

St Catherine's C of E (VC) Primary School, Hoddesdon
 Meeting of the Governing Body
 Thursday 23rd March 2023
 4.00-6.00pm
Minutes

Let Your Light Shine

Present:	Peter Falconbridge (PF) (Chair), John Forrest (JF), Cathy Irons (CI), Ange Wallis (AW) (Headteacher), Jelisa Smith (JS), Simon James (SJ); Jim Nicholson (JN)
Observing:	Jo Devonshire (JD) Staff observer
Apologies:	Dale Webster (DAW), Sarah Thompson-Storey (ST), Mike Marsh (MM), Rachel Pennant (RP)
In attendance:	Andy Mansfield (HfL Clerk)

No	Item	Action
2	<p>Re-appointment of Governors PF was proposed; seconded and unanimously re-appointed as a Co-opted governor. Term of office 23.03.23 to 22.03.27 CI was proposed; seconded and unanimously re-appointed as a Co-opted governor. Term of office 13.03.23 to 12.03.27</p>	
3	<p>Welcome and opening prayer. After the governor appointments the meeting commenced with a prayer. Jim Nicholson was welcomed as a new foundation governor.</p>	
4	<p>To monitor aspects of the School's Christian distinctiveness Statutory Inspection of Anglican and Methodist Schools (SIAMS). Inspection preparation The SIAMS working party met on 09.02.23 to review the current SIAMS Summary SEF. The SIAMS Inspection Framework is changing from September 2023. The SIAMS summary SEF that has been accepted by governors will still be acceptable to the SIAMS inspection team. However, if there is time, changes will be made to reflect the focus of the new framework. The aim is to ensure that the school is ready for a SIAMS inspection in the autumn of 2023. This topic is discussed further in Section 11 below.</p>	
5	<p>To receive apologies and approve absences. Apologies were accepted from Dale Webster (DAW), Sarah Thompson-Storey (STS), Mike Marsh (MM), Rachel Pennant (RP). It was noted that DW had tendered his resignation, and this had been accepted. A conversation about continuing to support the school in a professional capacity is required</p>	PF/AW
6	<p>To declare any conflicts of interest that may arise during the meeting Governors were reminded of the obligation to declare any actual or perceived interest, whether financial or other, in any item on the agenda. No conflicts were recorded.</p>	

7	<p>To approve minutes the from 24th November 2022 and the Extraordinary FGB on 18th January 2023 These minutes were approved and signed by the chair as an accurate record for each meeting.</p>																																									
8	<p>To confirm actions from previous minutes has been taken 24th November 2022</p> <table border="1" data-bbox="225 387 1310 943"> <thead> <tr> <th>Item</th> <th>Action</th> <th>Responsible</th> <th>When</th> </tr> </thead> <tbody> <tr> <td>10.</td> <td>An updated The SIAMS SEF summary to be uploaded onto GovHub</td> <td>AW/PF</td> <td>ASAP</td> </tr> <tr> <td>10.</td> <td>Distribute the OFSTED/SIAMS mapping document to governors</td> <td>JD</td> <td>ASAP</td> </tr> <tr> <td>16</td> <td>Environmental Sustainability report – discuss at next meeting – Clerk to add to Agenda</td> <td>AM</td> <td>FGB 16.03.23</td> </tr> <tr> <td>17.</td> <td>Note the number of governors who have completed safeguarding training.</td> <td>AW</td> <td>FGB 16.03.23</td> </tr> <tr> <td>18</td> <td>Governor’s training concerning social media and Online Safety – look to see what can be done to arrange</td> <td>PF/AW</td> <td>As and when</td> </tr> <tr> <td>18</td> <td>Faith Visit concerns – discussion – Add to next meeting Agenda</td> <td>AM</td> <td>FGB 16.03.23</td> </tr> </tbody> </table> <p>18th January 2023</p> <table border="1" data-bbox="225 1066 1310 1357"> <thead> <tr> <th>Item</th> <th>Action</th> <th>Responsible</th> <th>When</th> </tr> </thead> <tbody> <tr> <td>03.</td> <td>Clerk to add minutes of the FGB Meeting on 24th November 2022 to the Agenda for FGB Meeting on 23rd March 2023.</td> <td>AM</td> <td>ASAP</td> </tr> <tr> <td>04.</td> <td>PF will set up a [Headteacher Recruitment] folder on GovHub, to keep governors updated with relevant documents related to the recruitment process.</td> <td>PF</td> <td>ASAP</td> </tr> </tbody> </table>	Item	Action	Responsible	When	10.	An updated The SIAMS SEF summary to be uploaded onto GovHub	AW/PF	ASAP	10.	Distribute the OFSTED/SIAMS mapping document to governors	JD	ASAP	16	Environmental Sustainability report – discuss at next meeting – Clerk to add to Agenda	AM	FGB 16.03.23	17.	Note the number of governors who have completed safeguarding training.	AW	FGB 16.03.23	18	Governor’s training concerning social media and Online Safety – look to see what can be done to arrange	PF/AW	As and when	18	Faith Visit concerns – discussion – Add to next meeting Agenda	AM	FGB 16.03.23	Item	Action	Responsible	When	03.	Clerk to add minutes of the FGB Meeting on 24 th November 2022 to the Agenda for FGB Meeting on 23 rd March 2023.	AM	ASAP	04.	PF will set up a [Headteacher Recruitment] folder on GovHub, to keep governors updated with relevant documents related to the recruitment process.	PF	ASAP	
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9	<p>To receive notification of any other business for item 18</p> <ul style="list-style-type: none"> • Admissions study • Travel Plan 																																									
10	<p>Summary of outcomes from the Ofsted Inspection – 21/22 February 2023 The draft report has been received from OFSTED and returned with minor comments from AW. There is no reason why the formal publication of the report should be delayed. It was noted that planning was needed to ensure that the community were aware of the report once finally released. It was also noted that the current media discussion about OFSTED inspections needs to be considered and it would be better to announce the final report without too much fuss.</p>																																									
11	<p>To receive a review of:</p> <p>I. 2022-2023 SEF (Spring 2023 update) A summary of this is available to governors. The draft OFSTED Report (February 2023) matches the judgements in the 2022-2023 SEF. When the 2023-2024 SEF is discussed, the judgements and evidence will need to take account of the areas of improvement highlighted in the Final Ofsted Report, once published.</p>																																									

