

Governing Body Meeting Minutes



School: Baguley Hall Primary School

Quorum: 6 (met at this meeting)

Chair: Carol Steedman

Clerk: Colette Garner

Date of Meeting: 17/07/23

Venue: Baguley Hall Primary School

Governor Attendance

Name	Designate Governor type	'End of Term of Office' date	Present (P) Apologies (AP) Absent (A)
Kate Bulman	Headteacher (HT)	N/A	P
Carol Steedman (Chair of Govs.)	Partnership	23/03/24	P
Peter Renshaw	Co-opted	26/03/24	P
Jen Gibson	Parent	09/05/26	P
Yanghong Huang	Co-opted	23/11/24	P
Samantha Days	Co-Opted	27/02/27	P
Geevar John	Parent	27/02/27	P
Clair Goulding	Associate	22/03/27	P
Mike Allison	Partnership	15/07/23	Ap
Mike Swift	Staff	27/02/27	Ap
Helen Stevens	Co-opted	22/11/25	Ap

Others present

Colette Garner (Clerk)

Anne-Marie Dorsey. School Business Manager (SBM)

AGENDA ITEMS

1.WELCOME AND APOLOGIES

The Chair welcomed everyone to the meeting.

Apologies were received and accepted from Mike Allison, Mike Swift and Helen Stevens.

2. DECLARATION OF PECUNIARY INTERESTS

There were no declarations of pecuniary interest expressed in connection with any item on the agenda.

3. MINUTES OF THE LAST MEETING 27/02/23 AND ANY MATTERS ARISING NOT ON THE AGENDA

The minutes of the meeting held on 27/02/23 were approved as an accurate record and a paper copy will be signed by the Chair for retention in school.

There were no matters arising.

- Minutes of the previous meeting held on 27/02/23 approved.
- Sign a paper copy of the previous minutes 27/02/23.

4. HEADTEACHER'S REPORT

The HT presented her report supported by a number of documents circulated in advance and included in the meeting papers. The following points/issues were raised.

Statutory Outcomes

Test/Assessment	2022	2023	Diff	2023 Nat	2022	Diff	Diff 22	Perf v Nat
EYFS GLD	49%	52%	+3	<i>tbc</i>	65%			
Y1 phonics	79%	78	-1	<i>tbc</i>	75%			
KS1 R	55%	64%	+9	69%	67%	-5	-12%	Green
KS1 W	45%	48%	+3	61%	58%	-13	-13%	Yellow
KS1 M	61%	69%	+8	71%	69%	-2	-8%	Green
KS1 RWM	45%	48%	+3	57%	54%	-9	-9%	Yellow
KS2 R	54%	58%	+4	73%	74%	-15	-20%	Green
KS2 W	54%	56%	+2	71%	69%	-15	-15%	Yellow
KS2 M	59%	62%	+3	73%	71%	-9	-12%	Green
KS2 GPS	47%	55%	+8	72%	72%	-17	-25%	Green
KS2 RWM	35%	45%	+10	59%	59%	-5%	-15%	Green

The table compares this year's outcomes with school and national outcomes in 2022 and 2023. Although not huge gains, the school has improved outcomes in all reported statutory measures apart from phonics.

Positive improvements can be seen in every assessed area (apart from phonics) and the difference between school and national outcomes has narrowed.

The HT has spoken with local colleagues who have seen their Reading outcomes fall this year, which makes the school's gains more pleasing.

The dip in phonics was frustrating.

There is a 2 week window in which the test can be taken.

A child (who would have been a definite pass) left the school on the Friday before the testing window opened.

Another child was away in Pakistan over the half term break, only returning the day after the testing window had closed.

The inclusion of the 2 missing children (both boys) would have added 4%, and given the school its highest phonic score to date.

The phonic national figure has not yet been released.

The school's high mobility adversely affects outcomes.

A week before the tests, a child who had relocated from Birmingham to a local women's refuge, joined the school and had to be included in the data. The school did not wish to add to the child's trauma by delaying entry until after the tests.

One child has had a huge domestic disturbance during the course of the year and been living in two places, often absent or late and then on the first morning of SATs his father was arrested.

The school submitted a special consideration form for the above two children which was upheld. Although it does not change the children's scores, it does result in a higher progress calculation. The school is uncertain about the effect on the school's overall progress score which is not yet available.

Another child has been completely dysregulated for the whole of this academic year having been made homeless last summer and moved between several inappropriate accommodations before being rehoused in Stockport.

