



## LOCAL COMMITTEE MEETING OF BARROW HEDGES PRIMARY SCHOOL MINUTES

Monday March 21<sup>st</sup> 2022, 19:00 at Barrow Hedges Primary School, Harbury Road, Sutton SM5  
4LA

### PARTICIPANTS:

<i>Nidhi Misri</i>	<i>NM</i>	<i>Co-opted governor; Co-Vice Chair</i>	<i>Present</i>
<i>Neil Webster</i>	<i>NW</i>	<i>Co-opted governor; Co-Vice Chair</i>	<i>Present</i>
<i>Louise Wood</i>	<i>LW</i>	<i>Headteacher; Ex-Officio</i>	<i>Present</i>
<i>Kate Duncan</i>	<i>KD</i>	<i>Staff governor; SLT</i>	<i>Present</i>
<i>Chantel Dyason</i>	<i>CD</i>	<i>Co-opted governor</i>	<i>Present</i>
<i>Srinivasan Iyengar</i>	<i>SI</i>	<i>Co-opted governor</i>	<i>Absent</i>
<i>Natasha Nardell</i>	<i>NN</i>	<i>Co-opted governor</i>	<i>Apologies</i>
<i>Michelle Rondeau</i>	<i>MR</i>	<i>Staff governor</i>	<i>Present</i>
<i>Andrea Todd</i>	<i>AT</i>	<i>Parent governor</i>	<i>Apologies</i>
<i>Melissa Williams</i>	<i>MW</i>	<i>Parent governor</i>	<i>Present</i>
<b>Governance</b>			
<i>Karen Velissarides</i>	<i>KV</i>	<i>Clerk to Trust Schools</i>	<i>Present</i>

<b>Supporting documents:</b>	<ul style="list-style-type: none"> <li>• 00 Barrow Hedges Primary School Local Committee meeting 21.03.22 Agenda</li> <li>• 03 Barrow Hedges LC – draft minutes of 29.11.21</li> <li>• 05(i) Headteacher Report to Local Committee for 21.03.22</li> <li>• 05(ii) Staff Mental Health and Wellbeing Action Plan</li> <li>• 05(iii) Admissions Report to the LC Barrow Hedges – March 2022</li> <li>• 06(i) SEF March 2022</li> <li>• 06(ii) SIP Mid Year Review March 2022</li> <li>• 07 LC Safeguarding Report = Spring 2022</li> <li>• 08(i) BHPS TRUST Mid-year Analysis 2021-2022</li> <li>• 08(ii) TO8 Mid-Year data 2021-2022 BHPS</li> <li>• 09(i) Pupil Premium Strategy 2021-2022 March Review</li> <li>• 09(ii) Sports Funding Strategy Plan Impact Review March 2022</li> <li>• 11(i) 2022.03.14 Melissa Williams – Governor visit: Behaviour</li> <li>• 11(ii) Training – Barrow Hedges Primary as at 14.03.2022</li> <li>• 12(i) Draft Curriculum Policy March 2022</li> <li>• 12(ii) Anti-bullying Policy March 2022</li> <li>• 13 BHPS Premises Compliance &amp; Health&amp;Safety Term;ly Report March 2022</li> <li>• 14 Public Sector Equality Duty 2021-2022 Mid Year Review</li> <li>• 15 Cirrus Primary Academy Trust Trustees report for the year ended August 31<sup>st</sup> 2021.</li> </ul>
<b>Meeting opened at:</b>	<b>19:00</b>
<b>Meeting closed at:</b>	<b>21:25</b>

The Code of Conduct for Governors requires governors to be honest and open with regard to conflicts of interest (either real or perceived). Governors must not use their position for personal gain in business, political or social relationships. Therefore, a governor who has, or may be perceived to have, such a personal interest in a particular matter under consideration should declare that interest, withdraw from all discussions relating to it and take no part in any vote on such matter.

Items marked \* are those in which a majority of Governors may have an interest because of some shared attribute. When considering these items, Governors should aim to achieve a balanced view, paying particular attention to the sources of information and advice, and remind themselves of their duties as governors and to act in the public interest.

