

## Local Governing Body Meeting Tuesday 22nd November 2016 at 3.30pm at DCE

### Draft Minutes

#### Present:

Simon Ball	Head of School
Sylvia Bradley	Governor
Paul Good	Chair
Mark Vermes	Governor
Matt Whitehead	Executive Head

#### Apologies:

Andrew Ballantyne	Governor
Catriona Arundale	Governor
Chris Briggs	Staff Governor
Helen Stallard	Governor

#### In attendance:

Kathy Crotty	Clerk
Emma McNamara	Year 3 Teacher
Miss Smith	SENCO
Mrs Livesely	SENCO consultant
Liz Gandee	Literacy Co-ordination (KS1 EYFS)

<p><b>1. Welcome &amp; Introductions</b></p> <ul style="list-style-type: none"> <li>Mark Vermes agreed to chair the meeting until Paul Good arrived.</li> <li>Governors were welcomed to the meeting by Matt Whitehead.</li> </ul>	
<p><b>2. Opening Prayer</b></p> <ul style="list-style-type: none"> <li>The opening prayer was led by Simon Ball.</li> </ul>	
<p><b>3. Apologies for Absence</b></p> <ul style="list-style-type: none"> <li>Apologies received and accepted from Cat Arundale; Andrew Ballantyne and Helen Stallard.</li> <li>Paul Good arrived after the apologies and assumed the chair.</li> </ul>	
<p><b>4. Notification of AOUB and Confidential Items</b></p> <ul style="list-style-type: none"> <li>Head of School Report from Simon Ball (see item 8)</li> <li>Updated budget report from the Executive Headteacher Matt Whitehead (see item 10).</li> </ul>	

## **5. Presentations from Subject Leads and Review of Children's Work**

### **MFL (Spanish)**

- Ms McNamara explained to Governors the school aims to teach one hour of Spanish per week, but it can sometimes be less. There are two Spanish teachers in the school and they are following the QCA schemes of work. There are set units which are delivered from Yr3 to Yr6 with more fluency expected by Yr6. Spanish grammar is also taught to help sentence construction and this is compared to English language constructions.
- There is ICT embedded into the lessons and different websites are used for teaching and assessments.
- There are lots of speaking and listening opportunities especially in the earlier years. Ms McNamara gave some specific examples from the curriculum the children might learn.
- There are links to Mathematics and the curriculum is enriched by an email pen pal system with a school in Fuengirola in Spain.
- Last year there were Yr3 and Yr4 trips to a local Spanish restaurant and a Spanish day was held in the school. In all classrooms there are Spanish displays and a basic vocabulary is displayed in Yr3. The register is answered in Spanish.
- Course funding has been applied for from Claro GB, which is EU funded. This is for a teacher to spend eight days in Santander. The funding will cover the cost of flights; accommodation; food; travel and tuition and includes visits to school. This will be undertaken over half term if the funding is allocated.

### **Governors asked if Spanish learning occurs in other lessons**

- Governors were informed the school is fortunate to have two Spanish speakers on the staff. By the time the children reach Yr6 the pupils are ahead of many staff in their Spanish.
- Governors commented on the email conversation with children in Spain and thought this was excellent. It was explained the children here write in Spanish and the replies received are in English. It was noted that English in Spain has a higher priority in their teaching than a MFL (modern foreign language) has here.

### **Governors asked if the children learn about current affairs in Spanish speaking countries.**

- Ms McNamara explained in the first lesson the children look at where Spanish is spoken but current affairs will be considered for the older children.

**Governors formally thanked Emma McNamara for her excellent presentation.**

### **SEND**

- Miss Smith introduced herself to Governors as the new SENCO who joined the school in September and also presenting was Mrs Livesley, who now acts as a consultant. It was explained the current staffing reflects the needs in the school currently. Miss Smith gave a written report explaining the role of the SENCO's in this school and at WDCE.
- At DCE there are 8% of children on the SEND register and two have EHC Plans. At WDCE there are 6% of the children on the SEND register and this is rising as assessments continue. There is currently one EHC Plan application progressing through the assessment process.

- Attention was drawn to the process of the graduated approach to approve an application. This approach is “assess, plan, review, and do” and this then leads to the identified SEND support and the school provision mapping. Teachers identify concerns they have and the need is assessed leading to a whole school provision map. This provision map is updated three times a year. Each child has 3 measurable targets in October, these are reviewed in February and if met new targets are set; a new support plan is then in place until June. These plans include resources and staff training.
- The needs of two children with EHC Plans in this school were outlined, staff have had Makaton training (not just the class team) and autism training has occurred.