3 children who joined the school during the year, did not achieve the expected standard.

3 children who joined the school in Year 5 did not achieve the expected standard.

Each child 1.5% of the year 6 cohort which equates to 13.5% in Maths and combined Reading Writing and Maths (RWM) and 10.5 % in Reading.

The cohort has 22% Special Educational Needs and Disabilities (SEND), with 7% having an Educational and Health Care Plan (EHCP).

11 of these pupils did not achieve the standard (9 in Reading, equating to 13.5%); 10 in Writing, equating to 15% and 8 in Maths equating to 12% (and 12% RWM).

Progress

The school has not done a full analysis because the Fischer Family Trust (FFT) Early Results Service will do that by next Friday and the HT will send it out as soon as it is available.

From a quick calculation, the school feels that the progress measure will be poor.

The current Year 6 cohort scored highly at the End Of Key Stage 1 (EOKS1).

The cohort has had their education severely disrupted by covid since March 2020 when they were in Year 3, with continuing disruption in Year 4 and Year 5.

Despite the school's best efforts, some children have not reached their estimates.

The school is however confident that they are on the right track, having reflected on what has made the difference this year and already begun to develop an action plan for next year.

Year Group Outcomes

The school uses National Test-style (NTS) standardised assessments to test attainment and progress throughout KS2. The tests are produced by the same company that produced the previous Rising Stars PIRA (Reading) and PUMA (Maths) tests. The NTS progress allows tracking of progress from the previous Rising Stars tests

The Year 6 have also sat the NTS tests and score more highly than the SATs, which is also the experience of other schools. Using the same test allows the school to track progress from year group to year group and gives an indication of Age Related Attainment from Year 1 to Year 6.

Although FFT data is really useful, the progress data is skewed because the progress data includes children who had not sat the year group tests and so had a score of zero in the Age Related outcomes.

The school has extracted the highest level needs groups from the data and is therefore able to get a much more accurate progress measure.

For example, the Maths data is showing positive progress measures for every single year group.

A governor (PR) had emailed the following two questions regarding the data, to the HT prior to the meeting.

Q. On progress it is very noticeable how much the Year 2 children have progressed compared with the children in older year groups. Do you consider that this could also be Covid (or more precisely non-Covid) - related?

The Year 2 children have had the benefit of Read Write Inc (RWI) and Power maths right from the beginning and have less catching up than children in older year groups

There are 63 children in Year 2 and 55 children have done both this year and last year's assessment.

The data is only showing the progress of the children that have done the year group tests (both assessments).

Q. I can well appreciate your frustration with how much the progress stats have been affected by individual children's issues/absences. As I understand it, the system can produce stats showing the progress of individual children who are enrolled in the school so - if it isn't done already - is it also possible (without a huge amount of time and energy) to look at the progress of individual children, year by year, throughout the time that they are enrolled at our school? If so, do you think that that may be revealing, providing an over-arching, high level view of individual children's progress?

Yes, and this is done as part of every the Pupil Progress meetings when the individual progress of every child is looked at.

FFT takes an estimate from a child's starting point and part of pupil progress discussion is about closing the gap between the estimate and what the child is currently achieving.

A governor pointed out that there are always exceptions to the statistics which is why it is important to drill down to the individual child level.

The school's teacher appraisal system gives an expectation of the class / group progress with a higher percentage expectations for teachers higher up the pay scales. Any mitigating circumstances, such as poor attendance, are discussed as part of the appraisal process.

Q. Are the reasons why an individual might not reach their target recorded, for example on a spread sheet?

Yes. If there was further concern, the teacher would be asked for more evidence of what they had done to address a particular issue.

There are many children at the school with a variety of very real barriers to learning and pupil mobility is high.

A governor expressed his belief that the statistics do not give a full picture and disguise many of the variables and challenges that the school faces.

The school does look at each individual pupil as part of the regular pupil progress meetings and addresses whether each child has made expected progress, greater than expected progress or less than expected progress.

Governors discussed the relevance of looking closely at every child, and their understanding that ofsted does not include scrutiny at the individual child level.

Children who move to the school from another school in this country come with an estimate based on their KS1 Sats. From next year, the estimate will be based on their Reception Baseline.

The school inputs data into FFT after every assessment cycle which allows the school to extract a whole variety of information including individuals, groups and cohorts.

