December.</li> </ul>	

*All staff are accountable for their data and carry out analysis to understand the impact of their work*

*Ensure that there is complete clarity in rates of progress and the importance that all groups of pupils are making better than expected progress from starting points*

- All pupils are tracked using to Classroom monitor.
- That classroom monitor is providing information that supports AfL.
- Initial parents evening. Sharing of NFER data – will be moved to Spring term.

*Increase the consistency in the quality of teaching so rates of pupils' progress are less variable*

*Making more consistently effective use of assessments of pupils' prior learning when planning learning activities*

Governors discussed the areas which have been partly met and these will be updated towards the end of term once the impact has been evaluated.

- Development of 15 minute forums: as part of each staff meeting: Teachers share a useful strategy related to previous CPD that they have implemented in classroom (5-10 minutes followed by questions).
- Newly Qualified Teachers (NQT)- Registration with the Local Authority.  
Appointment of Mentors  
Enrolment on North Star NQT program  
Development of termly training program by mentors (Sept/ Jan/ April)
- Recently Qualified Teachers (RQT), CPD Developing Expertise in Teaching.

*Development of staff welfare*

- Development of staff welfare groups and representative from Senior Leadership Team (SLT) / Teaching staff x2 / Teaching assistants x 2.
- Welfare questionnaire carried out by all staff – summary will be given to Governors.

Governors discussed setting data targets for the staff.

**GQ: It is reassuring when discussing the reading plans identified for phonics and using a Teaching Assistant (TA) one day a week, does the TA have the knowledge and ability to carry this out?** Yes. 2 sessions around phonics has have been completed. Heather Russell's training has taken place.

**GQ: Are you confident the TA has the skills to lead a one day a week session?** Yes.

Richard Chandler highlighted to Governors that it is important not to be too overly ambitious, timing needs to be right and workload spread out, as the year progresses things will change.

**GQ: Is there a danger that you will not achieve targets set, are these realistic timeframes?** It is felt that the team have been over optimistic for the Autumn term.

Governors discussed setting a 5 year strategic plan and support from the Local Authority.

*Development of Senior and middle Leadership*

- All plans have a high focus on aspirational outcomes.
- Development action plans for areas of development.
- Paul Longdon training has taken place.

The SLT are good spotting data and developing but are developing their evaluation of the impact.

*Governors*

- Governors can evidence their impact on school improvement.

Key Action Four: Further develop Safeguarding strategies within the school

Richard Chandler updated Governors on the objectives and progress on Key Action Four: Further develop Safeguarding strategies within the school.

*Leadership of Safeguarding*

- Safeguarding training for the governing body has been commissioned.
- Update of progress against action plan shared at governing body meeting as part of safeguarding agenda.
- Review schedule of monitoring of safeguarding.
- Child Protection policy updated, reviewed and agreed by governing body
- Completed Safeguarding audit with governors Child Protection Governor and H&S governor – the Safeguarding audit has only just come out last week.
- Overview of safeguarding roles developed and shared in entrance for school/ school website/part of welcome packs.
- Termly parent voice meeting regarding safeguarding arrangements.

*Development of child protection*

- List of referral completed and on CPOMS. Addition on CPOMS of outcomes from referral to MAST.
- Analysis of incidents on CPOMS being analysed - trends identified curriculum/ training identified in response.
- Development of safeguarding information station with '1 minute guides' Regular part of staff meetings to update knowledge.
- Information sheet developed and displayed in entrance to school/ key access points and on the school website.
- Contact Maggy Mitchell and set up series of meetings. As part of meeting ensure school has copies of CAF for pupils working with prevention services.
- Julie Kaye LADO to share experience of how referrals are shared by MAST team.

*Safeguarding in the Early Years*

- Identification of pupils that would benefit from early intervention. Families to be put in touch with appropriate support services e.g. Prevention.
- Meet with grounds maintenance. Identify aspects of pruning etc. in EYFS.
- Ensure that daily inspections of outdoor areas take place.
- Prompt identification and removal of equipment that is no longer fit for purpose.
- EYFS staff to have read and understood Keeping Children Safe in Education (KCSIE).
- Storage of personal items to be out of the reach of pupils. Stock cupboards without doors to be replaced. Stock cupboard doors to remain closed.