	<p>The 2022/2023 SEF will form the basis of the 2023/2024 SEF. This will be discussed at the governor away day in the Autumn.</p> <p>ii. 2022-2023 SDP (Spring 2023 update – published) A RAG rated Update of the SDP were circulated to the governors prior to the meeting. Question: A number of children are required to re-sit Phonics tests in Yr. 2 – has this happened yet? Answer: This will happen in the summer (June). 11 of the 16 children are on track at this time. Question: How has the comparative writing project improved teacher judgements? Answer: It has enabled teachers to focus on two items of writing at one time and it has improved informed judgement. It allows judgement of pupils work against a range of work from across the country from children of the same age and is a more robust process. Question: Maths fluency: how do the sessions take place? Do all the groups do them? Answer: All classes have a weekly maths fluency session with each teacher choosing which aspect of fluency to cover depending on the areas of development for the class. Dan is planning to monitor these sessions to determine the most effective so that they can be replicated throughout the school. Question: Does this include EYFS? Answer: We are considering how fluency sessions could be introduced for EYFS. Question: How does the Zone of Regulation work? Answer: Children ‘check in’ at the start of the day, after break and lunch by placing their name on a particular feeling – for example, ‘calm’, ‘unhappy’, ‘happy’. The teacher can then tell at a glance who may require some support, whether they have changed from a positive to a negative frame of mind (and therefore if there has been an incident at break time, for example, that may need addressing) and enables children to identify and name their emotions. Question: If there is a pattern of red, will this trigger a conversation with parents? Answer: Yes, it will. Question: Pupils in vulnerable groups – What are provision maps? Answer: This is a guide to the whole year showing the areas that require development. It is used to track the interventions for individual children. It shows where the greatest needs are in each year group. Question: Has the spring PSP review taken place? Answer: Yes, it has. A grading system has been established. Question: Persistent absence referrals have been made, has there been any follow up? Answer: No, it is still with the external team. Question: Can the results of the Staff Survey be shared with governors? Answer: Yes, a summary will be added to GovernorHub Question: School vision: In what ways do staff articulate the school vision? Answer: It is anecdotally referred to in staff meetings.</p> <p>iii. Governor Development plan (GDP) The Succession Planning Policy needs to be reviewed. The action plans require review, and the complete GDP will be reviewed after this is complete. The Vulnerable Pupil Link Governor needs to visit</p>	<p>AW</p> <p>PF</p> <p>PF</p>
<p>12</p>	<p>To receive an up-date on the 2022-2023 SIAMS SEF The SIAMS framework has changed. The 7 Evidence Strands in the current framework will be replaced by 7 Questions in the new framework (September 2023). The outcome of future inspections will be defined by 2 judgements. SIAMS have said that they will accept the existing SIAMS Summary SEF for another year. The SIAMS Working arty will keep governors updated.</p>	