Ofsted will not look at individual school's tracking systems.

There is controversy about ofsted nationally with many believing the system is unfair because schools with more favourable data tend to be those that have a good rating.

The HT's report includes data about children who are so far below Age Related Expectations (ARE) that they are taught and tested in a curriculum below their cohort age group. The school's system can show the average progress they are making.

The system doesn't show children that join and leave the school, for example they join in Y5 and leave part way through Y6 resulting in no record of the enormous time and effort the school has spent with the child which has also been an issue locally with refugee children starting at schools, only to be then moved elsewhere.

Catch Up / Recovery Curriculum

The Academic Mentor has worked on Phonics; Early Reading; KS2 Numeracy/phonics and Nurture.

The School Led Tutor has worked on Reading and Writing.

The National Tutoring Programme (NTP) partnership FFT Lightning Squad, worked with children in the Autumn term. The school does have staff in school who are trained to deliver the programme which will continue to be an intervention next year.

Children have also been supported by 1:1 tutoring for Phonics; Speech and Language; Fine Motor Interventions/ Nurture plus Individual Education Plans.

The HT has produced an Interventions Report, which she will bring to the next Standards and Curriculum Committee.

Q. Does the report show attainment at the start and end of interventions?

No, just an overview of all the interventions although interventions do have a before and after assessment.

Quality of Education

The Quality of Education is indicated by the progress data.

Leadership Review and Evaluation, linked to the Ofsted Action Plan and the School Development Plan (SDP), highlights key focus areas to further improve the Quality of Education.

The school has had an Attendance Audit and new ideas have been implemented.

The school realised that 36 children who were within the Persistent Absence (PA) category had time before then end of term to come out of that category if they attended every day. The group was targeted with a letter and 22 out of the 36 have moved out of PA.

From next year, the HT and Attendance Officer will meet every week and target children who fall into PA with a letter explaining that they will be able to get out of the category if they attend.

A SEND audit will take place next term with one of the strategic leads from Manchester and the school's Senior Schools Quality Assurance (SSQA). The school has been unable to retain their current SSQA.

The HT has queried the additional funding for Require Improvement Schools.

The LA has to apply to the DfE for the funding and the DfE said no but the LA has decided to allocate some funding.

In discussion with the LA, it has been agreed that Suzanne Blay (SB), Headteacher of Crossacre Primary School (which has just retained its Outstanding judgement) will work with the school.

SB visited this morning for an initial meeting.

SB will focus on Reading and came along to the initial meeting very well prepared with a focus on school's priority of 'Developing the Reading Culture'.

The HT explained that the school would welcome support with Implementation rather than Intent. Work will start next term with a thorough look / deep dive into Reading and the development of an Action Plan for moving forward.

Towards the end of the half term, SB will work with Subject Leaders, looking at plans and books and from then, plan the rest of the support, addressing the school's priority of 'Supporting Children to Know and Remember More'.

The school also has a focus on Improving / developing Children's Writing which is challenging when writing is not part of their everyday culture, with phones and technology providing distractions and alternatives, such as Voice Notes.

Attendance

Pupil Attendance - School has continued to work really hard to secure good attendance for pupils and is within 1% of the National Average.

The End of Last Year (EOLY) overall attendance figure was 90.5% compared to 92.9% to date.

PA has been significantly reduced from 32.3% EOLY to 23% to date.

The Walking bus has led to an improvement from 47% attendance last year to 87% this year.

Although these children remain PA in spite of the intervention, the improvement in their attendance is well worth celebrating.

Q. What counts as PA?

More than 10% absence.

A Governor (PR) had emailed the following question to the HT prior to the meeting.

Q. On attendance, whilst I'm always conscious that - depending on how one slices them - one can prove almost anything one wants by the selective use of statistics, it has struck me that if you omit the EHCP attendance stats from this year's figures it looks as if attendance would be just about level pegging with the national figures. Is that correct please?

If all SEND children were taken out, attendance would be 94%.

The governor explained that he was referring specifically to children with Educational and Health Care Plans (EHCPs) because he believed that the attendance of children waiting for specialist provision are outside of the control of the school even though they are still on the school's roll.

The HT pointed out that it does vary with some EHCP children being the best attenders however she agreed that omitting the EHCP children would increase the school's attendance figure.

Any absence really has a very negative effect on learning, progress and relationships. All children miss so much when they miss any schooling, and it is very difficult for children who are persistently absent to catch up and for teachers to fill gaps in their learning especially when they are constantly failing to attend school on a very regular basis.

