



**Rednal Hill Junior School Governing Body**

Minutes of Full Governing Body meeting held on Tuesday 4<sup>th</sup> April 2017  
at 5.00pm

**Present:**

Mr Robert Jones (Headteacher)	Paul Finnemore (LA governor)
Ms Emma Hughes (co-opted governor)	Mr Mark Eaves - Seeley (parent governor and <b>Chair</b> )
Ms Karina James (co-opted governor)	Mrs Dawn Rottenbury (co-opted governor)
Charlotte Bull (parent governor)	

By invitation: Ms Clare Jackman (SBM)  
 Ms Rebecca McAnulty (DHT)  
 Ms Fay Tilley (DHT)  
 Miss Karen Ellis (Learning Mentor and deputy DSL)

In attendance: Mrs Janice Moorhouse (clerk)

1.	<p><b>Welcome and apologies for absence</b>          The Chair welcomed governors to the meeting.</p> <p><b>Apologies for absence</b> received and accepted from Miriam Schwarz (co-opted governor), Ms Ruth Luck (parent governor), Ms Joanne Hall (parent governor) and Mr James Bashford (parent governor)</p>	Action
2.	<p><b>Declaration of pecuniary interests</b>          No changes declared</p>	
3.	<p><b>Minutes of previous meetings</b> held on Thursday 3rd November and Monday 28<sup>th</sup> November 2016</p> <p>The minutes of the meeting held on Thursday 3rd November were agreed as a true and accurate record and signed by the Chair.          The minutes of the meeting held on Monday 28th November were agreed as a true and accurate record and signed by the Chair.</p>	
4.	<p>Matters arising from the minutes</p> <ul style="list-style-type: none"> <li>• Safeguarding briefing</li> <li>• Safeguarding summary</li> </ul> <p>DHT presented a safeguarding briefing/update for governors and circulated the documents used when updating to staff.</p> <p><b>ACTION: safeguarding update to be a standing agenda item at the FGB held in the autumn term.</b></p> <p>Question: what is the difference between safeguarding and child protection?  <b>Governor:</b> one is preventative and one is responsive          DHT stated safeguarding was an umbrella term. Safeguarding and keeping the environment safe was everyone's responsibility. The school puts an emphasis on 'it could happen here'.</p> <p><b>Governor queried 'CASS'</b></p>	