Item																
1.	<p><b>Welcome, apologies for absence and confirmation of quorum</b> Governors were welcomed to the meeting. Apologies were received from NN and AT. SI was not in attendance and had not given notice of this. The meeting was declared quorate.</p>															
2.	<p><b>Declaration of conflicts of interests and changes to register of business interests</b> No declarations of conflicts of interest were made in relation to agenda items. No changes in the register of business interests were provided.</p>															
3.	<p><b>Confirmation and approval of minutes of the meeting held on 29<sup>th</sup> November 2021, matters arising not covered elsewhere on the agenda and actions update</b> The minutes of the LC meeting - held on 29/11/21 - were agreed as a true and accurate record of that meeting and approved, without amendment.</p> <p><b>Action point update</b></p> <table border="1" data-bbox="256 936 1428 1272"> <thead> <tr> <th data-bbox="256 936 435 969">Action Point</th> <th data-bbox="435 936 1259 969">Action</th> <th data-bbox="1259 936 1428 969">Update</th> </tr> </thead> <tbody> <tr> <td data-bbox="256 969 435 1039">014</td> <td data-bbox="435 969 1259 1039">Governors to read the SEF and send the Headteacher questions or queries relating to it</td> <td data-bbox="1259 969 1428 1039">Completed.</td> </tr> <tr> <td data-bbox="256 1039 435 1144">011</td> <td data-bbox="435 1039 1259 1144">Headteacher to check if any visit reports from the INSET day are not yet on Governor Hub (GH) and contact the individuals to offer support in completion to publication.</td> <td data-bbox="1259 1039 1428 1144">Completed.</td> </tr> <tr> <td data-bbox="256 1144 435 1218">012</td> <td data-bbox="435 1144 1259 1218">NM (Co-Vice Chair) to attend the Chairs Forum and represent the school on January 24<sup>th</sup> 2022</td> <td data-bbox="1259 1144 1428 1218">Completed.</td> </tr> <tr> <td data-bbox="256 1218 435 1272">013</td> <td data-bbox="435 1218 1259 1272">The date of the next Chairs Forum meeting to be sent to NM</td> <td data-bbox="1259 1218 1428 1272">Completed</td> </tr> </tbody> </table>	Action Point	Action	Update	014	Governors to read the SEF and send the Headteacher questions or queries relating to it	Completed.	011	Headteacher to check if any visit reports from the INSET day are not yet on Governor Hub (GH) and contact the individuals to offer support in completion to publication.	Completed.	012	NM (Co-Vice Chair) to attend the Chairs Forum and represent the school on January 24 <sup>th</sup> 2022	Completed.	013	The date of the next Chairs Forum meeting to be sent to NM	Completed
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4.	<p><b>Local Committee Business</b> The Trust have increased the number of Co-opted governors a Local Committee are able to have from three to five.</p> <p>A Chair will be required for this committee from September 2022. CD and NN had expressed an interest in knowing more about the role of the Chair at a previous meeting.</p> <p><b>*NEW ACTION 014: NW and Katie Bird to discuss possibilities with interested parties of the Local Committee.</b></p>															
5.	<p><b>Headteacher's Report – Spring 2</b> The school received a call from Ofsted for an inspection earlier this term. Staff and pupil COVID-19 related illness was very high at the time, and so the inspection was deferred to a later unspecified date.</p> <p>Pupil numbers continue to change, with roughly the same number arriving as leaving. More children joined mid-year this year than usual – there have been fourteen since September '21. The Pupil Admission Number is over capacity for Year 2 – 91 places have been given instead of 90 in order to take a set of twins.</p> <p>Comparative data on attendance was provided. Whole-school attendance is at 93.6%. Unauthorised absences are mainly due to families taking holidays during term time. A few key families have significantly low attendance. When a child's attendance reaches 90% or below, it is classified as 'persistently absent'. Parents of younger children (particularly Nursery) had a more flexible attitude to attendance – the pandemic may have made some of them view school attendance as more of an optional thing than they have in the past. There is some work to be done on this attitude with the new children in September</p>															

2022. Attendance in Reception during the autumn term is always a little up and down as parents learn how their child copes with illness and resilience to attend school. This usually settles in the second half of the year and attendance improves. Year 6 absences in the autumn term often have a clear link to the dates of the grammar school tests.

PP attendance is lower than non-PP by 0.7%. The school has worked hard to close this gap – pre-COVID-19, the gap was 3-4%. The current gap is much lower now because the attendance of non-PP children has dropped from what it was. One family with three PP children made a significant contribution to lower attendance – these children have moved to another school, but their poor attendance still has an impact on the figures.

The letters sent to parents of children with poor punctuality have had an impact – fewer letters are being sent this term than last. During the pandemic, parents had a specific, narrow ‘drop off’ time for their child/children – many seem to have continued to operate in this way ever since.

