



Newnham Croft Primary School

Meeting of the Full Governing Body held on Wednesday 27 April 2022, 6pm at Newnham Croft

Governors present: Dani Redhead (Chair – DR); Andy Matthews (Headteacher – AM); Lucy Nethsingha (LN); Edward Ferguson (EF); Hugh Clough (HC); Jason Palmer (JP); Simon Hill (SH); Matt Day (MD); Eleanor Toye Scott (ETS); Aleks Jach (AJ); Ave Wrigley (AV); Jason Gellis (JG); Annie Hanekom (AH)

Also in attendance: Natalie Lealand (Clerk - NL)

The meeting was quorate.

1. Welcome and apologies for absence

DR welcomed everyone and explained that a governor election would be taking place (item 4).

Apologies received from Keren Sayir-Uziyel (KSU) and David Carmona (DC).

2. Declarations of interest relating to items on the agenda

None.

3. Welcome of new clerk

DR welcomed NL.

4. Governor Election

It was explained that there are a few vacancies on governing body, and one governor recently stepped down. DR gave the governors a bio of AH.

****DR proposed, JP seconded. Vote: Unanimous approval.**

AH entered the meeting and was welcomed to the governing body.

5. Approval of the Minutes of the meeting of the Governing Body held 9 February 2022 (FGB01)

DR asked if there were any comments. None stated – minutes approved.

6. Matters arising and review of actions from the minutes of the meeting held on 9 February 2022

FGB Minutes 2022 04 Initials: Date:

F0112:04 – Looking at School Development Plans (SDPs). No schools in the south of the river group agreed; Sue also asked and no response. DR says it may be that the school will have to come up with its own plan if there are no examples to look at. Focus of conversation re. not making too unwieldy. ONGOING

F0902:01 – item 10 on today’s agenda. One of concerns – governor says – is that some things on SEF are historic, have already been done. AM explained that these will be looked at, and that completed actions will be put in separate part of document. ONGOING.

F0902:02 – done and the item closed

6. Reports from Committees

Reports circulated prior to the meeting.

PFC – DR invited comments from members of the PFC. HC explained that when we reach the budget item (item 8 on agenda) we will cover this.

EPC – One governor explained that there were concerns about increased parking on Chedworth Street. AM - explained that community police had been contacted and said that they would try to send someone, but hadn’t yet. Unofficial signage had been placed by individuals, which caused further conflict. DR explained that road safety had been added to AOB.

The committee has also been looking at Roundup use on school premises. To be raised with gardening club (by DC), that they might consider additional weeding without using Roundup. It had been hoped that the school might act with respect to the council’s policy not to use weedkiller in the Newnham area. AJ explained that Roundup was only used where weeds grow between the pavement and building, nowhere else on site.

It was suggested that EPC would propose a school policy.

F2704:01 ACTION – EPC to propose a school policy re. use of weedkiller.

A governor explained that Newnham is a test area for this council policy, although the council have used weedkiller this year on public areas. Possible effects on children cited as an issue that the school should consider – a governor suggested that the school does not have to align with city council but could create a policy for its own reasons.

TLC – ETS reported that an EYFS leader is to attend the next TLC meeting to talk about the new phonics scheme in KS1. The committee is also to look at the number of monitoring visits and TLC priorities for next year – targeting visits in right areas, and not overwhelming the school. DR explained that monitoring visits could be discussed under governor impact (item 16). There is a desire to be effective without placing too much burden on teachers.

7. School Budget Ratification

AM – budget rationale has been circulated, as have draft minutes from last PFC meeting. The PFC looked in depth at budget. He explained that the committee talked at length about the difference between actual spends and the projected budget this year. The school has increased its energy budget, but not by 50%

because different usage (lower ambient temperature and new boilers installed) should naturally lessen units of energy used.

Other positive budget changes – the school is funded slightly more than the previous year, as slightly more children are enrolled. The school has been able to put more money into curriculum budgets, with all being increased - almost doubled. The school was hoping for a greater increase, but agreed to a 2.75% pay rise for teachers across next two years, which required some funds to be reallocated. The plan is to have an in-year overspend of just over £6000. AM thinks with letting income, which has been predicted conservatively, this will be okay. If the school can get through next financial year with £6000 loss, carry forward taken down to around £40000. The school's financial advisor was happy with the budget.

A governor asked about the slight increase in student numbers. AM explained that schools are funded based on the October census, which determines funds for the next financial year. There were 226 pupils last year, an increase from 223 the previous year. The school is hoping for around 229 this coming year, which is healthy.

