

St Catherine's C of E Primary School
School Improvement Committee Meeting
8th March 2022 – 4.30pm

MINUTES

Aim High, In Life, In Learning, With God - Together

Committee members: Ange Wallis (Head), Peter Falconbridge (Chair), Jo Devonshire, Cathy Irons, John Forrest

Invited: Dale Webster (parent governor)

No.	Item	Action
1.	<p>Welcome and prayer</p> <p>The meeting was opened in prayer. Welcome to JF as newly elected governor.</p> <p>DW in attendance to observe.</p>	
2.	<p>To receive apologies and consider approving absences</p> <p>Camilla Smitham and Rachel Pennant sent apologies. Absences approved.</p> <p>Rebecca Bannocks resigned as parent governor this term. Thanks to be passed to RB for her time serving on the GB. RB was Reading link governor, request for replacement to be taken to forthcoming FGB.</p> <p>Parent governor vacancy to be advertise via parent email & newsletter. LA governor vacancy to also be advertised. PF to contact Sandy about message to parents. AW to arrange for information to go into school newsletter</p> <p>CI reported she had to leave at 6pm.</p>	<p style="text-align: center;">PF</p> <p style="text-align: center;">PF/AW</p>
3.	<p>To declare a conflict of interest that may arise during the meeting <i>(Governors are reminded they must declare a particular interest, financial or other, in any item on the agenda).</i></p> <p>None declared.</p>	
4.	<p>To approve the minutes of 2nd November 2021</p> <p>The minutes of the meeting on 2nd November 2021 were approved as an accurate record of the meeting and signed by the Chair. Copy of signed minutes passed to AW for filing. Dan Wallis to add minutes to website and remove June 2021 set.</p>	CI
5.	<p>To confirm that the actions from the previous minutes have been taken</p> <p>Item 5 - LOTC link governor: This was discussed at the FGB – 18.11.21. It was agreed not to appoint a LOTC Link governor. PF to update link governor tracker.</p> <p>Item 5 - 2020-21 SIAMS SEF:</p> <ul style="list-style-type: none"> - AW to review SIAMS SEF to put into a more manageable format. Latest version is October 2020. See Item below and item 8 for update. 	PF

Item 7 - Curriculum and Achievement update:

- SLT Curriculum Review Presentation given to governors - bridged version of staff presentation – copy to be added to GovernorHub. Slide version added to Curriculum folder in GovernorHub.
- JD and RB to liaise about use of knowledge organisers. JD confirmed organisers have been introduced and covered at during staff INSET. It was highlighted the school are still on a journey with them and will be monitored to see impact (being reported organisers have a positive impact).

Q. What are Knowledge Organisers?

A. A document with key dates/learning to support children’s mental mode of learning, e.g., learning about the Romans. They can access the knowledge organisers to support their learning, a useful reference guide. **Update to be shared in autumn term.**

JD

Item 8 Update on key areas for monitoring:

Ofsted inspection:

AW to digest content of draft Ofsted report and liaise with PF before responding with comments. **Action completed and final report published.**

2021-2022 SIAMS SEF Summary:

- Summary of health check from Diocese shared – **copy has been added to SIAMS folder on GovernorHub. Action completed.**
- SIAMS working party to meet and work through health check actions. PF to liaise regarding date and time – see item 8 below.

2021-2022 School Development Plan (autumn 2021 update):

- Outcome of Ofsted, to improve reading requires increase in volunteers. AW and CI to consider how to take this forward and seek availability at November FGB. **Gratitude extended to Dale Webster (parent governor) who engaged parents to support with volunteer reading. Number of governors also supporting. AW held session for volunteers held 24th February with 9 attending – safeguarding checks underway. Action completed.**

2021-2022 Governor Development Plan (autumn 2021 update):

- Any changes to be notified to PF – see agenda item 8

2020-2021 Pupil Premium Grant.

