



Haselworth Primary School

Haselworth Primary School, Stone Lane, Gosport, PO12 1SQ Tel: 02392 583657

Minutes of the Meeting of the Full Governing Body Held On Wednesday 23rd March 2016 at 5pm at the School

Present :	E Steele (HT) P Bleckly(PB) A Williams (AW) N Williams (NW) C Roast (CR) S Hall (SH) P Kilner (PK) C Collins (CC)	Head Teacher Authority Governor Chair , Co-opted Governor Co-opted Governor Co-opted Governor Parent Governor Parent Governor arrived 5.20pm Co-opted Governor
In attendance :	J Dunn (Clerk) M Leask (ML) K Foster (KF)	Local Authority Clerk School Business Manager left 6.30pm Inclusions Leader (6.30pm – 7.25pm)
Apologies:	K Ashman (KA)	Staff Governor
Quorum:	Present	

Agenda Number		Action Points
1.	Welcome and Apologies for Absence: The chair opened the meeting at 5pm and welcomed everyone. A quorum was declared. The chair confirmed that apologies had been received and accepted from K Ashman and that P Kilner was expected shortly. The chair thanked everyone for coming an hour earlier for this meeting.	
2	Declarations of Pecuniary Interest: No additional declarations where made.	
3.	Agree Any Urgent Business: None.	
4.	Staff presentation (Mrs K Foster): • Special Educational Needs (SEN) Annual Report to Governors; • Designated Teacher for Looked After Children (LAC) Annual Report to Governors: The chair asked to cover this presentation later in the meeting as Mrs Foster had not yet arrived.	
5.	Finance Update: • Budget Overview: ML confirmed that the following reports had been previously circulated and checked that all governors had read through them: • Budget revision 7/3/2016 with annotations • Capital monitoring (Devolved Budget) • IBC revenue budget monitoring report	

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ML explained that she had reviewed the budget today with the HT and tabled the most recent figures.

ML highlighted the following items for the governors' attention:

- Predicted actual staffing costs show significant savings over the year of £27,022 (twenty seven thousand and twenty two pounds) mainly due to changes in Headship, the inclusions leader returning on a four day week, no new appointment for the Home School Link Worker, a teacher not being appointed for one day a week and a replacement learning support assistant (LSA)/Emotional Literacy Support Assistant (ELSA) not being in place between December 2015 and February 2016.
- Predicted actual expenditure is lower than planned by £6,275.05 (six thousand, two hundred and seventy five pounds and five pence) mainly due to final bills for the HT recruitment from county not being received yet, cancellation of the photocopying commitment with IBC and waste collection made today.
- Predicted income has increased by £28,921 (twenty eight thousand, nine hundred and twenty one pounds), due to further income for the Sports Leader from the Leesland Cluster, miscellaneous income increased by £12,000 (twelve thousand pounds) (a detailed report for this was tabled), an increase in the universal free school meal (FSM) funding by nearly £4,000 (four thousand pounds), sales of stock and income from trips (now the unofficial fund has been closed).

ML confirmed that a contingency of £25,000 (twenty five thousand pounds) is included in the budget figures and the final outturn will be provided in May 2016.

The current revised predicted budget figures for 2015/16 are:

- Predicted in year **deficit £25,437.21** (twenty five thousand, four hundred and thirty seven pounds and twenty one pence).
- Predicted carry forward cumulative surplus £98,762.80 (ninety eight thousand, seven hundred and sixty two pounds and eighty pence). This includes £25,000 (twenty five thousand pounds) contingency.

ML confirmed that the budget has been spent this year in the right way and has been fully accounted for. The school is not at this point planning to put any budget aside for the Children' Centre due to potential closure, however this will affect service costs significantly.

The HT commented that the latest data shows Haselworth Primary School as 11th out of 427 schools in Hampshire under the deprivation index.

Governor questions:

How will the deprivation index affect Haselworth or indeed the area? The HT said that it will affect the fair funding formula and they are currently looking at the



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three year plan. ML said that the school is looking at a deficit budget and they will need the contingency built in to help with forward planning. Any additional streams of funding are very important.

If the Children's' Centre closes, could we be potentially better off in that we could gain income from the space and save on services? The HT said possibly, a plan is required but it has not been confirmed if it will revert back to the school. We will still have to pay the service charges and it could have a huge impact on our budgets.

