

The London Borough of Richmond upon Thames

Meadlands Primary School

Minutes of the virtual meeting of the Full Governing Board (FGB) held via Zoom App  
on  
Thursday 15<sup>th</sup> July 2021 at 7.30am

**Constitution, Membership and Attendance**

<b>PARENTS -2</b>	<b>LA-1</b>	<b>STAFF-2</b>	<b>COOPTED -8</b>
Nigel Seymour (NS) Chair	Penny Frost (PF)	Sophie McGeoch (SMcG)	Ulrich Tiedau (UT)
Annabelle Hughes (AH) Vice Chair		Sarah Taunton (ST)	Chloe Walkom (CW)
			Lisa Fairmaner (LF)
			John Cannon (JC)
			Ruth Neligan (RN)
			Kasia Oberc (KO)

bold = absent

**Apologies:** None

**Absent without apologies:**

**Also attended:** Jess Bunker (JB)-Associate Member  
Laura Tadman (LT)-Staff Member and EY lead  
Wendy Norman -Clerk to FGB

<b>1.</b>	<b>Apologies and Declarations of Material Interest</b>	<b>Action</b>
<b>1.1</b>	The meeting opened at 7.35am and no apologies were received.	
<b>1.2</b>	Governors were reminded of their duty to declare any direct or indirect pecuniary interest which may relate to any matter under discussion on the agenda and none were declared. Governors were also asked to confirm that they were in an environment which was secure, and which protected confidentiality and all confirmed this was the case.	
<b>4.</b>	<b>Leadership and Management</b>	
	<i>End of year data inc progress &amp; Closing the Gap</i>	
<b>4.1</b>	Deputy HT ST presented to Governors on the end of year school data (Governors Assessment Pack End of Summer term 2020-21) she had previously circulated via GovernorHub. Governors' questions on the contents had been sought in advance of the meeting and had been responded to on GovernorHub and were also summarised in the meeting.	

4.2	<p>Key headlines:-</p> <ul style="list-style-type: none"> <li>• Targets were aspirational</li> <li>• Assessment data showed that school was not where it wanted to be</li> <li>• More unpicking of data was required and more plans to get where school wanted to be.</li> </ul> <p><i>Reading</i></p>	
4.3	<p>Headlines:-</p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> strongest subject in attainment</li> <li>• &lt;30% achieving greater depth</li> <li>• high proportion of EAL children achieved higher attainment</li> </ul> <p><i>Yr 1 Phonics Test</i></p>	
4.4	<ul style="list-style-type: none"> <li>• 89.6% attainment on Phonics mock Yr 1 check. Yr 1 would be doing actual Phonics check in second half of Yr2 autumn term due to lockdown. During the mock Phonics check, 3 children did not pass and would be focus children in Year 2. 9 children had initially not passed the test earlier in the year, but after phonics workshop intervention with parents children had met standard.</li> </ul>	
4.5	<ul style="list-style-type: none"> <li>• Current Yr 2- a further child had passed phonics standard but 2 children had not (PPG pupils). Further interventions would take place during Yr 3 for them then they would retake the Phonics check in the second half of autumn term.</li> </ul>	
4.6	<p>HT reminded all Governors that Early Reading and Phonics were key areas currently for Ofsted. Key areas for School too.</p>	
4.7	<p>She thanked the Reception team and Dep HT JB for their work in this area and it was recognised that there was great expertise in EY and Yr 1 at Meadlands.</p>	
4.8	<p>More headline data was available in FADE (Focus, Action, Do, Evaluate) report.</p> <p><i>Writing</i></p>	
4.9	<p>Writing was the area with the largest number of CtG children.</p>	
4.10	<p>As governors had previously been informed Writing was the hardest area to teach remotely. Much time in return to school has been spent on recapping. There were significant groups of children in every class who were targeted to achieve ARE and EARE and have not achieved this.</p>	
4.11	<p>In most classes (Yrs. 2, 4, 5&amp;6) a high proportion of children with PPG</p>	