- Need to upload statement of intent (3-year strategy) by end of December, including impact statement. **Statement completed (November 2021) and details school’s use of pupil premium (including recovery catch up funding) for this academic year. Report uploaded in GovernorHub. Action completed. Update on agenda, see item 8**

2020-2021 Sport Premium Grant. Monitoring report:

- Report to be uploaded this term and copy placed in GovernorHub. **Report uploaded in GovernorHub and subsequently reviewed at Resources committee (11th January 2022). Action completed. Update on agenda, see item 8**

	<p>Item 10 To approve policies and agree those for review:</p> <p>Policies approved:</p> <ul style="list-style-type: none"> - Policies to be added to 'policies file' in GovernorHub and Policy Schedule updated – Staff Time off Work Guidance and Teaching, Learning & Assessment policy. Action completed. <p>Policies for review:</p> <p>Succession Planning Policy will be reviewed by PF/AW and presented for approval at next meeting. On agenda, see item 10.</p>	
6.	<p>Notification of any other business</p> <p>None received.</p>	
7.	<p>Curriculum and Achievement update (Spring 2022)</p> <p>In the past, this was titled 'Curriculum Progress and Attainment' as governors looked at data, but during Covid we had to make changes with data being unavailable. We were asked to consider all bits of evidence to identify achievement. Effectively, this is an achievement update but using attainment data. We very much now talk about achievement rather than progress – e.g., if a child is working at age related, they are achieving what is expected.</p> <p>Progress changes for children, not linear but peaks and troughs. We try to triangulate what we see in books, lessons and what pupil voice.</p> <p>This year's Y6 cohort, over the course of their time at St Catherine's has been made up of 86 children, some of whom have joined, left and some of whom remain. The cohort is currently made up of 45 pupils, just 23 of whom have been at our school since reception. 12 of the children have joined us since Y4, which means they have not had the 'through school' experience that St Catherine's offers. This clearly impacts on overall achievement and progress outcomes.</p> <p>Q. For the benefit of our new SIC governors could you provide a brief explanation of how primary schools are expected to evaluate pupil attainment, including some definitions?</p> <p>A. The codes below provide where a child is in terms of attainment. Standards vary from school to school. Where a child joins us mid-year or from an infant school, there are occasions where we do not agree with where a child is but there is a moderation process.</p> <p>ARE – Age related expectations GDS - Working at greater depth within the expected standard WTS – Working towards (ARE) standard BLW – Working below (ARE) EXS - Working at the expected standard PRE – working significantly below ARE at previous key stage</p> <p>Q. Is there a national figure for ARE, for each KS, provided by the government each year? This would help governors to benchmark where year 3 are in terms of "<i>attaining below ARE in all Core Subjects</i>".</p> <p>A. The last national data was in 2019 and we are below currently, however we expect to see this increase following teacher 'summer' assessments as teachers will have seen how the learning is progressing, rather than predicting.</p> <p>Q. Where has the additional TA support for year 3 come from (2 FT TA)? Are these new appointments or staff who have been taken away from support in other areas? Has there been an impact on pupil support in other areas?</p>	

A. We looked at provision before we decided where High Level Teaching Assistants should be placed. We increased our TAs when making new 1:1 appointments. This cohort has been incredibly challenging, which appears to be a consistent problem across lots of different schools. This is due to make up of need, and their Y1 and Y2 attendance being affected because of Covid, which has seen them have the least of experience in key stage 1. Staff have identified this as a key priority and worked hard to try and bridge that gap, hence providing support staff. It is still work in progress and whilst we are not expecting the children to reach expected levels of attainment, given their gap in learning, we are seeing tremendous progress with readiness to learn, attentiveness, independently applying themselves, and behaviour improving since starting in Y3.

Q. How does the **targeted phonics support** work; pupil withdrawal, additional lesson time, additional staff in class? How much time has JD allocated to lead this work and what does that time entail?