The HT said that there is a big health warning around the budgets, the school is fine for the next year but governors should consider deficit planning. The chair confirmed that it was made clear in recent finance training, that a caveat is required if schools set deficit budgets in their three year plan. ML confirmed that county are fully aware of how the school is looking forward, that the school knows that things are changing and is planning for it.

- **Issues arising from strategic financial planning:**

ML confirmed that the strategic financial plan links closely with the School Development Plan (SDP) and covers a minimum of three years so that it acts as a means of long-term planning, for example saving money in year one and two, to either spend on major items or anticipating a future funding shortfall in advance, which is what the school is currently doing. There are specific purposes for balances held and their proposed use. Looking forward:

- Deprivation funding; the formula for 2017 and the impact this will have. Conversations are regularly held with county on how this will affect the school.
- Uncertainty on the Nursery and the Children's' Centre. It is not planned to include any income from them in the next budget.

ML explained that the strategic plan is updated each year and so acts as a rolling three year plan. It contains a number of strategic priorities which are based upon self-evaluation processes that make the school aware of its strengths and weaknesses. Income is split into its main sources of; budget share, SEN funding, pupil premium, sports funding etc. and expenditure is shown separately by GL codes. There is always a sub total for staffing costs and non-staffing costs, along with separate identification of the balance brought forward.

Governors commented that recent finance training clearly showed that the school is doing what it should be around finance and everything is open and honest. The problems lie with so much uncertainty.

Are we at full capacity with numbers on roll? The HT said Year 3 currently have 24 children and this is under roll and we currently have a PAN of 30 for this year group. Key Stage 1 is where the numbers are needed and some parents are looking around the school, although there is often an issue with being able to find places for siblings as parents prefer the children to go to the same school. This is something to look at further and they will be talking to county about the building.



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	PK arrived at 5.20pm. When children with SEN leave, does the funding go with them? No. With LAC the funding is always retrospective and we get it in the end, although we need to spend it for the children now. The funds used to be termly but are now paid yearly. The first £6,000 (six thousand pounds) to support SEN children has to be funded by the school. There were no further questions from the governors and the chair thanked ML for her reports and update.	
6.	Resource and Premises Committee Minutes 9th March 2016: The minutes had been previously circulated and the confidential minutes were tabled. CR explained that the committee had asked for a comparison of staffing structure changes and costs over the year and how this had impacted the budget. Governor questions to the HT: Will you be tracking where the Higher Level Teaching Assistant (HLTA) is used to cover classes, against the cost of supply teaching? ML said that she will look into tracking this separately. The HT said that there will still be a few occasions when supply teachers are needed, but it will be interesting to track. It was agreed that this should be reported to the Resources committee in Autumn 2, 2016. Could you explain what amendment was made to the Fire Drill log and if any further action is required? There was a fire drill completed in November 2015 which was logged. I have checked it out with the Site Manager and our records and everything has now been signed off. • Approve Annual Schools Financial Value Statement Return (SFVS): Previously circulated. The chair explained that SFVS had been led by governors in a working party this year and the return is colour coded to show the different governors involved in the process. Actions on the last page require some additional timeframes, before the return is approved and sent to county by the 31st March 2016. The following was agreed: • Service level agreements (SLAs) are due for renewal in 2017 and it was agreed that committees consider these within their programmes of work over the following year. The chair confirmed that SPEC will look at how to distribute these. • A 3 year audit of staff training to be completed in summer 1, 2016 by CR and AW. • Annual inventory check to be completed by ML and PB in summer 2, 2016. • Reviewing the effectiveness of the system monitoring equipment taken off site to be completed in Autumn 1, 2016.	HLTA/supply cost tracking to Resources and Premises Autumn 2 (CR)