<p>DHT: Children’s Advice and Support Service; new name for MASH (Multi Agency Safeguarding Hub)</p> <p>DHT reported Early Help Assessment had replaced FCAF and Early Help Panels had replaced TAF (Team Around the Family)</p> <p><u>Categories of Abuse</u> (handout circulated at meeting)</p> <p>Scenarios of behaviours (handout circulated at meeting)</p> <p>Governors discussed a child with a burn mark on hand. This could be due to neglect, self-harming, could be linked to child exploitation.</p> <p>The role: be aware of a concern, record, pass on but not investigate.</p> <p>DHT circulated ‘Five stages in dealing with disclosures’ (handout from DSL training)</p> <p>‘Right Service, Right Time’ gives guidance on support to be given when worried about a child and emphasises then need to keep effective records, to link attendance to safeguarding and good communication between agencies.</p> <p>My Concern: an online reporting/recording system. Annotated example circulated.</p> <p>DHT reported a document related to ways in which staff can keep safe to be shared  <b>ACTION with governors the next meeting.</b></p> <p><b>Governor queried the mechanism in place for pupils to report concerns</b></p> <p>DHT reported members of the pastoral team were available to talk with pupils. Pupils passed on information related to friends and class mates. Next terms pupils’ questionnaire with include the questions ‘do you feel safe in school’ and ‘is there someone you can talk to’.</p> <p>HT reported there was good PSHE curriculum in place including Andrew Moffat’s ‘No Outsiders in Our School’</p> <p><b>Governors agreed that the school was taking a very caring approach.</b></p> <p><b>Governors agreed: confident school dealt with/responded to concerns/complaints related to safeguarding and child protection practice appropriately.</b></p> <p>Safeguarding Summary Report (circulated at meeting)</p> <p>Governors noted the number of pupils on FCAF, number on a child in need plan (CIN), number of a child protection plan and the number of children in care.</p> <p>Governors noted the number of referral made to CASS (3), Early help (2), Forward Thinking (2; previously CAMHS), Sweet Project (8) and from the school nurse (13)</p> <p>DHT reported an increase in the number of referrals made by the school nurse.</p> <p>Governors noted: since the last FGB meeting:</p> <ul style="list-style-type: none"> <li>• a complaint made directly to Ofsted. LA Officer responsible for safeguarding satisfied school procedures robust and adequate action taken.</li> <li>• Section 175 audit completed and used to form the 2017/18 action plan</li> <li>• School values introduced to pupils January 2017</li> <li>• Positive impact on behavior and learning from the introduction of nurture groups.</li> </ul> <p>School values: circulated</p> <p>DHT reported a focus on one value each half term. Posters related to each value to be displayed around the school.</p> <p>Personal development, behavior and welfare log April ’16-April ’17 circulated</p>	<p>DHT</p> <p>DHT</p>
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	<p><b>ACTION:</b> DHT: to be updated each year and shared with governors. Columns for 'impact' and 'next steps' to be added.</p> <p>DHT reported a folder of evidence supported the content of the log. November '16-July -17 action plan with deadline dates from Section 175 audit circulated Governors noted a folder of vulnerable pupils to be set up for the use of supply teachers.</p> <p><b>Governor</b> asked if training on young carers would be done internally.</p> <p>DHT confirmed that it would and a briefing was planned for Thursday 6<sup>th</sup> April. It was important for staff to be able to identify the young carers in school. After Easter, as part of PSHE, circle time on care, caring, being a carer etc.</p> <p>Safeguarding yearly training schedule circulated DHT reported a 2 year plan with all training to be covered in detail at some point during the 2 years. The Chair thanked the DHT for an informative presentation.</p> <ul style="list-style-type: none"> <li>• Governors' photographs for I.D. badges</li> </ul> <p><b>ACTION:</b> governors to check and send photographs if not already done so.</p> <ul style="list-style-type: none"> <li>• DBS process for governors (SBM)</li> </ul> <p>SBM requested governors had an enhanced DBS check.</p>	governors
5.	<p><b>Committee minutes reviewed/questions raised</b></p> <ul style="list-style-type: none"> <li>• Premises, H&amp;S</li> </ul> <p>The Chair of Governors summarised the agenda items discussed at the meeting. The HT introduced Andrew Moffat author of 'No Outsiders in Our School: Teaching the Equality Act in Primary School.' Andrew Moffat reported schools were under pressure to show teaching equality and diversity. Outsiders' about: teaching pupils to respect and accept difference and diversity using the Equality Act 2010 as a solid foundation taking a proactive approach to bullying reducing potential for radicalisation preparing pupils for life in modern Britain teaching British Values</p> <p>Taught using 35 picture books; 5 in each year group from EYFS to Year 6 Picture books deal with race, religion, gender, gender identity including transgender, age, disability, sexual orientation and</p> <ul style="list-style-type: none"> <li>• through assemblies</li> <li>• posters displayed inside and outside school</li> <li>• lesson plans</li> <li>• staff training, governor training, parents' meetings</li> </ul> <p>Ruth Luck <b>proposed</b> governors' approved the introduction of the resource in to the school's PSHE curriculum from September '17 Dawn Rottenbury seconded the proposal and <b>governors agreed</b>.</p> <p>Summer work plan: hall to be decorated downstairs corridor to be decorated and carpeted downstairs classrooms to be decorated and carpeted interactive whiteboards to be fitted in four classrooms</p>	