A. Phonics intervention groups happen throughout year 1-4. Staff liaise with the TA in their year group for an appropriate time to deliver the sessions. Sessions can be 1:1 'keep-up' sessions or small group 'catch up' sessions. JD leads two year 3 'Catch-up' groups twice a week. Each session lasts half an hour and follows the Little Wandle Catch-up plan

Q. How many additional reading volunteers has the school managed to recruit? Have they started yet and how are they being used?

A. We had 9 attend the 'introduction session'. We would like to see more and are hopeful that number will increase. They are unable to start the voluntary role without all checks being undertaken and cleared.

Q. *"Other than in Year 6, all year groups indicate approximately half the cohort are achieving ARE in R, M or M at this point of the academic year."* What factors have impacted on these year groups having only 50% at ARE? Is the impact of Covid and catch-up the most significant? Are there others we need to know about?

A. The impact of Covid remains a contributing factor. In addition, high mobility, as mentioned early also contributes to overall outcomes. At this 'halfway' point during the year, staff make judgements based on what has been taught so far and during pupil progress meetings, staff noted confidently, that they expected the overall outcomes at the end of the year- when the whole curriculum has been taught to be higher.

Q. *"With the exception of Year 6, Writing is the lowest area of achievement."* How is the school planning to support overall improvement in writing (and reading) to ensure we address the areas of improvement from our last inspection?

A. We use an English Adviser to support with this. We can also see Little Wandle is having an impact in EYFS. Hertfordshire Improvement Partner, Marcus Cooper, did a deep dive in early reading today and can see progress. Report will be provided and shared with governors.

"However, some curriculum planning, and teaching are less well developed. Current plans to teach reading do not specify how reading will be taught or help pupils to become fluent from early years and beyond. Pupils do not learn to read quickly enough or catch up when they fall behind. Teachers do not always insist on high expectations for pupils' writing. As a result, some pupils repeat grammatical mistakes, and the quality of pupils' handwriting is too variable."

"In discussion with the headteacher, the inspector agreed that curriculum plans for the teaching of reading from early years to Year 6 may usefully serve as a focus for the next inspection."

<p>8.</p>	<p>To receive update on key areas for monitoring</p> <p>2021-2022 Self-Evaluation Form:</p> <ul style="list-style-type: none"> - Evidence to support where the school consider they are in terms of Ofsted grade – e.g., GOOD - Not a document that is regularly reviewed despite a lot of work that goes into it before being agreed - Last update was pre-Ofsted last term - We need to review to see where we move grades to OUTSTANDING. <ul style="list-style-type: none"> o Quality of Education will need to remain GOOD o Personal Development, Leadership & Management and Behaviour & Attitudes we could consider upgrading. o Agreed to brainstorm Behaviour & Attitudes at Cheese & Wine on 15th March and bring back to SIC next meeting. Action SIC <p>2021-2022 SIAMS SEF Summary:</p> <ul style="list-style-type: none"> - Update will be shared following SIAMS meeting - SIAMS Working Party Meeting scheduled this month - First task is to produce an updated 2-page summary SEF <p>2021-2022 School Development Plan (Spring 2022 update):</p> <p>Aim 1: For all children to achieve their potential in terms of attainment and progress</p> <p>*See confidential (Part II minutes) for further questions considered not for public minutes.</p> <p>Q. How do the teacher development mornings differ from the teacher trio sessions and what are the strategies implemented as a result? Will teacher development mornings replace teacher trio sessions going forward?</p> <p>A. Teacher development mornings give each teacher the opportunity to determine a particular focus that they have identified as requiring improvement in their own practice and to learn from a colleague whose teaching may excel in that area. Each teacher has the responsibility to agree the details of the observation and to inform myself (AW) and JP what that is. For example, several teachers in key stage 2 have opted to watch the teaching of phonics in key stage 1 to support their understanding of how to specifically teach children with gaps in the phonic knowledge. Another teacher asked to watch a colleague who has developed a range of strategies to support the children with additional needs in the classroom. In both these examples, teachers have feedback this has improved their understanding and translated into changes in their classroom practice.</p> <p>Q. Where there any significant outcomes from the monitoring of all home reading records before half term?</p> <p>A. Given that records were being seen by senior leadership, this ensured the children recognised the importance of reading at home. Several children whose books were missing have since brought them in to be seen and the comment recorded will have been seen and acknowledged by families. We hope this will reinforce the importance placed on the records and reading itself.</p> <p>Q. The Autumn 2021 SDP update stated “16.11.21, KS2 pupils are reading appropriately pitched texts”. This is good news bearing in mind it was an issued raised at our inspection. Does this mean all</p>	<p>SIC gov</p> <p>AW</p>
-----------	---	--------------------------