13	<p>To receive the Headteachers' Written Spring 2023 Report This report was circulated prior to the meeting. Additional comments and Answers to Questions will be noted.</p> <p><u>General Overview</u> Q. How did the school-to-school Times Table Rockstars challenge take place? How did St. Catherine's perform against the other schools involved? A. All pupils from Yr. 2 to 6 signed in to TTRS (at some point during the day) and scoring as many points as possible. Every point scored counted towards our school's total at the end of the competition. There was a timetable created which gave every class time with either the Chromebooks or in the computer room. Most classes played for around 30 minutes.</p> <p><u>Behaviour</u> Q. Has there been any noticeable improvement in behaviour since introducing the 'basic skills map?' A. The basic skills map was introduced at the end of the first half of the spring term. There has been an improvement in children's understanding of where to walk in the corridor as well as a general improvement in manners, especially holding the door for others. However, it is not limited to behaviour – I will attach a copy and add to Gov Hub so governors can see what's on it!</p> <p>Q. The parent discussion group seems to be a good opportunity to get parent input on how to address discrimination in school. Could governors be updated following the meeting? A. Yes, it is happening on the morning of the FGB, so I will be able to feed back then. 4 parents attended and prior to that 13 children were talked to. The parents had concerns and raised them in a highly articulate fashion. It was clear that the topic was recognised by both adults and children. This is a larger piece of work and this will be addressed. It is clear that something needs to change.</p> <p>We need to add an anti-racist statement to the website</p> <p>Feedback on the parent discussion on discrimination to be discussed at the FGB on 22nd June 2023.</p> <p>Q. Is the online cyber security training something governors could benefit from? A. I have asked Dan to send Peter the link to the training to see if he feels it would be appropriate for Governors.</p> <p>Q. What are the reasons for the two referrals to the Attendance Improvement Officer? What interventions are possible or likely? A. Having discussed this with the Attendance Improvement Officer (AIO) at her visit at the start of the spring term, we felt that our strategies were having limited impact on improving the attendance of these two pupils. The advice of the AIO was to refer to their service to see if their direct involvement (i.e., contacting the family, offering support from them as a different and maybe more 'formal' organisation) would help to improve overall attendance.</p> <p><u>Health & Safety</u> Q. Following the recent break-ins, is it time to have a discussion, on the governing board, about the use of CCTV technology? A. I think this would be a good idea.</p> <p>It was noted that when future security breaches occur, governors needed to be alerted via GovernorHub or WhatsApp.</p>	<p>AW</p> <p>Clerk</p> <p>AW/PF</p>
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Q. Could DW be asked to provide a very brief up-date from his H & S visit on 14th March?
A. DW's visit was to be postponed to 21st March and carried out by MM. A Link Visit Report is available on GovernorHub.

Q. How do we action ideas outside of formal governor meetings?
A Via a Link Visit Report, or a discussion with the Headteacher or Chair of Governors.

Teaching & Learning

Q. In the first half of the spring term, SLT and some subject leads visited all classrooms to monitor teaching and learning throughout the school. What were identified as the key areas for development?

A. We noted that although it was being done well in some classes, teachers modelling as part of a teaching strategy, particularly articulating the thought processes that accompany this, was not always being done with sufficient clarity.

We also noted that some maths teaching was not accompanied sufficiently with access to and encouragement to use concrete resources.

Guided Reading: the recording of and explicit reference to learning objectives was not consistent throughout the school.

As a result of this, additional specific input at staff meetings and a bespoke coaching series from our maths lead was put into place to support teachers.

Q. The KAPOW system has been bought in to provide quality resources, lesson plans and assessments in order to support teaching. Could you describe for governors what the KAPOW system is and what the expected benefits will be?

