

The London Borough of Richmond upon Thames

Meadlands Primary School

Minutes of the meeting of the Full Governing Board held at the school on  
Thursday 30<sup>th</sup> January 2020 at 7.30am

Constitution, Membership and Attendance

PARENTS -2	LA-1	STAFF-2	COOPTED -8
Annabelle Hughes (AH)	Penny Frost (PF)	Sophie McGeoch (SMcG)	Charlotte McIntyre (CMcI)
Nigel Seymour (NS)		Sarah Taunton (ST)	Carolyn Dodds (CDo)
			Richard Smith (RS)
			Andree Frieze (AF)
			Ulrich Tiedau (UT)
			Jess Bunker (JB)
			Chloe Walkom
			(Vacancy)

bold = absent

**Apologies:** None

**Absent without apologies:** None

**Also Attended:** Lisa Fairmaner (prospective governor)

Minutes produced by FGB clerk from notes and sound recordings.

JoG arrived at 9.10am [?]

Agenda items were taken slightly out of planned order to accommodate school staff availability.

<b>1.</b>	<b>Apologies and Declarations of Material Interest</b>	<b>Action</b>
<b>1.1</b>	There were no apologies.	
<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.	
<b>2.</b>	<b>Action Log</b>	
<b>2.1</b>	Chair introduced this new agenda item to track completed actions decided upon at FGB meetings.	

2.2	<p><b>Governor question:-</b> Would the Action Log be included with Minutes?  <b>Yes.</b></p>	
2.3	<p>All items from previous meeting were covered in agenda except adding safeguarding to SDP. HT confirms she will check. Also who has authority to open outside doors to school? HT to check position.</p>	
3.	<p><b>Leadership and Management</b></p> <p>IDSR Review</p> <p>3.1 Governors' attention was brought by HT back to IDSR (slimmed down version of RAISE to reflect focus on progress in action in lessons). IDSR had previously been shared by HT. HT explained that IDSR is very much planned and nothing is accidental. The key headlines illustrate how decisions are made.</p> <p>3.2 HT explained that first 2 pages of IDSR on GovernorHub relate to narrative which summarises school (effectively SEF)</p> <p>3.3 <b>Key points for Meadlands Governors:-</b></p> <ul style="list-style-type: none"> <li>• PPG numbers are above national average. (20% of Meadlands' pupils)</li> <li>• Diverse backgrounds of pupils affects curriculum.</li> <li>• Meadlands' offer is very considered for the audience ie number of clubs etc with PPG free places at a club of choice.</li> <li>• Progress since last inspection is likely to be the question for Governors by any future inspection but Framework has changed dramatically so progress is almost impossible to track against targets under previous framework. However actions can be shared and Meadlands is undertaking very many.</li> <li>• Middle leaders are very important to this. 'Knowing more and remembering more' is very important to Ofsted and the retention of knowledge is being strongly encouraged by teaching methods.</li> <li>• <i>Challenge... 2 year action research project has been undertaken on this aspect and curriculum is now shaped around what should be taught eg using knowledge organisers</i></li> <li>• While reading has dipped a little it is still above national average and is cohort driven where 1-2 children, in a small school, can make a big percentage difference.</li> <li>• Good evidence exists in the current data of the school meeting its 'More Able' challenge set by last inspection.</li> <li>• <i>Curriculum ...3 main curriculum areas linked to page 6 of IDSR (all contextual information ie school in local context). Curriculum links to context eg with high EAL numbers, PPG etc why</i></li> </ul>	