KS2 pupils are now reading appropriately pitched texts? What about EYFS and KS1?

A. Teachers have been asked to ensure that children are selecting appropriately pitched texts in key stage 2 for those children who have moved on from the colour banded readers, as identified by the 'traditional' book banding system. In key stage 1, children are still being given or selecting books from within the coloured band appropriate to their reading stage. In Early Years, the book that children are given is in accordance with their stage of phonic, understanding and ability.

Q. Did the monitoring of writing, via the 'free write' sessions throw up any concerns for the quality of writing which may need to be addressed?

A. It was a very interesting opportunity that confirmed what teachers have been saying about writing and is evident from the most recent data collection. Children need to be secure in their fundamental understanding of sentence construction, which is not always apparent in their written work. Following each free writing session, either JD or I (AW) fed back to the teacher about our overall considerations of the work. On a positive note, the range of genres and enthusiasm that was generated by the opportunity was encouraging with children's writing including playscripts, recipes, letters, stories, poems, descriptions, conversations between inanimate objects and diary entries.

Q. To improve 'Improve teaching and learning of all subjects' an identified action is to *Strengthen leadership in all subjects, building on existing good practise from within the school (e.g., History and maths)*. How are subject leaders being developed using this model?

A. Several subject leads have accessed training in their subject that we plan to 'cascade' in the summer term to improve teaching within these subjects. INSET on 21st January also focused on subject leadership.

Q. Is the planning document for active learning (outdoor/indoors) for internal use only or could it be shared with governors and the EYFS Link Governor?

A. The planning document is part of the weekly plan and can be viewed by governors if they would like to see it. The Early Years link governor (CS) is visiting this week and JD will share relevant documents with her.

Q. As the walking bus has had no impact on attendance will it be abandoned as an attendance strategy.? How have the meetings in spring term had an impact on attendance?

A. The walking bus has been abandoned as it had no positive impact on the attendance of those walking. On a positive, of the 16 attendance meetings that have been held this term, all but one has seen an increase in overall attendance with the exception having Covid symptoms which contributed to a slight downturn in attendance.

Aim 2: Ensure school provision meets the needs of all of our children

Q. How has the 'significant improvement' in reading outcomes been evidenced? What tools or measurements have been used?

A. Children have repeated the 'Renaissance Reader Star' reading test, which coupled with teacher assessment has been used to determine progress.

Q. Continue to develop self-regulation and metacognition.

Autumn 2021 SDP update stated – "*PPG pupils baseline assessment indicators show very low levels of independence at the start of this pilot*". Is there any new evidence now to suggest any improvement in

levels of independence? Is the process of self-regulation and metacognition particularly difficult for PPG pupils to learn?

A. No hard evidence yet, although cited in the EEF (Education Endowment Foundation) as raising progress in pupils by 6 months.

Q. How is the focus on ensuring books and resources reflect 'celebrating diversity' progressing? Has there been an audit of current books and have other books been purchased?

A. There hasn't been an audit of books yet however the book spine has been updated to ensure there is more diversity with recommended titles. Once our English Lead returns from maternity leave this month, this is an aspect of the subject that we will bring to her attention for action.

Q. *'Refine Curriculum to prioritise and embed Oracy within exhibition and talk for learning'*. Are there any exhibitions taking place during Spring 2 which could provide evidence of progress?