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	The annual SFVS return was unanimously approved and signed by the chair of governors with these amendments and the chair confirmed that she will submit this to county on the 24th March 2016. The chair thanked governors for their efforts reviewing SFVS and commented that this clearly evidences governors' financial probity. The chair thanked CR for his report.	
7.	Headteacher's Written Report: The HT confirmed that her report together with the updated school development plan (SDP) and tracking data for all years, had been previously circulated and checked that all governors had read through them. This was confirmed. The HT went through the report with governors and asked for questions as areas were highlighted, thanking governors who had sent questions in advance. Governor questions to the HT: You have said that assessment tracking for children with special educational needs and disability (SEND) still remains a problem and that you have taken the decision to show progress by tracking against stage, not age bands. What are the implications in doing this? How do other schools address this issue? I went to a briefing with the Deputy HT (DHT) and asked this question. They suggested we split SEN children into three groups; just off track and a plan in place with them getting there eventually, SEN in only one area and significant SEN needs across the curriculum. Tracking will ensure all small steps of progress made are recorded within communication books. Within the last group, can we see evidence the children are demonstrating those small steps of progress? Yes and we break it right down as the school needs to have that evidence. Teachers know their children well, have good planning and we have regular pupil progress meetings. Would the first group of children be on the SEN register? Under the reforms no, but it is a group you could miss so we need to ensure there are plans in place for each child. Who leads that? The class teacher with the inclusions leader and they will talk about the children within pupil progress meetings. So if there are children who are in danger of missing ARE, the inclusion leader can still track them? Yes, we have a format at pupil progress meetings to break down the domains for learning for those children. The SEN governor said that she asks to be shown workbooks, what plans are in place and records of conversations with parents, when meeting with the inclusions leader. For Early Years Foundation Stage (EYFS), is 85% in line with national expectations? What exactly is being measured? They have to get to a good level of development (GLD) and that is measured in a number of areas and to get those, they have to achieve certain learning behaviours. We take a formal baseline at the beginning of the year and we have "Tapestry" to gather evidence alongside a tracking system. It may change for the next academic year but there is no current floor standard. Last year the national level was 80%. I thought music lessons had stopped? We have changed them completely in	

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that we now have a music teacher to cover planning, preparation and assessment (PPA) time and engagement within class is really good. The after school club is now one afternoon a week and we have got really good attendance, unfortunately Hampshire Music Service has let us down on a number of occasions with the woodwind after school club and is a huge cost, so we will look at it again next year. The lessons during the day are really good.

The HT explained that with the Key Stage 2 (KS2) predictions of 82% for reading, writing and maths, the governors should be mindful that these are combined figures and it may not be the same children in each skill. The school is monitoring this very carefully.

The HT said that the school is moving away from the cluster sports provision and that she is meeting with Bay House and Winchester University to consider what resources they could support the school with, instead.

Did you feel that the other schools within the cluster were getting more impact from the sports coach? Yes, another school joined and I think we were squeezed out a bit as we are a small school and already have a really good sports leader here. All of the PE lessons are good or better and as we have the Gold Mark we wanted to move on towards participation, but were not getting it. I believe we could invest our sports premium funding in different ways. The chair said that there is very limited outdoor space at Haselworth and being able to use Bay House's sports areas and resources, would benefit the children greatly.

The HT confirmed that the Pupil Premium and Sports Premium funding and impact reports will be posted to the school web site by the 4th April 2016.

The cost of Primary Behaviour Support (PBS) from county is de-delegated within the budget, how much support are you getting and is it value for money? The whole vision has changed and they no longer work with children when they come into school, but with teachers instead. We have no choice in paying this SLA.

Can we challenge it if we are not receiving the same impact as many schools? There is a working part at county looking at PBS and I could feed our thoughts into them. They have come in for one afternoon a term, but here at Haselworth it is the teachers and learning support assistants (LSAs) who put in the hard work on a day to day basis.

Who do PBS report to? The Local Authority (LA) inclusion service and children's services.

The HT invited governors to a landscape strategy meeting and explained that the school is looking hard at other streams of funding such as a lottery bid, the Rotary Club, Sam Harris memorial etc. They have received sponsorship for the Year 6 residential trip which is greatly appreciated.

Post meeting note from the chair: CR has been relentlessly campaigning for us to receive donations from the supermarket community funds. I am pleased to inform