#### **Governors asked about support assistants working with SEND children**

- Miss Smith explained children with an EHC Plan children have full time support assistants. There is one SEND TA in DCE, working 3 days, who undertakes interventions for children. At WDCE the class TA's do the SEND interventions.

#### **Governors asked do children need funding for equipment outside of that provided in the EHC Plan.**

- Play therapy was identified as an example of additional needs not being met by the plan. One new child to the school has been identified as benefiting from play therapy; at a cost of £50 a session; twelve sessions are needed; this would have to come out of the school budget. The EHC Plans might identify SALT (speech and language provision) and the school may fund this. Parents might fund SALT privately. The funding from the EHC Plan tends to be used to part cover the cost of a TA for 1:1.

#### **Governors asked is there a global budget for the SEND aspect of the school**

- The staff confirmed there is a budget for SEND provision, but this is never enough. The assessment costs are just under £1,000 per child. The Trust has bought in 10 days of assessment so far across the two schools

#### **Governors asked how long does an assessment take**

- The EP (Educational Psychologist) meets with parents, observes the child in the classroom and undertakes cognitive assessments this takes half a day and a detailed report is produced. The report is shared with parents and the EP will also attend multi agency meetings. The EP was praised by the school for the quality of her work and for her communication style with parents. The school noted the excellent recommendation for practice and support with the child.

#### **Governors noted the expenditure and asked about the progress made by children.**

- It was explained SEND children often progress in tiny steps as they have many difficulties. The EP recommendations are followed, but the progress is a slow process. This is measured by P scales. Miss Smith explained the tracking process of 1 – 5. Three is Age Related Expectations (ARE), one is where a child is a year below the ARE. A child might remain a one in each term, so the school uses KAC (key assessment criteria) sheets, identifying the skills attained each term and then a percentage progress is calculated. Support plans capture the qualitative progress of children.
- The EYFS children with EHC Plans have EYFS progress measures, but are still tracked. Children can remain on the EYFS developmental journey even though they are in Yr1 or Yr2. The level of academic expectations are not

always relevant to SEND children, but the school is aspirational. Some children may not remain in mainstream provision for their education.

### **Governors asked in the course of a day how are the children helped?**

- The children receive extra TA support and depending on their need, different types of interventions are used. The SEN support plan will have daily and weekly targets. The class teacher plans the work and the TA delivers this. Some children have specialist resources such as magnifiers for visually impaired children. Governors noted the excellent work being undertaken and the fact this is complicated as every child has different needs.
- The Executive Headteacher reported the External Advisor from the DfE George Lloyd, had visited the school. The SENCO's were grilled and he was very impressed with every aspect he monitored. He has asked the school to look at the provision map for evidence of the impact of the interventions. This is difficult as the interventions might not be the whole factor affecting progress. The schools are now working on identifying impact.

**Governors gave special thanks to Mrs Livesley for the additional hours she is working to meet the demand in the school.**

### Literacy

- Liz Gandee reported on the SIP and the priorities of the Literacy co-ordinators. In discussions with staff grammar was identified as an area where staff were less confident so the school bought in "No Nonsense Grammar". This provides teachers with activities and tasks and the subject knowledge they need. There was an INSET day in September where staff were able to share ideas and successful practice. There is more of a focus on grammar and this being delivered in discreet lessons with lots of opportunity for the children to practice grammar.
- Another initiative has been the introduction of writing folders, used across the school to showcase final drafts of writing. The final copy of a child's work remains in the folder with learning ladders. Learning ladders to show progress were shown to Governors and the differentiation was explained. The children are clear about the writing needed for each genre and there is a writing checklist for each class; this was shared with Governors.
- The children are encouraged to reflect on their progress. A final piece of work is levelled and examples of two ticks and a wish were shown to Governors. This is assessed and the criteria were shared. Children are "emerging" "at expectations" "exceeding" or "above expectations". At moderation there is evidence of the progress made over the year. The red folders were shown to Governors.
- The school has purchased an annual subscription to a new handwriting scheme called "letter-join". Ms Gandee explained how this works and explained that by Yr2 the children are expected to use a joined writing style. From Y2 a child cannot be "exceeding" unless writing is joined. This scheme is used throughout the school.
- In KS2 reading, the school is focusing on comprehension and children in this school are identified as good at verbally responding to text. In Yr6 children who struggle with understanding are being targeted to help with interpretation of text.
- There is a new marking policy and Mrs Gandee showed Governors the symbols used when assessing. The standard is much higher in the new assessments. The age related expectations expect the handwriting to be

even. P is acceptable; P with triangle means the child has to keep working on this. P with line through means the work has to be redone.