A. Y4 rocking romans to audience – 22nd & 23rd March at 2.00pm.

Governors will be invited to attend Yesterday, Y3 had drama workshop in school and recorded performance of George and the Dragon, in collaboration with Mayhem.

Q. Support and improve physical and mental wellbeing and develop positive relationships within the school community.

When are Y6 receiving their 'Watford FC wellbeing work' course? What will the input from Watford FC be?

A. This is the Positive Minds Wellbeing programme that is being run by Watford FC for Y6 in April. It will focus on body image, internet safety and emotional wellbeing prior to children transitioning to secondary school in September.

Q. Children know how to keep themselves safe – including online. Where the e-safety concerns from families of a general nature, or specific and focussed on a particular game?

A. When we are alerted to particular games children are playing, we ensure information is shared with families and children so that they can make informed choices – e.g., Squid Game. JD led an assembly on the appropriate way to play the 'Traffic Light' game.

Q. Historically attendance at eSafety sessions have been poorly attended, however given that concerns about particular 'games' online have been raised by parents/carers, can we arrange another session on the back of this?

A. It is certainly something we are considering for the summer term. In addition, whenever a particular game is causing concern, we include supportive strategies for families on the website and via the newsletter.

Q. Great to see Chinese New Year celebrated last term – what events took place and what did pupils do as a result of their learning about the event?

A. There was an assembly that looked at the various traditions surrounding Chinese New Year and EYFS spent the whole week with this as a focus. Amongst other activities, they made lanterns with 'Chinese' writing on, learned about the animal that represented the year they were born and sampled some Chinese food.

Aim 3: Develop the leadership to take the school forward

Q. *"the school community are able to articulate St Catherine's values and vision, including the calling of the first disciples from Luke's account"*. What can school and governors do to support the parent stakeholder group, so they can understand and articulate the school's values and vision?

A. The school story will be a focus for assemblies for the summer term.

AW

Q. Ensure staff wellbeing is monitored and supported including workload review – staff surveys indicate positive attitude to workload. What was highlighted in the staff voice identifying areas of unnecessary workload? Has the CPD on effective time management, including effective feedback taken place?

A. In the last staff survey (summer 2021), all who responded agreed that 'I have an acceptable workload and have a good balance between my work and private life'. There have been occasions this academic year when staff wellbeing has been brought to my attention, either directly by the member of staff or alerted from another member of staff. Actions have been taken to address – e.g., provided additional support in a particular year group/listened to concerns and offered practical solutions.

Q. Establish the school's place within the town community. Do we know when the town litter picking initiative is happening in March? This could be advertised with governors in case some wanted to support?

A. 31st March, 9.30 – 11.30.

2021-2022 Governor Development Plan (Spring 2022 update):

Amend item 3 to MG module 'Safeguarding and Governance'. Safer Recruitment training is all day accredited course. Agreed we have sufficient staff/governors to meet the required criteria of Headteacher and at least 1 governor having completed this training. **Agreed and GDP edited.**

PF

Staffing and personnel (wellbeing):

See response to question in SDP Spring 2022 update above.

Q. Are there any staff who are still affected from any symptom as a result of Covid?

A. Some have reported feeling more tired and one in particular has been left with a persistent cough. Covid has forced staff to become a bit more isolated as we have had to meet in separate staff rooms. I think it will take time to reintegrate to the way we were before lockdown. I know this isn't necessarily a direct symptom as a result of having had the illness, but I do think it is a knock-on effect.

2020-2021 Pupil Premium Grant. Monitoring report:

Q. 'Teaching staff have had release time to observe colleagues with a pre-determined focus. Spring 2 timetable underway'. What is the 'focus' for Spring 2? Are all staff involved in the release time or targetted staff? Are AW/JD covering these staff to enable the release time?

A. This program of support is currently for teaching staff only, replacing 'teacher trios.' Teachers determine a target specific to their professional development ahead of their release time. Examples this term have included;

- Effective delivery of the Little Wandle phonics scheme
- Inclusive delivery of Maths No Problem
- Supporting lower attainers in English.

