

Hotwells Primary School
Meeting of the Local Governing Body
Term 6, Thursday 29th June 2023, 4.35pm

Final MINUTES OF MEETING

Overall Objective of the Meeting: Understand the position of the school at the end of the academic year.

<p><u>Governors Present</u> Zoe Bell Rhiannon Benson Chris Bond, Chair Anthea Bruges, Vice-Chair Kee Jones, Headteacher Eleanor Weaver</p>	<p><u>In Attendance</u> (non-voting) Matt Edwards, Assistant Headteacher (from 1640 – Item 2) Keira Stobie, Clerk</p> <p>Quorum = 4 (half in post)</p>	<p><u>Apologies</u> Rob Davies Marissa Stephenson</p>
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Feedback on actions from T5 2022 - 2023 Meeting

AGENDA NUMBER	AGENDA ITEM	ACTION	RESPONSIBLE PERSON
	School Budget	KS to include a financial update on the agenda for the T6 LGB meeting	KS
5	Improving Staff Areas	KS to include improvements to staff areas as an item on the agenda for the T6 LGB meeting	KS
5	Improving Staff Areas	KJ and ME to coordinate collation of a staff wish list for staff areas.	KJ/ME
5	Improving Staff Areas	ZB to investigate the potential of the PTA contributing to work to improve staff areas	ZB
6	Governor Area Updates	RD to inform ME of policies missing from the Google drive.	RD
6	Governor Area Updates	ME to upload required policies to the Google drive	ME
6	Governor Area Updates	RD and ME to continue work on Health and Safety and Pupils with Health Needs policies	RD/ME
6	Governor Area Updates	KJ and ZB to discuss the EYFS policy	KJ/ZB
6	Governor Area Updates	KS to include the EYFS policy as an item on the T1 LGB meeting agenda	KS
6	Governor Area Updates	RD/RB/ZB to review relevant sections of the Behaviour Policy	RD/RB/ZB
6	Governor Area Updates	KS to include the Behaviour Policy as an item on the T6 LGB meeting agenda	KS
6	Governor Area Updates	ME and RD to identify any outstanding work required on policies	ME/RD
6	Governor Area Updates	ME/RD to inform KS of any policy related items to be included on future LGB meeting agendas	ME/RD

6	Governor Area Updates	RB to report on SEND/PP at the T1 LGB meeting	RB
9	Approval of Previous Minutes and Matters Arising	KJ to arrange Staff Governor elections in T1	KJ
9	Approval of Previous Minutes and Matters Arising	RB to meet with SH T6	RB
9	Approval of Previous Minutes and Matters Arising	MS to arrange a follow up meeting with SM regarding the Single Central Record	MS
9	Approval of Previous Minutes and Matters Arising	CB to assist ME with new Governor page on school website	CB
9	Approval of Previous Minutes and Matters Arising	All governors to provide ME with a short biography and photo	ALL GOVERNORS
9	Approval of Previous Minutes and Matters Arising	CB to mark as signed on Governor Hub the final T4 minutes	CB
10	AOB and Close	KS to circulate proposed dates for 2023 – 2024 LGB meetings	KS

Item	Final Minutes of Meeting
1	<p>Welcome (CB)</p> <p>Apologies were received and accepted from RB and MS. The meeting was quorate throughout. MS had expressed her intention to step down as a Governor and was thanked for her focussed attention on Safeguarding, especially during Ofsted preparations. EW would also be moving to take up a post at another school and therefore a new Staff Governor would be sought in T1. The LGB emphasised that this did not have to be viewed as a four year commitment, but any staff member seeking to explore a new challenge for a shorter time period would also be warmly welcomed.</p> <p>ACTION: EW and KJ to publicise Staff Governor vacancy ACTION: KJ to arrange Staff Governor elections in T1</p> <p><u>Pecuniary Interests</u> No changes were reported,</p> <p><u>Training undertaken</u> None reported.</p>
2	<p>Diagnosis Day feedback (KJ/ME)</p> <p>ME joined the meeting from this point.</p>

The Diagnosis Day had been preceded by a Desk Top review and both formed part of the annual CST monitoring cycle.

The full day visit began with an Open Forum where families could discuss concerns with the CST CEO (NB). Issues highlighted were:

- The financial stability of the school
- Communication between the school and families
- Action being taken to address the falling numbers on roll

It was noted that a lower number of families attended this than on previous occasions and it was hoped this reflected a greater level of satisfaction with the school.