School is now reporting to parents on number of school days missed as well as the percentage attendance. Seeing the number of days / weeks absent has more impact than just being given a percentage.

Staff Attendance – Staff sickness absence amounts to 741.4 absence days (51.55% of all staff absences). This includes 2 members of staff on long term sickness absence, one who was absent for the full year (190 days) and has now been dismissed on health grounds and one who has been absent since Christmas. A further Attendance hearing is planned for September.

Another significantly high category is 'Unpaid Child Care / Dependency Leave' which amounts to 351 days staff absence, although the figure does include leave of absence that the school allowed support staff to request on strike days.

Q. Do staff appreciate the disruption that can be caused by their absence?

Some members of staff are very apologetic and offer to make up the time while others appear not to care.

Following help and advice from Human Resources(HR), staff are going to be reminded that Leave of Absence is not a 'right', has to be requested and does not have to be authorised.

Celebrations

Since the last report, the school has been accredited as a Nurture School UK Ambassador School and has been reaccredited as a Gold Rights Respecting School.

5. SERVICE LEVEL AGREEMENTS (SLAs) 2023-24

A list of Service Level Agreements was circulated in advance and is included in the meeting papers. Contracts are kept under review and alternatives regularly considered when the service provided is considered to have deteriorated and not be a good enough standard.

The school is currently seeking alternatives for both Grounds Maintenance and Waste Collection.

Governors approved the 2023-24 SLAs.

6. COMMITTEE FEEDBACK / UPDATE including items to be ratified

Draft minutes and papers from meetings were circulated in advance of the meeting.

A number of items were reviewed and approved by the committees and require Governing Body ratification.

Standards & Curriculum Committee 24/04/23

No issues were raised and there were no items to be ratified.

Resources Committee 15/05/23

The minutes provided an overview of the meeting. The 2022/23 Budget Closedown had been approved by the committee and requires Governing Body ratification.

2022/23 Budget Closedown

Revenue Income	£ 3,504,840
Revenue Expenditure	£ 3,618,837
In Year	£ 113,997 deficit
B/f from 2021/22	£ 381,312 surplus
Cumulative c/f	£ 267,315 surplus

Capital Income £ 29,748

Capital Expenditure	£ 32,276	
In Year	£ 2,527	deficit
B/f from 2021/22	£ 13,600	surplus
Cumulative c/f	£ 11,073	surplus

Year end cumulative balances, to be carried forward to 2023/24

Revenue	£ 267,315	surplus
Capital	£ 11,073	surplus
Total cumulative Balance	£ 278,388	surplus

No issues were raised and governors ratified the 2022/23 budget closedown

Resources Committee 19/06/23

2023/24 Budget

Revenue Income	£ 3,662,044	
Revenue Expenditure	£ 3,777,878	
In Year	£ 115,834	deficit
B/f from 2022/23	£ 267,315	surplus
Cumulative Revenue total c/f	£ 151,481	surplus

Capital Income	£ 9,659	
Total Expenditure	£ 20,000	
Capital In Year balance	£ 10,341	deficit
Capital b/fwd from 2022/23	£ 11,073	surplus
Capital Cumulative balance	£ 732	surplus

In Year Balances

Revenue	£ 115,834	deficit
Capital	£ 10,341	deficit
Total	£ 126,175	deficit

Cumulative Balances – including b/fwds from 2022/23

Revenue	£ 151,481	surplus
Capital	£ 11,073	surplus
Total Cumulative Balance	£ 162,554	surplus

No issues were raised and governors ratified the 2023/24 budget.

2022/23 Analysis of Reserves

The 2022/23 Analysis of Reserves document outlines how the school plans to spend excess balances.

No issues were raised and governors ratified the 2022/23 Analysis of Reserves.

3 Year Budget Projections

The 3 Year Budget Projections are pointing to a predicted deficit budget in year 3 however the situation can change and will be closely monitored.

No issues were raised and governors noted the 3-year budget forecast.

Staffing Structure 2023-24

No issues were raised and governors ratified the Staffing Structure 2022-23

Scheme of Financial Delegation

No issues were raised and governors ratified the Scheme of Financial Delegation

Financial Procedures Manual

The updated Financial Procedures manual was circulated to governors 13/07/23. The updated sections were marked in the document allowing ease of comparison.