	<ul style="list-style-type: none"> <li>• Staffing and Finance</li> </ul> <p>The Chair of Governors summarised the agenda items discussed at the meeting.</p> <p><b>Catering provision:</b></p> <p>HT presented 'Litmus Catering Proposal' (in partnership with the Infant School)  Current provider: Cityserve. Cost: £79,637. Charge per meal from Cityserve: £2.30.  In the current financial year, the school had contributed £50K towards catering.  Litmus Catering carries out the tendering process at a cost of £4.5k for each school.  All staff would be TUPE'd over to the new caterer.  SBM (not present at the F&amp;S meeting) reported 2017/18 costs from Cityserve of £89k. A terms notice had to be given to Cityserve.  Litmus produce analytical reports. There were penalties in place if the contract was not met by the catering company.</p> <p><b>Governor expressed concern regarding things going wrong; if the school was not satisfied with the new company.</b></p> <p>SBM stated Litmus would support the school; give the caterer an opportunity to put things right.</p> <p><b>Governor commented on the discontinuing of the 'Sweet Project and asked if this would impact on safeguarding provision.</b></p> <p>DHT stated the project was in place when the HT and DHT joined the school.  Behaviour had improved and there was increased capacity in the pastoral team.  There would not be a gap in safeguarding practice and procedures.</p> <p>Governors scrutinised the draft 2017/18 budget plan and agreed to recommended for approval as presented at the FGB meeting.</p> <ul style="list-style-type: none"> <li>• Curriculum and Standards</li> </ul> <p>The Chair of Governors summarised the agenda items discussed at the meeting.  Katy Judd reported the Cornerstones curriculum had been bought in. Pupils follow six topics per year; two per term. A topic has an emphasis on, for example, science with other subjects brought in. ICT and PSHE taught in isolation.  Curriculum being mapped out to ensure coverage at the key stage.  Cornerstones to be introduced to staff at the June teacher's day.  £12,000 allocated to trips with the aim of reducing the amount asked for from parents.  Reports/updates on standards and progress, attendance, behavior and targeted interventions.</p>	
6.	<p><b>School Fund Account</b></p> <p>SBM reported the account had not been audited.  Letter and related application form circulated addressed to Santander Business Banking requesting the removal of past employees as signatories to the account and replaced with HT and DHT.  Letter signed by those governors present at the meeting.</p> <p><b>ACTION: audit to be carried out and report presented to governors at the FGB meeting on 13<sup>th</sup> July.</b></p>	SBM
7.	<p><b>Benchmarking report</b></p> <p>Benchmarking information based on financial year '15/'16, pupil numbers January '16 and staffing on the November '15 work force circulated.</p> <p><b>Governor commented on the high % of SBS spending on staffing.</b></p>	

	<p>SBM reported looking at different staffing scenarios. Expenditure on supply staff had increased in 2016/17. One staff member on long term sick to go onto half pay from May. New data out November 2017.</p>	
8.	<p><b>Statement of Internal control (SBM)</b> Chair reported the statement had been discussed at the F&amp;S committee meeting. Statement for period 1<sup>st</sup> April 2016 to 31<sup>st</sup> March 2017 circulated. The SIC was signed by the HT and chair of Governors.</p> <p><b>ACTION:</b> inventory should be updated and presented to the FGB. All written off items to be signed off by the HT. Evidence to be presented at F&amp;S meetings to support the control is in place.</p>	SBM/Chair of F&S committee
9.	<p><b>Schools Financial Values Standard (SBM)</b> Chair reported the standard had been discussed at the F&amp;S committee meeting <b>ACTION:</b> finance committee members who had not completed a finance skills audit to complete and return to the SBM. Best Value Statement:</p>	F&S committee governors
10.	<p><b>Link governor feedback</b></p> <ul style="list-style-type: none"> <li>Leadership and Management (Emma Hughes and Charlotte Bull) SEND and attendance: date of visit 7<sup>th</sup> December 2016. Focus of visit: understanding of the role of Link Governor for Leadership and Management., analysing the External Review of Governance by Lorne Pearcey with particular attention to the areas for development and action and checking SDP progress with regards to Leadership and Management. Good progress was being made against the SDP in terms of Leadership and Management with points either achieved or in progress. Suggestions for development and actions from Lorne Pearcey's Review were being implemented. Effective Governor training had been booked. Asked for the SEN Audit from the summer term to be shared. Future visits to re-visit the SDP to confirm further progress and to discuss the SEND Review from in July '16. <b>Governor</b> reported SEN visit booked for Wednesday 5<sup>th</sup> April.</li> <li>Teaching and Learning (Paul Finnemore and Mark Eaves- Seeley) Maths, English and the wider curriculum: date of visit 6<sup>th</sup> December 2016 Focus of visit: to look if progress was demonstrated in books, the implementation of the new marking policy and the monitoring of teachers. The new marking scheme had been widely and consistently implemented. Pupils responding well to their feedback – purple comments in books Hot and Cold tasks in literacy/English books clearly demonstrate progress across a unit of work Detailed book scrutiny proforma was routinely used by SLT when looking at books Feedback was given to all teachers following observation of an episode of learning A developmental action plan was in place for every teacher in the school, based on observations. Asked could progress be demonstrated in maths/other books which do not have hot and cold tasks and working walls could be used to demonstrate progress?</li> </ul>	