The focus of the day then moved to examine the implementation of the CEEAAC model and other pedagogical methodology, testing whether this was done in an effective and consistent manner. Evidence gathered showed explicit use of key vocabulary, learning journeys narrated throughout lessons and clear evidence of scaffolding and other support for first 20% category pupils. Pupil voice exercises also demonstrated the successful retention of knowledge gained.

Lesson observations

Each of these lasted a full hour so the progress achieved in a lesson could be captured. There were no unexpected findings, with the school able to accurately describe what would be seen beforehand. This included:

- Structured lessons
- Links to prior learning
- Oracy throughout (a particular focus for the school)
- Pupils using “apply it” tasks to demonstrate their learning
- Scaffolding where appropriate (with enormous progress noted compared to the start of the year)

In addition, most classes were also using agreed strategies and the relationships established between staff and pupils were highlighted as a key strength.

The Pupil Voice element showed that pupils understood these strategies and could talk about their learning with confidence. Separate discussions explored writing, where pupils liked the focus on making small steps, and maths, where the Fluency Five recap at the start of each lesson was highlighted.

Next steps

- Encouraging active involvement in every lesson
- Using teacher modelling to allow pupils more independence
- Using existing good practice within the school as the basis of future CPD, especially when working with EC teachers

Strategic priorities

- Introducing the CUSP methodologies into other subjects where no specific CUSP curriculum is available
- Developing pupil understanding of disciplinary knowledge
- Introducing metacognition so pupils can explore how they learn and understand more about the process. This will again require teachers explicitly modelling the behaviours required and encouraging pupils to reflect on their learning.
- Translating the high expectations obvious from classroom practice into written work in books

The contentious nature of the importance attached to this final point was acknowledged, with the aim being consistency, whatever criteria were selected.

Communications

The views of families on this area had been sought via an online survey. Responses to some questions were extremely varied, however, overall, 82% reported that they felt they were receiving about the right amount of information from the school. 95% felt the newsletter kept them well informed, with the regular inclusion of important dates highlighted as particularly helpful. A recurring theme was that the use of different communication methods was causing confusion, and that those received were not always clear or timely. This confirmed what the school was already aware of and work was now being undertaken to address these valid points with the aim of having clearer systems in place from September.

40% responded that they did not feel they were receiving enough communication from their class teacher and the school was planning on introducing the app Class Dojo to address this after it has been realised that not many families accessed the school's social media. Class Dojo allows teachers to post photos and messages easily and securely, but will be an entirely optional resource for families.

Feedback from Governors with experience of this app was extremely favourable, describing it as having a big impact through giving a real sense of what was happening in a classroom, which was much appreciated.

The school was aware that, as with any messaging tool, staff must be protected and therefore it will continue to emphasise that the office remains the primary route for families to communicate with the school.

Reception had previously used Tapestry, a package only applicable to EYFS settings, and this would also be replaced by Class Dojo, establishing a consistent approach throughout the school.

Governor Question: Did the app offer the option to block messages?

Unfortunately not, and therefore it was even more important that staff were consistent in how and when they replied to messages.

Governor Question: Could the low number of families attending the Open Forum have skewed the results?

The survey was online, and was completed by 42 families, which is actually a higher percentage than usually respond to school surveys, indicating how important work on this area will be.

It was felt that families would appreciate more timely communications and a greater number of reminders as Parent Governor feedback indicated that families currently needed to be positively engaged and regularly monitoring communication channels to keep up to date. However, it was recognised that this could also identify families where additional support would be welcomed as well.

The school had received a number of constructive suggestions, but had to remain mindful of the limited capacity available when addressing this issue.

Governor Question: Were any other systems being considered?

The school was hoping to make the school calendar more interactive, with direct links to related documentation and sending photos of any physical letters via Class Dojo, where appropriate.

Overall, the school was really pleased with the outcomes from this informative day and were greatly reassured that these had echoed expectations. It had been valuable for staff to hear their work complemented, particularly where elements had been highlighted as Outstanding.

Governor Question: Were the staff observed aware in advance?

This had been arranged beforehand so all were prepared.

Governor Question: The achievable nature of the targets set as a result of this day feels a big change in comparison to those set following previous visits. Is this also the perception of staff?

