



**Minutes of an FGB Meeting
for Burwell Village College Primary School
held on 16th July 2025.**

Governors:	Edris Tildesley (ET - Chair), Stephen Taylor (ST- Vice-Chair), Antony Kern (AK- Headteacher), Reena Appadoo (RA), Rhiannon Beal (RB), Martha Cannon (MC), Fiona Jackson (FJ). David Sanders (DS), Lauren Sewell (LS).
In attendance:	Lee Mayes (LM- AHT, joined virtually).
Clerk:	David Barker.
Quoracy:	The meeting was quorate.

Agenda item.	Minutes.	Decisions made/ actions agreed.
1.	Welcome.	
	The Chair welcomed governors to the meeting.	
2.	Apologies for absence.	
	Apologies for absence were offered by Tom Cock which were accepted by the Board.	
3.	Declaration of direct or indirect pecuniary interest in any of the following items.	
	There were no direct or indirect pecuniary interests declared.	
4.	Review of previous minutes.	
	Minutes from the meeting 21.05.25.	Decision: the non-confidential minutes, the confidential 1 minutes and confidential 2 minutes of the meeting held on 21.05.25 were approved.
5.	Agreed Actions Update.	
	<ul style="list-style-type: none"> i. LM to lead a data presentation at a future FGB meeting. LM will lead a data presentation at this meeting. Action completed and closed within this meeting. ii. For all governors to have completed Prevent Training by 16.07.25. Action completed and closed. iii. For governors to consider the strategy for structuring parental views and contributions to the school's vision and 	

	<p>values. This item will be an agenda item for an FGB next term.</p> <p>iv. For FJ to carry out a review of the school’s website in the Autumn term. This item will be carried over to the Autumn term.</p> <p>v. Volunteer Policy: To change the wording in the policy to make clear the conditions under which a DBS check would need to be carried out. Action closed.</p> <p>vi. For the Chair to write to EPM communicating the Board’s Headteacher pay award decision. Action completed and closed.</p>	
6.	School Improvement.	
	<p>i. Progress of SDP. Governors were advised that:</p> <ul style="list-style-type: none"> • There will be a focus on reading for the next year as this year’s, and the previous 2 year’s, reading data has shown a decline over time. The school is exploring the reasons for this decline, to include the following considerations: <ul style="list-style-type: none"> ○ A focus on writing which may have impacted upon the teaching of reading. ○ There is some discussion about word reading, and fluency of reading along with the importance of pupils being able to hold longer strings of sentences in their memories. ○ Exposure to texts could be an issue but the school is addressing possible concerns, the outcomes of this may be seen in a few years’ time. ○ The school will be seeking advice from consultants and/or school improvement advisors. <p>Question: a governor wanted to know how often staff hear children read.</p> <p>Governors were advised that:</p> <ul style="list-style-type: none"> ▪ Those who are experiencing difficulties are heard at least twice and usually three or four times a week. ▪ All other children are heard once a week. ▪ Governors commented that this did not seem to be enough opportunities for children to be heard reading. The Headteacher commented that he did not think this was an issue. The main consideration is that children need to read a greater range and length of texts. The question is how to bridge the gap between books and texts that are designed for them, to the more unfamiliar and more lengthy texts. This issue would form part of the review of reading discussed above. ▪ The Headteacher noted for governors that he has questioned whether there is enough modelling of reading and is questioning how to ensure the children are less passive and more active in reading lessons. <p>Question: a governor wanted to know if teachers cover examples of reading longer passages.</p>	

