



LOCAL COMMITTEE MEETING OF BARROW HEDGES PRIMARY SCHOOL MINUTES

Monday 6th March 2023, 18:30 at Barrow Hedges Primary School, Harbury Road, Sutton SM5 4LA

PARTICIPANTS:

<i>Melissa Williams</i>	<i>MW</i>	<i>Chair of Governors and Parent governor</i>	<i>Present</i>
<i>Louise Wood</i>	<i>LW</i>	<i>Headteacher; Ex-Officio</i>	<i>Present</i>
<i>Shahid Chowdhury</i>	<i>SC</i>	<i>Co-opted Governor</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>Present (late)</i>
<i>Nidhi Misri</i>	<i>NM</i>	<i>Co-opted governor; Vice Chair</i>	<i>Present</i>
<i>Natasha Nardell</i>	<i>NN</i>	<i>Co-opted governor</i>	<i>Present (remotely)</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>Present</i>

By Invitation

Governance

<i>Karen Velissarides</i>	<i>KV</i>	<i>Clerk to Trust Schools</i>	<i>Present</i>
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Supporting documents:	<p>00 Agenda Barrow Hedges Primary School Local Committee Meeting 06.03.23</p> <p>04 Barrow Hedges Draft Part 1 LC Minutes of 29th November 2022</p> <p>05(i) Headteacher report to local committee for 6.3.23</p> <p>05(ii) Staff Mental Health and Wellbeing Action Plan 2022-23 mid-year review</p> <p>05(iii) Barrow Hedges PiXL PRIMARY REPORT - Visit 2 - 2022-23</p> <p>05(iv) Sports Funding Strategy Plan Mid year 2022 23 review</p> <p>05(v) End of Spring 1 PPG report Feb 2023</p> <p>06 BHPS Mid Year Analysis 2022 - 2023</p> <p>07(i) Safeguarding report to LC - March 2023 (TABLED at the meeting)</p> <p>07(ii) Safeguarding Link Governor Report - 7 Nov 2022 NN</p> <p>07(iii) Safeguarding Link Governor Report - 31st Jan 2023 NN</p> <p>07(iv) BH External Safeguarding Report 5.12.22</p> <p>08 Barrow Hedges History Quality Mark Report of Audit 7.2.23</p> <p>09 Admissions Report to Local Committee (BH) - Feb 2023</p> <p>10(i) School Improvement Plan 2022 2023 BHPS February 2023 Review</p> <p>10(ii) Barrow Hedges Primary School Short SEF February 2023</p> <p>12(i) PSED – to be distributed</p> <p>12(ii) Anti Bullying Policy March 2023</p> <p>13(i) Melissa Williams - Governor Visit - Mental Health part i 18.1.23</p> <p>13(ii) Melissa Williams - Governor Visit - Mental Health part ii 6.2.23</p> <p>13(iii) Chantel Dyason Governor Visit - Foundation Subject Focus 13.1.23</p> <p>13(iv) Nidhi Misri - Governor Visit - Attendance 22.2.23</p> <p>13(v) Training-Barrow Hedges Primary as at March 3rd 2023</p> <p>15(i) Academy Risk Register BH February 2023</p> <p>15(ii) Premises Report 6.3.23</p>
Meeting opened at:	18:30
Meeting closed at:	20:35