No issues were raised and governors ratified the Financial Procedures Manual.

7. GOVERNING BODY HOUSEKEEPING

7.1 Governor Impact Statement

The Chair presented a written report of the Governing Body's impact over the last year. The Report was circulated in advance and is included in the meeting papers.

The report provides a good summary of governors' work and included information about the ofsted visit, governor training, governor roles and responsibilities as well as next steps, some of which were identified last year.

The following points/ issues were raised:-

The budget is looking better than a year ago.

Q. Is there extra money to pay for salary increases?

Teachers have been awarded 6½%. School has received a grant of £25,848 which will subsidise the amount in excess of 3% which had already been included in the budget allocation. In addition, the school had budgeted 5% at the budget setting stage, therefore the school is in a comfortable position to fund the salary increases.

Q. Is it correct that any additional funding for teacher pay will stop in 2 years?

Yes, but then it will be built into the amount given to schools based on pupil numbers, as in previous years.

Next steps:

Monitor the steps taken by school to address the issues raised in the Ofsted report so we secure a judgement of Good when they return for re- inspection.

Governors have already been informed of the school's plans and where the focus will be.

The Chair stressed the need for governors to monitor the work of the school and the importance of Link Governor visits to ensure that what the school reports to governors is actually happening.

Have more contact with stakeholders such as children, staff and parents.

The Chair suggested that during Link Governor visits, pupil voice could be included as part of those visits which would also help when children are faced with an Ofsted Inspector asking them questions about their learning and what they like / don't like.

Governors had discussed coming to Parents' Evenings last year, but didn't make it.

Parents' Evening will take place in the Autumn and Spring terms over 2 nights each term and governors agreed to try and ensure that there are 2 governors in attendance on each

evening, to be visible, approachable and able to converse with parents and carers who wish to interact.

The list of Parents' Evening dates (when finalised) will be sent to governors to sign up.

Consider producing a Climate Action Plan for the school.

The ECO council could work on this initiative although their focus is likely to be on practical activities that are immediate and relevant to their everyday lives and experience, such as turning off lights. In the past, the ECO council has been involved in recycling projects, including drop-off initiatives, however they stopped over covid. The focus will be on what the children can do themselves, such as Walking to School and they will be encouraged to come up with 3 things they can do to make a difference. A google search of Climate Action Plans was suggested as a good start.

Consider the direction of travel regarding academisation in Manchester.

The Academisation programme which was originally planned to be completed by 2030 has been slowed and will not be a priority in this parliament. Manchester have made it clear that they will not be providing their own Academies but will help schools who wish to or are forced to, broker with current academies. Schools may, at times of transition such as when a Headteacher retires, consider the possibility of joining an academy trust.

Consider who the next Chair of Governors will be.

The Chair reminded governors that she would like to relinquish the role of Chair but to date no one from the governing body has put themselves forward and a suitable replacement from outside the governing body has not been found. The Chair offered governors the opportunity to work alongside her as Co-Chair for the year.

7.2 Governor vacancies

The HT and Chair have continued to seek and introduce governors when vacancies have arisen and the Chair asked governors to confirm that they are happy for the delegation of the task of finding governors to continue.

There continues to be one LA governor vacancy. The Chair is meeting with a potential candidate this week for an informal chat.

There has been one Co-opted Governor Vacancy since the resignation of Laura Lodge in May. Mike Swift is stepping down as staff governor when he leaves school this week. Mike has asked if he can stay on as a co-opted governor and as he has good insight into how the school operates, governors agreed.

A new staff governor will be appointed next term.

7.3 Link Governor Roles

There are two areas that must have a named link governor in primary schools - Safeguarding and SEND.

It is up to the school to decide on any further areas, which will normally be linked to school development and priorities.

Link Governor Expectations include:-

Arranging 2/3 visits to the school annually with a clear focus on the School Development Plan (SDP).

Developing knowledge in the area and undertaking relevant training.
Keeping the Governing Body (GB) informed about the area and acting as a link between governors and staff.
Supporting the member of staff responsible for the area.
Ensuring school has relevant policies in place that are implemented.
Monitoring the implementation of the school's strategy in their area.

Governors considered possible Link Roles (Attendance, Equality, Health and Safety) for new governors, Geevar John and Samantha Days.

Samantha Days will accompany Peter Renshaw as part of the school's succession planning.

Geevar John has asked for more information before making a decision.

