**Baguley Hall Primary School**

**Governing Body Meeting Minutes**

**School: Baguley Hall Primary School**

**Quorum: 5 (met at this meeting)**

**Chair: Paul Marshall**

**Clerk: Alyson Knowles**

**Date of meeting: 19/11/2024**

**Venue: Baguley Hall Primary School**

**Attendance**

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| **Name** | **Director/Governor type** | **‘End of Term of Office’ date** | **Present (P) /**  **Apologies (Ap)**  **/ Absent (A)** |
| Kate Bulman | Head Teacher (HT) | Ex Officio | P |
| Paul Marshall | Partnership Governor/ Chair of Governors (CoG) | 17/06/2028 | P |
| Cheryl Fox | Co-opted Governor/ Vice-chair of Governors (VC) | 16/07/2028 | P |
| John Keyes | Local Authority Governor | 17/06/2028 | P |
| Helen Stevens | Co-opted Governor | 21/11/2025 | P |
| Yanghong Huang | Co-opted Governor | 18/11/2028 | P |
| John Walmsley | Parent Governor | 15/07/2028 | P |
| Claire Golding | Staff Governor | 18/11/2028 | P |
| Pamela Cowen | Co-opted Governor | 25/10/2027 |  |
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| Samantha Days | Co-opted Governor | 26/02/2027 | Ap |

**Others present**

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| **Name** | **Role** |
| Alyson Knowles | Clerk, One Education |
| Anne-Marie Dorsey | School Business Manager (SBM) |
| Leanne McDowell | Special Educational Needs & Disabilities Co-ordinator (SENDCo) |
| Caroline Hewitt | Observer |