A teacher will be leaving the school at the end of the spring term – a supply teacher has been secured to cover until the end of the academic year.

The Nursery has undergone a slight restructure – there is one child with an EHCP and two others who need greater than usual staff support. Some midday supervisors are very talented and have been providing support for these children in Reception, Year 5 and Year 6. This has a knock-on effect and makes lunch duty staffing short. With some juggling of supervisors, this has been made to work. A recruitment process is underway for additional lunchtime supervisors and teaching assistants.

A list of staff training for this year to date was provided in the papers. Maths has been a major focus for all – last year’s NQTs (Newly Qualified Teachers) and this year’s ECTs (Early Career Teachers) have all attended training on the mathematics programme. Staff have also undergone training in first aid.

Almost all year groups have children with EHCPs:

- 2 in Reception
- 1 in Year 1
- 3 in Year 2
- 2 in Year 3
- 3 in Year 5 (one child has significant needs)
- 2 in Year 6

Two more children are at the assessment stage – one in Year 4 and another in Year 6.

*A governor asked if the Year 5 child had full time help. No – the child does not attend full time.*

*A governor asked if the number of children with SEND had now settled. No – there are other children in school who possibly need to complete an application for an EHCP. Children are still arriving in the area via the Hong Kong Settlement Scheme – several of these children have high needs. It is not yet known whether Barrow Hedges will receive any children from the Ukraine.*

Engagement with parents improved during the pandemic. The use of Microsoft Teams for online meetings makes it easier for parents to access meetings from home. General meetings and presentations have been recorded and uploaded to the school website for easy access for parents who do not attend in person.

The FADE reports provided show strong monitoring and subsequent actions. FADE reviews have taken place through maths and English book looks, pupil voice. teaching and learning for writing and the humanities curriculum.

The most recent Inspection Data Summary Report (IDSR) as of February 22<sup>nd</sup> 2022 has been uploaded to Governor Hub. This report replaces ‘Raise Online’ and gives a summary of school performance.

A staff mental health and wellbeing action plan has been developed and shared. This came out of a Trust survey completed in July 2021. The action plan gives the rationale and aims of the plan and has been well received. The Mental Health first aider has led training at an INSET session on aspects relating to the plan. Representatives of the school are participating in the Mental Wellbeing Trust network group. Another focus for training this term has been the implementation of Rosenshine’s Principles of Instruction. These combine three research areas (cognitive science, classroom practice and cognitive support) and look at how these complement each other in the classroom, how people learn and acquire new information, how teachers implement classroom strategies effectively and how teachers can support children in learning complex material. Learning trios are planned for the summer term with a focus on



these three principles.

Trust HR clinics (run by Claire Marriott (CM)) have continued – three to four sessions have taken place and each was attended by two to three people (mainly Teaching Assistants). Staff are asked to email CM and the Headteacher if they would like to attend a session – the Headteacher will then ensure that cover can be provided if required.

*A governor asked if there was anything governors should know about regarding the Mental Health first aid training. NN and CD are link governors for Mental Health and Wellbeing. They will feed back to governors at a future meeting.*

The school is aware of and sensitive to wellbeing for both staff and children. Early intervention is very effective. Surveys are always completed anonymously so staff feel able to speak freely.

The Admissions report was discussed. The school has seventeen thirty-hour Nursery places this year for the first time, with fifteen children attending mornings only and ten afternoons only. The ideal would be to have more children on 30-hour places. The September 2022 admissions criteria is already set so the school must honour the numbers outlined in the policy. To be eligible for a thirty-hour place, parents must earn below a specific amount or work a specific number of hours. Fewer people want afternoon only Nursery places. The ratio of staff to children is one to eight – there were initially four staff in the mornings and three in the afternoons. Another child recently joined the afternoon sessions, making numbers twenty-five in total and triggering a need for an additional adult should all children attend at the same time. This person is drafted in from their usual school role if they are required. More children are set to join the Nursery after Easter and so a fourth member of staff will be required on a permanent basis.

The Headteacher would like to adjust the admissions criteria for 2023-2024 to include more thirty-hour places. Birth rates are down in the local area and the number of children of school age in Sutton is dropping. The falling number of school applications at local and national level reflect this. Sutton is looking to reduce school numbers where possible. This would mean a reduction in the number of classes across all schools and, therefore, implications for staffing levels from September. The school may need to look at using staff who are able to move between Nursery and Reception classes. Barrow Hedges is still an oversubscribed school and, as part of a Trust it cannot be forced to reduce its numbers. Schools with many empty places are at most risk.