It was felt that this difference was evidence of the huge changes that the school had worked to realise. Furthermore, these targets were similar to those of other CST schools, enabling group projects to be undertaken, which further increased their achievability.

Key areas for development in 2023/2024

- Enhancing the EYFS provision, including introducing the CUSP curriculum. Play based learning would continue, but in a more structured fashion, and the adoption of the CUSP curriculum would establish a consistent approach throughout the school.
- Further development of the implementation of the CUSP curriculum.
- Subject leadership training, which all staff would participate in to ensure consistency, particularly with the large number of EC teachers joining.

Governor Question: Would these ideas feed into the SDP?

The SDP would be largely based around these.

Governor Question: What impact would the small number of junior leaders have on the school's senior leaders?

This was an area the SLT were looking forward to working on, because all staff were so positive and receptive, actively welcoming CPD opportunities.

The Governors thanked the staff, and the SLT in particular, for all their excellent work this year.

3

Head Teacher's Report (KJ)

Governors commented that it was lovely to read that so many activities were going on within the school. Sports day was highlighted as being well led and a good opportunity for families to see pupils interacting with staff.

Staffing

A new teacher had been appointed earlier that day. Due to their prior experience, they will be teaching the Yr 2 class and the current Yr 2 team will move with the pupils to become the Yr 3 team. The staff member currently responsible for breakfast club and after school provision has been appointed as an LSA to provide one to one support for a particular pupil, with whom they have already established a successful relationship. This is thought to override any lack of any formal training in this new capacity. The Yr 5 class will also be taught by a new member of staff and families will be informed of the new staffing structure on 30/06/23, ready for "shuffle up Monday" on 03/07/23.

Governor Question: Were there any remaining vacancies?

While this had been an area of concern, there were now no vacancies for teachers, with just interviews for the apprentice still to be carried out.

The school was congratulated because this was further evidence of its positive perception as recruitment, especially for support staff, was currently extremely challenging.

Governor Question: Was the most recent resignation expected?

This had always been considered a possibility due to long term illness.

Pupil numbers

These were looking more positive, and the school was still receiving applications. There were currently 150 pupils on roll excluding the nursery.

Governor Question: How many pupils were on roll on census day?

There were 132.

Safeguarding

This area would be reviewed by CST during the last week of term and the DSL and PHSE Lead will also be working with their equivalents in other CST schools to ensure safeguarding is embedded throughout the

	<p>curriculum. This year had seen an active focus on the Prevent Duty in collaboration with the BCC Prevent Education Officer.</p> <p>Thanks were extended to KJ for this full report, which was much appreciated by the Governors.</p>
4	<p>Improving Staff Areas (ME)</p> <p>Staff had greatly appreciated being asked for ideas and some ambitious requests had been received. Among the more popular items were:</p> <ul style="list-style-type: none"> • A water cooler • A table which could comfortably accommodate all staff • Blinds • Functioning cupboards • Matching crockery and cutlery <p>A new contact offering free furniture for rehoming had also been established, however, it was felt the project as a whole required further consideration and planning, particularly as the results when aiming to minimising expenditure had proved unsatisfactory in the past. It was agreed that the staff would be very open to this being taken care of externally on their behalf and it was brought to the attention of Governors that the PTA had already identified one potential option.</p> <p>The PTA would also be approached for funding with the link between the immediate impact on staff wellbeing and improved retention of staff ultimately leading to increased pupil numbers emphasised.</p> <p>ACTION: ZB to discuss improvements to staff areas with PTA</p> <p>ACTION: ME to share list of proposed improvements to staff areas with the LGB</p> <p><i>Governor Question: What would be a suitable financial target for this project?</i></p> <p>This was estimated as no more than £5000 (five thousand pounds), with the kitchen area being the main expense.</p> <p><i>Governor Question: If the plans were broken down into individual elements, could local firms be approached for sponsorship?</i></p> <p>This was considered a possibility as each item would not represent a substantial outlay for a commercial concern.</p> <p>Installing a water cooler was identified as the most urgent item, although it was feared issues could arise if a contract was necessary.</p> <p>ACTION: CB to investigate options for installing a water cooler within the staff areas</p>
5	<p>CST Governance Inset Summary (ZB)</p> <p>This really useful event consisted of an initial presentation on Governance and the role of Governors within CST, followed by workshops on SEND, Safeguarding and the curriculum. It highlighted the challenges CST schools were facing, particularly with respect to SEND and attendance, the role Governors could play in addressing these and the questions Governors should be asking as part of their responsibility to monitor schools.</p> <p>It was noted that the number of Hotwells pupils categorised as being “monitored” with respect to SEND was high, which was felt to reflect the small number on roll and the lack of resources available, but was also indicative of the mental health issues being faced by pupils and schools. In light of this, the support Governors could offer their SLT was also highlighted.</p> <p>Slides from the presentations had subsequently been disseminated via e mail and would provide informative reading for those unable to attend.</p>
6	<p>Assessment and Data Update (ME)</p> <p>A summary of results currently available was given, with those for Yr 6 SATs to follow in July.</p>