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	<i>you that Waitrose has selected our school to be featured in their Gosport store in April for the green token scheme. I would like to thank CR for championing this and successfully securing us this fantastic opportunity to raise money for the outdoor area.</i> In your report you say that teaching in other curriculum areas is to be targeted in the summer term to ensure the provision in the afternoon matches that of the morning. Could you explain this comment in more detail? It was highlighted through book scrutiny and learning walks that we were very focussed on maths and English and in the summer term we want to target on non-core subjects. Teachers are teaching non-core subjects, but it needs to be evidenced in the books, although it does not always have to involve a lot of writing. The HT confirmed that there are currently four children on the Child Protection Register and two children are children in need. The school continues to work closely with outside agencies. There were no more questions from the governors and the chair thanked the HT for her report. ML left the meeting and K Foster arrived at 6.30pm.	
4.	Staff presentation (Mrs K Foster): The chair welcomed KF and thanked her for making the time to present to governors, it was very much appreciated. KF checked that all governors had received her reports and had time to read through them, this was confirmed. KF went through the reports and asked for questions. • Special Educational Needs (SEN) Annual Report to Governors; Previously circulated. Governor questions to K Foster: In KS1, just how significant is the SEN under achievement in all areas, compared to the national average, as with the exception of maths, they are doing better than non-SEN children? We are underperforming against national and we are trying to reduce the gap as much as we can as this will have an impact on KS2. It is a small gap but we need to put things in place. The HT said that were the numbers are so small, Ofsted will look to see if it is more than one child affecting the figures. Data compares non SEN-children against age related expectations (ARE), are you using different measures for SEN children? As a starting point we try to use the phases under the new curriculum and see what's being met and get evidence for what progress they are making. We then calibrate what percentage of phase 1 objectives they have met and we can add in phase 2 now and hope to see the gap getting closer. I have shown the leadership and learning partner (LLP) how I am doing this and shared it with the staff. The next step is to use a tracking grid detailing what interventions and actions have been put in place. It will go alongside	

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	the SIMs data and we discussed in a staff meeting whether they need to backfill or move on, but they must be consistent. I was surprised to see that attendance for SEN children is better than non-SEN, why is that? I believe it is due to good relationships with parents and carers, the children enjoying coming into school and the breakfast club. Has anything different been done? The HT said that historically SEN children have had worse attendance, for a number of reasons but often due to medical appointments and their specific medical needs. We have stressed trying to get medical appointments outside of school hours and the need for these children to be in school and this has certainly helped. We were at 20% SEN and this figure has reduced to 12.8%, so less children will impact on the data. Are the three exclusion in your report, three children or three days/sessions? This is three children for two sessions each and one is an SEN child. The HT said that they have certain parameters for sanctioning and will always give a clear warning first, but need to send out a clear message that certain behaviour is not acceptable. I will always debrief the child and parents on their return from exclusion and we can involve the police if it is warranted. Is there a danger that children could start to want to be excluded so they are at home? Yes, it is a danger and something we are mindful of. We have a better understanding of that and a better relationship with the children. Is that because you have been given strategies by the PBS team? The HT said no, it is down to the school behaviour policy and especially the "Haselworth Way". All improvements in behaviour are down to the work done within the school. We also tend to send families to Transform and family support agencies for extra support. The HT said that she will be feeding back on PBS support. How are you tracking the impact of the emotional literacy support assistant (ELSA) interventions? We use strength and difficulty questionnaires (SDQ) and send to parents at the beginning and end of the year, we also have a tracking grid the ELSA uses. Does this questionnaire go home? It goes home when we gain parental consent for the involvement of the ELSA and has a scale of between 1 and 5. We can identify any particular strand to focus on. Do you use Boxall profiling? The HT said that Boxall is used for behaviour and is not suitable or acceptable for low level needs. SDQs are statutory for looked after children (LAC). Do you offer support to parents in filling out the forms? Yes, it is offered in the letter and we will also phone to see if they want some help. Do you have sufficient resources for the SEN provision? The HT said that they get value for money with the six LSAs and they have good impact. KF said that she completes a weekly log about what she is doing and has spoken to the LLP about balancing her work load. KF said she also regularly meets informally with the SEN governor as well as formal meetings. KF said that she would raise any issues with resources if she needed to. The HT said that one of the reasons behind when they re-structured, was for the inclusion officer role to be non-class based as there a many strands to the job. It is a big job by nature of the role. How often do you meet with the SEN governor? We meet each half term formally and informally on a regular basis.	
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	• Designated Teacher for Looked After Children (LAC) Annual Report to Governors: Previously circulated. KF confirmed that there are currently seven LAC in the school with another child arriving after Easter. Governor questions to K Foster: In Year 3, are there 3 out of 24 children who are looked after? Yes. The HT said that this is important contextual information within Raise online (ROL) and is relevant to future planning. Some LAC are also SEN and 6 are below ARE. Is there anything in place to support the school? The HT said that attendance is overseen by county but the carer and parents have obligations to make sure they are in school. The Virtual School (made up of all LAC in Hampshire) , will have conversations with parents and carers. We are in contact with the Virtual School frequently and KF goes to their network meetings. Data is collected termly and returns are sent by the school. In your report you say that it is sometimes hard to plan/utilise spending for those pupils who are working at ARE. Why is that? Personal education plans (PEPs) are there to make sure things are in place and happening and we have been advised to use the PEP toolkit to provide enrichment outside of school. We can only make suggestions. Are you given any guidance? We are in contact with the Virtual School who will give advice. The HT said that they are really good at doing that. Governors need to check that LAC funding is being used for these children although it can sometimes be used on training for staff, on say attachment and this benefits those children and others, which is fine. Is there any ongoing support/funding, for children who come out of care? The HT said that there is none currently, but they would identify when this happens and children's services and the Virtual School will carry on supporting until they are happy. The chair said that with higher LAC numbers the Inclusions Governor will carry out joint SEN/LAC visits. There were no further questions from the governors. The chair thanked KF for her reports and coming along to answer the governors' questions which had been very informative. Mrs Foster left the meeting at 7.25pm.	
8.	Staffing Update:	
8.a	Deputy Headteacher Appointment: The chair confirmed that the school will be advertising for a permanent Deputy Headteacher with an advert being placed on the 24th March 2016. The following conversation was confidential and is recorded on a separate document.	