### **Governors asked does this feedback format follow through to other subjects**

- Governors were informed that this is applied to writing across the curriculum. Simon Ball explained these feedback symbols are printed onto A5 size and are also in the children's RE and topic books. The new marking policy gives consistent symbols, as children now proof read and edit their own work. The teacher will use symbols; CL to look for missing capital letters; SP check your spelling; VF the teacher has given verbal feedback; FSP finger spaces are needed. This has been really successful and can be seen in the children's books brought for Governors to inspect.
- 'Tickled pink' and 'green for growth' was explained. The teacher underlines in pink if the work is at the standard and underlines in green if there is to be some development work needed. In KS2 teachers mark in green and children respond in purple, using a purple polishing pen. This shows the child has responded to teacher feedback. All corrections by the teacher are done in purple.

### **Governors asked whose ideas were too use green and purple**

- Governors were informed this seems to be a national trend.
- The school marking policy came into force in September 2016. Governors were shown examples of children correcting their work. This is carefully managed and the children are taught to do this through a 'scaffolded' and supported approach.

### **Governors asked does this colour coded feedback track into other subject areas**

- Governors were informed the colour coding feedback is used across the school except for story maps; any in-depth marking uses this colour codes.
- Miss Lomas has undertaken reading inference intervention training and there is a session twice a week for groups. At KS1 the guided reading carousel gives lots of opportunities for reading.
- The new national curriculum test papers for Yr2 were shared with Governors. There is a 25 minute test which requires fast paced fluent reading. On a separate day children sit paper two; this also has a lot of text to read; requiring completion in 30 minutes. The children need scanning skills; the new tests are quite challenging and levels are much higher. There are multiple choice tests; children have to learn to only tick one box. In some questions children have to sequence events in order. Some matching questions have a matched answer. There are also true or false answers, therefore children experience a variety of types of assessment. There might be an open ended answer requiring inference, which is a hard skill.
- Mrs Gandee informed Governors the school has bought in a scheme from EY2P to support literacy teaching and learning. Itrack was shown to Governors to indicate how some children have daily interventions. Governors noted the test papers were quite difficult. The children need a high level of vocabulary. Governors were informed the staff do their best to informalise the test and the children did very well in the SATs tests.

### **Governors asked in terms of literacy how much support is needed at home and does any home learning need to be unlearned.**

- Governors were informed that parents are good at helping children to read

and decode words, therefore the school tends to focus on comprehension and inference. The children who struggle tend to be those who do not get support at home. Parents tend not to practice spelling at home and there is little correction of work. The school praises the efforts the parents at home. If children are happy to do writing at home this is good news. The teachers work hard at finding boy friendly topics to encourage their reading.

#### **Governors asked about the impact of having a librarian in the school.**

- The timetable slots are working well. Children might choose more challenging books to read with their parents. The library is popular and having a good impact. The school is working on reading for life and staff talk to children about choosing books. The librarian has a fantastic knowledge of the school stock. Governors noted the Guardian was recently running articles about library funding and school libraries. The school PTA raises about £1,000 PA for the school library so the school is fortunate to have this resource to maintain and improve library stock.

#### **Governors asked about lines in the children writing books, some children's books have lines**

- In KS1 the children have plain books as they often use structured worksheets which can be stuck into the books. By Yr3 the children need less space for this form of written response. In KS2 the children use a ruler and separate their pages into four quarters and an example was shown to Governors.
- The report highlighted how new staff members have received training on phonics, guided reading, and Talk for Writing so the children have a consistent approach across the school. Mrs Gandee and Ms Lomas attend termly literacy leader courses to receive updates about new ideas.