HC explained that one of the problems we have is the local authority budgeting system. The SFR codes report is quite useful because it gives real numbers. £71000 was the school's revenue balance at end of last year. Sports premium and garden maintenance money takes that down to £47000. Budget forecast by ledger codes, just before capital spend, shows overspend of £6000. He explained that the PFC went through the figures a lot of detail, and new governors felt confident they had been taken through and understood what it was all about.

HC asks for support of governing body for this budget – one governor said that they were happy to support it, but noted the £7000 deficit this year which means that having a buffer is important especially considering uncertainty regarding gas prices and increased pupil numbers.

A governor asked about plans for capital spending – AM explained that the capital budget was all spent last year, and it totals only about £6500 per year. AM explained that the main budget is not for capital spending.

Several governors explained that they would approve the budget, but expressed concern over the school running a deficit budget with small levels of reserves.

AM noted that many schools run a much greater deficit than NC, and while some are not in deficit he explained that a carry forward of between £30000 and £40000 is healthy without being excessive which is good for the school moving forward. He warned caution when looking at Orovia projections for the next few years, as their calculations in this area are not reliable.

****HC** – budget proposed; Matt seconded. Vote: unanimous.

9. SDP (School Development Plan) – update on progress

The latest update was circulated before the meeting. AM explained that this meeting presents an opportunity for people to ask questions re. new developments and new additions since last FGB.

A governor asked how AM feels in terms of what has been achieved this year. AM answered that there remains a lot of yellow on the plan. Things have been started, but need to move to fruition. Curriculum development targets just not completed yet – more evidence needed. He explained that almost all yellow items are on track to be green by end of year. One or two anomalies which have either been removed or may not get there in time. He noted that the SDP is quite a large document, including everything the school is working on. Almost all targets span into next year. Some items might be yellow by July but will

still be yellow next year, and will be listed as ongoing or as a main target.

One governor said they were a bit disappointed that more things not ticked off on curriculum development side. Are things running later than predicted? AM answered that some are running a little bit later, although they held a meeting this week to talk about topics and big overview of the curriculum. Deadline for these items is the end of May. AM confident a lot of things will be ticked off by end of May.

A governor noted that colour coding indicated progress, but asked how can you read priority? AM answered that this is one of the challenges. Statements in yellow and duplicated at the top of the document are priorities. He might go for a slightly adapted format in future, where main targets sit on action plans etc. He explained that the SDP is a plan that governors approve at the first FGB meeting of the year, but in many respects it's a rolling document – someone could have a fantastic idea next week, which would be added and potentially worked on at any point in year.

AM explained that the reason items are still on there is that they have to be reviewed at the end of the year. And then new development plan will be created, including some ongoing things and some new, which will be presented at the first FGB of the year.

A governor asked re. target mentioned for end of May, will we be able to see the 2 year curriculum overview, teaching sequences, skills mapping onto teaching sequences? AM answered that we will see an overview, and all skills for every subject attributed to every topic across 2 year cycle. Teaching sequences are then derived from that.

A governor asked – if one tries to track something through from National Curriculum can you see everything on there? They expressed concern that at the moment, they think they would struggle. AM – at the moment, we have every topic listed, everyone is happy with the order of topics across the 2 year cycle, and everything is colour coded. Within skills development sheets there is cross referencing to the curriculum. For some subjects this is 50% done. Might actually be completed earlier than the end of May, as more progress was made this week than expected.

The governor responded that they understand that the school is not expected to have everything sorted, and would just like to see that we're on track. AM – what you're looking for, we'll have at the end of this process.

A governor asked – SDP 'check progress of all SEND pupils' is yellow – why? They consider this quite important. AM – because it's done termly, it remains yellow. It has been done once, will be done again, and then again. Will be marked green once it's been done 3 times across the year.

Question for EF – he had to pick up SEND when another member of staff left? EF: Happily so. EF then explained that the SEND item mentioned previously will always be yellow, because it is never complete – it rolls from year to year, as with Pupil Premium (PP). EF explained that he is doing a Masters course as part of taking on the role, which is interesting, although he noted that time pressures make it difficult to get the most out of it. This ends in January. He explained that LA and school staff, including TAs, have been very helpful.

Governor for AM – they have counted SDP intentions (over 50) - many schools only have 6. Taking staff wellbeing into account, maybe lots of things shouldn't be on SDP. AM – they were on SDP because of Covid. Should really sit on an action plan. Schools with only 6 are highlighting key areas - NC would have 10 or 11 if we did that.