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.	Welcome, introductions, apologies for absence and confirmation of quorum. Governors were welcomed to the meeting. No apologies were received – NN was in attendance via Microsoft Teams. The meeting was declared quorate.												
2.	Declarations of interest and changes to the business register No declarations of interest were made in relation to items on the agenda or changes made to the register of business interests.												
3.	LC Business: skills audit Governors were advised the skills audit is to be issued via a Google Form shortly and a summary brought to the final meeting of the year.												
4.	Confirmation and approval of minutes of the meeting held on 29th November 2022, matters arising not covered elsewhere on the agenda and actions update. The minutes of the LC meeting - held on 29/11/22 – were agreed to be a true and accurate record of that meeting and approved without amendment. Action points update. <table><tr><th>Action Point</th><th>Action</th><th>Update</th></tr><tr><td>023</td><td>LW to circulate a spring term 2023 visits plan and governors to sign up.</td><td>Completed and closed.</td></tr><tr><td>024</td><td>Governors to each provide a paragraph relating to their work and role as governor for the end of term school publication.</td><td>Completed and closed.</td></tr><tr><td>025</td><td>Governors to email their mobile phone number to MW who will set up the group.</td><td>Completed and closed.</td></tr></table>	Action Point	Action	Update	023	LW to circulate a spring term 2023 visits plan and governors to sign up.	Completed and closed.	024	Governors to each provide a paragraph relating to their work and role as governor for the end of term school publication.	Completed and closed.	025	Governors to email their mobile phone number to MW who will set up the group.	Completed and closed.
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5.	Headteacher’s Report This was taken as read. Discussions relating to this ensued and governors asked questions. <u>Numbers on roll, including leavers and joiners.</u> Governors heard there has been an increasing number of new pupil joiners – this is a diverse group, and many have considerable challenges (including EAL needs and SEND). Although some pupils have also left the school to go to other borough schools, this reflects places becoming available in the child’s first-choice school and not their experience at Barrow Hedges. Governors discussed the value of including the amount of time a leaver has been at the school in future reports. *NEW ACTION 026: LW to add ‘time in the school’ data to future reporting of pupil school leavers. Governors were told of a new Year 5 pupil who joined the school from being home schooled. Catching up with peers can be a significant issue for children who have been out of mainstream education for some time. <i>A governor asked what the safeguarding assurance process is when a child becomes home-schooled by parental choice. Parents have the right to withdraw their child from a mainstream school to home school them. Once a child leaves a school, the school must inform the Local Authority (LA) and the child is removed from their school roll. The child’s welfare and education then becomes the responsibility of the LA. LW explained that a check is carried out by the Local Authority when a parent first elects to home school their child but LW believes that there are no ongoing checks on either the quality of education or safeguarding. Governors expressed concern over what they saw as safeguarding loopholes evident in this process.</i>												

A governor asked if the school is able to meet the needs of children returning to mainstream education from home schooling. LW said the school always provides support in whatever way it can but, as these children can be behind their peers in terms of progress and attainment, this can be difficult with finite resources.

Wellbeing and Workload Action Plan update

Governors were advised a mid-year review of the plan has taken place and the document updated. Beki Swinfield (the mental health lead for the school) has been reviewing the volume of on-line training staff are asked to complete in the light of feedback provided by staff at the end of January. MW advised she has completed two school visits focussed on wellbeing and confirmed that actions outlined on the plan are being addressed. An open culture for sharing issues exists which was pleasing to see. Conversations with children reveal they are confident in understanding what mental health is and why it is important to think about it.

Staffing and staff absence

Staff absence remains around the same as last term. Some teachers took strike action on March 1st. Although they have no obligation to inform the school of their intention to strike, staff have been good in giving notice they plan to take action. No complaints have been received from parents.

Parent governors reported they felt the strike situation had been handled well and that parents had been given plenty of notice to make other arrangements where required. The Headteacher informed governors that NEU strike action is also about general school funding issues and the lack of specialist provision. Further strike action is planned for March 15th and 16th. Pay is deducted for the days a teacher strikes – pay for the two consecutive days next week will be deducted from April's pay and not March.

SEF/SIP

The latest SEF document was uploaded to the SEF folder on Governor Hub. A FADE Report folder has also been created so that governors can locate all these monitoring reports with ease.

Inclusion/SEND (report written by Inclusion Lead/SENCo and included in HT report)

LW reported that supporting and monitoring students with specific needs has become more challenging due to increasing numbers. High quality evidence is required for any application for additional support or for an Educational Health Care Plan (EHCP). This is time consuming and complex.

A governor asked if MR has sufficient additional support to complete this paperwork. MR said administrative support for filing etc is available via the Trust but that needs in the five Trust schools vary and it is difficult to predict when additional support is going to be required. Office staff at the school have been a great support and, as they know the children and families well, their support has been particularly useful.