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	The chair confirmed that they are hoping to interview by the end of April 2016 with a start date of September 2016. The LLP will be on hand to provide support with interviewing.	
9.	Governing Body Matters:	
9.a	Governor Recruitment: The chair said that with regret Mrs Bolton had resigned as a governor for personal reasons and will be missed. This leaves three co-opted governor vacancies and a real drive to find good governors with the required skills is required. The governors spent some time brainstorming ideas and agreed that these will be reviewed within SPEC.	
9.b	Parent Governor Term End Date P Kilner: The chair said that PK's term of office as a parent governor comes to an end on the 24 th September 2016 and will be advertised to all parents at the beginning of the Autumn term.	
10.	Governor Training:	
10.a	Agree Development and Training Governor (DTG) Appointment: The chair confirmed that SH had volunteered for this role and had reviewed the role description. The governors thanked SH and unanimously approved the position with immediate effect. The governors thanked PK for his efforts as DTG previously and he confirmed that he will hand over any training records.	Update governor services records with new DTG (clerk)
10.b	Feedback on Governor Training Undertaken: The chair asked that due to time constraints this item is carried forward to the next meeting.	
11.	Governor Monitoring and Link Reports:	
11.a	Link Governor Updates: The HT explained that all teachers will be in school for the professional development meeting on the 12 th April 2016 and suggested that governors meet their link teachers on that day. Appointments to carry out monitoring activities can be made at that time.	All governors to attend 12/4/16 wherever possible (all)
11.b	Child Protection and Safeguarding Governor Update: The chair explained that this had been covered in full earlier in the meeting. - Enhanced data barring service (DBS) checks for governors: The chair explained that it is now a requirement for governors to hold enhanced DBS checks. The clerk confirmed that she has liaised with the School Business Manager (SBM) and holds a record confirming that this has been completed for all governors, together with dates and certificate numbers. The chair confirmed that the DBS policy requires certificates to be renewed every three years and that the SBM and clerk will track this for governors. - Fundamental British Values (FBV) and the Prevent Duty: The HT explained that she has received the Prevent Duty toolkit and will share this with the	

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	senior leadership team, delivering to the whole school on the first day back from the Easter holidays. The HT said that all staff have completed the Channel Awareness e learning and the chair confirmed that she has received certificates confirming completion, from all governors. The HT said that three staff have completed the three day workshop to raise awareness of prevent (WRAP) and that Mrs Foster will be able to carry out in house training going forward and issue certificates.	
11.c	Health and Safety and Security (including H&S working party notes and action plan): • Ratify the Health and Safety Governor Role Profile: The governors unanimously approved the Health and Safety Governor role profile (previously circulated). PB explained that that the working party had met yesterday and carried out a site inspection. The HT confirmed that step 4 of the glazing survey had been completed and the county Health and Safety team have been informed. Staff have completed the legionella course which was an action from the legionella report and fire marshal training has been completed. All staff will complete fire marshal training on the 26th June 2016.	
11.d	Agree any required changes to committee membership and governor roles: The governors unanimously approved that SH become a member of SPEC instead of PK, as the new DTG.	
12.	Minutes of the Previous FGB Meeting 27th January 2016: Previously circulated, the confidential minutes were tabled. • Approval: Both minutes were unanimously approved as a true record and signed by the chair. • Matters Arising: Action 15, agenda item 11.c: PK confirmed that he has completed the pay e learning and provided the chair with his certificate of training. Action 22, agenda item 8: The chair confirmed that governors have agreed their spring term monitoring visits. Action 23, agenda item 8: The chair confirmed that the Young Governors had carried out a H&S walk around and taken their roles very seriously. Photographs are on the website and they have taken a lot of notes and action points, which will be followed up. Action 24, agenda item 9: The chair confirmed that a new DTG had been appointed. Action 25, agenda item 9: The chair confirmed that understanding finance training had been booked and attended by SH. Action 26, agenda item 14: The HT confirmed that she had checked that all fire	