	<p>Governors were advised that this was the case, however the emphasis may be more upon writing.</p> <p>Question: a governor wanted to know if the school had enough reading volunteers. Governors were advised that the school does have enough reading volunteers.</p> <p>Question: a governor wanted to know if there was something that could be done to increase expectations for reading Governors were advised that this was something that will be reviewed. There needs to be a greater focus on the teaching of reading skills such as skimming and scanning especially through KS2. Friday reading is heavily modelled, but children are probably too passive within the lessons, meaning that pupils who are borderline achievers do not contribute enough to the lessons.</p> <p>Question: a governor wanted to know whether the skills mentioned, such as skimming and scanning would be further embedded. Governors were advised that this will be explored with the consultant working with the school. The school is interested in exploring strategies for increasing the number of words that children are exposed to each day and has learnt of different practices with regards to this. One such practice is shared reading in which all children are reading the same text with a teacher and discussing the vocabulary. Currently, the school is unsure as to how to carry out such an approach as word reading is still an issue. The school is querying whether children in KS2 need to be reading their own books, as they do in KS1.</p> <p>Question: a governor wanted to know how children can be encouraged to read. Governors were informed that simply encouraging reading is insufficient; the school's book selection can restrict students. Greater reading opportunities help children access necessary books for exams like GCSEs, and strong reading skills enhance future achievement. While Bug Club books offer value, their brevity limits children's development of extended reading abilities.</p> <p>ii. Review of the SEF. It was suggested to governors that, as there will be a new Ofsted framework in November, and as the school is not expecting to be inspected before this time that the new SEF is written once the new framework is known. This was agreed by all.</p> <p>iii. Data outcomes 2025. LM presented and shared data information with governors, advising of the following:</p> <ul style="list-style-type: none"> • Statutory data. 	
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	<ul style="list-style-type: none"> ○ Early Years Foundation Stage (EYFS): <ul style="list-style-type: none"> ▪ Although some of the national averages for data have not yet been published, the school is able to compare their outcomes with previous year's national data. ▪ Based on last year's national averages, achievement in the EYFS should be above achievement nationally with 74% achieving a Good Level of Development (GLD). This is in line with last year's achievement. Last year's national achievement data was 67%. This represents good progress considering the starting points of the children. ○ Year 1 Phonics check: 98% achieved the expected standard which is the highest rate of achievement known at the school. This would put the school in the top one percentile of achievement nationally. Last year national achievement was at 80%. The Reception and Year 1 teachers and children were commended for their work. ○ Y4 Multiplication Check: the school is disappointed in the outcomes. Based upon their projections/targets 50% or more were predicted to achieve the national expectations. Based upon assessments carried out earlier in the year the school was expecting at least 46%, or more, to achieve the national expectation. Achievement this year was 39%, compared with 34% for last year. This will probably be above achievement nationally. 5 children who had achieved well previously did not perform on the day. The focus on multiplication will continue through Year 5 and Year 6, through homework, multiplication tables practice, number fluency practice and chanting. ○ Year 6: <ul style="list-style-type: none"> ▪ National achievement in Year 6 for expected and greater depth has been published. ▪ Achievement in the school is above national values in all areas including greater depth, scaled scores and combined, apart from in reading. ▪ Reading: achievement at the expected standard nationally for 2024-25 was 75%, compared with 73% of children at the school achieving this standard. For greater depth, achievement nationally was at 37% compared to children at the school where 27% achieved this standard. Factors impacting upon the above include: <ul style="list-style-type: none"> ○ The numbers of Special Educational Needs (SEN) children who were not predicted to pass. ○ 8 children had achieved the national standard at practice assessments more than once, however these children did not quite reach the expected standard on the day. ○ The threshold for the national standard has been increased. ○ The papers have been reviewed for those at a scaled score of 99, but nothing has been found that would merit re-marking ○ There were 3 or 4 children who did not achieve the expected standard at the practice assessments carried out earlier in the year. ○ Next steps: 	
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Discussions have been held with staff regarding the next steps as achievement has declined over the last few years. For next year there will be a reviewed reading progression document in place and a new assessment system. There is a need to focus with greater clarity on reading skills, such as inference, which is a feature of the new curriculum.