Governors were reminded that three Trust leads are based at Barrow Hedges – the leads for English, Maths and Early Years. School lesson visits with a focus on English took place in the autumn term and the focus for this term has been Maths. LW was appointed to Trust Director of Teaching and Learning and in this role she is developing an overview across the schools and will be working with other schools in supporting and developing the learning experience for all pupils.

The work of the School Council was reported to be progressing well and a child-friendly version of the SIP has been developed. This is a slimmed down and simplified version of the full document.

***NEW ACTION 027: LW to upload the child-friendly version of the SIP to Governor Hub.**

PiXL update (including consultant's reports)

The PiXL consultant visits the school four times a year and focusses on raising the achievement of children in Year 6 until after the SATS are taken in May. At that point, the focus switches to Year 5. LW advised governors that as the Raising Standards Leader (RSL) for the school, KD and the Year 6 lead attend these meeting and discuss/review targets and strategies to identify and develop progress for all groups of learners. Barrow Hedges has been a PiXL school for a number of years now but work to target "key marginals" has helped identify pupils to receive a wide range of interventions to specifically target and improve areas of skill, knowledge and understanding. The consultant writes a report after each meeting - these will be uploaded to Governor Hub as and when received. The school sets its own targets and uses the wide range of PiXL resources available in order to refine its processes of testing, diagnosis of areas of weakness, improving skills/confidence and targeting intervention resources.

Sports funding and PP strategy updates

Governors were provided with a mid-year review of the Sports Funding Action Plan (all changes were shown in green font). The two new sports leaders are working well – this role is proving to be a great

	<p>development activity for them and helps them focus on actions and impact. Funding has been spent on planning and resourcing the sports curriculum this year and next year the plan is likely to concentrate more on monitoring sport in the school. Governors discussed arranging a visit to look at Sport in school and meet with the sports leads. NM or CD offered to do this.</p> <p>*NEW ACTION 028: NM and/or CD to arrange and conduct a visit focussed on developments in sport in the school.</p> <p>Governors were advised that the three year PP Strategy has been updated to show the current position – this includes comparing the progress of the PP and Non-PP pupil groups.</p>
6.	<p>Performance Data – midyear review</p> <p>The format of the review document is the same for all Trust schools.</p> <p><u>Key Stage 2</u></p> <p>LW drew KS2 predictions and current results to the attention of governors. Interventions have been specifically aimed at children in Year 6. A 'worst case scenario' approach was taken in the reporting of progress data and the school is pleased with the results the data is suggesting, with 81% on track in reading with 44% at 'Greater Depth'; 75% on track in writing with 28% at 'Greater Depth'; 78% on track in maths, with 34% at 'Greater Depth' and 80% on track in grammar, punctuation, and spelling, with 40% at 'Greater Depth'. A key focus is to ensure pupils are successful in all three aspects of reading, writing and maths. Staff are working to improve any areas that are weaker.</p> <p>Performance is regularly assessed diagnostically, and staff are putting considerable time and effort into moving progress forward. Afternoon small-group intervention sessions are proving to be successful.</p> <p><i>A governor asked how the school communicated test results to parents. This is typically done via the children and parents' evenings/meetings.</i></p> <p><u>Key Stage 1</u></p> <p>LW reported that test results are increasing significantly. Many conversations take place around the value and setting of various assessments – reviewing processes and outcomes are frequent. Results shown are close to the targets set but achieving these are a little less predictable because of high levels of mobility being experienced.</p> <p>90% of Key Stage 1 children are on track to pass the phonics check. Of those not on track, several have significant SEND needs. Some acknowledgment needs to be made of the new cohort and their particular issues (EAL/non-English speakers). Significant numbers of new joiners have come from other countries and there has been number who had no English on arrival. No additional support/funding has been provided to the school by the Local Authority. The two children on roll from Ukraine still live with their host families. Almost a third of children in the school are EAL pupils. The definition of EAL ranges from children who are bilingual and need little additional help to those with no English at all. EAL is defined as a child whose first language is not English. There remains some stigma in parents identifying their child as having an EAL need.</p> <p><i>A governor asked if Lingascope helps the school communicate with children and their families. LW said that although of some use, the child still has to engage with standard assessments, and these are in English. Governors heard that it is sometimes difficult to identify if these children also have SEND. Some parents are not English speakers.</i></p> <p><i>A governor asked how the EAL needs are identified. MR said that children complete a language acquisition audit on arrival and that this helps determine the level of need.</i></p> <p><i>A governor asked if there was any research on how best to support children with no or little English. LW said that there is likely to be research and that the Education Endowment Foundation (EEF) lead a great deal of research in learning. Staff at the school are well versed in using adaptive teaching and scaffolding approaches for these children.</i></p> <p><i>A governor asked how many non-English speakers were in each class. LW said that of the 22 new joiners, 19 were from overseas. If a child with EAL needs joins the school in Reception or Year 1, when they reach Year 6 they often outperform non EAL pupils of the same age. The school has an excellent track record in developing those children it has on roll the longest.</i></p> <p>Many Sutton schools are experiencing EAL challenges. Governors suggested that this would be a good area for a focussed governor visit.</p> <p>*NEW ACTION 029: LW to upload the EAL Pupil Voice Report to Governor Hub.</p>