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	evacuation logs are up to date with the testing as requested. Action 27, agenda item 18: The chair confirmed that the Extraordinary FGB meeting had gone ahead on the 3rd March to appoint the new Headteacher Mrs E Steele. There were no further matters arising from the minutes.	
13.	Minutes of the Previous EFGB Meeting 3rd March 2016: The confidential minutes were tabled. • Approval: The minutes were unanimously approved as a true record and signed by the chair. • Matters Arising: None.	
14.	Curriculum and Data Committee Meeting 7th March 2016: Previously circulated. • 360 degree e safety framework The HT explained that the 360 degree audit is not yet available to place on the school web site and a working party meeting is required to agree this. CR, AW, PB agreed to be on the working party with school staff. Governor questions to the HT: Have you looked at the maths data report? We have looked at the data with the maths leader and agreed how to input data onto SIMS in the future. There were no further questions from the governors.	
15.	SPEC Committee Meeting 1st February 2016: Previously circulated. There were no questions from the governors.	
16.	Policies and Procedures for Approval: 16.a Approve Accessibility Policy and Plan: Previously circulated. The chair confirmed that SPEC have a toolkit to evaluate the plan. The Policy and Plan was unanimously approved. 16.b Approve Single Equality Policy, Objectives and Annual Information Statement: Previously circulated. The Policy, Objectives and Annual Information Statement was unanimously approved. 16.c Approve Looked after Children Policy: Previously circulated. The Policy was unanimously approved. 16.d Approve SEN Policy: Previously circulated. The Policy was unanimously approved. 16.e Approve Sex Relationship and Education Policy: Previously circulated. The Policy was unanimously approved.	

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16.f	Approve Supporting Children with medical Conditions Policy: Previously circulated. The governors requested that the policy be amended to show that under new guidance parents can consent to the school administering “Calpol” and hold a bottle on site. Parents should be informed if administered. With this amendment the Policy was unanimously approved.	
17.	Confirm the Date of the Next Meeting: This was confirmed for the 18th May 2016 . The governors discussed and unanimously agreed to reschedule all FGB meetings going forward to start at 5pm.	
18.	Correspondence: <i>(all communications and correspondence items are published weekly on the governor services website and the school governor zone is updated with key documents; governors are advised to check regularly)</i> The following correspondence was noted for the governors. • DfE Guidance on reforms to Primary Schools accountability in 2016 <i>(previously circulated)</i> • Money Matters Magazine <i>(previously circulated)</i> • School Funding communication <i>(previously circulated)</i> • Barnardos Research <i>(previously circulated)</i> • NGA Newsletter <i>(previously circulated)</i> • Hampshire Governor <i>(previously circulated)</i> • School reforms e mail from county <i>(previously circulated)</i> The HT referred governors to the recent white paper on school reforms and that Haselworth School had been mentioned within the paper itself (page 78) and was read out in Parliament. As a result, the local MP had requested to visit the school. The governors congratulated the HT and school on this fantastic recognition.	
19.	Any Agreed Urgent Business: None	
20.	Items for the Next Agenda: • Verbal HT report • Review attendance and punctuality • Review transition arrangements • Monitor school development plan priorities and pupil progress • Approve Budget Plan 2016/17 and 3 Year strategic plan • Plan and Approve Capital Spend • DTG report and value for money • Governor recruitment • Approve Confidentiality Policy (SPEC) • Approve Data Protection Policy (SPEC) • Approve First Aid Policy (Resources) • Approve Governor Allowances (schemes for paying) Policy The chair thanked the governors for their attendance and contributions. The meeting closed at 8.10pm.	

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ACTION SUMMARY

Action number	Agenda item	Action Required	Who	Completed
28	6	HLTA/supply cost tracking to Resources and Premises Autumn 2	CR	c/f Autumn 2
29	10.a	Update governor services records with new DTG	clerk	24/3/16
30	11.a	All governors to attend 12/4/16 wherever possible	all	completed

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