A. KAPOW offers 'Engaging, knowledge-rich and progressive schemes and lesson plans for foundation subjects.' It is rooted fully in the National Curriculum and provides a carefully sequenced, cohesive curriculum with a clear rationale created by specialists with guidance for subject leaders. Resources include videos, interactive presentations, knowledge organisers, songs, quizzes and assessment materials and lesson plans that deepen pupil knowledge and encourage skills progression. It also includes a variety of recap and retrieval opportunities.'

The expected benefits are as outlined in the report; time saved on researching and preparing resources can be spent on ensuring lessons are specifically adapted to meet the needs of all learners in every class.

Q. Can we have a look at the KAPOW resources and timetables?
A. See response to the last question and yes – please feel free to come and look at KAPOW.

Staffing:

Q. Is Vicky Burt a supply teacher? ex-member of staff? How do we bring her up to speed to ease the transition, if indeed we need to?

A. Vicky has been associated with St Catherine's since 2010 and amongst other roles has been a member of the MLT and maths lead. She has been working with us in a tutoring capacity this year. She will be teaching Rye Meads class from 21st to 24th March and will be meeting with MS Sofroniou during that time, also attending a pupil progress meeting to ensure she is aware of the specific class 'make-up'. She will also meet with Miss Chaytor to ensure she is aware of plans for the summer term.

Wellbeing

Q. Which year groups have been trialling 'Zones of Regulation'. How are the children taught to use this system and how does it work in practice? Can you provide an example of where it has been used successfully recently?

A. Mostly EYFS, Y1 and Y4. See response above. It's difficult to give a specific example, but teachers have told me that children do it and they respond accordingly.

Q. In terms of grouping children according to recognised nurture needs, what are main nurture needs we are talking about?

A. Having spoken with our nurture lead, she is considering grouping children who have similar issues with managing anger and those who struggle managing anxiety – these would be the two main groupings initially.

Q. To reduce pressure on teacher's time, SLT has devised timetables for all year groups to ensure coverage of the curriculum within the working week. Can you explain how these timetables differ from the current arrangements for mapping the curriculum for a year group for a week? Could an example of one year group's timetable be available for governors to look at?

A. Previously, teachers were able to group subjects and teach them as they chose, allocating an appropriate amount of time to each. In some cases, this has meant that some subjects were not being taught regularly as they were 'blocked'. This can mean that retention of knowledge and skills in these subjects is not as good, which is why we decided to re-imagine the timetables to ensure subjects are taught more frequently with regular opportunities to revisit prior learning throughout the curriculum.

Attendance:

Q. Great to see attendance peak at 96% at the start of January, and whilst that has dropped, we appreciate the continued effort to address pupils' absence. Has there been any improvement on persistent absentees' attendance this term?

A. Yes – of the families of persistent absentees that Louise and I have met with, (11 since January) all of them have made an improvement since we met with them.

General:

Q. Will Newswise continue?

A. No, it does not give the school what it needs.

Pupil Achievement:

An additional document was circulated, and questions are noted here:

EYFS

Q. Is Good Level of Development (GLD) a similar measure to Age Related Expectation (ARE) for KS1 & 2? How is GLD calculated?

A. Yes. Children are defined as having a good level of development if they are at the expected level for the 12 early learning goals within the 5 areas of learning relating to: communication and language; personal, social and emotional development; physical development; literacy; and mathematics.

Q. The % of pupils on track in all areas is markedly better than in the Autumn 2022. Is there a national figure set each year for each area, and is that what they are on track to achieve?

A. There is not a national target figure set but we do know the % of pupils achieving GLD Nationally, which gives us a benchmark.

	2018	2019	2020	2021	2022
St Catherine's CofE Primary School (Hoddesdon)	74.3	66.7	No data / Suppressed	No data / Suppressed	51.2
Broxbourne	73.9	73.1	No data / Suppressed	No data / Suppressed	59.9
Hertfordshire	72.7	72.9	No data / Suppressed	No data / Suppressed	64.7
England	71.6	71.9	No data / Suppressed	No data / Suppressed	65.2

Image from Primary Assessment Profile HfL Education / HERTSinsight 1/11/22

Q. Although the % of pupils in each area have increased markedly the % of pupils on track the achieve GLD overall is only 37%. Is this unusual for this point in the year or expected?

A. It is low. This 37% reflects 22/60 children securely on track.

A further 18/60 have specific needs are receiving targeted support - if they were to achieve GLD this would increase the number to 40/60 pupils (60%).

17/60 (28%) are being supported with a SEN or EAL and joined with a lower baseline which has an impact on achieving GLD although seen in progress in other ways.