	vocabulary has been chosen to improve reading ability	
3.4	<p><b>Governor question:-</b> At subject level how purposeful is area of subject? HT said Governor visits help governors to understand the deeper response. Eg pupils are very interested in the environment and what they can do so given availability of school's grounds school is using 'Sustainable goals' as one of schemes of work which links curriculum to local community. This goes on in all subjects.</p> <p>HT indicates that Green highlights positive areas.</p>	
3.5	<p><b>Governor comment:-</b> Framework may be different but new curriculum also benefits more able learners. Inspectors will still want to know the school's curriculum benefits all including more able learners. This is good example of carryover of targets from last inspection being responded to by school in new curriculum leading to its success.</p>	
3.6	<p>HT states school has moved significantly in its results and now attracted 86 requests for a Reception place in Sept 2020. Five years ago the figure was 24.</p> <p>Chair thanked HT and suggests all governors should read the IDSR carefully as it contains such useful information.</p> <p><i>School summary -Curriculum Update</i></p>	
3.7	<p>Since the last FGB meeting there had been a variety of moderation measures including Art Learning Walk, Book Looks in all subjects, Maths mastery Learning Walk and Middle leaders had received CPD training from Chris Byrne, the school's independent advisor, who provided support presentations and mentoring which supported Ofsted preparation.</p> <p><b>GDPR Update</b> (<i>Agenda Item 5 brought forward</i>)</p>	
3.8	<p>HT reported that there had been no breaches of GDPR.</p>	
3.9	<p>HT had shared on GovernorHub prior to the meeting the Annual Audit Report for Meadlands prepared by Karen Heaton (DPO). The areas highlighted in yellow showed higher priority areas but comments also advised.</p>	
3.10	<p>Subject Access Request (SAR) form would be on website by end of week.</p>	HT
3.11	<p>HT advised that DPO had advised school to buy into electronic system to inspect agencies and School Business manager and she were looking into that at present-it needed to represent Value for money and</p>	

	being small school efficiently undertaking GDPR it may not be necessary.	
3.12	<b>Governor question:-</b> Regarding audit and training for GDPR for staff was this one off or continuous? HT not sure what KH recommends. Chair suggests annual refresher as minimum. HT comments that inset training could be used for this but that school already involved in annual AfC training and HT, SBM and DM were already doing this and meeting stat obligations.	
3.13	<b>Governor suggestion:-</b> DPO to provide update to FGB once per year in November after completing Sept review. Thereafter a report to every other meeting of FGB. HT agreed this course of action.	
	<b>Personal development</b>	
	<i>Staff Wellbeing and Workload (Part of Agenda item 7 brought forward)</i>	
3.14	HT advised governors that Link Governor (PF) would be in school following week to meet staff.	
3.15	In January staff completed a survey on workload and wellbeing using survey of Anna Freud Centre the answers for which would help provide a benchmark between school and the locality on which to draw conclusions from findings. Former Assistant HT was sitting on locality project.	
3.16	On the back of the survey's findings 2 working parties had been formed:- <ul style="list-style-type: none"> <li>• One comprising 6 staff members representing cross section of school to produce an action plan and implement to look after staff and pupil wellbeing as well as maintain high standards.(Link governor would be meeting these members)</li> <li>• One comprising 3 involved in marking and assessment. Conclusion from January survey was that those involved with marking felt workload was heavy. Aim was to look into marking policy and update it.</li> </ul>	
3.17	HT notified governors of a staff change-1x Occupational health referral for a member of support staff.	
3.18	New Breakfast Club & Lunchtime supervisor had been recruited. This would reduce pressure on other staff.	
3.19	<b>Governor question:-</b> Staff absence is slightly higher than average-did this lead to impact on well-being? No increasing staff was always an Intent-linked back to IDSR.	

	HT thanked for her report.	
	<i>EY update</i>	
3.20	EY lead-DM explained to governors that:- <ul style="list-style-type: none"> <li>• Progress in EY is strong-as expected in term 1.</li> <li>• &gt;90% in Reception made expected progress in all key areas in Autumn.</li> <li>• If not making expected progress there are 5+ more related steps to make by end of school year.</li> <li>• 86% Nursery children made expected progress in all areas (except writing/moving hands).</li> </ul>	
3.21	GLD has been revised upwards to 75% (from 60%) as result of strong Term 1.	
3.22	Age related progress has been good especially in writing.	
3.23	Nursery applications as well as reception applications were high.	
3.24	Key concerns in EY:- <ul style="list-style-type: none"> <li>• future of nursery building. DM explained to FGB the current physical problems with the building inc damp penetration, leaks and mould. Plan is to rebuild it or failing that refurbish it.</li> <li>• EY outside area-now rundown and needs improvement. Link to motor skills many of which are honed in outside area eg climbing, moveable blocks etc Finance for this is being looked into including grant applications for outside area but this awaits decision on nursery building.</li> <li>• Nursery ratio is 1:13 –need 2 members of staff at all times. With current cohort this is stretched when only 2 staff present.</li> </ul>	
3.25	Nursery next steps:- <ul style="list-style-type: none"> <li>• Funding</li> <li>• Developing motor skills through PE</li> <li>• Continued interventions</li> <li>• Parent workshops to encourage home learning</li> <li>• Staffing-improved by extra staff/trained volunteer</li> </ul>	
3.26	<b>Governor question:-</b> Why tricky? Cohort driven-if higher SEND numbers need more support and staff support in afternoon. However budget is driver to additional staff availability.	
3.27	<b>Governor question:-</b> Can anything be done in Staffing to assist? HT explains there is a fine balance to be struck. DM has leadership role so that takes time out of her classroom and non-contact role (2 afternoons pw). Additional support there but HT states school is careful not have	