The school had benefitted from support from the CST Phonics Lead and outcomes from the statutory Yr 1 screening were very good. Achieving above the national average was particularly noteworthy for a new teacher. The high attainment in Yr 2 maths was also noted. Internal Yr 1 SATs had been carried out, although these would be replaced by PIXL assessments in future, in line with CST policy. Yrs 3 – 5 would continue to follow the PIXL assessment calendar.

Hotwells had been one of the 25% of schools selected for external moderation of their Yr 6 assessments, which corresponded to the work of 15% randomly selected students being scrutinised. Discussions with the moderator had been very supportive and complimentary, agreeing that the school's judgements had been honest and fair. This had eliminated the possibility of further investigation.

The results were lower than hoped, but the targets set had been ambitious and it was noted that the threshold for working at greater depth had been raised. Similar trends had also been reported by other schools and Hotwells was pleased with the progress these demonstrated pupils making.

Further analysis of the writing results showed:

- The 2 pupils working at below KS2 were a new joiner and a pupil with an EHCP
- All 8 pupils working towards their target were new joiners
- 14 pupils were working at the expected standard
- 2 pupils were working at greater depth

This corresponded to 62% of pupils working at the expected standard or greater depth, which was in line with predictions, but below the national average in this area and therefore questions had been raised by CST. However, with the combined national average across all areas had reduced from 65% in 2018 – 2019 to 59% in 2021 – 2022. The school was also not the lowest achieving within CST with results for writing being particularly disappointing across all CST schools. Again, the disproportionately large impact of each individual pupil was considered a factor.

Governor Question: Would these results be publicly available?

As statutory assessment data, they would be published.

Governor Question: Is writing usually an area of lower expectation at Hotwells?

While the progress achieved is greater than expected, there is a disparity between the results in reading and writing.

Governor Question: Would the high level of pupil turnover, including many EAL pupils, be an underlying cause, as pupils commonly move forward in reading before writing?

When the data was examined in detail, it was true that those attending Hotwells since reception were more likely to make the expected progress. It was also relevant that this year group had experienced the most disruption due to COVID.

Governor Question: Was there any option regarding how this data was published, in order for it to be portrayed in a positive way?

Due to the small cohort involved, any explanatory notes risked making individual pupils identifiable.

Governor Question: To what extent did the assessment of writing focus on the mechanics rather than the content of the work produced?

The criteria were biased towards the content, with pupils able to submit word processed work where relevant weaknesses had been identified.

It was agreed that writing required greater stamina than other subjects, and pupils found the lack of immediate feedback challenging. This could lead to some avoiding committing to tasks out of fear of failure. To attempt to counteract this, the "try it" strand of the curriculum was very prominent at Hotwells and "apply it" tasks were designed to be as straightforward as possible, leading to anecdotal evidence of increased stamina in comparison to 2018 – 2019.

Hotwells was the only CST school not following the CUSP curriculum for writing, believing that their existing method was working well. High standards were expected and editing had been identified as an