	but not SEND have made good progress.	
4.12	Yr 6 progress particularly good in Writing-one of strongest year groups. EAL children achieved particularly well in that year group.	
4.13	Deputy HT commented that the Writing Lead Jo Wreford had a clear vision for writing for next year. She had a master's degree with a particular interest in spelling and had been undertaking Writing moderation with the staff team. Writing had been impacted by time away from school but in mentoring teachers, JW was looking at the gaps in learning caused by being away from school to assist in the planning process for next year. Curriculum would still be forward looking but planned to meet age expected expectations. Planned for next year would come through in FADE report.	
4.14	In summary Writing assessments were disappointing but not unexpected based on time children had had away from school.	
	<i>Maths</i>	
4.15	Maths was again the strongest subject in which there were aspirational targets. But the children had not attained targets the school had hoped for. Due to catch up work on two Returns to School full curriculum had not been able to be taught as recaps were needed on key maths concepts before teaching new work.	
4.16	Gaps in the curriculum had been spotted including for example geometry. These would be taught next year.	
4.17	Yr 4 had undertaken Multiplication Check this year. From next year it would be mandatory but it was optional this year. By end of Yr 4 pupils are expected to know their 12 times table at speed. (25 questions with 6 seconds per question.)	
4.18	43% of Meadlands pupils achieved this but a disappointing result for the school bearing in mind other attainment. Other schools who have done better had given pupils similar online tests to practice with throughout the year. Meadlands had not spent as much time on this.	
4.20	Meadlands planned to provide children with lots of opportunities to undertake practice online tests through the year.	
	<i>Early Years (EY) report</i>	
4.21	Laura Tadman (LT) as welcomed to the meeting and presented on strong data across Early Years in contrast to rest of school. Whilst attainment was 6% down last year it was still well above national	

	average.	
4.22	The reason for the strength was that small numbers of children had been in nursery eg 16 children with 3 staff with a very strong team of support staff.	
4.23	There was also a high proportion of the EY children in the key worker hub. Therefore 50% of class were in school and being taught by EY team.	
4.24	In terms of Moving and Handling 100% obtained expected standard at end of year. This was the result of a plan to delay Writing tuition in order to build core movement skills which were poor at baseline assessment. Without good Handling and Moving skills it is not possible to write well.	
4.25	Deputy HT then addressed Governors questions which had been raised and answered via GovernorHub: -	
4.26	<b>Governor question:</b> -Had data been broken down to Closing the Gap (CtG) groups? Reading Writing and Maths had been broken down by contextual group and would be uploaded to GovernorHub later.  <i>(These were subsequently shared with FGB and broke down pupils attainment and progress for whole class, PPG, PPG and SEN,SEN/EHCP, Gender and EAL)</i>  These would feed in to the subject leads FADE reports.	
4.27	It was explained that the majority of children who had been 2 steps behind had moved to being 1 step behind.	
4.28	12 children in whole school had moved from being 'monitored' to falling within the CTG status. Of these:- <ul style="list-style-type: none"> <li>• 4 were in Reading</li> <li>• 3 were in Writing (non PPG or SEND)</li> <li>• 5 in Maths ( 3 of whom were in Yr 3 cohort)</li> </ul>	
4.29	<b>Governor question:</b> - Had this group had been a priority for return to school? Yes the school focused on these children. SEND children already being helped by Other interventions. CtG register informed decisions about which children required intervention through catch up funding.	
4.30	An example was the Reading booster classes which gave children confidence to read aloud. Also to instil a love of reading. From Pupil Voice survey this had been very successful with 91% saying they found	