<p>Future visits to look at pupil progress across English and maths and revisit Teacher Action Plans to ensure teachers are making progress.</p> <ul style="list-style-type: none"> <li>• Implementation of termly pupil progress meetings (Mark Eaves-Seeley and Miriam Schwarz) to ensure closer monitoring of: <ul style="list-style-type: none"> <li>•pupil progress</li> <li>•identification of underachieving pupils and groups</li> <li>•effectiveness of teaching</li> </ul> </li> </ul> <p>Date of visit: 24<sup>th</sup> March 2017</p> <p>There was a rigorous process for monitoring and evaluating pupil progress through teacher assessment and testing and reported through the SPTO system</p> <p>There was a rigorous process for holding teaching staff to account over pupil progress</p> <p>Teaching and Learning files detailed vulnerable children by core subject</p> <p>There were criteria for ‘good’ and ‘outstanding’ progress interventions, a whole school matrix of ‘pupil progress from KS1 outcomes’ used to identify intervention pupils and a class based intervention registers.</p> <p>Staff were becoming more self-aware and increasingly setting own targets.</p> <p>Staff understanding that their practice in relation to pupil progress was an integral part of their performance management through a distinct additional performance objective in the current cycle.</p> <p>Future visits to look at the marking scheme post implementation to see how this is supporting pupil progress, including a book scrutiny and to speak with staff about their perceptions of the coaching programme and its impact.</p> <ul style="list-style-type: none"> <li>• Outcomes (Karina James and Dawn Rottenbury) <ul style="list-style-type: none"> <li>Pupil premium and Sports premium</li> </ul> </li> </ul> <p>Focus of visit: attainment - more pupils working at ARE in the core subjects</p> <p>Date of visit: 21<sup>st</sup> March 2017</p> <p>Aim to gain a better understanding of how attainment data is obtained, how to identify pupils where additional support is needed, the strategies in place and pupil tracking on SPTO.</p> <p>Future visits to compare the next setoff data, track a group of year 5 pupils and to focus on one strategy and follow it through during the year.</p> <ul style="list-style-type: none"> <li>• Personal development (Ruth Luck and James Bashford)</li> </ul> <p>Safeguarding and Child Protection. Date of visit: 9<sup>th</sup> January 2017</p> <p>Focus of visit: Senior Leaders to ensure Safeguarding meets required expectations. Understood how much work has gone into the safeguarding at RHJS and how governors can work together with school to maintain and improve what was being done.</p> <p>Future visit to speak to teachers and pupils to clarify how they feel about safeguarding in school</p> <p>Governor suggested including ‘key lines of enquiry’ as a part of the focus of the visit and identify the progress made against the key lines of enquiry.</p> <p>HT to share the outcome of the recent ‘Mocksted’ with governors.</p> <p><b>ACTION: to be posted into the governor area for access via governors’ school email addresses</b></p>	<p>HT</p>
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11.	<p><b>Safeguarding update</b> Summary: Section 175: see item 4</p>	
12.	<p><b>Headteacher's report</b> <b>Headteacher presented his report</b> (circulated before the meeting) The report related to the four areas of the SDP:</p> <ul style="list-style-type: none"> <li>• Effectiveness of leadership and management</li> </ul> <p>Continue to develop the quality of leadership and management across the school.</p> <ul style="list-style-type: none"> <li>• Quality of teaching, learning and assessment</li> </ul> <p>Develop a broad and balanced curriculum and improve teaching and learning in light of self-evaluation and current research.</p> <ul style="list-style-type: none"> <li>• Personal development, behavior and welfare</li> </ul> <p>Promote good behaviour, personal development and welfare for all, including the wider community</p> <ul style="list-style-type: none"> <li>• Outcomes for children and learners</li> </ul> <p>Raise attainment and achievement for all learners</p> <p><u>Behaviour</u>: HT reported 90% of pupils behave well. There had been a reduction in the number of fixed term exclusions. Red cards: summer 1 15/16: 314    Spring 1: 2016/17: 44 DHT circulated behavior questionnaire results March 2016 and March 2017. Governors noted the 2017 pupil cohort was different to that of 2016.</p> <p><u>Middle Leader development</u>: HT reported lots of CPD with regards to improving the quality of teaching and learning. Leader development had been limited to regular meetings with SLT.</p> <p><b>ACTION: SBM and SENCo to be involved on a regular basis.</b></p> <p>HT reported looking at a capability approach with an RI teacher without signs of imminent improvement. A 4-6 week informal coaching plan to be put in place. Teaching profile April '17: 65% good or better; 35% RI. 35% RI = three members of staff who were capable of going into 'good' but not able to sustain in the long term without support.</p> <p><b>Chair asked if teachers knew their strengths and weaker areas</b> DHT reported coaching plans were RAG rated.</p> <p><u>SEND provision</u>: to be presented as part of the summer term report. <u>Governance</u>: External review of governance: visit from the Reviewer on 24<sup>th</sup> March 2017 (report circulated before the meeting) HT suggested invited the Reviewer back in the summer term. <u>Pupil premium</u> review to take place in the summer term.</p> <p>HT reported a good response to the advertisement for an NQT. <u>Maths</u>: assessments showing the majority of pupils had made expected or better than expected progress in the autumn term despite implementing a completely new approach to teaching mathematics (Mastery). One teacher to train to become a maths mastery specialist.</p> <p><b>Governor asked who led interventions</b> DHT reported a two-layered' approach with some interventions led at class based level and some at team level.</p>	HT