	<p>area for future focus, although care would be taken not to allow this to increase fears pupils may have in this area.</p> <p><i>Governor Question: Had the limits imposed on pupils' experience due to COVID had any impact on their imagination?</i></p> <p>This had not been noted, with this cohort being as creative as previous year groups.</p>
<p>8</p>	<p>Behaviour Changes (AB)</p> <p>Twelve pupils from Yrs 2 to 5 had been interviewed, representing approximately 10% of each year group, and the messages received from all were similar, with a love of the clarity offered by the new Behaviour Curriculum being expressed by all. They knew its expectations and were especially knowledgeable of the consequences it set out. Vocabulary was well used, with even elaborate terms decoded correctly and examples of the Hotwells Habits given by all. The idea of starting each day afresh, unless in very exceptional circumstances, had been well received and the initial introductory assembly was credited with giving everyone the same message. There was evidence that school routines were clearly understood and the pupils could provide examples of behaviours that they should not show. Pupils agreed that the new system was being applied consistently and noted that the previous system had not always made them aware why certain behaviours were wrong. Different support mechanisms or exceptions for those with particular needs were accepted and accommodated maturely, however, there was less enthusiasm for the positive actions and celebrations, with the system for good news to be communicated home perceived to be less clear.</p> <p>Governors questioned how much change there had been to how positive behaviours were recognised, as well as the impact aspects of the new Behaviour Curriculum could have on pupils' longer term internal self regard.</p> <p><i>Governor Question: How did pupils feel when given a C1, as no restorative conversation was required at this level and what actions were taken to avoid any long term negativity?</i></p> <p>As teachers would have offered redirection before a C1, it was felt that pupils would be clear why this was necessary and, even though there was no stipulation for any discussion, given the relationships that existed between staff and pupils, it was likely that any class teacher would still subsequently follow this up with the pupil. Throughout the school there was an emphasis on wellbeing as well as compliance and all evidence gathered during this visit indicated that pupils viewed the new system as fair.</p> <p>Teachers reported that the new system was much better and very clear. SLT involvement was required less as the increased consistency empowered staff to apply rules with confidence.</p> <p><i>Governor Question: Had any pupils mentioned Class Gems?</i></p> <p>The lack of acknowledgement these received was surprising, as all pupils participated and classes worked together to gain them.</p> <p>It was noted that the Behaviour Curriculum Document could be enhanced by including additional details regarding restoring relationships to ensure trust and clarifying the use of "calm to crisis".</p> <p>ACTION: KJ and RB to discuss the Behaviour Curriculum Document</p>
<p>9</p>	<p>Governor Area Updates</p> <p><u>Health and Safety (CB on behalf of RD)</u></p> <p>SM had e mailed all Governors with new Health and Safety documentation generated by CST which included details of the responsibilities associated with certain roles, such as the caretaker. This policy was considered by governors to be inappropriate in its level of detail and the expectations placed on certain roles.</p> <p>For example:</p> <ul style="list-style-type: none"> • The caretaker role is generally focused around physical jobs around the school site (locking, unlocking, cleaning, small repairs etc...). This draft Health & Safety policy adds in a lot of

administrative tasks that are different to the skillset of a typical caretaker (such as having sufficient understanding of 'manufacturer's data sheets, COSHH guidance, instruction handbooks' – point 5.4.4) and are unrealistic. This whole section should be re-written in a way that is appropriate to the role and realistic to what will be carried out.

- The expectation that governors will all do initial Health & Safety training and then repeat it every 2 years is a misunderstanding of the role of what governance is. Governors provide an appropriate oversight and staff are delegated to lead and implement. One Governor completing the training in order to understand the requirements for governance of Health & Safety is adequate.
- Guidance on alcohol is insensitive to the fact that selling alcohol is a good source of income for PTA events and part of creating a hospitable school environment for parents.

Governors recommend that the template of this policy is re-written at a more general level with more sensitivity to roles and school practices.

ACTION: KS to report Governor feedback on CST Health and Safety documentation to SM

ACTION: SM to convey Governor feedback on Health and Safety documentation to CST

ACTION: RD to meet with SM T1

ACTION: RD and ME to complete policy work to ensure Policy Tracker is operational and Governors have access to all necessary policy documents

EYFS (ZB)

Work on this area was to be launched in September.

ACTION: ZB and KJ to discuss EYFS in T2

SEND/PP (RB)

A meeting with SH was scheduled for next week, and matters raised at this LGB meeting would be discussed, as well a more general consideration of the SENCo role.

Governor Question: Was SH responsible for PP as well as SEND?

Responsibility for PP lay with KJ and therefore RB and KJ would meet in T1 to discuss this area.

ACTION: RB to meet with SH and KJ to discuss SEND and PP respectively

Safeguarding (CB on behalf of MS)

MS had indicated that she would be stepping down as a Governor and therefore a replacement in this area would be required.

Wellbeing (CB)

CB had discussed recent staffing challenges with KJ and was pleased positivity remained high in spite of these.