**6. School Improvement Plan (SIP) and School Self Evaluation (SEF) – Mid-Year review**

The Headteacher has created separate folders for the SIP and SEF on Governor Hub. As they are reviewed and revised, older versions will be replaced by the most recent ones. Governors were reminded that there is both a long and short version of the SEF. Any text shown in red is new and purple indicates areas that have been improved/updated.

The SIP and the SEF are closely aligned and tightly linked. There are six areas of development within both documents. These are:

- The Quality of education (intent and implementation)
- The Quality of education (impact)
- Behaviour and attitudes
- Personal development
- Leadership and management
- Quality of Early Years

Each area has six to seven objectives. Staff have made a significant contribution to reviewing each section of these documents – the recent INSET day allocated time for staff to review progress towards the objectives identified at the beginning of the year. Governor visits and reports are instrumental in evidencing and validating what is said in these two key documents.

Some of the amendments were outlined. The number of pupils on roll has changed – the figures shown were taken from the census in October 2021. The school has been awarded the Anchored Schools Platinum Award for Safeguarding. A quote from the report regarding safeguarding has been added to the SEF.

The Quality of Education is judged by the school as ‘outstanding’. Expert teachers/coaches are deployed to deliver some of the foundation subjects (Art, Music, and PE).

Attendance rates are good at 97.3% (2020/21) and 96.3% for the academic year 2021/22 to 11<sup>th</sup> March 2022. Overall absence in Autumn 2020 at 2.3% was in the lowest 20% of all schools.

BH’s EYFS Leader is now the Trust EYFS Lead as well as a Best Practice Early Years Lead for the borough.



7.	<p><b>Safeguarding (standing item)</b></p> <p>A comprehensive report was presented to governors. CD and NN visited the school and met with MW and LW to discuss aspects of the report. The Anchored Schools Platinum status indicates that the school is in a good place in terms of safeguarding.</p> <p>The Anchored Schools Safeguarding Audit (November 2021) identified a need for the school to have someone trained as the Designated Lead for Children Looked After (CLA – this is the new term for Looked After Children (LAC)). MW undertook this training via an out of borough provider because Sutton does not offer any in-borough training in this area. The audit produced an action plan for development – aspects of this now feature in the SIP – most of these actions have already been addressed.</p> <p>138 children have attendance of 90% or less (therefore classified as ‘persistently absent’). This includes 57 children whose absence is COVID-19 related.</p>
8.	<p><b>Whole school pupil progress/attainment data &amp; mid-year analysis – including all focus groups.</b></p> <p>The data in this report was felt to be less burdensome than that produced for the autumn review. Even so, completion is time intensive.</p> <p>Headlines from the report were discussed. Whole school attainment %'s are looking to be higher mid-year than the end of year national figures for 2019 (the last full data set pre-pandemic). Reading at ARE in 2019 (national) was at 73%. Years 3, 4, 5 and 6 are between 81-82%. The mid-year school figures are likely to be on the side of cautious. It would appear that despite the pandemic, the school has managed to maintain its' status of high performance. Good teaching continued through the lockdowns and parent engagement in home learning was high.</p> <p>Disadvantaged pupils were impacted the most. Reading suffered least during the lockdowns – parents seem to have made time to read to and discuss the books with their child/children. Maths has been the area most affected across the board, closely followed by writing in Key Stage 1. Reading in Year 2 needs some additional focus to improve the ARE+ from 74% predictions now (national 2019 % figure was 75% and the Year 2 school target is 80%).</p> <p>Last weekend, a research report was produced by the National Foundation for Educational Research (NFER) called ‘The Impact of COVID-19 on pupil attainment’. A copy of this was circulated to governors in attendance. This concluded that</p> <ul style="list-style-type: none"> <li>→ the progress of the youngest children has been particularly affected, especially in relation to reading development,</li> <li>→ at key stage 2, it is clear that mathematics progress continued to be affected even after children had returned to school,</li> <li>→ there are clear indications of recovery across both key stage 1 and 2 but the extend varies,</li> <li>→ the disadvantage gap has widened during the pandemic and is wider than any other gap caused by COVID-19.</li> </ul> <p>Although the first point is less true for BH, the others are all in evidence in school. The area of most concern is Year 6 mathematics performance as the Key Stage 2. SATs are scheduled to re-start this summer. The standard of mathematics teaching seen is of high quality, but this is not impacting on achievement. There are a group of children just below Age Related Expectations (ARE) and these seem to have suffered the most. In mathematics, there is a greater requirement for new content to be introduced each year. Parents may have found it more difficult to support their child/children in home learning for mathematics. This is borne out by the data – in Year 6, 67% are judged to be at ARE for mathematics. The 2019 national figure for this was 79%. In the time remaining, mathematics will be a big focus as lower performance will also impact on the combined figure.</p> <p>All PiXL work is being targeted at mathematics. Since the data was produced for the report, Year 6 have taken ‘mock’ SATs papers – the results were positive, with 10% more children judged as at ARE or better.</p> <p><i><b>A governor asked if the school streamed Year 6 classes in mathematics. Yes, for mathematics – they are not streamed in English though because mixed groups help to provide more challenge for all children of all abilities. There is more emphasis on reasoning in mathematics and below Year 6, groups are still mixed so that everyone gets to experience higher challenges. By Year 6, attainment gaps are as big as they can be. Success in different areas of mathematics varies. All children take the same SATs papers and so it is often a delicate balance between keeping children positive but not leaving them behind.</b></i></p> <p>Year 2 writing will also be a focus – the target for ARE is 76% - the most recent data shows performance of 65% (-11%). Two intervention teachers are working with Year 2 for 3 days a week each (funded through</p>