	<p><b>Governor</b> asked if the impact made by TAs on interventions could be tracked</p> <p>DHT stated intervention patterns varied. Pupils might receive a series of interventions.</p> <p><u>Attendance:</u> HT reported the Attendance Team were working very hard in difficult circumstances. End of Autumn 2016: attendance 94.35%.; an improvement of 0.2% on the same period in 2015. The proportion of pupils who were persistently absent remained above national figures (School 12.7% nationally 8%). Current figure for overall attendance 94.6%. The school had put in place a number of initiatives to improve attendance. It was too early to assess the impact of these initiatives. A review to take place during the summer term to evidence impact and shape adaptation accordingly. (The initiatives included school bus, attendance assemblies, termly attendance certificates &amp; rewards, attendance letters, yearly raffle, close liaison with the school nurse and Think Family &amp; Spotlight)</p> <p><u>Parental involvement:</u> <b>ACTION: feedback from Inspire workshops at FGB meeting on 13<sup>th</sup> July.</b></p> <p>HT reported progress measures were encouraging. Overall attainment for pupils was low. However, progress measures were improving because of the strong focus SLT are having on the quality of teaching and learning.</p> <ul style="list-style-type: none"> <li>• Progress of disadvantaged pupils and pupils that have SEN are improving to close the gap in attainment</li> <li>• Pupils progress for nearly all year groups are in line with or above national expectations</li> </ul> <p>HT acknowledged that a terms progress in a term was not enough to close the gap and that more accelerated progress was required to bring the school's data in line with national expectations. The school had ensured judgements were robust and accuracy of information given to governors confirmed by:</p> <ul style="list-style-type: none"> <li>• Y6 writing moderation with 9 school organised through Robin Hood Academy (spring 2)</li> <li>• Y6 reading moderation within consortium (autumn term)</li> <li>• Y5 writing moderation led by RHJS (autumn term)</li> <li>• Y3 &amp; 4 writing moderation led by RHJS (summer 1 &amp; 2)</li> <li>• KS1 moderators in to work alongside Y3 team (autumn 1)</li> <li>• External review of teaching and learning organised alongside CPTSA (teaching school spring 1)</li> <li>• Maths moderation spring 2 organised alongside Worlds End Junior School.</li> </ul> <p><b>The Chair thanked the HT for his report.</b></p>	DHT
13.	<p><b>Teacher/training days</b> Connected curriculum planning day: Monday 5<sup>th</sup> June. 2017/18 academic year: Monday 4<sup>th</sup> /Tuesday 5<sup>th</sup> September 2017, 3<sup>rd</sup> January and last two days of the academic year 2018.</p>	