<p>3.28</p> <p>3.29</p> <p>3.30</p> <p>3.31</p> <p>3.32</p> <p>3.33</p> <p>3.34</p>	<p>too much piecemeal support.</p> <p><b>Governor question:-</b> More detail on nursery building situation? Two bids (rebuild/refurb) are under consideration and decision panel meets on 13<sup>th</sup> February. Feedback should be available after then.</p> <p><b>Governor comment:-</b> Very impressed that school nursery is inclusive to SEND children.</p> <p><b>Governor question:-</b>What proportion of Nursery children move into Reception? Varies every year. Proportion determined in major part by number of siblings of pupils in school who have priority in Reception.</p> <p><b>Governor question:-</b> Is there a catchment set for Nursery? No.</p> <p><b>Governor comment:-</b> Could channel more nursery into Reception if catchment set for Nursery. Never needed to (higher no of places in Nursery than Reception and important that Nursery is full for revenue purposes.)</p> <p>Governors were informed of gradual admissions into Nursery.</p> <p>Admissions policies on website.</p> <p>DM was thanked for her EY report.</p>	
<p>4.0</p> <p>4.1</p> <p>4.2</p> <p>4.3</p>	<p><b>Quality of Education</b></p> <p><i>Art - Report of Governor Visit</i></p> <p>Link Governor for Art had undertaken a school visit in January, met Art Lead and JLT and looked at Art lessons in N, R Yrs 1 &amp; 2 and her report had been shared. She was very impressed with all the background work by Art Lead and teachers and in particular the comprehensive knowledge organisers comprising diverse artists and art in the local area. JLT very engaged with their role who had provided feedback. Adequate resources in general for art and Arts week helped raise funds. Pupils encouraged to reflect on their art. Art policy being updated.</p> <p>Link governor interested in time commitment involved in preparing knowledge organisers.</p> <p>Link Governor was thanked for her report which Chair indicated could act as a template for other visit reports, with content linking back to</p>	

	Ofsted Framework.	
4.4	<b>Governor question:-</b> No mention of cultural capital in report-did Link governor feel pupils were bringing their own cultural knowledge to art? Through JLT yes but more widely...not sure.	
4.4	Link governors were encouraged to report back on evidence of cultural capital within school.	
4.5	<b>Governor question:-</b> Did school now have more dedicated time for art? Yes the school was dedicating time across the day to Art.	
4.6	<b>Governor question:-</b> Any areas of concern –none.	
4.7	Another visit would be useful to look at other years. Timing to be determined.  <i>Science report</i>	
4.8	This item was carried over until next meeting in interests of timing.  <i>Autumn data feedback</i>	
4.9	Deputy HT presented a report on Autumn data to FGB (which had previously been shared on GovernorHub in advance of the meeting) and thanked AH for help with the new approach to data analysis and presentation. Assessment pack reports on Autumn term attainment against targets; Closing the gap overview and autumn term attainment and progress for year groups.	
4.10	<b>Headlines re Targets:-</b> <ul style="list-style-type: none"> <li>• Target setting takes place in September using historical knowledge (EY and KS1) and Family Fisher Trust tools. Includes scale score. Each child looked at individually.</li> <li>• First target review has occurred so data has been updated.</li> <li>• 24/29 pupils (83%) targeted to get GLD by end of school year.</li> <li>• 41% pupils have met Phonics baseline already.</li> <li>• 93% target for phonics at year end may drop to 86% due to changes in cohort. Phonics v strong in EY.</li> <li>• KS1 not as strong as last year-cohort driven</li> <li>• KS2-real strength in cohort. All on track to reach expected targets.</li> </ul> <b>Headlines re Attainment:-</b>	
4.11	<ul style="list-style-type: none"> <li>• Classes are on track to meet targets.</li> <li>• Particular strength in Yr 6. No need to split class to meet</li> </ul>	