Word reading is much stronger for years 4,5 and 6 although there are some gaps still apparent. The school will adjust lunchtime interventions to better support students who need help with reading, especially those not meeting test standards but likely to reach them. This group will receive much practise in word reading so this barrier is removed when they complete the Year 6 SATs allowing them to focus on comprehension.

The school will be introducing non-fiction units in writing which will be longer, allowing reading lessons to better fit teaching units. This will enable reading to be taught more frequently in English lessons, therefore children will receive a greater number of reading lessons next academic year.

The school will use reading starters to focus on specific reading comprehension skills to ensure repeat practice over time.

- Teacher Assessments.
 - Achievement in Reception and current Year 5 is strong.
 - Year 3: the percentage achieving above expected in Reading, Writing and Maths has improved since the previous year.
 - Year 2 and Year 4 (next year's Year 3 and Year 5) should be targeted for attainment improvement and governor monitoring.
 - For the current Year 4: there are 12 children with SEND needs and the latest teacher assessment data shows that for reading 69% of pupils achieved the expected standards and 64% in writing. The school is targeting 79% to achieve the national expectations so an additional focus for leadership, and teachers, will be upon the 4 or 5 children who can move to the expected standard. This group will be a focus for supervision as well as a focus for lunchtime reading boosts to ensure the children have greater reading experience. There will be an experienced teacher in Year 5 who is also the English lead and will work closely with the Early Career Teacher (ECT) in the year group to ensure consistency and have ongoing conversations about assessment. The school is confident that the teaching and planning will be of a good standard.
 - For the current Year 2: the drop in attainment from Year 1 to Year 2 is typical of the trend seen over the last few years and comes about due to the changes in curriculum and expectations over the two year groups. The objectives in Year 1 emphasise word reading and this year group achieved well at the end of Year 1 phonics. For Year 2 the expectations and the assessment processes change.

Question: a governor wanted to know whether the data was as expected, as there had been a decline in attainment from the Spring to the Summer term.

Governors were advised that:

- The school were not expecting the decline in the data.
- There had been staff changes over the period impacting upon these classes which included the need to have long-term supply teacher cover. The changes in staffing meant that, despite extensive handover and support, there were differences in teaching and assessment approaches
- LM has supported with teacher judgements and these are now accurate.

Question: a governor wanted to know that for Year 2, does the school believe that the assessments earlier in the year were too high compared to now; was the previous data erroneous?

Governors were advised that:

- For Year 2 in the Spring, 72% were at the expected standard in reading, 79% in writing and 83% in maths. Now these outcomes are 69%, 64% and 69% respectively so there has been a decline in assessment outcomes. Assessments in the Autumn term were accurate in terms of objectives and understanding the barriers for pupil progress.

Question: a governor wanted to know if governors could have for the next academic year, an overview of the actions, and impact, taken following the assessment outcomes discussed above.

This was agreed for Year 3 for reading, writing and maths.

Question: a governor wanted to know if the Year 2 assessment outcomes were consistent across both Year 2 classes.

Governors were advised that there was a difference, however this was not significant.

Question: a governor wanted to know, regarding the staffing changes in Year 4, what can be learnt from these changes about how the school could do things differently this coming year.

Governors were advised that:

- The school now has a robust induction programme in place. This has been used with a teacher who started in the summer term. Assessment forms a large part of the induction process and includes regular assessment reviews. This approach is more robust and will be in place for a supply teacher.
- For next year the assessment process will be changing, with the launching of the Insight assessment process. This will involve teachers in the Autumn and Spring terms making judgements about whether the children are on track or not. This will bring some clarity to what is a complex

context as children move from the expectations and curriculum of one year group to the next year group. This will be a whole school focus and will be monitored closed by LM next year.

Question: a governor wanted to know if there is a whole school approach to professional development in assessment; refreshing knowledge and checking outcomes through scheduled sessions.