Link Governor Roles

Literacy – Carol Steedman
Maths – Yanghong Huang
SEND – Peter Renshaw and Samantha Days
Pupil and Sports Premium – Mike Allison
Safeguarding – Jen Gibson
Wellbeing – Mike Swift
The Wider Curriculum – Helen Stevens

7.4 Governor training

Governors we are required to regularly update safeguarding training and read Part 1 of Keeping Children Safe in Education once it has been updated each year. One Education is offering a one-hour session for this on 2nd October from 6 until 7 pm and governors can book directly on their website or via the training brochure when it is circulated early next term.

The school is also trying to arrange some Diversity and Equality Training for the autumn term and has asked governors to confirm their ability to attend a one-hour session at 4.30pm on a Monday, if arranged.

One Education is also starting a Safeguarding link governor network and SEND link governor network so governors can meet with specialists and identify and share good practice.

One Education will also be offering sessions on Understanding data, training for new link governors and one on finance for governors along with many other courses.

There are regular Chair's briefings throughout the year and these are open to any governors that are interested. Booking directly on their website or via the training brochure when it is circulated early next term.

The Chair asked governors to remember to let the SBM know of any training courses or webinars they attend to evidence the governing body Continuing Professional Development (CPD).

7.5 Governor Visits

Maths Link Governor Report 08/03/23

The Maths Link Governor (Yanghong Huang) visited the school 08/03/23. A written report was circulated in advance of the meeting and is included in the meeting papers. The focus of the meeting was to continue to monitor the effectiveness of the new Power Maths scheme. Yanghong

met and discussed issues around the teaching of maths with the coordinator and toured the school visiting many classes where maths was being taught.

Safeguarding Link Governor Report 19/05/23

The Safeguarding Link Governor (Jen Gibson) visited the school 19/05/23, met with the Children and Family Team (CAFT) and produced a written report of her visit along with an overview sheet containing a list of the work that CAFT do. The Report and Overview sheet are included in the meeting papers.

The focus of the visit was an Introductory meeting with the Children and Families Team (incorporating Safeguarding) in order to gain an insight into their work and also to view the School Central Record (SCR).

Special Educational and Disabilities (SEND) Link Governor Report 17/07/23

The SEND Link Governor (Peter Renshaw) provided a statistical update from the date of his last Link Governor Report 23/03/23. The updated report was circulated in advance and is included in the meeting papers. The Report retains the figures from March in brackets as a comparative. The data illustrates the challenges that the school faces with increasing numbers of SEND pupils, including an increasing number of Educational and Health care Plans. (EHCPs)

7.6 Governor Self-evaluation

The Chair has asked all governors to complete a Governor Self Evaluation Report, which was circulated electronically and is included in the meeting papers.

Once completed governors are invited to contact the Chair if there is anything they would like to discuss or have placed on the agenda.

8. POLICIES

No policies were presented for review or approval.

9. AOB

The current Clerk to the Governors who has very happily worked with the school since January 2019, is retiring. The Chair thanked the Clerk on behalf of all the governors and presented her with Flowers and Chocolates which were very gratefully received.

A SUMMARY OF ACTIONS and DECISIONS FROM THE MEETING 17/07/23

Agenda Item	Action	By who	By when
3.	Minutes of the previous meeting held on 27/02/23 approved.	Gov. Body	
	Sign a paper copy of the minutes 27/02/23 and retain in school.	Chair	
4.	Add Interventions Report to the Standards and Curriculum Committee 11/09/23 agenda	Clerk / HT	
5.	Service Level Agreements 2023-24 approved	Gov. Body	
6.	2022/23 budget closedown ratified	Gov. Body	
	2022-23 Analysis of Reserves ratified	Gov. Body	

	2023-24 budget ratified	Gov. Body	
	3 year budget projections noted	Gov. Body	
	2023-24 Staffing Structure ratified	Gov. Body	
	Scheme of financial Delegation ratified	Gov. Body	
	Financial Procedures Manual ratified	Gov. Body	
7.	Sign up to attend one of four Parents' Evenings	Governors	
	Recruit a Staff Governor in the Autumn Term	HT	
	Confirm ability to attend a one-hour Diversity and Equality Training session at 4.30pm on a Monday, if arranged.	Governors	
	Inform the SBM of attendance at any training courses or webinars.	Governors	

DATE AND TIME OF THE NEXT MEETING: Monday 20/11/23 at 4.30pm