	<p>it very enjoyable and 70% stating they had been helped already by this booster.</p>	
4.31	<p>Governors were informed that Ofsted will listen to the lowest 20% (by ability) of readers.</p>	
	<p>More booster classes were proposed for autumn term.</p>	
	<p>In terms of 1:1 help Naomi Kempner was assisting 3 children (2 in Yr 5) one of whom is 1 is one step behind.</p>	
4.31	<p><b>Governor question:</b> -Is there maths free teaching in autumn term? Targets would be set over the summer (based on July outcomes) for the year ahead as well as trajectory targets for end of key stage. They would be presented to the FGB in autumn. Some original targets would be kept and there would be some adjustment.</p>	
4.32	<p>Chair thanked both ST and LT for their reports and their transparency about successes and areas for improvement and interventions needed.</p>	
	<p>Further questions were invited.</p>	
4.33	<p><b>Governor question:</b> -Regarding CTG children and data breakdown, how many of the examples were of the same child?</p>	
	<p>A few children had fallen behind in all three subjects but most had not; mostly it was in one or two subjects. LT added with children in Early Years it was more likely that if pupils were not speaking or understanding well then they were disadvantaged in Maths. Both a holistic and subject approach was taken to address this.</p>	
4.34	<p><b>Governor question:</b> - Staff thanked for all answers but what would happen for the rest of the children who had fallen behind? This would be covered in the curriculum for whole class teaching next year. Quality First teaching was the key. SLT would be looking at what more could teachers do and subject Leads were today looking into this. In terms of a mid-term planning Writing would be looked at half termly and other subjects termly. CPD for staff would be taking place. NB this was a key area for Ofsted.</p>	
4.35	<p><b>Governor support:</b> -Staff thanked for excellent report of the situation.</p>	
4.36	<p><b>Governor question:-</b> How many pupils leave school after Nursery and why did they leave and not join Reception? 5 pupils of current 26 in Nursery would not be joining Reception and this was due to different catchment areas for Reception and Nursery. The 5 would be attending Reception classes closer to home location.</p>	
	<p>Staff were thanked by Chair for Reports.</p>	

<p>2.</p> <p>2.1</p> <p>2.2</p>	<p><b>Actions Log</b></p> <p>Chair reviewed Actions Log open actions:-</p> <ul style="list-style-type: none"> <li>• Insurance for volunteers had been reviewed and confirmed all insurance was in place.</li> <li>• SMcG to upload Booklist</li> </ul> <p>Other open actions were covered within agenda.</p>	<p><b>SMcG</b></p>
<p>3.</p> <p>3.1</p> <p>3.2</p> <p>3.3</p> <p>3.4</p> <p>3.5</p>	<p><b>Chair's Remarks.</b></p> <p>Chair referred to AfC briefings at which it was reported that:-</p> <ul style="list-style-type: none"> <li>• average primary attendance was 90% so Meadlands was doing very well at 96%</li> <li>• Arrangements for September re bubbles etc. was being discussed</li> <li>• Secondary schools would be keeping testing (sibling impact on primaries)</li> <li>• Ofsted inspections have begun. Message from AfC was to get prepared. Preparation had been started at Meadlands</li> <li>• EHCP (Education Health and Care Plan)-increase of 8% in EHCPs in borough (national increase 10%) New resources being brought on stream. JB was engaged with 'Early Help Resilience Network'</li> <li>• Quality First teacher charter</li> <li>• Borough wide sample SEND Ofsted involving Meadlands had been very useful. Meadlands was doing very well</li> </ul> <p>Schools forum had discussed:-</p> <ul style="list-style-type: none"> <li>• the deficit reduction within the area of SEND</li> <li>• NQTs were being renamed ECTs (Early Career Teachers) with a 2 year rather than the current 1 year induction programme. HT then explained context for the ECT joining Meadlands in September and the arrangements for her funding and training.</li> <li>• Chair reported on a 9% drop in demand for school places in Richmond borough for next year due to falling birthrate ( in 2010 -3000 applications by 2019 down to 2100</li> </ul> <p><b>Governor Comment:-</b> Demographic change is also happening- where people live and the move out of cities as a result of COVID and changed working practices. This is likely to impact school place demand too.</p> <p><b>Governor Comment:-</b> Though some years away the redevelopment of Ham Close will affect local primary schools.</p> <p><b>Governor Question:</b> - As a oneform entry school will the change from one year to two years induction for ECT's have an impact? HT believes</p>	