Governors were advised that moderation takes place every term for reading, writing and maths, and that:

- Assessment outcomes are reviewed by the Senior Leadership Team (SLT) with a focus on a few children in each class and targeting an aspect of assessment, for example greater depth in maths, or writing, or based on supervision or outcomes emerging from school data.
- Evidence from work and tests to check objectives have been met is reviewed.
- There are discussions about children who need to move to expected achievement or greater depth and a focus on what should happen next to get there.
- The school has taken advice from the external advisor and has reviewed practice in other schools. This area will continue to be an area for exploration and improvement.

Question: a governor wanted to know that regarding the Year 1 Phonics check, what has made a difference this year that can be taken into the next academic year.

Governors were advised that:

- The children had a good foundation in place from their time in Reception.
- The Year 1 Phonics check was used to assess children at the end of Reception ahead of their start in Year 1 and this gave an effective baseline and understanding of children's needs on entering Year 1.
- Year 1 have been very focused on the group of children that needed to be targeted, and robust interventions were in place across the school, with teaching assistants being given precise information about which areas to focus on for each group/child.
- Phonics teaching is very strong.
- The biggest difference was how phonics lessons were staffed. Teachers changed the recap part of the lesson, personalising these according to children's needs, broadening the range and variety of sounds practiced in lessons to increase fluency and confidence.

Governor comment: presented by the Chair on behalf of TC who was not able to attend the meeting, who wanted to acknowledge the success and work of the maths leader in overseeing improvement in achievement at greater depth in maths.

	<p>Question: a governor wanted to know why children appeared to achieve better results in the practice assessments than the actual end of year tests.</p> <p>Governors were advised that:</p> <ul style="list-style-type: none"> ▪ For both the multiplication check and SATs neither the format of the assessments nor the location of the tests made a difference. ▪ For the multiplication check the timed nature of the check unsettled some children who became nervous- despite regular timed practices through the year. ▪ For Year 6 the level of the text and the vocabulary demands of the questions made a difference. There has been consternation expressed regarding the rigour of the mark scheme for the test which, to many, has seemed unreasonable. These factors along with performance on the day of the assessments made the difference. <p>Question: a governor wanted to know whether teacher placements for next year's year groups have been thought through considering the achievement data.</p> <p>Governors were advised that experienced teachers will be in place for those areas of need, including groups with high levels of SEND needs. There is confidence that the teachers will be able to achieve good results.</p> <p>Question: a governor wanted to know whether there was an ECT in Year 5.</p> <p>Governors were advised that this was the case, however the ECT is experienced and has taught in many contexts.</p> <p>Governors thanked LM for his time and the presentation.