**Agenda Items**

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| **1** | **Apologies** | | |
| Governors were welcomed to the meeting. Apologies were received and accepted from Samantha Days.  Caroline Hewitt was welcomed and introduced by the HT as a prospective co-opted governor and who is observing the meeting. | | | |
|  | **(A) Actions or (D) decisions** | **Owner** | **Timescale** |
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| **2** | **Verbal declaration of interest in an item on this agenda and changes to annual declarations.** | | |
| There were no declarations of interest pertaining to any of the agenda items and no changes to annual declarations.  No changes were declared relating to the disclosure and barring service (DBS) | | | |
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| **3** | **Notification of confidential items or items for AOB** | | |
| The following items were added to the agenda under AOB:  Pay Policy approval and performance related pay (PRP) for teaching staff  The following item was presented to be included under a confidential appendix.  Announcement by the HT | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **4** | **Annual Special Educational Needs & Disabilities (SEND) report** | | |
| The HT welcomed Leanne McDowell, SENDCo to the meeting to present the Special Educational Needs and Disabilities (SEND) report to Governors. The report was provided to Governors prior to the meeting for review.  The SENDCo presented her report. There are currently 132 pupils on the SEND register. This included 43 pupils with an Education, Health & Care Plan (EHCP). The highest pupil need is speech, language, and communication needs. Social, Emotional and Mental Health (SEMH) Needs are the second highest recorded.   |  |  |  |  | | --- | --- | --- | --- | |  | **SEND** | **EHCP** | **Total** | | **Nursery** | 2 | 0 | 2 | | **Reception** | 10 | 7 | 17 | | **Year 1** | 13 | 10 | 23 | | **Year 2** | 17 | 4 | 21 | | **Year 3** | 15 | 4 | 19 | | **Year 4** | 17 | 2 | 19 | | **Year 5** | 8 | 8 | 16 | | **Year 6** | 7 | 8 | 15 | | **Total:** | **89** | **43** | **132** |   The school is supported weekly by a Speech and Language Therapist (SALT) to work with individual pupils and staff. The SALT also provides individual programmes of support and interventions. Support is also provided for the EHCP process.  The number of pupils being diagnosed with Autistic Spectrum Disorder (ASD) pupil numbers are increasing at both a local and national level with many pupils waiting for assessments.  A further 6 pupils are awaiting EHCPs which are currently with the Local Authority (LA) for finalisation.  One1 pupil receives early years funding with additional funding expected for another pupil this year.  Both pupils are allocated to the Zebras group where pupils are supported by Rodney House School and the LA. The Educational Psychologist (EP) assessment is commissioned by the LA SEND team.  The school has a high number of pupils who are awaiting EP assessments during this academic year. It is expected a further 16 EHCP applications will be made during 2024/25 increasing the total number to 65. EP assessments are all mapped out with EP visit dated booked with the option of earlier assessments in emergencies.  The Zebras provision is made up on 14 pupils with 5 staff members, many are waiting for a specialist provision place. Unfortunately, there are long waiting lists for SEND places.  The number of pupils at Baguley Hall with SEND or an EHCP is significantly higher than both the local and national averages.  *Q How can this be seen in a positive light?*  The school has a high number of pupils with complex needs, this is due to the school's excellent reputation of support. Staff are efficient and effective in identifying pupils that join the school who require SEND support which enables early interventions. This is something to celebrate. EPs and SALTs support regularly and are involved in planning and target setting. Parents often choose the school for the Zebras provision; however, this means that the class in now full but evidences the school provides an effective level of teaching and support.  Usually, when an EP visits to conduct assessments, observations and set targets much of this already in place as the process moves quickly at the school. Team around the family (TAF) and Team around the child (TAC) meetings and family support is already in place prior to the assessment process starting.  *Q What is an EP?*  An EP is an Educational Psychologist. This information is available in the glossary of terms created for and provided to Governors.  *Q What funding is available?*  Funding will be backdated to the start of the term. The EHCP status of a child provides funding from the LA. The funding shown for the October 2024 census is at its lowest due to the number of pupils who transitioned from Year 6 (Y6) to high school provisions. This does not account for those pupils who have SEND needs who do not qualify for funding.  *Q What is the attendance of those pupils with SEND and EHCPs?*  The school do not have pupils with medical needs, the majority of pupils with SEND are in two groups speech and language and social and emotional needs. The attendance of pupils with an EHCP is currently 90.1%. Most of these pupils attend well.  It is rare for pupils attending the school to receive suspensions. There were two pupils who received suspensions during 2023/2024, and both are now attending an alternative provision (AP) and are awaiting a SEND place. One pupil attends the Hive, it was initially felt this pupil would transition back to mainstream education; however, this is now unlikely.  Governors were provided with a breakdown of all the support provided to pupils and families prior to the meeting for review. The SENDCo highlighted SALT and Wellcomm interventions which support language development starting in the Early Years Foundation Stage with additional pupils added across all year groups.  Pupil Progress Data   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Year | **English % Expected Standard (EXS)** | **English % below EXS** | **Maths % EXS** | **Maths % Below EXS** | | **Year 1 (Y1)** | 65% | 35% | 60% | 40% | | **Year 2 (Y2)** | 82% | 18% | 76% | 24% | | **Year 3 (Y3)** | 58% | 42% | 53% | 47% | | **Year 4 (Y4)** | 37% | 63% | 86% | 14% | | **Year 5 (Y5)** | 64% | 36% | 37% | 63% |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **Reading** | | **Writing** | | **Maths** | | | **Year** | % EXS | % below EXS | % EXS | % below EXS | % EXS | % below EXS | | **EYFS** | 64% | 36% | 64% | 36% | 50% | 50% |   The progress of pupils with SEND and EHCPs is better than expected, with more pupils reaching the expected standard. The progress in Y1 is very positive. In Y4, less pupils made progress. This cohort contains 8 pupils with EHCPs, and speech and language difficulties has impacted results data. However, the Y4 cohort has made exceptional progress in Maths with 86% reaching age related expectation.  *Q Is 86% for all pupils reaching EXS?*  This data is based upon pupils with SEND where some pupils are working at age related expectations. They are making the expect progress in this year group.  *Q Are there 23 pupils in Y1 with SEND?*  In Y1, 1/3 of pupils in the class with SEND are making better than expected progress and 35% of 23 pupils are not meeting the EXS in English.  Some groups do not complete assessments and tests. The Zebras group for example will be measured on a different profile.  All pupils with SEND, including those with an EHCP, are reviewed annually or earlier and multiple times per year if they require a SEND provision or school.  All pupils have a SEND support plan to track individual learning and targets. This is reviewed termly with SLT meeting with class teachers. What is working and what is not working will be reviewed and shared with parents and new targets and interventions set where appropriate with the support of the SENCOs. This is a pupil centred process.  The voice of the child will be collected and where appropriate i.e. the child is in the older year groups, pupils will be invited to review meetings. Information will be gathered in advance to ensure pupils can provide their own views.  Each pupil has an adaptation booklet which provides all adaptations and support needs of each child. This has worked well.  There are currently two SENDCOs employed at the school on a job share basis. One SENDCO is currently on maternity leave. The remaining SENDCO has increased their hours to fulltime with shorter days to ensure support continues.  *Q Do you have the support you need during this time?*  *Yes, a full and thorough handover has taken place.*  Governors noted the contents of the report and thanked the SENDCo for their update. | | | |
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| **5** | **Minutes of the previous meeting and matters arising** | | |
| The minutes of the previous meeting 17.07.2024 were approved as an accurate record of the meeting and a copy signed for retention on file or electronically.  There were no matters arising. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
| **D** | * Minutes of the last meeting 17.07.2024 approved | Governing Body |  |