	probably not very different as mentoring continued at Meadlands for longer than a year anyway. The next year in practice will answer this. ECT will be 10% out of class in 1 <sup>st</sup> year and 5% out of class in 2 <sup>nd</sup> yr.	
<b>4.</b>	<b>Leadership and Management (continued)</b>  <i>Assessment data had been presented prior to Agenda Item 2 due to prior commitment of presenter)</i>  SEF	
<b>4.34</b>	HT explained that her report comprised and was effectively contained within the school evaluation form. This represented SLTs view of school.	
<b>4.35</b>	The SEF had previously been shared with governing board on Governor Hub and questions invited. Those questions had been raised via GovernorHub and were addressed in the meeting following an introduction: - <ul style="list-style-type: none"> <li>• SEF Reflected data that was now available. It showed more children one term behind in learning.</li> <li>• Assessments had looked to see where pupils were behind and plans being made for next year as pupils' transition so teachers know the children's gaps in knowledge.</li> <li>• SDP 1<sup>st</sup> draft already prepared. Previously SDP had focused on the objectives and aspirations But now would focus on four key areas:- <ul style="list-style-type: none"> <li>-Quality of education</li> <li>-Behaviour and attitudes</li> <li>-Personal development</li> <li>-Leadership and management</li> </ul> </li> </ul> SDP was driven by SEF and link governors can link into this for their visits.	
<b>4.36</b>	<b>Governor question:</b> - Was Quality of Education the biggest area/target for next year? Yes- whilst last year had focused on behaviour and return to school there had been a focus in the last half term back onto the Quality of Education. The focus going forwards would be Writing, Reading and Humanities (Geography, History and RE).Links with St Mary's University would be used in this. CPD had been undertaken in this area.	
<b>4.37</b>	HT explained that the whole school impact would be measured next year but the curriculum would be renewed maintaining its depth and breadth.	
<b>4.38</b>	To assist in improving quality of education HT explained that: - <ul style="list-style-type: none"> <li>• Knowledge Organisers would be reviewed.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Chris Byrne was assisting with CPD for staff on pupil knowledge retention/memory</li> <li>• Many strategies existed to measure success of curriculum and its delivery.</li> <li>• Interventions would be reviewed in SEND, pastoral and academic areas for effectiveness.</li> <li>• Behaviour policy would be reviewed in the light of Attachment Awareness work and links with the community. Parents had not been on site for 18 months and school needed to bring them back in and build on relationships.</li> </ul>	
4.39	<p><b>Governor question:</b> -A weaker aspect identified in SEF was EY framework. Had the training happened and would it be implemented?</p> <p>HT was present at subject briefings and was therefore aware constantly of improvements to different areas being implemented.</p>	
4.40	<p><b>Governor question:</b> -In music would violin playing be brought back into the school? HT explained that it was via an external provider and with restriction on available space at the moment there was a difficulty. Music was demand- led and presently there was more demand for drums and ukulele. The key space was currently being used as the nursery.</p>	
4.41	<p><b>Governor question:-</b> What was the reasoning behind the focus on Humanities? HT responded there were changes in the RE curriculum plus the subject was not a priority when children were not in school. Geography and History have not previously been focused on and staff needed support. The skills have now been built up and trips were now possible which could also be made more meaningful.</p>	
4.42	<p><b>Governor comment:</b> -SEF was really helpful but lengthy and governor requested a useful one-page summary. This would be prepared.</p>	SMcG/ST
4.43	<p><b>Governor question:</b> -Why was writing difficult to teach and therefore difficult to raise attainment? The Deputy HT explained there were multiple layers to writing relating to fine motor skills, speech and language, grammar, language acquisition, vocabulary and composition; therefore it was difficult to plan due to the number of threads weaving through the subject. The Writing Lead was producing a framework of age expected ability examples to assist teachers. The Writing Lead had Masters degree in Education with a special interest in spelling, which would assist a project in Spelling next year as well as Writing.</p>	
4.44	<p>Dep HT explained that Reading came first and there was therefore a slight delay to Writing in all children. Also that at KS 2 work on writing needed to be 1:1 and not at whole class level.</p> <p><i>Policies Approvals</i></p>	
4.45	<p>There were no changes to policies. Policies Schedule to be updated by</p>	SMcG