A governor commented that this is really a process issue. The school can't have something on an action plan that can't be completed. The action should be to 'set up a process to ensure checking SEND children's

progress is completed', and once the process is set up it can be marked as complete.

Governor question re. communication over SEN – they have heard that lots of parents did not realise who had taken over. How was it communicated? AM – on school newsletter. Governor suggestion – maybe such information should be sent in a letter.

Governor – what will happen re. communicating which teacher will be teaching each class next year? Also how are curriculum leads communicated? AM – maybe leads should be listed on the website, as senior staff are.

F2704:02 ACTION - AM to ensure curriculum leads are identified on the school website.

One governor suggested that governors would like the SDP to be slimmed down. DR asked governors if this is the case – answered in affirmative.

F2704:03 ACTION: AM to propose new SDP format to governors at next meeting

10. SEF Overview

AM had been asked to create a simpler SEF for governor reference. AM - It's still 2 pages – still important to highlight the key objective for each subject, and to keep a separate judgement for each of those subjects going forward. If the school has an Ofsted inspection and they're looking at PE, they will have to have the PE judgement to hand. And the subject coordinator will need to have that to hand.

AM - How do people feel about what has been circulated as an umbrella document? There will still be a more detailed document, 16-17 pages.

A governor asked – how do staff feel? AM – haven't seen yet.

A governor commented – interesting that teachers haven't seen this yet. AM clarified, teachers have seen the full SEF but not the condensed document which has been produced as a quick guide for governors rather than for teachers. **A governor commented that it will be more useful when it doesn't have everything as RI**, although they appreciate that the school has moved to a new curriculum and evidence needs to be gathered. They would hope by next term for a mixture of goods and RIs, and then patterns across the school should be more evident.

EF – the problem is that staff have not had time in meetings to gather and present evidence. It seems unlikely, with most of the same staff, that the school has changed significantly [since the last inspection]. And it is a slightly different interpretation of the same curriculum, not new curriculum.

AM – there are lots of priorities at the moment. Number one is curriculum mapping. This will take up a lot of time over the next few weeks but as people get time to look more at teaching and update their section of the SEF then this will change.

A governor commented that one of the answers in staff questionnaire says leaders don't take into account workload, and that the SEF offers a clue. Could teachers be given an idea of areas where we're aiming to be 'good', say 4 subjects to focus on? AM – this would be healthy next year, but at the moment teachers taking any opportunity to improve their subject is good. Subject leaders should be trying to gather evidence. No deadlines given. If we get to summer and do have a sprinkling of goods, then we can focus next term on those areas still requiring improvement.

A governor commented – RI here is almost 'unassessed', not actually RI – might be disheartening for

teachers. Another governor agrees.

A governor asked AM – has the perception of where we need to be changed, as he said some subjects were higher than others at the beginning of the year? AM agrees that unassessed might be a better term, but Sue Bowman (LA) will be looking at this, and while we don't have the evidence base to say anything other than requires improvement would be hard to justify.

A governor asked whether we should we say 'this subject is being looked at'? AM – we'd be in danger of making a meaningless statement in saying that, as this is always the case.

AM – the danger of going to a slimmed down SEF is that we see only 1 of 11 bullet points.

A governor commented that it is important to have it summarised for different audience – a snapshot of progress. And from a teacher's pov, to know that they're being assessed. AM – not expecting teachers to interact with this slimmed down SEF at all, but to look at the full SEF where they can say I have evidence for this etc.

AH left the meeting, unrelated to the item being discussed.

AM – should I take out bullet points? Governors agreed that this would be best.

A governor commented that it is also good to have more information on bigger things, like 'I need to observe this'.

EF – the difficulty is that there is no time. There is a long list of things for teachers to do. Quite a big ask. School needs to think how they can make it manageable. He explained that he spends 3 days a week in class, and has just managed to do a few maths and SEN observations over a term, but some have 5 classroom days.

A governor asked whether we can give an enrichment week off timetable for teachers to have more time? AM – teachers are given a half day management day for observations, but if no one teaching what they would like to observe at that time, they cannot use that time to observe. It requires specific free time. Have encouraged teachers to use TAs to free them up for 20 mins/half hour.

A governor asked whether the school could lessen the time expected to observe? Maybe 10 minutes? AM – that option has always been there (confirmed by EF). EF – teachers, by nature, are tied to their classes. When the curriculum is sorted, there will be more time for this. There is maybe a need to be more organised from the top.