Targeted support includes additional phonics support (phase 2, phase 2/3, phase 3, word segmenting and writing, fine motor skills and handwritings, Smart moves.

Headlines

Q. What was the nature of the monitoring of writing carried out with the with the English lead and what strategies have been suggested to further improve writing skills?

Work scrutiny with the English Lead over two visits, focussed on Year 1-6.

The following areas for improvement were noted in a recent report from Michelle Nicholson, Literacy Teaching and Learning Advisor, referring to her writing moderation with our Literacy Lead, Lorna Maud.

- LM to compile a list of feedback that follows across the school to include spelling, proofing and editing for effect. Consider sharing the second half of MN's INSET day presentation which focussed on editing techniques.
- Mapping out of writing for cross curricular so that children aren't expected to write in a genre they haven't covered or recently used.
- English work in English books and other subjects focus on the skills for that subject, not the style of writing – this has also been supported with the changes to the timetable.
- Spelling- consistency of approach, where they record and how they assess. Dictation. Monitor commonalities and revisit those objectives that all have problems with such as ed endings and doubling consonants. Reteaching areas from KS1 where necessary and using them to inform rules for KS2 pitched words such as community/accompany.
- In Ks1 Try to provide more opportunities to write across the week: only one piece per week and only 1/ 2 per month in topic book.

	<ul style="list-style-type: none"> • Y2 AC: not a lot of feedback for development so children repeatedly make the same mistakes in spelling of CEWs that go unaddressed. • Y3 RM Presentation of books seen did not have the same standard as the other classes but that could be these particular children. <p>Q. Is progress in reading hindered because of a lack of ‘home support’ with reading. This is often cited as a determining factor. What can the school do to support parents in this area?</p> <p>A. This year we have piloted Reading journals in Year 5/6 to give children the responsibility to record their reading and responses to reading to try and grow the language surrounding books. It is not evident that this has had an impact on reading. LM arranged a family come-in-and-read event which was positively recognised as the first opportunity of its kind since Covid but we would have liked to see more families in attendance.</p> <p>Februa-READ bookmarks were provided to all children so they could try to change a habit by reading every day and prizes were drawn at random from everybody that completed the challenge. This is an area of our English Lead’s focus.</p> <p>Q. Excluding children with an additional SEN need, what are the main factors affecting the progress of in-year admission children? How do you see ‘personalised learning’ developing?</p> <p>A. Low prior attainment. Recognising that what works for our disadvantaged pupils (PPG), will work for all.</p> <p>Personalised Learning focuses on further conversations and development around; High Quality Teaching and Learning, Target setting, Focussed assessment, intervention, pupil grouping, learning environment, curriculum organisation, extended curriculum, supporting pupils wider needs which is already underway.</p> <p>Q. You note the impact of in-year admissions on PPG children’s progress too. Not sure what your action – “Quality of teaching of Maths and interventions monitoring for Maths Lead”. Means? Is it a recommendation to provide additional CPD for the Maths teachers and some additional training in the use of interventions for the Maths Lead?</p> <p>A. Yes. This was a point to note and discuss with the Maths Lead on the need to review the impact of existing interventions and their impact on pupil attainment including PPG and to draw attention to this group in particularly when completing monitoring activities.</p> <p>Q. For those children working below ARE and are monitored against the ‘5 areas of the Engagement Model’, are there levels/criteria for each of the areas – exploration, realisation, anticipation, persistence, initiation?</p> <p>A. No there are no levels or criteria, but general guidance is available.</p>	
14	<p>To receive the DPO’s Written Spring 2023 Report</p> <p>A meeting was held with the DPT on 7th February 2023. The DPO’s Written Spring 2023 Report, is available to governors. It was noted that</p> <ul style="list-style-type: none"> • Privacy notices are up to date. • The school has now introduced ‘2-step’ authentication for all staff access to ICT systems and programmes. This will improve data security. 	
15	<p>To receive a curriculum and attainment update for Spring 2023</p> <p>Reports on attainment are available on GovHub – this information has been generated by HfL not the school.</p>	