	<p>PP funding). Year 2 were particularly affected by COVID-19 – all the Year 2 teachers and many of the children caught COVID-19. Absence levels in this year group were particularly high – some of the additional provision was compromised because of this.</p> <p>The Headteacher identified areas of specific focus for the summer term:</p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>• Writing Greater Depth (GD) – target 18%; current prediction 13%</li> <li>• Mathematics Age Related Expectations (ARE) – target 80%; current prediction 77%</li> <li>• Mathematics GD – target 25%; current prediction 15%</li> <li>• Combined figure ARE - target 72%; current prediction 64%</li> <li>• Combined figure GD - target 16%; current prediction 10%</li> </ul> <p><u>Year 6</u></p> <ul style="list-style-type: none"> <li>• Reading figure ARE – target 83%; current prediction 82%</li> <li>• Reading figure GD – target 43%; current prediction 45% (keep challenging the children)</li> <li>• Writing figure ARE – target 81%; current prediction 78%</li> <li>• Writing figure GD – target 32%; current prediction 22%</li> <li>• Mathematics figure ARE – target 80%; current prediction 67%</li> <li>• Mathematics figure GD – target 40%; current prediction 32%</li> </ul> <p>All children below target have programmes of intervention, booster groups, etc.</p> <p><i>A governor asked if the school plans to do similar interventions with Year 5. Progress reviews take place on a regular basis for all year groups. As a result of these, interventions go on all the time.</i></p>
9.	<p><b>Pupil Premium (PP) update (including progress of the Strategy 2021/2022, use of additional ‘catch-up’ funding streams) and Sports strategy update</b></p> <p>The PP Strategy is a three-year plan that aims to close performance gaps between PP and Non-PP children. A review of the school homework provision has taken place and the strategy updated accordingly.</p> <p>The Sports strategy in an annual plan that was developed to maximise the use of sports funding received. This funding is aimed at developing physical exercise in school and highlighting the benefits. Children are encouraged to participate in sports but because of the pandemic, some of the 2020-2021 funding was not spent. Schools have been allowed to carry forward this funding into this academic year. This funding can be used to release key staff to conduct impact reports on the sports activities offered.</p>
10.	<p><b>SEND Update - verbal</b></p> <p>Since the last report to the LC, and up until 14<sup>th</sup> March, the Inclusion Leader has completed three annual reviews for children, (in Year R, Year1 and Year 5). A further annual review is due on the 29<sup>th</sup> March for a child in Year 6.</p> <p>This academic year, six EHCNAs have been completed and submitted, four have been agreed, these are for a child in Nursery, two children in Year 5 and a child in Year 6. Two of these children joined the school from Hong Kong. There is another EHCNA at the assessment stage for a child in Year 4 and another for a child in Year 6 (another child from Hong Kong) who the school is waiting to see if they say ‘yes to assess’.</p>
11.	<p><b>Governor training and member visit reports/feedback</b></p> <p>A summary of governor training was provided in the papers for this meeting. Many staff underwent Restorative Practice training this term. The ‘red, amber, green’ card system has been refined for consistency. The use of green cards is being encouraged to give as awards for good work/behaviour. Refinements are being made to the playground and purposeful play opportunities provided by the sports coach. Football will be made available three lunchtimes a week. The HORIS Hippos are still in use.</p> <p>Governors were invited into school to observe a playtime.</p>
12.	<p><b>Policy reviews, updates and approvals</b></p> <ul style="list-style-type: none"> <li>• <u>Curriculum Policy</u> is the same as the one presented at the governor training session.</li> </ul> <p><b>RESOLUTION: Governors approved this policy.</b></p>