</p> <p>iv. Attendance end of year figure Governors were advised that the attendance figures are positive.</p> <p>v. Emerging priorities for improvement 2025-2026. The main priorities for 2025/26 have been discussed above and will feature reading as a key focus.</p> <p>vi. Staffing and class structure 2025-2026. Governors were advised that:</p> <ul style="list-style-type: none"> • There were no changes from the last report to governors and that staffing arrangements for next year had been uploaded to GovernorHub for governors to review. • That there have been changes to the anticipated total number of Teaching Assistant (TA) worked hours at the school. This total had been anticipated to be 294 hours per day but is currently at 312.5 hours. This 26.75 increase represents one more TA employed than expected. The school's view is that this is not sufficient and confirmed by feedback from parents, teachers and from SEND reviews. Governors and the school will need to consider how the 	
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	<p>current staffing levels can work, and how the hours available are deployed, within the context of falling roles and expensive staff.</p> <ul style="list-style-type: none"> • A Higher Level Teaching Assistant (HLTA) has left, and this role has been advertised but there has been no interest in it so far, despite other local schools restructuring. <p>Question: a governor wanted to know why one Year 2 teacher is working for 90% of the week- what happens with the other 10%?</p> <p>Governors were advised that this teacher does not teach on Friday afternoons, so there is no impact.</p> <p>Question: a governor wanted to know whether staff were happy with how they have been deployed for the new year.</p> <p>Governors were advised that no other member of staff is leaving, and the culture and environment of the school is positive.</p>	
7.	Governor Business.	
	<p>i. Governor visits.</p> <ul style="list-style-type: none"> • DS advised governors that he visited the Special Educational Needs Coordinator (SENDCo) in June and has a report. He is waiting to hear back from the SENDCo before sharing this, so this will be left to the next meeting. It was commented by DS that there is significant work being carried out to ensure the transition from Year 6 to Year 7 is effective in supporting pupils with SEND. • FJ: visited a class earlier in the term, however she was unable to achieve the aims of the visit, which related observing phonics in practice, as the parental group present was too large. FJ will arrange a visit early in the new academic year. • RA: has tried to organise a visit regarding Art but this so far has not been organised. • LS: carried out a visit, but the report is not yet written and will be presented a future FGB meeting. • MC: has carried out a visit focusing on PE and a report had been presented to governors. MC was thanked for her report. • Governors have attended sports day and supported with trips, which included a mini-Olympics event and a trip to Ely. These were reported as being well organised with positive behaviour from the children. It was noted that it would be helpful to speak to the trip organiser for their reflections on the usefulness of the visit. • ET: was due to meet with AK regarding Pupil Premium. This meeting has not taken place, and they will meet instead next term. It has not been possible for a reading comprehension visit to take place, due to other commitments and timing issues, and this will also be carried out next term. 	