16	<p>Receive Committee Meeting Minutes The minutes for the various committees are available to governors on GovernorHub. There were no questions.</p>	
17	<p>To receive update on Safeguarding: The Autumn 2022 Safeguarding Report has been circulated, via GovHub, prior to the meeting. This details training for new teachers and governors. The NSPCC ‘Speak Out Stay Safe’ programme has been repeated including workshops for Years 5 & 6 JD is going to book onto training during the summer term. Families supported by Early Help/Families First/HABS: No support was recorded. A full set of child protection concern figures were included in the report.</p>	
18	<p>To approve policies and confirm policies due for review this term. The following policies were approved: Pupil Premium Policy Disaster Recovery Plan Travel Policy</p> <p>Q. Does Disaster Recovery Plan have a consideration for Cyber security issues? A. No. The plan is mainly focussed on physical disasters</p> <p>Q. Where will the SLT work from in case of the school being inaccessible? A. From the Church office</p> <p>Governors were asked to review for approval at the next FGB meeting the following policies and statements:</p> <ul style="list-style-type: none"> • Equality Statement Action Plan (JD/JF) • Anti Racism statement. • Play Policy (JD/SS) 	
19	<p>To cover Governor matters:</p> <p>Headteacher recruitment: An additional round of advertising is being held as there were no applicants from the first advert.</p> <ul style="list-style-type: none"> • Friday 24th March 2023. The HT advert goes live on teachinherts (pm) • Friday 5th May 2023. Closing date for applications (9.00 am). • Wednesday 10th May 2023. Shortlisting (Teams/9.30 am-11.30 am). • Monday 15th May 2023. Interviews (all day). <p>Environmental Sustainability report The NGA report has been circulated to governors.</p> <p>Q. Is this a strategic subject that governors should consider? A. This is an area for development. The Resources Committee has discussed renewable energy and aspects of environmental sustainability. It was agreed that governors should formally accept, as part of their strategic development role, an oversight of the development of St. Catherine’s School as an ‘Environmentally Sustainable School’. To be further discussed at the FGB Meeting on 22nd June 2023.</p>	PF

20	<p>To receive any other business as notified in item 8</p> <p>Admissions study</p> <p>The SLT and governors had noted the Admissions Plan, authored by DW. Thanks were noted for DW's work in writing the plan and working with the SLT to identify key areas for future development to improve admissions. A copy of the plan is available on GovernorHub.</p> <p>Travel Plan</p> <p>Governors noted their support for the plan, which details the process by which the school will implement initiatives to promote active, safe and sustainable travel to the school and encourage the whole school community to consider road safety, environmental and health issues by means of road safety initiatives i.e., pedestrian skills and cycle training, in addition to Safer Routes to Schools walking and cycling infrastructure improvements. As the plan is rolled out, we hope to see improved accessibility by non-car modes, reduced congestion, a lowering of the cost of travel, improved health and wellbeing, better road safety, enhancements to the local environment including air quality and climate change.</p> <p>Special thanks to Mr Dale Webster and Mrs Wallis for spear-heading the development of the plan and keeping parents and governors informed of progress.</p> <p>It was noted that the school was ready to seek bronze accreditation.</p> <p>It was also noted that a governors would be required to consider the environmental sustainability of the plan in future discussions (see item 19 – Environmental Sustainability Report)</p>	
21	<p>To confirm the next meeting date</p> <p><u>FGB Meetings</u></p> <p>Budget Setting Meeting. Thursday 18th May 2023, 4.00-6.00pm</p> <p>End of Year FGB Meeting. Thursday 22nd June 2023, 4.00-6.00pm</p> <p><u>Committee Meetings</u></p> <p>Resources Committee. Tuesday 2nd May 2023. 4.00-5.30 pm</p> <p>School Improvement Committee. Tuesday 6th June 2023, 5.00-6.30pm</p>	
22	<p>Closing prayer</p> <p>Meeting closed with a prayer at 18.45pm</p>	

Summary of Actions

Item	Action	Responsible	When
5	Conversation with DW re ongoing support.	AW/PF	ASAP
11	Copy of Staff Survey to be added to GovernorHub.	AW	ASAP
11.	Succession Policy to be reviewed and updated.	PF	ASAP
11	PF to arrange a link visit to discuss vulnerable pupils	PF	By Summer Half Term
13	AW to add a copy of Basic Skills Map to GovernorHub	AW	ASAP
13	Feedback on parent discussion on discrimination	AW	FGB – 22.06.23
13	Future security breaches to be notified to governors	AW/PF	As and when they occur
19	Environmental Sustainability to be further discussed at the next FGB Meeting	PF	FGB – 22.06.23