**Mrs Gandee was formally thanked for her work and asked to thank also Emma Lomas for the work being undertaken on literacy across the school.**

#### Art

- Simon Ball read a report from Emma Lomas who is also in charge of Arts. (As well as KS2 Literacy). The report explained the links to other areas such as topic work. William Morris prints done by years 5 & 6 are on display in the school entrance. All national curriculum objectives are taught.
- KS1 and EYFS children have a focused session with a teacher or TA for Maths and Literacy and the other group will be doing Art usually. The school is determined for a broad curriculum and so foundation subjects are important. A full afternoon of Art is still delivered at KS2. A current theme is printing.
- In KS1 Art is delivered as continuous provision in which pupils create work related to the topic. KS1 and EYFS will do the next display activities in the school.
- Extra art activities were done last year at WDCE. Hannah Large ran G & T sessions where children from KS2 had the chance to create craft items.
- In Yr5 last year Manchester was the topic and Neil Roland (a local artist) style art work was undertaken. Yr6 took part in an art exhibition at the Parsonage and work framed for the exhibition is now displayed in school. The topic work for the exhibition was Australia and the art work was aboriginal inspired.

#### **Governors asked do children go to art galleries**

- Governors were informed the children go to Art galleries, in the last week

<p>they went to see Victorian art at the Manchester Art Gallery and this will be referenced in the Friday assembly.</p> <ul style="list-style-type: none"> <li>• <b>Governors gave formal thanks to Emma Lomas and Miss Pitts who was responsible for the entrance exhibition.</b> This exhibition was described as “sophisticated”. Governors were pleased with the Art work undertaken in the school.</li> </ul>	
<p><b>7. Minutes of Previous Meeting 28.09.16 and Matters Arising</b></p> <p>Matt Whitehead &amp; Clerk to send the matrix for governors to self-evaluate their skills. <b><i>This has been actioned. See agenda item 9.</i></b></p> <p>Clerk to ensure the next meeting has an agenda item of Governor Responsibilities and class links. <b><i>See agenda item 9</i></b></p> <p>Clerk to send Helen Stallard information about time of work for Governor Duties – <b><i>this has been actioned.</i></b></p> <p>Matt Whitehead will check the scheme of delegation to see where complaints are dealt with.</p> <p><b>Action: Minutes to be carried over to next quorate meeting for approval</b></p> <ul style="list-style-type: none"> <li>• The Executive Headteacher has looked at the Scheme of Delegation and also the Complaints Policy. The policy and SoD needs some minor amendments to change the terminology regarding terms such as Headteacher which needs to be replaced with Head of School or Executive Headteacher. Each schools complaints procedure is in place, the Head of School largely resolves issues before a complaint is escalated to Governors. The current complaints policy was written for DCE and WDCE and before Heads of School were in place.</li> <li>• The Executive Headteacher explained the normal process for a parental complaint would be to raise this with the class teacher in the first instance, then the Head of School and if there is still no resolutions this might need to be raised with a committee of governors. For some complaints there might be a need to enable a complaint to be heard by Directors before an escalation to the EFA or DfE.</li> <li>• The chair outlined his view that a complaint about the school should go to the Head of School, then the Executive Head and then if the complainant was not happy to the Governors of the school. An appeal about a Governor’s decision would be heard by the Board of Directors. After this has been exhausted then a complainant can go to the EFA or DFE. It was explained that Director-Governors should not be involved. There are enough independent PCC nominated directors to be able to create a panel.</li> </ul> <p><b>Action: MW to update the terminology in the Complaints Policy and Scheme of Delegation (replace term “Headteacher”)</b></p> <p><u>Governor self-evaluation</u></p> <ul style="list-style-type: none"> <li>• The clerk explained a Governor’s skills audit is needed and committee skills need to be analysed to identify training needs. This school is ready to undertake Governor self evaluation, but the other Trust schools need more time to develop working relationships.</li> <li>• It was noted the QA and External advisor have indicated Governance is a key Ofsted issue.</li> </ul> <p><b>Action: Paul Good to invite all Governors from each school to a training</b></p>	<p>Clerk: Carry over approval of minutes to quorate meeting</p> <p>Update Complaints Policy and SofD</p>