7.	<p>Safeguarding Report</p> <p>NN advised she had conducted governor safeguarding visits in both November '22 and January '23. The school also had an external review in December '22.</p> <p>MR reported she had dealt with some tough referrals this term. Two instances of bullying behaviour were advised. The first was reported by a child to their parents and was linked to older boys being unkind to younger ones. Despite strenuous efforts, the school has not been able to identify who the perpetrators were. The second instance was linked to some inappropriate behaviour by some Year 6 pupils after school, but on school premises. This was not viewed as deliberate malice but more a lack of thought and consideration of consequences. This has been dealt with and resolved, with parent meetings.</p> <p>LW reported that over 50% of the children in Year 6 and a number of children in Year 5 have a mobile phone. These are often provided by parents to their children if they walk to and from school or walk home. Considerable work has been done with children relating to safeguarding and being 'online'. The E-Safety Officer provided a workshop for children that was excellent. Work based on the 'You Are Awesome' approach is also taking place – this is based on a young adult non-fiction book written by the British author Matthew Syed in April 2018. The book deals with important themes such as growth mindset, resilience and building confidence.</p> <p>NN reported she spoke informally about safety with the School Council during one of her safeguarding visits and asked whether they felt the school took their safety seriously. The children showed a good knowledge of what safeguarding was and behaviour expectations in school. They reported that they felt safe and that the school has safety as a high priority. All feedback from this session was positive.</p> <p>Philippa Ollerhead completed the external safeguarding audit and was highly complementary of the safeguarding work completed and in progress.</p>
8.	<p>External reviews and stakeholder feedback</p> <p>LW advised that usually trust schools have an external review in the summer term and this will likely be carried out by Peter Gale. LW advised that Peter Gale's visit is planned for the summer term and a report will be produced as a result of his visit.</p> <p>The school is proud to have been awarded the Gold Quality Mark for History. The inspector focused on reviewing history in alignment with an Ofsted deep dive. He confirmed SLT's view that Beth Campbell is a very competent and passionate leader.</p> <p><i>A governor asked if the school planned to apply for any other quality marks. LW notified governors that the Inclusion Quality Mark assessment is due to take place on June 8th and 9th. Governor input on one of these days will be required. CD reported that she had conducted a governor visit focused on History and had found the subject rationale to be strong. The Humanities leads are all very passionate and clear about their subject areas. The value of the knowledge organisers was discussed. LW advised that verbal feedback from Ofsted inspection had identified a need to "refine assessment of foundation subjects". The assessment framework is underpinned by the knowledge organisers and work on this is ongoing.</i></p> <p><i>A governor asked how elements of diversity and inclusion (DNI) are included. LW reported that there are elements of non-religion and culture woven into all the work children do in all subjects and that it is a concept that is embedded throughout the curriculum.</i></p>
9.	<p>Trust/ Admissions Officer Report for Barrow Hedges Primary School - March 2023</p> <p>This report is self-explanatory, and governors had no questions relating to it. MW and LW reported they had attended a meeting to hear about any medical needs of the new intake.</p>
10.	<p>School Development Plan and SEF 2022-2023 updates</p> <p>A mid-year, RAG rated, review has been carried out and was presented to governors. Any writing shown in green has been completed, things in amber started but not completed/embedded and anything shown in red is still to be addressed. The copy of the latest document has been saved in the SIP folder on Governor Hub.</p> <p>The SEF has had a small update and is also available on Governor Hub,</p>
11.	<p>Finance Link Governor (FLG) and Headteacher's verbal update</p> <p>LW reported that SC had joined her at the monthly Finance meeting with Karen Coleman (new Head of Finance for the Trust) on 27th February at which the January-end figures had been presented. The</p>