	HT.	
<b>5.0</b>	<b>Quality of Education</b> <i>PPG Audit</i>	
<b>5.1</b>	It was reported that AfC would be meeting with school next week re PPG- focusing on data for particular groups. The full PPG audit had been postponed to autumn.  <i>Governor Link Report- Healthy Living/Citizenship</i>	SMcG/JB /JC
<b>5.2</b>	<b>The Governor Link visit had occurred the day before and the written report would be shared on GovernorHub.</b>  <i>Governor Link Report- Writing</i>	LF
<b>5.3</b>	<b>The Governor Link visit on Writing had taken place and the written report shared on GovernorHub. Governor had been impressed and the detail provided by HT in the FGB meeting chimed with what she had experienced. Jo Wreford was tweaking the report in line with interventions.</b>  <i>Governor Link Report-Behaviour and Safeguarding</i>	
<b>5.4</b>	<b>The Governor Link visit on Behaviour and Safeguarding had taken place and had considered:-</b> <ul style="list-style-type: none"> <li>• Safeguarding update at school</li> <li>• Safer recruitment (governor reported the excellent governor training she received from AfC)</li> <li>• Safeguarding policy</li> <li>• Behaviour</li> </ul>	
<b>5.5</b>	<b>Link Governor reported on huge pressure on Social Services presently in borough. This was a systemic issue and had been anticipated due to COVID. Presently the school was taking the pressure.</b>	
<b>5.6</b>	<b>SEN needs had heightened due to pupils being out of school so much during past year.</b>	
<b>5.7</b>	<b>Governor had undertaken Safer Recruitment training as ongoing vigilance was important. HT had been looking at what could be improved.</b>	
<b>5.8</b>	<b>This included looking at recruitment process as well as Looked After Children (LAC).</b>	
<b>5.9</b>	<b>Governor referenced the School's Attachment Awareness Award which involved 12 months training in connection with understanding behaviour and issues. Key point was that making emotional connections can lead to academic benefit.</b>	
<b>5.10</b>	<b>Link governor was looking forward to seeing how that awareness</b>	

<p>5.11</p> <p>5.12</p> <p>5.13</p> <p>5.14</p>	<p>becomes embedded in the school in the next 12 months.</p> <p>Behaviour policy was being reviewed and would be called Relationships Policy which Link Governor considered a very positive step</p> <p>Follow up actions were itemised as:-</p> <ul style="list-style-type: none"> <li>• Ensuring safer recruitment of volunteers</li> <li>• Supervision</li> </ul> <p>Chair thanked Link Governor for a very good oral report.</p> <p><b>Governor Comment :</b> -Invited school to let her (as LA Governor) know regarding problems concerning social services interactions with school. SLT stated they would forward emails concerning issues relating to Social Services and school interactions.</p> <p><b>Governor question:</b> -Did a sample link governor report template exist? Or could guidance be given? This to be considered in review of FGB/governor link structure.</p>	<p>SLT</p> <p>Chair</p>
<p>6.0</p> <p>6.1</p> <p>6.2</p> <p>6.3</p> <p>6.4</p> <p>6.5</p> <p>6.6</p>	<p><b>Budget/Resources</b> <i>Summary of FSG meeting</i></p> <p>The chair reported on a good meeting which had taken place on 12th July.</p> <p>Key points from meeting were summarised as:-</p> <ul style="list-style-type: none"> <li>• Financial position of school in good position, better than expected</li> <li>• Nursery numbers for September better than last year</li> <li>• Timeline for nursery build showed a slight delay now. Handback due in February (plan for March)</li> <li>• Boiler replacement on horizon</li> <li>• Support staff structure no longer meeting needs of school</li> </ul> <p>Chair invited HT to explain the last issue.</p> <p>HT explained that numbers of supported children had reduced and admissions down. There were now too many support staff and 6 out of 7 were working P/T mornings only so job shares weren't possible.</p> <p>In spite of trying other means to restructure through voluntary action to work afternoons instead it seemed necessary to restructure through formal means and AfCs HR team were involved.</p> <p>The school could not afford to carry spare staff even if ideally HT wanted to support longstanding staff.</p>	