	<p>different needs - all children learn together with support from supply teacher Naomi Kempner in Reading and Writing</p> <ul style="list-style-type: none"> <li>• NK assisting across Yrs 2,3,4,5 to help with Closing the Gap pupils. This has been very well received. As a result fewer children expected to be on CtG monitoring list going forwards.</li> <li>• Reading a real strength across school.</li> </ul>	
4.12	<p>Deep dive reported to Governors on Yrs 1 and 3 (new teacher classes and years where evidence shows levels can dip):-</p>	
	<p>Yr 1</p> <ul style="list-style-type: none"> <li>• Reading is strongest subject, based on Phonics</li> <li>• Feedback on inter year reading/phonics support trial (with reception)</li> <li>• Concern over challenge and pitch in class-Book looks show lack of evidence</li> </ul>	
4.13	<p>Next steps</p> <ul style="list-style-type: none"> <li>• Intervention time-before school with 1:1 to improve weaker areas.</li> <li>• 1:1 mentoring happening between class teacher and SLT</li> </ul>	
4.14	<p>Yr 3</p> <ul style="list-style-type: none"> <li>• Yr 3 were high performing Yr 2 class so greater challenge needed to ensure progress keeps momentum. ST working with class teacher on Maths Mastery as well as other mentoring. Yr 3 will be kept a deep dive area until summer to check progress and evidence even if interventions are working.</li> </ul>	
4.15	<p><b>Governor question:-</b> How do we know data is correct? Difficult to moderate everything as moderation takes time-15 mins per book. Need to take data at face value due to lack of time. One alternative would be to pay for outsourced moderator to moderate books. Need to come to a conclusion on whether data is accurate enough. HT and Deputy HT explained the background to data gathering, moderation and accuracy issue.</p> <p><i>Monitoring Yrs 2 and 4</i></p>	
4.16	<p>Governors were informed that Yr 2 very different to last year's cohort-many more SEND children. 14% on monitoring schedule. Much movement in class so GLD is not reflective of current class. Writing and maths has dipped. 10 children did not achieve expected standard in writing and 7 underachieved in maths. Class benefits from good staff and committed trained volunteer.</p>	
4.17	<p><b>Governor Question:-</b> Was consolidation required of Yr 1 work? Yes but there were also other reasons inc SEND. Suggestion of what can be</p>	

	done in Yr 1 now to assist position next year.	
4.18	Deputy HT advised that different way of CtG information being shared with FGB. In Yr2 writing showed greatest need for assistance.  Deputy HT was thanked for her report.  <i>SEND</i>	
4.19	SENCO then presented on SEND by subject rather than class trends.	
4.20	Progress of children with EHCPs was strong. Dips more likely with SEN supported children w/o EHCPs. Reading and maths generally better than writing.	
4.21	Less strong progress with writing-linked to general literacy difficulties	
4.22	Writing draws on so many elements- requires memory and phonetics but also it requires a physical competency in fine motor skills. JB and deputy SENCO had meetings to determine support plans to support class teacher as well as specific interventions.	
4.23	Much work had been undertaken on support plans to assess progress against personal targets to try and assist CtG children.	
4.24	Writing summarized as area of watch-needs further reports, advice on action plan.  <i>Pupil premium-</i>	
4.25	Deep dive area as these children will always be an important area and focus for school.	
4.26	PP not dissimilar to SEND, reading and maths strong and EY progress very strong. Writing less strong but only 5 children across whole school (4 of whom are SEN too). Demonstrates impact of disadvantaged background.	
4.27	Pupil premium needs very specific targeting with provision for overlap between SEND and PP.	
4.28	<b>Governor question:-</b> Have all the children needing assessing for EHCP been assessed? EHCPs are a lot of work/evidence so consideration is given before progressing with one. SEND team of AfC will reject it if not complete. School monitors position first.	
4.29	Small pockets of funding exist for EHCPs and applications are therefore	