	HT requested governors' agreement to approach the Infant School regarding the training dates suggested. Governors agreed.	
14.	<b>Governor application</b> HT reported receiving an expression of interest in joining the governing body from a parent. The parent had visited the school and attended two committee meetings as an observer. Governors agreed for the person concerned to join the governing body as a co-opted governor.	
15.	<b>Governor questioning</b> prompt sheet Circulated before the meeting <b>ACTION: governors to note content</b>	governors
16.	<b>Parent Forum</b> findings <ul style="list-style-type: none"> <li>• Handwriting and spelling workshops requested: take place in the summer term</li> <li>• Homework consultation planned for the summer term.</li> <li>• Useful websites to support parents in helping their children on websites: linked to homework</li> </ul> <b>Governor</b> reported a list was available <ul style="list-style-type: none"> <li>• Parent pay launch date requested: HT reported now in place. Started with dinner money and, from September, to include clubs.</li> </ul>	
17.	<b>Policies (all circulated before the meeting)</b> <ul style="list-style-type: none"> <li>• Safer recruitment</li> </ul> Governors' approved the policy as presented for use in the school <ul style="list-style-type: none"> <li>• Whistleblowing: HT reported no changes from 2015</li> </ul> Governors' approved the policy as presented for use in the school <ul style="list-style-type: none"> <li>• School Complaints Procedure</li> </ul> Governors' approved the policy as presented for use in the school.	
18.	<b>Update from Chair</b> No report	
19.	<b>Governing body training update</b> <b>ACTION: governors to inform the HT of training completed through other schools</b> <ul style="list-style-type: none"> <li>• CPD overview 2016/17: circulated</li> <li>• Requests for the next academic year</li> <li>• Skills audit (summer term)</li> </ul>	governors
20.	<b>Amalgamation: for discussion</b> (Chair and HT) <b>CONFIDENTIAL ITEM</b> <i>The HT left the meeting room.</i>  The Chair reported he had met with the Chair of the Infant School GB and Tracey Ruddle BEP to discuss/take advice on amalgamation. Timescales: 6 week consultation with staff, parents and the local community. If proceeding - move on to a formal consultation. If started in November '17, shortest time scale Easter '18. Junior School would close, Infant School continue as Redhill Primary and increase numbers to replace Junior School.	

<p><b>Governor queried the implications for staffing</b> Chair stated if amalgamated, staffed in an appropriate way for that school, worked on by ER/HR.</p> <p><b>Governor queried the main benefits of amalgamation for pupils</b> Chair stated there would be improvements related to transition, data related issues would disappear, a consistent journey for pupils in relation to teaching and learning and financial savings.</p> <p><b>Governor commented that talent could be lost from both schools.</b> <b>Governor expressed concern regarding de-stabalising the Junior School. The school had been on a massive journey during the preceding twelve months. Changes to be embedded before discussing amalgamation. Give the SLT longer to continue to make an impact and develop a collaborative approach.</b></p> <p>Chair reported the HT's contract ended on 31<sup>st</sup> July '17. With governors' agreement, Chair to investigate extending the HT's contract for the '17/'18 academic year and/or the HT becoming a substantive HT.</p> <p><i>The HT re-joined the meeting</i> The HT suggested the Junior School to get to at least 'good' and then amalgamate with a new HT. The school had the capacity to reach good or better.</p> <p><b>Governors agreed:</b> amalgamation the right long term solution amalgamation was not the right solution at this moment in time. A transition plan to be set up – see the long term benefits</p> <p>The Chair informed the HT of the governors' decision related to the HT's contract. The HT indicated his willingness to continue as HT and thanked the governors for their decision.</p>	
<p><b>Any other business</b></p> <ul style="list-style-type: none"> <li>• Creditors over £10k</li> </ul> <p>SBM circulated annotated list covering expenditure from April '16.</p> <p><b>Budget plan 2107/18: Governors approved the 2017/18 plan as presented.</b> Governors noted: approved on the basis of a review of staffing review be carried out</p> <ul style="list-style-type: none"> <li>• Response to question related to Litmus Catering and governor approval to proceed with the tendering process.</li> </ul> <p>See item 5: summary of F&amp;S committee meeting.</p> <ul style="list-style-type: none"> <li>• Minutes signed from previous committee meetings</li> </ul> <p>Minutes signed</p> <ul style="list-style-type: none"> <li>• Feedback from review of governance</li> </ul> <p>See item 12</p> <ul style="list-style-type: none"> <li>• Feedback from Teaching School inspection</li> </ul> <p><b>Governor</b> reported he had contacted the previous Chair of Governors. Suggested date for all governors and staff to meet with the previous chair: Wednesday 3<sup>rd</sup> May from 5pm. A suitable gift to acknowledge the commitment of the previous chair to the governing body to be purchased.</p> <p><b>Date of next meeting:</b> Thursday 13<sup>th</sup> July The meeting closed at 9pm</p>	