A half-term timetable of release time was prepared and either AW, JD or on occasion, the HLTA provide cover.

Q. Did the reading learning walk (HT/DHT) involve listening to every child read or children identified as not reading pitch appropriate 'Learning to Read' books?

A. Children from the lowest 20% (on achievement) were heard from each class. In addition, HT/DHT observed Guided Reading sessions and Whole Class reading sessions. We noted that the 'Learning to Read' books that children were taking home were largely matched to their reading level.

Q. Were parents/carers given a link to the e-learning video 'Supporting Learners at Home: A Parent Guide to Mindsets, Learning Behaviours and Metacognition'? Has there been any feedback to indicate what level of take-up there was or how useful the training was?

A. Not yet. This is to be shared with families before the end of term.

Q. Is the Autumn 2 – Independence, Spring 1 – Resilience a reference to aspects of the 'Supporting Learners at Home' video? Or training/teaching provided in school?

A. No. This makes reference to the St Catherine's Learning behaviours that have been the focus each half term. During either autumn 2 and Spring 1, information on being independent or resilient were shared with families in the weekly newsletters, with staff at a staff meeting and with children during weekly assemblies. Children have also been introduced to the learning behaviour criteria which are displayed in each classroom.

Q. How do we know PPG pupils are more able to talk about themselves as learners? What activities were used to provide evidence of improvement in this area?

A. In weekly assembly's children use appropriate 'learner' language when behaviours are introduced or stories shared that reflect them. In addition, children are becoming better at relating actions in class to one of the learning behaviours when celebrating their learning in a Friday assembly.

In previous termly Pupil Progress interviews with staff, pupils' attitude to learning and resilient were referred to frequently. At the recent progress meeting, this was much less and specific to pupils receiving additional support.

Q. Good to hear the EYFS/Year 1 staff are positive about the effect of the Little Wandle Phonics and Reading scheme on pupil progress. How is the evidence collected to suggest children are reading more independently and earlier within the term in EYFS and applying phonics to their reading.?

A. Class observations show that children in EYFS and Year 1 and reading a greater number of phonemes than at this point in previous years. Class teachers are also stating the progress and one TA said 'they were expected to know more.'

At the end of last academic year 50% of the cohort were achieving ARE in Reading, at this point of the current year, 46% of the current EYFS are already at ARE in Reading.

Q. What are the Clicker devices and how can they be used effectively to support SEN pupils?

A. Clicker software is an electronic word bank app that is available on Chromebook. It supports pupils to work independently by providing key words that they could use in their work – some accompanied by an image. As pupils word process text, the Clicker software will read it back to them – helping them with the editing process.

Q. Is there a cost for the Whole school Autism INSET, or is it free because we are a pilot school?

A. As a Pilot School this is being provided free of charge with financial support so that all staff can attend.

Q. When do the reading intervention groups meet with the class teacher, before/after school/lunchtime? How many reading volunteers were recruited?

A. Intervention groups meet during weekly singing or T-led assemblies. Each intervention lasts between 6-8 weeks. To date, 9 volunteers have attended the volunteer training session with HT and DBS checks are in process.