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| **6** | **Governance matters** | | |
| The Chair introduced a number of items for consideration.  The Terms of Reference, Governor’s Code of Conduct and Schedule of meetings 2024-15 were provided to Governors prior to the meeting for review and approval.  The schedule of meeting was approved at the previous Governing Body meeting 17.07.2024.  Governors approved the Terms of Reference & Governor’s Code of Conduct subject to changing dates and grammar and spelling check.  It is requested all Governor’s completed a declaration of interests and annual confirmation of eligibility. This is available to complete on Governor Hub via the Compliance tab.  The Governor skills audit cannot be completed via Governor Hub; therefore, a paper or electronic copy will be distributed by the HT. Governors should return this to the SBM via email, also informing the Chair of Governors.  All committee membership has now been assigned.  Link governor roles  Many of the Link Governor roles will continue, additional Link roles will be assigned as follows@  Special Educational Needs & Disabilities (SEND) - Samantha Days  Wider Curriculum - Helen Stevens  Maths and Numeracy – Yanghong Huang  Safeguarding – Cheryl Fox  English – Cheryl Fox  Health & Safety – John Keyes  Pupil Premium (PP) – Paul Marshall  Personal development (nurture and opportunities) – Caroline Hewitt and John Walmsley  Attendance of pupils (including Staff) – Pamela Cowen  Governors’ terms of office ending  Yang Hong Huang’s term of office is due to end on 22/11/2024. Yang Hong has kindly agreed to continue in the role of governor. Governors approved the re-appointment of Yanghong Huang as a co-opted governors for a further term of four years.  Governor appointments  There are vacancies for a staff governor, a co-opted governor, and a parent governor. Claire Golding, who has until recently acted as an associate governor, will now join the governing body as a staff governor.  Caroline Hewitt agreed to join the governing body in the role of co-opted governor.  Governors approved Caroline Hewitt’s appointment to the governing body for a term of four years.  A notification of the vacancy for a parent governor will be sent to all parents by the HT.  Governor Training  The SBM has already sent out training opportunities available to Governors. It is requested the Governors contact the SBM to make a booking.  Glossary of Terms  A glossary of terms is available to all Governors. It is requested all Governors review this document. This is especially important and helpful for new governors. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
| **D**  **D**  **D**  **D** | * Terms of Reference approved * Governor’s Code of Conduct approved * Caroline Hewitt appointed as a co-opted governor * Yanghong Huang re-appointed as co-opted governor | GB  GB  GB  GB | 1 Year  4 Years  4 Years |