	<p>applied for as necessary. Other forms of help also exist and are used. (eg SKIP).</p> <p>SENCO thanked for her report and Chair drew attention of governors to the useful information provided which was helpful for understanding of position.</p>	
<b>5.0</b>	<b>GDPR Update</b>	
<b>5.1</b>	This item was taken under agenda item 3.	
<b>6.</b>	<b>Behaviour and Attitudes</b>	
	<i>Attendance</i>	
<b>6.1</b>	Chair reported that he had not been advised of any issues around attendance.	
<b>6.2</b>	SENCO did report that of note regarding attendance was a pupil transiting between home schooling and Yr 1 at Meadlands. Plan was to build up to full days but it was a challenging situation. This may impact attendance targets. SENCO responded to further questions about background to position.	
	<i>Racism and exclusions</i>	
<b>6.3</b>	Chair reported that there had been no exclusions but one incident of racist behaviour and measures had been taken to deal with situation whilst not excluding the pupil.	
<b>7.</b>	<b>Personal Development</b>	
	<i>Staff wellbeing and Workload (this was mostly taken under agenda item 3)</i>	
<b>7.1</b>	FGB were reminded of Link Governor's visit in following week.	
	<b>Governance</b>	
<b>7.2</b>	Chair explained importance of Governor visits in reformed FGB structure and need to formalise visit schedule further with visits listed on GovernorHub. Future school visits needed to be planned according to topics prioritised by FGB. FGB agreed visits to be planned as follows:-	

7.3	<p><b>Governor Visits schedule:-</b></p> <table border="1"> <tr> <td><b>Budget review</b></td> <td><b>Finance Steering Group, JoG and SL</b></td> <td><b>9<sup>th</sup> March 2020</b></td> </tr> <tr> <td><b>H&amp;S</b></td> <td><b>UT</b></td> <td><b>ASAP</b></td> </tr> <tr> <td><b>Staff Development and Wellbeing</b></td> <td><b>PF</b></td> <td><b>WC 3<sup>rd</sup> Feb 2020</b></td> </tr> <tr> <td><b>PE/Sports/HL</b></td> <td><b>RS</b></td> <td><b>Before March FGB</b></td> </tr> <tr> <td><b>Writing</b></td> <td><b>CMcl</b></td> <td><b>ASAP</b></td> </tr> <tr> <td><b>SMSE</b></td> <td><b>NS/CW</b></td> <td><b>Before March FGB</b></td> </tr> <tr> <td><b>Safeguarding</b></td> <td><b>AH</b></td> <td><b>??</b></td> </tr> </table>	<b>Budget review</b>	<b>Finance Steering Group, JoG and SL</b>	<b>9<sup>th</sup> March 2020</b>	<b>H&amp;S</b>	<b>UT</b>	<b>ASAP</b>	<b>Staff Development and Wellbeing</b>	<b>PF</b>	<b>WC 3<sup>rd</sup> Feb 2020</b>	<b>PE/Sports/HL</b>	<b>RS</b>	<b>Before March FGB</b>	<b>Writing</b>	<b>CMcl</b>	<b>ASAP</b>	<b>SMSE</b>	<b>NS/CW</b>	<b>Before March FGB</b>	<b>Safeguarding</b>	<b>AH</b>	<b>??</b>	<p>Various governors /Assoc members</p> <p>All Govs</p>
<b>Budget review</b>	<b>Finance Steering Group, JoG and SL</b>	<b>9<sup>th</sup> March 2020</b>																					
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7.4	<p><b>Governor suggestion:-</b> When governors arrange a visit inform NS/GovernorHub so actions can be logged.</p>																						
7.5	<p>Governors discussed how to produce a good governor visit report, and the Art visit report was cited as an example to follow. Chair advised that after a visit a report would be given by Link Governor to next FGB meeting.</p>																						
7.4	<p>Discussion took place around which subjects should be subject to school visits and which areas should be focused upon and how these would be chosen. Decision based initially on school's priorities for year. Governors should know what their own priorities were too. Some subjects were a focus eg (PE) because of funding, Ofsted Framework and Intent of the school.</p> <p><i>Membership Review</i></p>																						
7.5	<p>Lisa Fairmaner had attended the meeting as a prospective new co-opted governor to fill the existing vacancy and three more vacancies would arise in July 2020 (as RS, CMcl and CDo leave).</p>																						
7.6	<p>Discussions had taken place between Chair, Deputy Chair and Clerk around recruitment and if there was overlap with new governors some shadowing of role could occur but school visits should not be delayed for this.</p>																						
7.7	<p>The Chair advised FGB that Richard Smith's term of office would end in February 2020. RS was voted for a further short term of office until July 2020 to allow him to continue as a governor until the end of the year for which he was thanked.</p>																						
7.8	<p><i>Governor Training</i></p> <p>Governors were informed of the Training Schedule on GovernorHub to</p>																						