	<ul style="list-style-type: none"> • A Headteacher Performance Management meeting will take place tomorrow. • ET offered to carry out exit interviews for staff who are leaving, and these will be carried out on Friday morning. <p>ii. Training updates.</p> <ul style="list-style-type: none"> • ET has completed exclusion training, serving on Independent Review Panel appeal. The training, with an educational lawyer, was very focused and useful. <p>iii. Progress of the Executive Headteacher role. Governors were advised that:</p> <ul style="list-style-type: none"> • The Headteacher has one further day in the role- this will be Tuesday 22nd July. One task for his final day is to announce a restructuring of roles at the school. • The Headteacher has been asked by governors of the school if he would extend the Service Level Agreement to cover the summer holidays. The Headteacher has agreed to and Burwell Village College Primary will benefit. There is no specific work to do but he will be available to support if there is an emergency. <p>iv. Preparation for 2025-2026:</p> <p>a) Elect chair and vice-chair. ET was nominated by DS for the role of Chair. ST was nominated by RA for the role of vice-chair Both ET and ST left the room whilst governors deliberated. Both were unanimously voted to the roles.</p> <p>b) Code of Conduct. A Governor commented that the reference to personal gifts and the bride or groom reference should be removed. This was agreed by all, and governors were asked to confirm their agreement to the amended code of conduct on GovernorHub.</p> <p>c) Roles & Responsibilities. Governors discussed:</p> <ul style="list-style-type: none"> • The possible allocation of roles for the next academic year and were given the opportunity to offer themselves for roles of interest. • The formation of a new curriculum sub-committee, which would enable a small group of governors to have greater detailed oversight of the curriculum. The committee could invite school leaders to attend the sub-committee meetings, with reports and major decisions being referred to the FGB. The sub-committee's work could be focused by the rolling programme already outlined. <p>d) Standing Orders – review and agree. There was some discussion about the appropriateness of the standing orders presented as they were originally drawn up in 2020 when an Interim Executive Board (IEB) was in place. Of particular concern was</p>	<p>Decision: for ET to be Chair of the FGB and ST to be vice-chair of the FGB.</p> <p>Decision: the code of conduct was agreed to be adopted by the FGB.</p> <p>Decision: it was agreed to begin a trial a curriculum subcommittee, initially</p>
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	<p>to ensure voting arrangements are compliant with the regulations and that references to the IEB are amended.</p> <p>e) Pecuniary interests register. It was agreed that governors should declare relevant interests using GovernorHub.</p> <p>f) Governor visits planning.</p> <ul style="list-style-type: none"> • The Curriculum sub-committee will meet in the Autumn term. • ET will visit to review reading after half term unless this visit clashes with the curriculum sub-committee's work. • First half term visits will be: <ul style="list-style-type: none"> ○ DS will visit to review SEND. ○ FJ will visit to review phonics. ○ RA will visit to review Health and Safety. ○ ST will visit to review finances. • The Headteacher requested that governors contact relevant members of staff by the end of the second week of the new term and agree a meeting date to review specific subjects/aspects. <p>g) Governors Handbook review. Governors reviewed the strategy day commenting that:</p> <ul style="list-style-type: none"> • The day was very successful. • That governors would like to hold another strategy day in June 2026. <p>h) Dates of planned meetings for academic year 2025-26. The following dates for FGBs were agreed: FGB 1: 15/10/25 (the date of the strategy day will be confirmed at this meeting). FGB 2: 03/12/25 FGB 3: 21/01/26 FGB 4: 11/03/26 or 18/03/26 to be confirmed. FGB 5: 20/05/26 FGB 6: 15/07/26</p>	<p>comprising of DS, FJ and TC.</p> <p>Action: for governors to complete the declaration of interests form on GovernorHub.</p> <p>Action: for DS to meet with the Headteacher to discuss the next steps in the formation of the sub-committee.</p> <p>Action: for governors to contact relevant members of staff by 12th September 2025 to arrange their link visits.</p> <p>Action: for the clerk to review the standing orders to ensure that the voting regulations comply with The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 and to represent this to the FGB at the next meeting.</p> <p>Action: for governors to complete the pecuniary register on GovernorHub.</p>
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8.	Finance.	
	<p>i. BMR update. Governors were advised that:</p> <ul style="list-style-type: none"> There were no significant changes other than to the staffing element of the budget. An assumption that the teachers' pay award would be 3% was made for the budget for 2025/26, however, the government have since announced that teachers will be awarded a 4% pay rise. This 1% uplift will have implications for the schools' budget. ST will contact the LA to enquire as to whether there will be support for this additional 1%. <p>ii. Summer term census data review number on roll for September. Governors were advised that:</p> <ul style="list-style-type: none"> There will be 50 children joining Reception in September 2025. There will be a total of 383 on roll for September 2025. 	<p>Action: ST to contact the Local Authority to inquire about the availability of financial support for schools in accommodating the additional 1% pay increase for teachers.</p>
9.	Policies.	
	<p>BVC specific policies</p> <p>i. Physical intervention policy.</p> <p>Question: a governor wanted to know if a record of training undertaken was kept and referred to if needed. Governors were advised that this was the case; the training is recorded on the school's Single Central Record (SCR).</p>	