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| **7** | **HT’s Report** | | |
| Governors were provided with the School on a Page (SOAP) document The HT presented her report, and the following points were raised/highlighted in discussion.   |  |  |  |  | | --- | --- | --- | --- | | **Category** | **National %** | **Autumn Term** | **2023-24** | | **Pupil Premium (PP)** | 24% | 51% | 52% | | **Free School Meals (FSM)** | 24% | 50% | 52% | | **English as an additional language (EAL)** | 20% | 35% | 36% | | **Special Educational Needs and Disabilities (SEND)** | 17.1% | 25% | 28% | | **Education Health and Care plan (EHCP)** | 4% | 9% | 10% | | **Emergency SEND Funding** | TBC | TBC |  | | **Early Years SEND Funding** | TBC | TBC | 1% | | **Pending EHCP** | TBC | TBC | 1% |   The SOAP provides a breakdown of the school, its demographic, pupil progress and a summary of the School Development Plan (SDP) and Self-evaluation Form (SEF). This will be updated throughout the year. The most recent addition is the outcome of Year 6 (Y6) autumn assessments. Early Years Foundation stage (EYFS) to Year 5 (Y5) assessments are currently underway. Additional progress data will be provided and the SOAP updated for the Spring Standards Committee meeting.  School context  The school is a larger than average primary school with a mixed demographic.  School Self-Evaluation Form (SEF)  Going forward schools will no longer be graded with a one-word judgement and judgement will be provided per area although this will not be confirmed until the publication of the new Ofsted framework in September 2025.  The HT has used language within the SEF moving away from the Ofsted judgements of *outstanding, good and requires improvement* to language more suited to the current position of the school. The HT has highlighted areas where the school feel they are *highly effective* rather than applying the term *good.*  A more detailed SEF will be provided for the Spring term Standards Committee meeting.  School Development Plan (SDP)  The SDP provides specific measurable objective beginning in 2012. This is an ongoing process, where the SDP is coded green this shows the objective is complete and embedded. Those colour coded amber are those which are ongoing. This is a 5-year plan which is ending at the end of the 2024-25 academic year. This is linked to Ofsted judgements and outcomes and the staff are working hard to make the necessary progress.  It is unlikely that all pupils will complete Read, Write Inc. (RWI) therefore this objective will remain colour coded amber.  Subject leaders are raising standards across the school in all areas. Staff are working with Curriculum leads.  The Rising Stars group is undertaking assessments this week which will be presented to Governors during the Spring term.  A new objective is included in the added to the SDP. Training was attended by the HT and DHT which focused upon the science of learning, capacity for learning and strategies to support learning. This training was provided by the school’s Senior Schools Quality Assurance Officer (SSQA). This training will be delivered to staff during the next inset day.  Attendance  Attendance is significantly improving. Attendance will always be an issue at the school. At the close of the academic year, attendance was 94% with 18.7% of pupils classed as persistently absent. The latter has significantly decreased (18.7%) when compared with figures from July 2023 (22.4%). The national average attendance for 2023-24 was approximately 94%. The school is now in-line with national average.  The school's overall attendance percentage is above the national level. The school are doing all they can to ensure that parents are engaging and ensuring attendance and safeguarding is always high on the agenda. Where it is impossible to improve the attendance of a particular pupil such as those moved out of the area and are not allocated a local school, a case study will be created to show all support offered.  Quality Assurance Report (QA)  The HT directed Governors to the overall comment within the QA report.  The SSQA stated “progress is rapid and needs to be applauded”  The statutory outcomes for the school are exceeding pre-pandemic levels in pupil progress.  The SSQA visited the school 10.04.2024. The visit focused upon attendance. The SSQA, undertook at deep dive in the school’s attendance processes and practices. The school's persistent absentee percentage is now below the national average. This is a significant achievement. All interactions and interventions are recorded by the school’s attendance officer.  *Q Year 1(Y1) has the highest number of pupils with SEND, is this impacting whole school attendance?*  There are disadvantaged pupils within Y1 as well as pupils with SEND. Across the school the attendance of SEND pupils is good. There is a new issue affecting the school which is overseas travel.  The school will face a further Ofsted inspection this academic year. The call will be received on a Monday morning and inspectors will arrive the following day.  Governors noted the contents of the update and thanked the HT for the report. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **8** | **Resource Committee reports 29.10.2024** | | |
| The minutes of the resources committee meeting (29.10.2024) were provided to Governors prior to the meeting for review. The SBM provided a brief overview of the meeting. A more in-depth update will be provided under item 11 on the agenda.  The following items need to be ratified by the governing body  Budget Monitoring report  Budget Changes (Virements)  Scheme of Financial Delegation  No issues were raised and the Budget changes (Virements), Budget monitoring report and Scheme of Financial Delegation were ratified.  Governors noted the contents of the minutes and thanked the SBM. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
| **D**  **D**  **D** | * Governors ratified the Budget changes * Governors ratified the Budget monitoring report * Governors ratified the Scheme of Financial Delegation | Governing Body  Governing Body  Governing Body |  |