A governor commented – surely the focus at the moment is getting planning and curriculum structure organised, not trying to assess something they don't yet have a plan for. AM – there are plans in place, and teaching sequences for curriculum being taught this year. Teachers can still see lessons being taught, and will have plans and books that they can look at. They can make meaningful judgements without having a full overview. Can't not evaluate where we are and what we're doing, because you lose half a year's evidence.

EF – to reassure, Sue (LA) was extremely concerned when came to school in autumn, but much more reassured now (confirmed by another governor). She has got to know the school, rather than looking at it from the outside as an organisation. Spending time in classes and speaking to subject leaders has changed things. Subject knowledge is good, and Sue has evidenced that.

A governor said that they think the idea of teachers dipping in and out of classes is a good thing to

encourage. It has been discouraged because of covid, but it is important to get that back. The likelihood of having a chat afterwards is high, and the subsequent feedback is important. But it will take time, and they can see that this term is not necessarily the time. But next year this should be a priority.

AM confirmed that he does write on SEF when sees things, as can any teacher of SLT member, as it's a working document.

ACTION (ongoing – F0902:01): Come back to this in July FGB. AM to remove bullet points, reduce to 1 page.

11. Alterations to the length of the school day

AM explained that there has been a new minimum length of the day set for schools (32.5 hours per week), and NC doesn't meet it at moment, so there will need to be a very slight change.

The proposed new times are 8.45am – 3.15pm. This means 5 more minutes for KS2, and 10 more minutes for KS1 compared to the length of the current school day.

AM clarified that the hours include all the time spent in school – even lunchtimes and breaks.

AM - KS1 teachers have been considering afternoon break instead of extra long lunchtime (currently 1 hour 15 minutes for lunch). Because of teaching 2 subjects on an afternoon, it might be good to have a natural break. This might also aid in delivery of curriculum next year. (For information only: this is not a governor decision.)

A governor asked if the longer school day will affect the budget? AM - No, teachers are paid for this time anyway. EF – teachers will remain responsible for the children for the same amount of time as currently.

And workday pressures? EF – fitting things in, especially in KS1, has been a problem. AM – adding 10 mins will actually ease pressures a little bit.

****Proposal unanimously approved.**

AM to notify parents in newsletter this week.

12. Staff survey

DR thanked the governors involved for their work on this, and summarised the findings. Thinks most teachers responded, but not many midday or kitchen staff as not as relevant to them. Many good things – celebrate that staff enjoy working as a team, are proud to work at NC, know their roles. Good that they are aware of the priorities of the SDP and feel supported (although support staff less so).

Concerns – workload (to be expected this year, given all the changes). More concerning – staff don't feel enough is being done to motivate. (A governor hopes the changes being made will lead to teachers being more motivated and happier). Concerns that staff don't feel treated fairly, and LA involvement not perceived as positive (although Sue's involvement and more direct conversations might make this more positive). Communication is better than last time but still not where we want it – almost universally red last time. No green this time, but also not darkest red.

AM & DR spoke at length this morning re. what can be implemented in response. This is to be spoken about at next SLT. AM noted that perceptions re. communication can also take a while to change.

A governor asked – what concrete things can be put in place to improve those concerns? Would like to

know that staff are aware governors have been looking at this. AM – would like a longer meeting with deputy (EF), meeting with SLT, TLC, wouldn't want to pre-empt conversations.

A governor commented that if there is a way to distil those messages and let staff know they've been heard, that would be good.

A governor commented that they feel if a survey has been given, there needs to be a helpful response.

What mechanism does AM feel can be used to tackle feeling of not being heard? AM - Actions after last survey have been put in place. Frustrations are from 2 or 3 different factors – workload, involvement of LA, communication (not aided by Covid disruption and pressure put on senior leaders by LA). It is a shame teachers are not in the position they used to be in, where they had time. Sometimes AM drops the ball himself, but the school is generally catching up after Covid and that doesn't aid any perceptions recorded in survey.

EF – Perhaps senior leaders haven't given the structure needed. ie. for curriculum development. Haven't put in place what could have been put in place. AM added that some feedback reports that staff meetings are heavy on agenda, some items could be emails.

A governor commented that this level of openness, that there are time pressures on those at the top, could help. EF – have made clear that the things being done are useful to the school, but it has been hard work. Acknowledging that important.