	<p>iii. Physical intervention record.</p> <p>The Physical Intervention record was noted.</p> <p>Decision: the Physical intervention record was approved by the Board.</p> <p>iv. Critical and major incidents</p> <p>Governors noted that names need to be updated within the document on p13 and p15.</p> <p>Question: a governor wanted to know whether the invacuation procedure has been carried out this year. Governors were advised that the procedure has not been carried out yet but will be by the end of the term.</p> <p>Question: a governor wanted to know about the cascade system for informing parents of an incident. Governors were advised that this system does not operate, rather communication is by email, phone call and the class dojo system. The policy will be changed to reflect this.</p> <p>Question: a governor wanted to know more about the reference to water supplies and the importance of the school knowing how much water they had in the event of an incident. Governors were advised that this is known and is recorded in the school's maintenance records.</p> <p>Question: a governor wanted to know about the Critical Incident Response Team (CIRT); who would take the place of the Headteacher if he is absent? It was agreed that those persons who would take the place of the Headteacher in the event of his absence would be noted within the document.</p> <p>v. Intimate care</p> <p>Question: a governor wanted to know if records are kept showing which staff members have had Intimate Care training. Governors were advised that there is no specific training for intimate care unless there is a specific need. All appropriate adults have been introduced to, and been made familiar with, the school's policy.</p> <p>Question: a governor wanted to know why this policy was due for review now, when it had been reviewed in November 2024. Governors were advised that the policy has is reviewed annually and by reviewing it now it will be ready for next year.</p> <p>vi. Staff induction handbook</p>	<p>Decision: the Physical intervention policy was approved by the Board.</p> <p>Decision: the Physical intervention record was approved by the Board.</p> <p>Decision: with the noted amendments as a proviso, the Critical and major incidents policy was approved by the Board.</p> <p>Decision: the Intimate Care policy was approved by the Board.</p>
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	<p>This handbook is for information only, which was noted by governors. For information.</p> <p>Governors commented that the reference to white tops, should be removed as this is now out of date.</p> <p>vii. Equal opportunities and discrimination.</p> <p>Question: a governor wanted to know whether the school celebrates or respects cultural diversity.</p> <p>Governors were advised that the school celebrates cultural diversity as part of the school's assemblies, and the religions of all the children are known.</p> <p>A governor commented that the sentence on page 4, within the section about Uniforms (the second sentence) should be edited to make the meaning clearer.</p> <p>Decision: the Equal opportunities and discrimination policy was approved by the Board.</p> <p>b. Standard LA policies.</p> <p>i. Grievance policy and procedures.</p> <p>Governors commented that the Grievance policy and procedures required personalising to the school, and it was agreed that an employee could request a grievance appeal within 5 days of receiving written confirmation of the original decision.</p>	<p>Decision: the Equal opportunities and discrimination policy was approved by the Board.</p> <p>Action: for the Headteacher to amend the Grievance Policy accordingly.</p>
10.	Safeguarding.	
	<p>Review safeguarding procedures.</p> <p>Governors were advised that:</p> <ul style="list-style-type: none"> • Invacuation procedure is to be held. • During a review of the SCR, the link governor for safeguarding had noted that the safeguarding posters behind the toilet doors required updating. This has now been actioned. 	
11.	Health and safety.	
	<p>i. Health and Safety update.</p> <ul style="list-style-type: none"> • There was nothing further to share with regards to health and safety. <p>ii. Progress of the Health and Safety action plan.</p> <p>Governors discussed whether the Institution of Occupational Safety and Health (IOSH) training was required. Governors were informed</p>	<p>Action: for the Headteacher to investigate IOSH training for a member of staff.</p>

	<p>that the LA's Health and Safety team are requesting that a school member of staff is IOSH trained and that this needs to be someone at a senior level.</p> <p>The Headteacher agreed to investigate IOSH training for a member of staff.</p> <p>iii. Tree Management; implications of changes to the SLA. Governors discussed how the new Service Level Agreement (SLA) will mean that schools will have to budget for tree maintenance. It was further commented that the consultation period was too short.</p> <p>•</p>	
12.	Reviews of the impact of funding streams.	
	The PE and Sports Premium report will be finalised and signed by the Chair before submission.	
13.	Annual review.	
	<ul style="list-style-type: none"> • Annual Governance Review. Governors approved this for submission. • Governors reviewed the meeting, concluding that the purpose of governance as set out below had been all been achieved. <ul style="list-style-type: none"> ○ Ensured clarity of vision, ethos and strategic direction. ○ Held leaders to account for the educational performance of the organisation and its pupils. ○ Overseen the financial performance of the organisation and making sure its money is well spent. <p>The Chair congratulated all on a successful year.</p>	
vii.	Dates & foci of the next meeting.	
	Wednesday 15 th October at 5.00pm: strategic review.	
	The meeting closed at 7.25pm.	