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| **9** | **Standards Committee update 10.09.2024** | | |
| The Standards Committee meeting minutes (10.09.2024) were provided to Governors prior to the meeting for review.  The HT provided a brief overview of the meeting.  Governors noted the contents of the minutes and thanked the HT. | | | |
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| **10** | **Pay Committee update 15.10.2024** | | |
| The Pay committee met on the 15th October 2024. The following items were highlighted for discussion.  The school budgeted for an unfunded 3% for the pay award for teachers. This was incorrectly recorded in the minutes of the meeting. The pay award is fully funded by the government grant.  Governors noted the contents of the minutes and thanked the HT & SBM for the update. | | | |
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| **11** | **Finance update** | | |
| The Budget update was provided to Governors prior to the meeting for review. The SBM highlighted the following items for discussion.  The school has received an Early Years pay award grant on £4,356 which will cover the increase in early years pay award. Other changes include the addition of FSM vouchers. There is also an increase in E13 which will allow for necessary tree removal. Three quotes have been received, 2 for approximately £2,5000 and another for over £10,000. The company will pollard the tree and inject with a substance which will stop any further growth.  Row E25 shows the expenditure for catering supplies. This is the expenditure for FSM.  Row E27 is updated to supply cover budget as an agency staff member will be moving to a school contract.  An Early Career Teacher (ECT) who is employed as a Teaching Assistant will be joining the school full time from Spring term. The ECT is currently working alongside the class teacher to ensure a smooth transition.  A member of staff has returned to the school following long-term absence and has withdrawn from the current contract for personal reasons. A previous agency staff member who interviewed for a permanent position is still available via the agency and will join the school on a fulltime contract to enable the current class teacher to be released from their contract.  This is represented in the changes to the budget under staffing. A further member of staff is retiring in December 2024.  *Q Are the agency charging a release fee?*  This is being negotiated by the HT.  Governors noted the contents of the update and thanked the SBM. | | | |
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| **12** | **2024-25 Pupil Premium Statement – Statutory** | | |
| The draft 2024-25 Pupil Premium Statement was provided to Governors prior to the meeting for review and approval.  The current PP Statement is in a draft form, this does not require publishing to the school website until 31st December 2024.  There is a statutory expectation for the school to publish how PP is spent at the school. The allocation of PP funding is based upon the number of eligible pupils including children of those in the armed forces., previous Looked after Children (LAC) and current LAC. Those who are eligible can claim additional PP funding.  For example, one student is provided with drama coaching which is claimed for and paid by the school.  The government is no longer providing recovery premium funding.  The school is eligible for £364,240 additional funding for PP eligible pupils.  Pupils are very high achieving despite the challenges the school faces. 61% of PP pupils are reaching age related expectations. This is the purpose of PP funding. This links to the SEND update with a high percentage of pupils in Year 6 with an EHCP. The phonics outcomes for disadvantaged pupils are also higher than the national average by 13%.  *Q Is this the spending for all disadvantaged pupils?*  The statement provides what the school will do including training, interventions which are all itemised. This has not been challenged yet, but Ofsted may scrutinise this and challenge.  The HT will share the final draft of the PP statement for approval prior to the Christmas break. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
| **A** | * Final draft of PP statement to be shared with Governors | HT | December 2024 |