A governor said that it was interesting reading this new survey, and good that there have been improvements, but there are clearly still some problems and some of the same comments. Staff gathering info from parent newsletter – **surely staff newsletter possible?** It would be nice for staff to hear before the others. They highlighted that this issue was mentioned in 3 or 4 comments. AM said that he would see whether something like this could be put in place.

F2704:04 ACTION – AM to arrange for newsletter to be sent to staff prior to it being made public.

A governor commented that the heat map 'looks pretty good'. Very few rows where there's a consistent message (other governor: there are some). AM – it's not green enough for anyone to be happy with it.

13. Headteacher's Report

AM explained that he has cut and pasted actions and comments from Sue's evaluations through the year to compile this report. She comments where she has seen evidence, although not all targets have been commented upon yet. Some meetings were missed due to illness and Covid, and some will probably be addressed at meeting next week (although mostly focussing on SDP). The report should give a flavour on improvements asked for, and reassurance that things are being acted on.

Re. staff – they have interviewed and appointed new midday supervisor, and have been interviewing for a TA. One more candidate to interview on Friday and will hopefully be appointing somebody next week. The current year 4 teacher will be leaving in the summer - the school had hoped she would remain for another year. New teacher from Sept being looked for – advertised, with a closing date in May. Will need a safer recruitment trained governor to be available for interviews. Several governors said they would look at their diaries.

A governor asked – does AM still think it is positive overall for LA to be involved in the school? AM – it has been a really difficult year for everybody, and for staff. All things the school is being asked to do are things they needed to do. The approach of the LA at the beginning hasn't endeared them to teaching staff, but this perception is changing. Advisors in early years have been positively received. English advisor

guided reading training in KS1 has been beneficial. Maths advisor beneficial. Advisors useful to teachers and beneficial to the school. Although the curriculum structure will be in place, LA involvement should still be there next year, but less intense. Probably a greater evidence base needed before Sue steps away.

DR - Leadership and governance also to be looked at.

A governor asked whether the governors feel they have the knowledge to make these judgements? Not at the moment.

A governor commented that it is normal that staff have found the process annoying and not a fun process. Next year should be more positive. LA came in because the school asked them, but offered free extra help because they were worried. Will hang around for longer, and this is right.

Key points from LA – pleased staff are engaging more, pleased with phonics scheme, 2 year curriculum needs to be implemented, governors appear to be developing.

Re. governor development, DR asked governors to review their training. Training calendar sent around the room, and DR informed the governors that these training opportunities can be found online. Each to aim for 6 a year (even if short).

Also governors to look at monitoring visits they are signed up to this term.

AM – re. monitoring reports – wants to use some comments to populate SEF. Will try this term. Take any evidence from governor monitoring and pass it on. DR - May need a non-staff meeting to talk about the governor monitoring report and see whether it's doing what we want it to do.

14. Policies for Review – information only

Responding to critical incidents document

Guidance written by LA. As a school, NC has a critical incident plan and management team. Last convened on 12th March 2020 at the beginning of the pandemic. First part of this document all guidance from LA. Second section is plan itself from school, including contact numbers and members of CIMT who would be contacted at very short notice. AM, EF, DR, MD, and chairs of committees for premises and finance. In the event of any critical incident, that team would be contacted. Document also retained offsite. Incident management base – Queens' College would partly be a space for school if unable to go out front. NC would also do the same for Queens'. Backup of St Mark's Church and scout hut.

Document normally reviewed yearly, but because of the pandemic this hasn't happened. LA have really revamped the document.

**Happy to approve? Unanimous.

15. Update on the Owlstone Croft development and planning letter

A group of governors have jointly drafted a letter covering 5 different topics (objections) – landscape, design, wildlife, flooding, disruption during construction period. Ordinarily, disruption is not grounds for objecting to a planning proposal. Have tied it to other areas. Strong draft letter ready for when final planning application submitted (expected before easter but hasn't been submitted yet). Few issues don't know of yet, so unable to include at this time (building height, etc).

16. Governor impact

DR - Would be good to, at least annually, consider our impact as governors. Are we having a positive impact? How to go about doing this? Dedicated time at an FGB, or do individual governors want to write a short paragraph? Best way to capture what we think we're providing? Are we challenging staff and Andy? Asking the right questions?

AM – should it be part of the SEF? How the rest of the school records what we're doing and impact we're having.

A governor commented that if people are happy with that, it would put the governors in a stronger position to defend themselves.

A governor commented that they wouldn't mind some feedback from the school, teachers and senior leadership.