*Behaviour and attendance*

- All Hate incidents disability: race, religion, transgender identity, sexual orientation to be reported to LA. Pastoral team to identify concerns. PSHE curriculum to be adapted to reflect.
- Program of EMS TiC to attend bi-weekly pastoral team meetings.
- In-school pupils support by EMS to be identified.
- Consultation regarding EMS to be shared with governing body.

*Spiritual, Moral, Social and Cultural Provision (SMSC) / British Values / Safeguarding curriculum*

- Appoint and plan development of a Lead for PSHCE.
- Ensure that checks are made on visitors to assemblies and the classroom PSHCE programme: content of resources, key messages, and safeguarding

	<p>vetting checks that apply to all visitors.</p> <p><i>Premises/Health and Safety</i></p> <ul style="list-style-type: none"> <li>• Contact highways agencies regarding the painting of white strips on the road by the entrance of school – a public consultation would be needed.</li> <li>• Remove bins.</li> <li>• Repair /replace handrails and make safe by increasing stability of wooden vertical posts. Carry out repairs where there are splinter hazards.</li> <li>• Trim back bramble bushes to curtail long branches protruding into grounds.</li> <li>• Clean or relocate large tractor tyre from PCU play area adjacent to EMS.</li> <li>• Review all Fire Safety Signs.</li> </ul> <p><u>Raising Standard for PPG pupils</u></p> <p>Richard Chandler updated Governors on the objectives and progress on Raising Standard for PPG pupils.</p> <p><i>Breakfast club</i></p> <ul style="list-style-type: none"> <li>• 2 TA up until 8am and a 3rd TA to join at key time.</li> <li>• Focused learning tasks for identified key PPG children around their learning targets identified from class teacher.</li> </ul> <p><i>Safeguarding Review</i></p> <ul style="list-style-type: none"> <li>• Review purchased and carried out.</li> </ul> <p><i>Introduce new tracking data system and train staff to access and analyse data appropriately</i></p> <ul style="list-style-type: none"> <li>• Purchased tracking system.</li> <li>• Train staff on how to use the system.</li> <li>• Staff use data to target learning.</li> </ul> <p><i>Focus on progress of reading, after only 52% of children achieved exp and 24% achieved GD</i></p> <ul style="list-style-type: none"> <li>• Focus on progress of reading, after only 52% of children achieved exp and 24% achieved GD.</li> <li>• Research and invest in new approaches to teaching reading.</li> </ul> <p><i>Improve phonics teaching and resources</i></p> <ul style="list-style-type: none"> <li>• Purchase new resources and received dedicated specialist training.</li> <li>• Training session for parents.</li> </ul> <p>Governors requested that School Improvement plan updates are circulated to all Governors prior to the meeting to have questions prepared prior to the meeting to ensure they can challenge and question more effectively.</p>	
4.6	<p><b>Approve the Minutes from 5<sup>th</sup> November 2018</b></p> <p><u>Approval</u> - The minutes of the Full Governing Board (FGB) meeting held on 5<sup>th</sup> November 2018, which were circulated to all Governors prior to the meeting, were deemed as a true record and were duly APPROVED and SIGNED by the Chair, David Duffey.</p>	
4.7	<p><b>Matters arising</b></p> <p><u>3.10</u> – Marie McHeigh – to be amended to Marie McHarg, the correct spelling.</p> <p><u>3.9</u> – Richard Chandler has reviewed the postcodes of the deprivation areas which the school falls in to, there are 3 postcodes which have similar deprivation, 1 in 4, 58% of pupils come from one of these postcode areas.</p>	