	<p>Financial Notice to Improve was lifted in December '22 and the level of external scrutiny has now reduced. This provides the Trust with more control of and flexibility with its budget.</p> <p>LW reported that at this stage of the year (five months into the budget), the school's budget is overspent slightly. The CFO does not view this overspend as material and this is linked to increased spending of the supply teacher budget line – this is often greater in the winter months when more cover is needed for sick staff. Senior leaders are helping the situation by teaching more this year and the school has again raised additional income from taking school photos in-house. Some of the income from this has been moved to the cover supply cost line to help deal with the overspend. COVID-19 is still having an impact on staffing – there were four staff off school last week with COVID-19. Each absence still requires five days of isolation by each teacher.</p> <p>The financial autumn package provided by the government has helped cover the increase in cost of energy bills but the 5% teacher pay rise remains unfunded and has had to be found from the existing budget. The Trust has put in place a fixed energy tariff, so costs are currently predictable. The bid to the local authority's special capital provision fund for playground development was successful and will provide £54k towards the project.</p>
12.	<p>Policy reviews and approvals Public Sector Equality Duty (PSED) – mid-year review</p> <p>*NEW ACTION 030: LW to distribute the PSED Review and governors to send related questions to her.</p> <p><u>Anti Bullying Policy March 2023</u> The values in the policy were adjusted. The term "cyberbullying" was replaced by "online". This policy was fully rewritten last year and so amendments for this year are minor. Appendix 2 attached to the policy was put together by the School Council. MW suggested a couple of amendments to wording and these were noted by MR/LW. The policy was approved (subject to the changes suggested).</p>
13.	<p>Governor visits and training <u>Governor Visit - Mental Health part 1 (18.1.23) MW</u> This was mentioned earlier in the meeting.</p> <p><u>Governor Visit - Mental Health part 2 (06.2.23) MW</u> This was mentioned earlier in the meeting.</p> <p><u>Governor Visit - Foundation Subject Focus (13.1.23) CD</u> This was mentioned earlier in the meeting.</p> <p><u>Governor Visit – Attendance (22.2.23) NM</u> NM advised governors that she had seen how the school uses Arbor in monitoring attendance. This provides senior leaders with a detailed analysis that can be drilled down into.</p> <p><u>Governor Training Summary (Governor Hub) as of March 3rd, 2023</u> Governors were reminded that they must enter the details of courses they have attended themselves.</p> <p>*NEW ACTION 031: KV to check the completion status of the GDPR online course.</p> <p>*NEW ACTION 032: Governors to update their training profiles on Governor Hub.</p>
14.	<p>CPAT Trustees Annual Report This report was not available for this meeting.</p>
15.	<p>Premises, Health & Safety This report was recently uploaded to Governor Hub.</p> <p>*NEW ACTION 033: Governors to email queries and questions about the Premises Report to LW directly.</p>
16.	<p>Chair's update (feedback from the Chair's Forum and local/national updates) MW reported that school attendance is proving to be an issue in all schools in the borough and at national level. Many schools have reported a spike in safeguarding cases/needs. MW attended the Trust Chair's Forum and a Chair's briefing from the Local Authority and outlined the impact falling birth rates are having on school numbers – particularly in younger children where the birth rate is lowest. She informed</p>