Q. What are the 'NCETM' catch up materials and are they having an impact?

	<p>A. No impact yet. The National Centre for Excellence in the Teaching of Mathematics (NCETM) have created resources to support the ready-to-progress criteria in the recent DfE guidance. The maths lead (DF) has introduced these to staff at a staff meeting last week and will be used within in lessons from now.</p> <p>Q. Could you explain, for the new SIC governors, what NELI, SP&L and WellComm are and why they have been chosen as intervention resources?</p> <p>A. NELI – Nuffield Early Language Intervention - NELI is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills.</p> <p>SP&L – Speech and Language - The Children and Young People's (CYP) Speech and Language Therapy service offers a child- and family-centred approach to support CYP with speech, language, communication needs (SLCN) ... in Hertfordshire.</p> <p>WellComm - The complete speech and language toolkit, from screening to intervention.</p> <p>Q. In the Autumn 2021 update it states – “Renaissance Star reading assessment has been completed for the Autumn term and underway for the Spring term. Increased accuracy of reading judgements. PPG children are reading appropriately challenging books in KS2. Library refurbished. Early stages Guided Reading books matched to phonics purchased.” Did the reorganisation of the library resources involve having to remove unsuitable books and buy in a better range of pitch-appropriate books?</p> <p>A. Yes. Reorganising fiction books in to zones with colours to help ensure books are returned to the right zone – based on the the 'level' and context of the texts.</p> <p>Q. How is the NHS mental health team support being delivered? Are NHS staff coming to school to work with the pupils and their families? Will the results of their sessions be fed back to SLT?</p> <p>A. NHS staff come in to school to work with groups or 1:1 with parent. Relevant information is shared with the Inclusion lead or SLT as appropriate.</p> <p>2020-2021 Sport Premium Grant. Monitoring report:</p> <ul style="list-style-type: none"> - 2020-21 Impact report and 2021-21 action plan finalised in January 2022 and filed on GovernorHub - Simon Scott now oversees Sports Premium - JD to upload Spring Monitoring Report to GovHub 	JD
9.	<p>To receive report from Performance Review Committee</p> <p>PF explained the remit of the PRC for new governors:</p> <ul style="list-style-type: none"> - Committee review termly 'anonymised' reports of teacher performance (QTLP Reports) - PRC provide challenge and support throughout process to support decision to apply pay increases <p>Q. Is pay based on feedback at performance management meetings?</p> <p>A. That is part of it, but we (SLT) would also see teachers in action through lesson observations throughout the year so will be aware of how they are performing</p> <p>PF confirmed that for the summer term 2021 QTLP Report AW also provided case studies for 1 teacher for each category T / AT / ET (UPS). The case studies enabled governors to accurately monitor the effectiveness of SLT judgements on pay progression.</p>	
10.	<p>To approve policies and confirm those due for review</p> <p>Policies for approval:</p>	

	Succession Planning Policy. No challenge received, and policy approved as presented with a 2-year review (next review spring 2024). Updated policy to be replace old version on GovernorHub and tracker to be updated.	PF
	Policies for review: No policies due for review next term.	
11.	To monitor website structure, format and content Updates include: <ul style="list-style-type: none"> - RB moved to 'resigned in last 12 months' - Vacancy opportunities on GB - Approved minutes added replacing previous version 	
12.	To receive items of any other business (item 6) None received.	
13.	Date/time of next meeting and key items for agenda Tuesday 7 th June 2022. 5.00pm – 6.30pm Meeting concluded at 6.00pm.	

Summary of Actions

Item	Action	Responsible	When
2	RB was Reading link governor, request for replacement to be taken to FGB – 17.03.22	PF	FGB- 17.03.22
2	PF to contact Sandy about message to parents re; governor vacancies. AW to arrange for information to go into school newsletter	PF/AW	by 11.03.22
4	Dan Wallis to add minutes (02.11.21) to website and remove June 2021 set.	CI	by 11.03.22
5	PF to update link governor tracker.	PF	by 11.03.22
5	JD to provide SIC with update on Knowledge Organisers by the autumn 2022	JD	Autumn 2022 SIC Mtg.
8	Governors to brainstorm SEF judgement for Behaviour & Attitudes at Cheese & Wine on 15 th March and bring back to SIC next meeting.	SIC gov & staff	SIC – 07.06.22
8	AW and SIAMS W/P to produce an updated 2-page summary SIAMS SEF	AW/SIAMS WP	By end of spring term 2022
8	Y4 rocking romans to audience – 22 nd & 23 rd March at 2.00pm. Governors to be invited to attend	AW	by 18.03.22
8	JD to upload Sport Premium Spring Monitoring Report to GovHub	JD	By end of spring term 2022
10	Updated Succession Planning Policy to be replace old version on GovernorHub and tracker to be updated.	PF	by 18.03.22