<p>6.7</p> <p>6.8</p> <p>6.9</p> <p>6.10</p> <p>6.11</p> <p>6.12</p>	<p><b>Governor question:</b> - Numbers expanded and contracted so could the situation change in short term meaning costs would be balanced out? HT was currently creating the draft business plan and that would indicate what needed to occur going forwards taking into account such points. The plan would be in place in September and would be shared with FGB at next meeting.</p> <p>If redundancies needed to occur there would be consultation and meeting would take place between HT, unions, governors, SBM etc</p> <p>If application for new roles there would be Job Descriptions prepared on predetermined criteria. Redundancies were recognised as a costly action and SBM was looking at costs/benefits. Governors were informed that many schools were finding themselves in similar position.</p> <p><b>Governor comment:-</b> Approach sounds solid and correct. At end of day what the school needs has to be the priority.</p> <p><b>Governor question:-</b> Is there a recruitment window for support staff? No their contracts are different to teaching staff-, one month notice not half a term.</p> <p><b>Governor suggestion:-</b> To assist staff who may need interview practice, is there support for this from AfC? AfC probably has to stay neutral but unions would provide this.</p>	<p>SMcG</p>
<p>7.</p> <p>7.1</p>	<p><b>Behaviour and Attitudes</b></p> <p><i>Racism and exclusions</i></p> <p>One incident of racism was reported. It had been dealt with in line with school policy and Chair had been informed. Parents were happy with way school had dealt with incident.</p>	
<p>8.</p> <p>8.1</p> <p>8.2</p> <p>8.3</p>	<p><b>Personal Development</b></p> <p><i>Governance</i></p> <p><i>Review of Governance Structure</i></p> <p>Current system of Link Governors had been in place for 2 years and following decision at the last meeting Chair had sent out a short survey via GovernorHub to inform a review.</p> <p>Chair reported the findings of the survey to the FGB and highlighted both the strengths and areas for improvement. There had been much very good feedback but the impact of Covid in for example being able to access school for visits, meet staff and pupils etc was ever present and affected the last 2 school years since the system had been in operation.</p> <p>Governors commented that they would benefit from earlier circulation of</p>	

	key reports before FGB meetings so they had more time to review the contents.	
8.4	Chair recommended to FGB that system of Link Governors be kept for a further year to have a better basis for review but implement improvements in areas to make it even more effective eg ensure that school visits take place twice each school year, provide 2-3 week warning to staff of a visit so they are timely and additional governors attend each other's visits where they are interested. School welcomed this.	
8.5	<b>Governors agreed</b> the recommendation and to a further review in one year. <i>Membership</i>	Chair/ Clerk
8.6	FGB was reminded of the 2 current governor vacancies.	
8.7	The proposed Governor Recruitment outline plan was shared with the Board by the Vice Chair.	
8.8	It was proposed that the 2 current parent governors (Chair and Vice Chair) whose term of office was due to end in October 2021, be co-opted by FGB as co-opted members to allow the election of 2 new parent governors at the start of autumn term 2021. They would retain their roles in chairing until the annual review in November 2021. <i>UT left the meeting at 9.30am</i>	
8.9	<b>Governors agreed</b> the co-option of governors NS and AH for a further term of 4 years.	
8.10	It was agreed that the HT would advertise the parent governor vacancies in her end of term newsletter to parents. The Chair would also publicise the vacancies in his end of year letter to parents. All governors with links to school were encouraged to publicise the vacant roles and also directly approach potentially suitable candidates.	SMcG/ NS
8.11	The appointments would be skills-led but broadening the diversity of the Board to reflect the school population was highlighted as a key objective.	
8.12	<b>Governor suggestion</b> :-Sometimes people needed a nudge/to be invited to put themselves forward for new roles. Governors agreed and would consider candidates to be directly approached, possibly thinking of parents who had taken active supportive role in school in other ways. <i>Planned Governor Link visits</i>	
8.13	Chair proposed to outline a schedule of school visits and circulate. <i>Governor training</i>	NS
8.14	Governors were encouraged to sign up for training, AfC's new CPD list	Clerk