<p><b>day. An external facilitator will be utilised in the day and the day will include training on the Ofsted framework.</b></p>	
<p><b>8. Head of School Report</b></p> <ul style="list-style-type: none"> <li>• Governors agreed the Head of School report will presented at the first meeting of each term to reflect on the progress of the previous term. The second meeting of the term will focus on the monitoring of the outcomes for children. It was noted the external report commentaries like RAISEonline did not come out until after the meeting. This year's report was 63 pages so a summary needs to be produced. Much of the data was the Yr6 SATS result, these children have left the school and therefore analysis should focus on the needs of children in the school.</li> <li>• The KS1 results were discussed by Simon Ball and in summary: the summer birthdays did better than any other group; FSM children are now 100% ARE; boys are no longer behind girls. The difference has now been diminished in the school. The school has analysed if there are any long term trends and Governors were informed there were no trends to be concerned about.</li> <li>• Governors agreed the future Head of School reports can focus on the way forward in sharing the information from the QA officer as this focuses on how well the school is doing. The data on KS1 was about last year's Y2 children now the current Yr3. The Chair shared information from an NGA meeting and stated that children at transition to KS2 need to be closely monitored to ensure they continue to build on their progress and attainment. The NGA meeting also raised focusing on how well <b>able</b> disadvantaged children are doing. This refers to the disadvantaged children who meet or exceed ARE at KS1, Governors need to monitor how they are maintaining progress at KS2.</li> <li>• Governors noted the excellent presentations today covering staff development as well as pupil progress with the subject specialist detail. This is a powerful indication of the professional attitude in the school about training needs and staff development.</li> <li>• The Head of School reported he has produced an bi-annual cycle for Governors to review all subjects. The foundation subjects would be reviewed by Governors every two years and the core subjects would be reviewed each year. Maths is on the planned cycle for the next meeting on 25.01.16. The report and presentations from staff were detailed and Governors found them useful. Governors identified the presentations tonight gave confidence that the subjects presented are fully monitored until the next cycle. Simon Ball has felt that subject co-ordinators should report to Governors at least every two years. The third meeting in the cycle is the school council so this condenses the presentations over two meetings per academic year. Governors noted the literacy presentation tonight covered many initiatives and suggested next year it could be a focus just on KS1.</li> <li>• The chair expressed the view that these presentations were very useful for finding out about what is going on in the school and the opportunity to discuss with staff was invaluable for Governors. Presentations from staff needs to remain the focus of the alternate meetings. This gives Governors the opportunity to ask important questions about meeting children's needs.  <b>Governors agreed to allocate one hour for subject presentations which still gives one hour for other business at the curriculum focus</b></li> </ul>	

meetings.	
<p><b>9. Results from the Ofsted Parents Survey from July 2016</b></p> <ul style="list-style-type: none"> <li>The Head of School had shared the report in advance of the meeting and highlighted points. The survey had 60 responses which were analysed by the Executive Headteacher. This summary has been shared with parents. There were three aspects that stood out for discussion and overall the responses were very positive. Statements 8, 11, &amp; 13 were discussed by Governors. The school believes the “don’t know” reflected that parents have not experienced this; for example bullying. However if this is not the case parents were asked to call into the office to discuss other reasons with staff. So far no one has taken up these invitations.</li> </ul> <p><b>Governors asked is this questionnaire based on the Ofsted questions.</b></p> <ul style="list-style-type: none"> <li>The questionnaire is the actual Parents View Questionnaire. There were only 60 responses and this might be because the school had previously attached an open ended questionnaire with the end of year report; a number of parent’s responded only to this questionnaire. This year only the Ofsted questionnaire will be used, this is the same as the online Ofsted questionnaire.</li> </ul> <p><b>Governors asked about contacting Ofsted about the status of the “no answer” as this is ambiguous. It should say ‘I don’t know’ or ‘have no experience’.</b></p> <ul style="list-style-type: none"> <li>The school was concerned about Q10 as this had the most negatives, this has gone into the school newsletter. 5% responded they disagreed with “My child is offered exciting experiences (after school clubs, trips, visits, etc.)”. The Head of School explained the responses might relate to the demand for more after school club activities for younger children and the school has responded by enabling more children to be involved with Kiddiewinks. It was identified that it related to after school clubs rather than school trips. The school has a thriving kids club that is full. There is limited space for sports in the school and this would have to be classroom based. Classrooms are already used for cheerleading for Yrs1 &amp; 2 and a classroom is cleared for this. Currently as much as a third of the school can be used for the extended day.</li> </ul> <p><b>Action: Paul Good to contact Ofsted about the design of the parents questionnaire – (The Ofsted Questionnaire has been amended action not required)</b></p>	<p>Paul Good to contact Ofsted about the questionnaire design</p>
<p><b>10. Governing Body Matters including</b>  <u>Governor responsibilities and class links</u></p> <ul style="list-style-type: none"> <li>This agenda item to be carried over to the meeting on 25.01.16</li> </ul> <p><u>Update on Governor self-evaluation</u></p> <ul style="list-style-type: none"> <li>See agenda item 7. A Governor training day will be arranged for a Saturday in the spring term.</li> </ul>	
<p><b>10. Financial Report from the Executive Headteacher</b></p> <ul style="list-style-type: none"> <li>The Executive Headteacher gave a written budget report which showed some major reductions in cost centres. This was explained as all staff previously being charged to Didsbury CofE Primary and payroll was</li> </ul>	