7.9	<p>which all training undertaken should be added by governors. As a minimum Governors were asked to have undertaken Induction, Safeguarding and New Ofsted Framework training.</p> <p><i>Agree criteria for reviewing FGB structure.</i></p> <p>Chair advised FGB that it was still early on in process but a review in July of success of structure should be made against the original objectives and governors would be asked to comment. In addition a skills audit survey would be circulated after the meeting to inform which skills needed to be sought in new governors.</p>	
8.0	<p><b>Budget/Resources</b></p> <p>8.1 The Finance Steering Group's Jan 2020 meeting Minutes had been shared with governors via GovernorHub and Chair reported that it had been a good and positive meeting.</p> <p>SFVS</p> <p>8.2 <b>Main focus now was SFVS to be submitted to AfC. Two new questions- re suppliers and a dashboard to help governors feed in data. Prepopulated by SL and JoG.</b></p> <p>8.3 Re suppliers governors were confident that any supplier receiving £10,000 or more would be subject to governor approval and all were linked to wider procurement level.</p> <p>8.4 Chair explained dashboard and traffic light system to compare school with others nearby. Year to date figures plus forecast seems best way to use data.</p> <p>8.5 Finance Steering Group ready to sign off SFVS and submit to AfC by deadline of 24<sup>th</sup> March. Governors would finally sign it at FGB on 12<sup>th</sup> March. <b>Governors agreed</b> with approach.</p> <p><i>Budget Monitoring / Virements</i></p> <p>8.6 <b>Chair reported that:-</b></p> <ul style="list-style-type: none"> <li>• School's finances were in a strong position.</li> <li>• Forecast year end position of +£40,000. Reserves higher (equating to a +8.75% variance which is over the 8% variance allowed).</li> <li>• Year 2 of budget would therefore be much stronger and yr 3 potentially being in surplus rather than deficit.</li> <li>• Taking above surplus and the surplus of about £16,000 in capital fund Governors were informed that decision had been taken to replace the fire doors reported on at last meeting and also to</li> </ul>	

8.7	repaint the kitchen before year end. <b>Governor question:-</b> which budget will those costs come from? Capital account before revenue account.	
8.8	Chair reminded FGB that decision on nursery will impact on other funding decisions eg MUGA, EY outdoor learning space. Chair also reminded FGB that any change in staff costs impacts revenue budget and such costs may be affected by impending Government budget.	
8.9	Next FSG meeting in week of FGB therefore live up to date data. <b>Governor comment:-</b> re nursery rebuild contribution may be sought from school even if AFC supports nursery rebuild.	
8.10	<i>Pupil premium / VFM</i> This matter was not discussed due to time. <i>Grants Update</i>	
8.11	This matter was not discussed due to time.	
8.12	<i>Benchmarking Data</i> This matter was not discussed due to time	
9.	<b>Safeguarding</b>	
9.1	The Single Central List would be signed following the meeting.	Chair
10	<b>Minutes of the last meeting</b>	
10.1	The minutes of the last FGB meeting on 28 <sup>th</sup> November 2019 were received and <b>agreed</b> as a true and accurate record and would be signed by the Chair.	Chair
11.	<b>Matters Arising</b>	
11.1	<b>Governor question:-</b> Minutes reported that SBM looking at viability of wrap around care. What is issue? Chair explained that school has responsibility with service to ensure financial viability, safety, security and leadership of service. School is being proactive over this-not reactive to an issue.	
12.	<b>Date of Next Meeting</b>	
12.1	The date of the next FGB meeting was agreed as Thursday 12 <sup>th</sup> March 2020 at 7.30am-9.30am.	

The meeting ended 9.30am

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

Date \_\_\_\_\_

## Summary of Actions

<i>Item number</i>	<i>Action</i>	<i>Responsible governor/ Associate Member</i>
3.11	SAR form on website	HT
7.3	Governor visits before next FGB meeting Staff Development and Wellbeing Budget Review H&S PE/Sport/HL Writing SMSC Safeguarding	PF Finance steer group UT RS CMcl NS/CW AH
9.1	Sign SCL	Chair
10.1	Sign FGB Mins Nov 2019	Chair

### List of documents:-

- FGB Minutes 28th November 2019
- Annual Audit Report 2019
- IDSR sheet
- Autumn Term data Update Jan 2020
- Governors Assessment Pack-Autumn term 2019
- Finance Steering group meeting Notes Jan 2020
- Governor Visit report-Art Jan 2020

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