	<ul style="list-style-type: none"> <li>• <u>Anti-bullying Policy</u> – there have been lots of amendments to this policy. Appendix 1 protected characteristics have been updated. The school council still needs to do some work on a child version of this policy.</li> </ul> <p><b>RESOLUTION: Governors approved the main body of this policy.</b></p>
<b>13.</b>	<p><b>Premises and health &amp; safety update (including progress associated with the Schools Risk Register)</b></p> <p>The school has been prioritising the completion of any statutory premises activities and the majority of works has been completed on time, with any necessary remedial work scheduled. Some have been slightly delayed due to staff shortages, but the school plans to recover this during March. David Moore, the Premises Assistant, continues to maintain and improve the school with the refurbishment of The Den and Courtyard.</p> <p>Governors have not yet observed a fire drill. A drill is scheduled for the first week of the summer term. Governors had no questions regarding the rest of the report.</p>
<b>14.</b>	<p><b>Progress towards equality objective (PSED)</b></p> <p>The Public Service Equality Duty was brought to the LC meeting in November. This is closely linked with the SDP.</p> <p>Governors noted that a seventh Trust wide objective has been added to formally audit foundation subjects within each school to ensure that the curriculum is diverse and inclusive.</p>
<b>15.</b>	<p><b>Local and National Updates - verbal</b></p> <p>The change in structure of the Local Committees was discussed at the Chairs Forum in January. The additional. This represents more of a two-way communication between the Trust and its schools. Increasingly, data and information from all five Trust schools is being shared.</p>
<b>16.</b>	<p><b>Chair's update (feedback from the Chair's Forum and items to be raised by the committee to the Trust Board)</b></p> <p>The forum was chaired by Pauline Cook of Rushy Meadow LC. This was a standard style meeting but nothing of particular note to feedback to the LC.</p> <p>Items to be raised to the Trust Board</p> <ul style="list-style-type: none"> <li>• The meeting agendas are very full – possibly over full because meetings can take more than two hours. It was suggested that meetings should be more about what governors have seen rather than being so content-heavy. Items for approval are circulated before the meeting – these could be approved prior to the meeting and noted during the meeting. Policies could be read in advance and questions submitted ahead of the meeting so queries could be addressed outside of the meeting.</li> <li>• The agenda could be colour-coded to show <ul style="list-style-type: none"> <li>• Items for discussion</li> <li>• items for approval</li> <li>• Items for noting</li> </ul> </li> </ul>
<b>17.</b>	<p><b>Correspondence to the Co-Vice Chairs/Co-Vice Chair's actions</b></p> <p>There has been no correspondence to the Co-Vice Chairs.</p>
<b>18.</b>	<p><b>Any other business</b></p> <p>There were no items of other business raised.</p>
<b>19.</b>	<p><b>Identification of any confidential matters</b></p> <p>No confidential items were discussed.</p>
<b>20.</b>	<p><b>Reflections</b></p> <ul style="list-style-type: none"> <li>→ It has been good to be able to meet face-to-face again.</li> <li>→ The curriculum session for governors held on March 2<sup>nd</sup> was very useful.</li> <li>→ Governor reports have raised queries and observations.</li> <li>→ More governor visits will take place next term.</li> </ul>

	*NEW ACTION 015: Governors to book visits with link staff and subject leads for next term as a priority.
24.	Dates of future meeting for 2021-2022 <ul style="list-style-type: none"> <li>Wednesday 6<sup>th</sup> July 2022 at 16:00</li> </ul>

Summary of Action Points arising from this meeting

Action Point	Action	Responsibility
014	NW and KB to discuss possibilities with interested members of the LC.	NW
015	Visits with link staff and subject leads for next term to be booked as a priority.	All governors

MINUTES SIGNED BY:	Nidhi Mishra	NEIL WEBSTER
DATE:	6/7/22	6/7/22
CHAIR'S SIGNATURE		