	governors that a hundred children in the Borough currently do not have an allocated secondary school place. Year 6 represents a "Bulge year". Sutton has the highest number of children in the UK from the Hong Kong Settlement Scheme in London. No additional support has been given to school to manage the needs of these children.
17.	<p>Items to be raised to the Trust Board</p> <p>Governors asked for concern to be raised regarding what appears to be a lack of regular safeguarding checks by the local authority when a child is removed from a school to be educated at home. Governors were interested to learn whether more children were leaving/joining our schools as a result of elective home education.</p>
18.	<p>Correspondence to the Chair/Chair's actions</p> <p>No correspondence has been received by the Chair or follow up actions undertaken.</p> <p>Governors commented that a number of identified risks on the Risk Register seem to score highly and asked what the level of tolerance was for a risk rating. LW said she would check on this.</p> <p>*NEW ACTION 034: LW to discover the tolerance level for risks identified on the Risk Register.</p>
19.	<p>AOB (notified in advance)</p> <ul style="list-style-type: none"> <p><u>Newsletter</u></p> <p>LW advised that she will use quotes from governor visits this term in the end of term school newsletter. Governors were happy with this.</p> <p>*NEW ACTION 035: LW to identify and use governor quotes from visit reports in the end of term newsletter.</p> <p><u>Format of Meetings</u></p> <p>It was advised that the aim is for governors in the Trust to attend LC meetings in person and that the 'virtual' meeting option will only be made available in exceptional circumstances. Face-to-face interaction is viewed as important and it is difficult to be fully engaged when 'online'.</p> <p><u>Summer events</u></p> <p>Governors were advised of a large number of events planned for next term, and LW invited them to attend these – many are already published on the school website. LW encouraged governors to attend the summer fete as this is always a great event.</p> <p>MW is looking at dates for a summer governor discussion meeting and will use the governor WhatsApp group to co-ordinate this.</p>
20.	<p>Identification of any confidential matters</p> <p>No confidential matters were identified.</p>
21.	<p>Consideration of impact of the local committee/reflections</p> <ul style="list-style-type: none"> LW thanked governors for the meetings and visits conducted this term and stated that staff really feel supported by these visits, and that they are very much welcomed. A huge amount can be covered in a thirty-minute meeting and governors were warmly encouraged to come into school in the future. Visits provide another opportunity to triangulate the monitoring and feedback that takes place, and the governor 'critical friend' role is invaluable. Such meetings also provide a rehearsal to talk through ideas and plans in a supportive and non-threatening environment. Discussion regarding the issues mid-year transfers bring to the school and how pupils and staff can be supported best with the resources the school and Trust have were very interesting. Consideration of the issues of home-schooling and how these may pose wellbeing or safety concerns provided thoughtful discussion.
22.	<p>Dates of future meetings for 2022-2023</p> <ul style="list-style-type: none"> <u>LC meeting - Tuesday 4th July 2023 at 16:00 (note the earlier start time)</u> Governors were advised that the <u>Trust Governance Annual event</u> will take place on <u>Wednesday 17th May from 17:00.</u> Governors were reminded of the <u>Exclusion Panel Training</u>, taking place on <u>Wednesday 28th June from 17:00.</u>

	*NEW ACTION 036: Governors to email LW with dates and times they would be available to visit the school. She will use this to produce a plan for the summer term.
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Summary of Action Points arising from this meeting

Action Point	Action	Responsibility
026	'Time in the school' data to be added to future reporting of pupil school leavers.	LW
027	Upload the child-friendly version of the SIP to Governor Hub.	LW
028	Governors to arrange and conduct a visit focussed on developments in sport in the school.	NM/CD
029	EAL Pupil Voice Report to be uploaded to Governor Hub.	LW
030	The PSED Review to be distributed to governors who will send related questions to LW.	LW All governors
031	Completion status of the GDPR online course to be checked.	KV
032	Governors to update their training profiles on Governor Hub.	All governors
033	Queries and questions about the Premises Report to be emailed to LW directly.	All governors
034	Acceptable tolerance levels for risks identified on the Risk Register to be reported back to governors.	LW
035	Governor quotes from visit reports to be identified and used in the end of term newsletter.	LW
036	Governors to email LW with dates and times they would be available to visit the school. She will use this to produce a plan for the summer term.	All governors

MINUTES SIGNED BY:	Melissa Williams
DATE:	04/07/23
CHAIR'S SIGNATURE	M Williams