	<p><b>GQ: Has this percentage been updated in the SEF? Yes.</b></p> <p><u>3.9</u> – A more up-to-date quote will be included in the Effectiveness of Leadership and Management when this is updated.</p> <p><u>3.13</u> – SEN funding for gifted and talented – further conversations are taking place as it is not possible with SEN funding in the way it is funded at present.</p>	
4.8	<p><b>Governor Training</b></p> <p>No training updates from Governors.</p>	
<b>PART 'B' – Resources</b>		
4.9	<p><b>Budget Review and Update</b></p> <p>Governors agreed to move the budget review and update to the FGB meeting 7<sup>th</sup> January 2018, when Jason Tazzyman is available to attend.</p> <p>Budget monitoring reports were circulated to all Governors prior to the meeting.</p>	
4.10	<p><b>Pupil Premium</b></p> <p>Analyse School Performance (ASP) - Analysis for disadvantaged pupils in KS2 was circulated to all Governors prior to the meeting. Richard Chandler explained to Governors that this document show the results of why disadvantage pupils have not performed as expected.</p> <p>Lower ability disadvantaged pupils are the most vulnerable group of pupils and their progress over KS2 in English needs to be higher. As a school we will be looking at how are the most vulnerable learners being supported in reading and writing. It is worth bearing in mind that this group of learners did have pupils with SEN within it. Governors will be involved in the pupil progress meetings.</p> <p><b>GQ: Does the school separate out SEN data? No, the school doesn't.</b></p>	
4.11	<p><b>Sport Premium</b></p> <p>Governors discussed this item earlier in the meeting.</p>	
4.12	<p><b>Staffing Updates</b></p> <p>Richard Chandler updated Governors that interviews for the KS1 lead will be taking place on Thursday 6<sup>th</sup> December 2018 with Jayne Cooper and Donna Makepeace, 3 candidates have been shortlisted.</p> <p><b>GQ: Do the candidates have experience in KS1? 2 of the candidates do and 1 has leadership experience.</b></p> <p><b>GQ: What is happening with covering Amy's post? This is currently being reviewed and will depend on interviews on Thursday. Once arrangements have been confirmed parents will be informed.</b></p>	
4.13	<p><b>School Improvement Plan</b></p> <p>Governors discussed this item earlier in the meeting.</p>	
4.14	<p><b>Outcomes form External Evaluations</b></p> <p>Health and Safety Inspection report was circulated to all Governors prior to the meeting.</p> <p><b>GQ: Have the issues around fire alarms and emergency lighting been picked up? Yes.</b></p>	
4.15	<p><b>Parental Survey Update</b></p> <p>The results from the Parent Questionnaire – Autumn 2018 was circulated to all Governors prior to the meeting. Richard Chandler highlighted to Governors that 78 responses were received which were collected at parents evening. Overall very positive and this will be repeated at the next parents evening.</p> <p>Governors discussed best practice for teachers to collect feedback at the parents</p>	