<p>recharging from each school. Now all staff have been reallocated to the correct budget. The Executive Headteacher and the librarian have their salaries split three ways, some staff are split two ways.</p> <ul style="list-style-type: none"> <li>The revised budget shows an in-year surplus for £9,264 for 2016-17. The income &amp; expenditure carry forward into this year includes sponsorship money and some capital money and this is in the main accounts. The carry forward is currently running at £81,000, but this will not be the final carry forward as some expenditure is needed. Governors were assured there is a three year balanced budget. The support staff budget may be reduced as some staff are on fixed term contracts supporting EHC Plan children, now in Yr. 6.</li> <li>Governors were informed the overall figures are balanced with a modest amount for development, potentially the school can look at funding more TA's at KS2.</li> </ul> <p><b>Governors asked does the teaching staff percentage increase allows for incremental drift in the three year forecast.</b></p> <ul style="list-style-type: none"> <li>MW felt this is likely to be a one percentage increase and not including the incremental drift. The Trust does have younger staff who are working their way up the gradings. The Chair requested that the impact of this needs to be analysed before any other decisions are taken.</li> </ul> <p><b>Action: Matt Whitehead will investigate if the three year predicted forecasts include increments and cost of living increases.</b></p> <ul style="list-style-type: none"> <li>The capital revenue for 2016-17 has no income unless there is a successful capital improvement bid. There is currently a bid for a new boiler and heating pipes. The school council is keen to have the junior playground surface re-tarmac. Governors were informed the Trust has undertaken prudent budgeting and the school is financially healthy.</li> <li>It was noted the three year forecasts are based on a number of unknowns for example the 'fairer funding formula' changes which are delayed.</li> </ul> <p><b>Governors asked has the school council mentioned a covered area in the playground</b></p> <ul style="list-style-type: none"> <li>Governors were informed they have not raised this and this might be because there never has been a covered area in that part of the playground. In the past parents have asked about better covering for the equipment in KS1. It was noted the playground is uneven and hard for falls.</li> </ul>	<p>MW to check if three years figures includes incremental increases and the percentage increases</p>
<p><b>11. AOB</b></p> <ul style="list-style-type: none"> <li>There has been an election held for the parent governor. There were four nominations and 123 votes cast. The candidates will be informed in the coming week.</li> </ul> <p><b>Action: Clerk to record new parent Governor term of office from 01.12.16 – 30.11.20</b></p>	
<p><b>12. Correspondence</b></p> <ul style="list-style-type: none"> <li>The school has received a letter from Nick Gibb the Schools Minister congratulating the Didsbury CofE School for its 100% achievement in phonics. This was shared with Governors.</li> </ul> <p><b>Governors asked has this letter been shared with parents</b></p> <ul style="list-style-type: none"> <li>This had not been shared with parents.</li> </ul> <p>Action: This letter will be included in the parents newsletter.</p>	<p>Include in parents newsletter</p>

<p><b>11. Date &amp; Time of Next Meetings:</b></p> <ul style="list-style-type: none"> <li>• Wednesday 25th January 2017 @ 7.30pm</li> <li>• Tuesday 21<sup>st</sup> March 2017 @ 3.30pm</li> <li>• Wednesday 17th May 2017 @ 7.30pm</li> <li>• Tuesday 13<sup>th</sup> June 2017 @ 3.30pm</li> </ul>	
<p><b>12. Closing Prayer</b></p> <ul style="list-style-type: none"> <li>• The closing prayer was led by Mr Paul Good.</li> </ul>	

Signed.....Date.....  
*Mr Paul Good (Chair)*

***Meeting closed at 5.30pm***

**Summary of Actions**

Action: Minutes to be carried over to next quorate meeting for approval

Action: MW to update the terminology in the Complaints Policy and Scheme of Delegation (replace term “Headteacher”)

Action: Paul Good to invite all Governors from each school to a training day. An external facilitator will be utilised in the day and the day will include training on the Ofsted framework.

Action: Paul Good to contact Ofsted about the design of the parent’s questionnaire

Action: Matt Whitehead will investigate if the three year predicted forecasts include increments and cost of living increases.

Action: Clerk to record new parent Governor Term of office from 01.12.16 – 30.11.20