EF – could research into what governors do at other schools.

DR linked with Chair from Meldreth – could ask how they do this.

DR – from the survey, most staff know what we do, which is a good thing.

A governor said that they think it would be worth spending time at the end of a meeting, or having a social event to talk about this.

F2704:05 ACTION – DR to set up social meeting for this. Possibly a facilitated evening with LA?

EF – found governor impact section on a school's website. A governor agreed that this is where they think they should be heading.

17. AOB

Parent questionnaire

Anybody who would like to coordinate this is to contact DR.

F2704:06 ACTION - Coordinate parent questionnaire

Road safety

How do governors feel we should address this?

A governor raised the initiative 'School Streets', being run by the county council. Can apply to have streets closed at certain times of day. Results from pilot have been quite positive. Worth a conversation re. closing Chedworth Street at certain times of day.

AM – with LA's support, we'd be able to designate certain times when Chedworth Street would be closed to traffic. Would be supplied with signage, but would have to manage it (either with parents or staff). Signs supported by LA, so could be supported by policing.

A governor commented that this would require support of the local community, especially those living on the affected street. Another governor said they think this idea will receive opposition.

AM – if a very narrow window, when they are unable to get out of the street anyway (due to traffic), they

might be okay with it.

A governor clarified that compliance is not mandatory, just monitored. Noted the importance of making sure communication is carried out well with those who live there. Important to talk before word goes out.

F2704:07 ACTION – AM to investigate 'School Streets'.

A governor commented that the pilot project ended in March. Support from parents in school would be important. The council will have to come out and observe. Generally staffed by volunteers (parents), and would need a place to store signs.

AM – another issue, if we close Chedworth Street, is the effect on neighbouring streets. A governor commented that the volume of traffic is not high, but annoying/hazardous.

Another governor commented that the most hazardous area opposite butchers, which wouldn't be affected by closure. Could ask parents on questionnaire re. children's safety on roads.

Another governor – not sure whether it should be raised yet.

A governor asked whether everyone feels it is a serious enough issue? Yes, very serious issue (several governors).

Governor comment: it seems to be effective just having someone there in a high vis jacket, but better to have backup. One parent governor has been aggressively sworn at when they asked someone to move car (and chased down road).

A governor asked – do we have a clear code of conduct? Another governor responded – part of the point about an official scheme is official backup. Noted that the beginning of something is always the most difficult and frustrating, and council/police could help at first.

A governor noted that if parking is an issue the council can do something about that - send traffic wardens.

A governor commented that the community parking scheme did help, but the window is too narrow for school purposes (another governor – it was designed not to stop people picking children up).

AM – 4 or 5 culprits are responsible. All have been spoken to many times.

A governor asked about a code of conduct? AM – the school can't enforce off-site, they only have power to ban on-site if behaviour on-site is poor.

A governor commented that although the behaviour of some drivers is annoying, the street at the top by the butchers is the biggest risk. Morning is much worse. A scheme to close the street, which means there's a person keeping an eye on things, could be helpful.

A governor stated that a child was hit by a wing mirror - perhaps a pedestrian crossing?

Governor comment: the road is not wide enough – that's the issue.

It was noted that this is an operational issue, so governors need to be aware and think about questionnaires/impact etc, but are not actually responsible for making changes in this area.

Meeting closed at 8.12pm.

ACTION LOG:

Action ref	Action	Owner	Deadline	Status
F0112:04	AM to forward other examples of SDPs to Governors.	AM	March 2022	Ongoing
F0902:01	AM to develop a summary sheet from the SEF for governors.	AM	March 2022 June 2022	Ongoing
F0902:02	AM to communicate to the Local Authority the Governors' recommendation to reduce the school PAN.	AM	Feb 2022	Closed
F2704:01	EPC to propose a school policy re. use of weedkiller.	EPC	June 2022	Open
F2704:02	AM to ensure curriculum leads are identified on school website.	AM	June 2022	Open
F2704:03	AM to develop new format for proposed school SDP.	AM	June 2022	Open
F2704:04	AM to arrange for newsletter to be sent to staff prior to it being made public.	AM	June 2022	Open
F2704:05	DR to set up a social meeting to discuss governor impact – possibly facilitated by the LA.	DR	June 2022	Open

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F2704:06	Volunteers needed to help coordinate the parent questionnaire (contact DR)	DR/others	June 2022	Open
F2704:07	AM to investigate 'School Streets'	AM	June 2022	Open

Signed: _____

Position: _____

Date: _____

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