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| **13** | **2023-24 P.E & Sports Grant Statement** | | |
| The P.E & Sports Grant statement (2023-24) was provided to Governor prior to the meeting for review and approval.  The HT highlighted the following for discussion.  Swimming data remains unavailable from Manchester Active as they are no longer providing the provision to the school.  The HT is continuing to negotiate the release of this data.  Governors did not ask any further questions and thanked the HT for the update.  Governors approved the P.E & Sports Grant Statement. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
| **D** | * Governors approved the P.E & Sports Grant Statement | Governing Body |  |

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| **14** | **Performance Management (including HT performance management)** | | |
| The Pay committee meeting took place on the 15.10.2024.  Performance management is now complete for all teaching staff and the HT.  Governors thanked the HT and SBM for the update | | | |
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| **15** | **Policies** | | |
| The following policies were shared with Governors prior to the meeting for review.  Admissions Policy (2024)  No changes were made to the policy. Governors were advised this policy would be sent for consultation next year to all schools in Trafford and Manchester authorities.  Governors approved the Admissions Policy (2024)  Disciplinary & Dismissal Policy (2024)  The policy is provided by One Education Ltd. The school is supported by One Education Ltd. In the event of a disciplinary.  Governors approved the Disciplinary and Dismissal Policy (2024)  Safeguarding Policy (2024)  The policy has been updated in line with Keeping Children Safe in Education (2024). The policy template is provided by Manchester City Council and personalised by the school.  Governors approved the Safeguarding Policy (2024)  Charging and Remissions Policy  The Charging and Remissions policy was presented to and approved by the Resources Committee  Governors ratified the Charging and Remissions Policy | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
| **D**  **D**  **D**  **D** | * Governors approved the Admissions Policy (2024) * Governors approved the Disciplinary & Dismissal Policy (2024) * Governors approved the Safeguarding Policy (2024) * Governors ratified the Charging and Remissions Policy | GB  GB  GB  GB | 1-year  1-year |

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| **16** | **Confidential items** | | |
| *The following item has been recorded in the confidential appendix. The confidential appendix is not for release into the public domain.* | | | |
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| **17** | **AOB** | | |
| The following item was introduced for the approval of the Governing Body.  Performance Related Pay (PRP)– Pay Policy 2024  The updated Pay Policy (2025) was provided to the SBM on 18.11.2024 and is presented for approval.  The HT highlighted Governors were misinformed and PRP has not been abolished at a national level. The implementation of PRP is currently at the discretion of the individual school.  The school wants to remove performance related PRP from the school’s pay policy for the following reasons.  Appraisals process would prove to be more beneficial for staff. This would not stop progress unless capability targets were in place. The appraisal process would be more open and honest, and Teachers are more likely to improve and make progress. This would enable the school to highlight personal targets.  It is also clear pupil progress is not solely due to the teaching and input of the class teacher but a range of staff including teaching assistants and those providing interventions.  Governors thanked the HT and approved the Pay Policy (2024) | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
| **D**  **D** | * Governors approved the Pay Policy (2024) * Governors approved the removal of PFP from teacher appraisals | Governing Body  Governing Body |  |

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| **Date and time of next meeting:** | Tuesday 25th February 2025@ 4:30pm |