10 Celebrating Successes

In addition to the progress highlighted during Diagnosis Day, the following were noted:

- The morale of the staff team
- Constant improvement to infrastructure thanks to the work of SM
- The openness and honesty of communication between staff and Governors, enabling supportive challenge from the latter and evidence of the much stronger relationship that had developed over the last three years. Governors felt very welcome within the school and that proper exchanges were happening.
- The initial hard work on the curriculum was now paying dividend with staff able to see how the route forward will work successfully.
- The introduction of clear systems, which had particularly benefitted EC teachers.
- Support from CST for EC teachers.

	<ul style="list-style-type: none"> • The continuation of additional activities alongside the new curriculum. • Richness of pupil experience. • The fulfilment brought through involvement with the Memory Café, even for less outgoing pupils or those who had not started the day well. • Shared sense of pride in the school. • The abundance of positives SLT were able to share during tours for prospective families. • Community involvement with projects such as the green. • Improvements in communication resulting in families feeling more comfortable coming into school and knowing that channels were available and open. • No longer feeling the “poor relation” with respect to other CST schools, with staff actively wanting to work at Hotwells. • Retaining the unique character of Hotwells but with greater confidence, so the school can identify areas for future work and take appropriate action, as evidenced by feedback being accurately anticipated. • Staff acting collectively rather than individually. • The changes catalysed by the RI judgement and the welcome acceptance of external support. • Agendas and timings of meetings adhered to. • A continued drive to improve further.
11	<p>Approval of Previous Minutes and Matters Arising (CB)</p> <p>No amendments were received and the Actions Arising were reviewed (see RAG rating at the start of this document).</p> <p>The following actions were carried forward as appropriate (others superseded by actions arising from this meeting):</p> <p>ACTION: KS to establish if a financial update is required on the agenda for the T1 LGB meeting</p> <p>ACTION: RD and ME to continue work on Health and Safety and Pupils with Health Needs policies</p> <p>ACTION: KS to include the Behaviour Policy as an item on the T1 LGB meeting agenda</p> <p>ACTION: RB to report on SEND/PP at the T1 LGB meeting</p> <p>The minutes were agreed and approved. Proposed: CB Seconded: AB Agreed unanimously.</p> <p>ACTION: CB to mark as signed on Governor Hub the final T5 minutes</p>
12	<p>AOB and Close</p> <p><u>CST structure for LGB meetings</u></p> <p>A guidance document circulated via Governor Hub was positively received.</p> <p><u>School production</u></p> <p>Tickets for the Wizard of Oz were predicted to sell quickly, so Governors were advised to secure these promptly.</p> <p><u>LGB Meeting Calendar for 2023 – 2024</u></p> <p>No objections were raised to the dates proposed and so these would be entered on the Governor Hub calendar.</p> <p>ACTION: KS to enter LGB meeting dates for 2023 – 2024 to the Governor Hub Calendar</p>
	Meeting closed at 6.40 pm.

Signed as a true record:

Date:

Chair of Governors,
Chris Bond

DECISIONS GRID

AGENDA NUMBER	AGENDA ITEM	DECISION
1	Welcome	Apologies accepted
9	Governor Area Updates	Feedback on excessive expectations to be communicated to CST
11	Approval of previous minutes and matters arising	The minutes were accepted as an accurate record of the previous meeting
12	AOB and Close	CST LGB Agenda calendar to be followed in 2023 - 2024
12	AOB and Close	Proposed LGB Meeting Calendar for 2023 – 2024 agreed

ACTIONS GRID

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4	Improving Staff Areas	ME to share list of proposed improvements to staff areas with the LGB	ME
4	Improving Staff Areas	CB to investigate options for installing a water cooler within the staff areas	CB
8	Behaviour Changes	KJ and RB to discuss the Behaviour Curriculum Document	KJ/RB
9	Governor Area Updates	KS to report Governor feedback on CST Health and Safety documentation to SM	KS
9	Governor Area Updates	SM to convey Governor feedback on Health and Safety documentation to CST	SM
9	Governor Area Updates	RD to meet with SM T1	RD
9	Governor Area Updates	RD and ME to complete policy work to ensure Policy Tracker is operational and Governors have access to all necessary policy documents	RD/ME
9	Governor Area Updates	ZB and KJ to discuss EYFS in T2	ZB/KJ
9	Governor Area Updates	RB to meet with SH and KJ to discuss SEND and PP respectively	RB
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