	evenings.	
4.16	<b>Feedback from Link Governors</b> David Duffey has carried out a reading visit and SEN visit, visit reports have been shared with Governors. Karin Wilkinson carried out a teaching and learning visit, report will be shared with Governors.	K Wilkinson
4.17	<b>Safeguarding / Child Protection</b> Richard Chandler highlighted to Governors the child protection cases and Safeguarding concerns in school.	
4.18	<b>School Meal Update</b> Governors discussed non-payment of school meal fees and Richard Chandler shared a document with the details of amounts which are outstanding. Governors discussed their concerns around pupils not having lunch provided and the expectations of the school. <b>GQ: Why have such high debts accrued?</b> Parents have not paid. <b>GQ: Do some parents start to pay the outstanding amount, then stop paying?</b> Parents start to pay some of the amount, but don't pay the full amount, more debt is added and they don't get caught up. Governors discussed the methods used to recover outstanding amounts. <b>GQ: Is there debt from after school clubs?</b> Yes. Governors discussed the duty of care for pupils from the school and the parents. <b>GQ: Do you call parents asking for the outstanding money?</b> Yes, this is done, the consequences are explained and how it can be escalated. There are 2 calls made and 3 letters sent before legal action. <b>GQ: Do you state legal action in the letters?</b> Yes and that the parent must provide a pack lunch. Governors discussed that they would be happy for parents not providing a pack lunch regularly, at a point to be classified as neglectful. Richard Chandler will confirm the full process to Governors at the next FGB meeting on 7 <sup>th</sup> January 2019.	R Chandler
<b>PART 'C' – Other</b>		
4.19	<b>Policies</b> The following policies were circulated to all Governors prior to the meeting. <ul style="list-style-type: none"> <li>• Attendance Policy</li> <li>• Budget Management Policy</li> <li>• Disciplinary Policy &amp; Procedure</li> <li>• Health And Safety Statement</li> <li>• Lesson Observation to Support Appraisal</li> <li>• Policy for The Use Of Images of Children &amp; Young People</li> <li>• Resolving Issues At Work Policy and Procedure</li> <li>• Child Protection Policy</li> <li>• Special Educational Needs and Disabilities Policy</li> <li>• Use of CPOMS Policy</li> </ul> All Governors AGREED to adopt and approve these policies.  <b>GQ: The Health and Safety policy has Amy Shepherd's name included, does this need to be amended with her leaving?</b> If Amy is not in the school the responsibility falls to the Headteacher. <b>GQ: For lesson observations do you use the Ofsted grades for judgements?</b> There is a judgement of teaching across the school, we don't grade individual lessons. The Ofsted grades descriptors are the backbone of the judgement.	

4.20	<b>Governor Vacancies</b> David Duffey has discussed possible Co-opted Governors vacancy with a local business man who may be interested in joining the FGB. He has a wide range of skills which would be useful to the FGB.	
<b>Nikki Kennedy left the meeting at 8.45pm</b>		
4.6	<b>Approve the Confidential Minutes from 5<sup>th</sup> November 2018</b> <u>Approval</u> - The confidential minutes of the Full Governing Board (FGB) meeting held on 5 <sup>th</sup> November 2018, which were circulated to all Governors at the meeting, were deemed as a true record and were duly APPROVED and SIGNED by the Chair, David Duffey.  <u>Matters Arising</u> - Strategic Plan for SEND – there were no further updates to be shared with Governors.	
4.12	<b>Staffing Update</b> <u>Confidential item</u> – please refer to the confidential minutes.	
4.21	<b>How has this meeting impacted on the welfare and progress of our pupils?</b> <ul style="list-style-type: none"> <li>• Governors have reviewed the pupil welfare around school lunches.</li> <li>• Governors have reviewed the School Improvement Plan and the progress made.</li> <li>• Governors have reviewed and have an understanding of the Sport Premium.</li> <li>• Governors have reviewed the Pupil Premium update.</li> <li>• Governors have reviewed the Parental Survey.</li> </ul>	
4.22	<b>Next meeting 7<sup>th</sup> January 2019 at 6.15pm</b> <u>2018/2019 Meeting Dates</u> 7 <sup>th</sup> January 2019 4 <sup>th</sup> February 2019 4 <sup>th</sup> March 2019 1 <sup>st</sup> April 2019 9 <sup>th</sup> May 2019 3 <sup>rd</sup> June 2019 15 <sup>th</sup> July 2019	
<b>Richard Chandler left the meeting at 8.55pm</b>		
4.23	<b>Confidential – Headteacher's Performance Management</b> <u>Confidential item</u> – please refer to the confidential minutes.	
4.24	<b>AOB</b> <b>PTA</b> The PTA would like to thank all the Governors for the help at the Christmas Fair on Friday 30 <sup>th</sup> November 2018, which raised £1508.75.	
<b>Date of next meeting 7<sup>th</sup> January 2019, 6.15pm</b>		
Please note: The colour coding above links to the three key roles of governance questioning; RED for 'setting strategic direction', BLUE for 'holding Headteacher to account for educational performance'		

Signed:

Date:

10

GREEN for 'ensuring financial health, probity and value for money'.

There being no other business the Chair closed the meeting at 9.05pm