	would be distributed by clerk via GovernorHub.	
<b>9.</b>	<b>Safeguarding and Single Central List Update</b>	
<b>9.1</b>	The updated Single Central List would be signed following the meeting.	Chair
<b>10.</b>	<b>Minutes of the last Meeting</b>	
<b>10.1</b>	The minutes of the last FGB meeting on 10 <sup>th</sup> June 2021 were received and <b>agreed</b> as a true and accurate record and would be signed by the Chair.	Chair
<b>11.</b>	<b>Matters Arising</b>	
<b>11.1</b>	There were no matters arising.	
<b>12</b>	<b>Reflections on the Meeting</b>	
<b>12.1</b>	Chair reflected on a very positive meeting which had covered much business with excellent reports from staff and governors. Chair thanked school staff for their tremendous efforts for the school population, staff team and community through the past 17 months and also governors for their important contribution to governance being kept at a high level during a very difficult period.	
<b>13.</b>	<b>Date of Next Meeting</b>	
<b>13.1</b>	Due to time constraints this was not discussed but Chair and HT were reviewing a draft schedule of meeting dates.	NS/SMcG
<b>13.2</b>	Chair thanked everyone for attending and the virtual meeting closed	

The meeting ended at 9.35am

Signed by the Chair \_\_\_\_\_

Date \_\_\_\_\_

### Summary of Actions

<i>Item number</i>	<i>Action</i>	<i>Responsible governor/ Associate Member</i>
2.1	Booklist for Equalities and Diversity to be shared on GovernorHub	SMcG
4.42	One page summary of SEF to be shared on GovernorHub	SMcG/ST
4.45	Schedule of Polices to be updated	SMcG
5.1	PPG Audit Autumn 2021	SMcG/JB/JC
5.2	Link Governor Report to be shared on GovernorHub	LF
5.13	LA to be sent emails re social services	JB
5.14	Consider sample Link Governor report template	NS/AH

6.7	Staffing/business plan share with FGB	SMcG
8.5	Review governance structure/agenda item- July 2022	NS/Clerk
8.10	HT newsletter to publicise governor vacancies/Chair to publicise them in end of year letter to parents	SMcG/NS
8.13	Share Link Visit schedule	NS
8.14	Circulate new CPD training list	Clerk
9.1	Sign SCL	NS
10.1	Sign FGB Mins June 2021	NS
13.1	Review and circulate schedule of meeting dates for FGB/FSG	Chair/HT

List of documents:-

- Draft FGB Minutes 10<sup>th</sup> June 2021
- FGB Actions Log 29.06.21
- SEF (School Evaluation Form) Final Draft 2021
- End of Summer term Assessment Pack for Governors
- GovernorHub questions and comments on End of year Assessment Pack and SEF
- Policies for Governors Schedule April 2021
- Impact of Covid 2021 July 2021
- Governor Link Visit Report Behaviour and Safeguarding 2021
- Governor Link Visit Report- Writing May 2021
- Effectiveness Review FGB July 2021

NB-highlighted sections reflect areas of particular governor focus in meeting