

**NON-CONFIDENTIAL MINUTES
OF FULL GOVERNING BODY MEETING
BURGHFIELD ST MARY'S (CONTROLLED) PRIMARY SCHOOL
Wednesday 30th March 2022**

Chair for this Meeting:	Joanne Lambdon (JL)
Clerk:	Susan Cherry (SC)
Meeting held at:	Burghfield St. Mary's School, 8.30 am
Present:	Antony Gallagher (AG), Geri Briggs (GB), Karen Carmichael (KCA), Steve Dunham (SD), Dave Godwin (DG) (Left Item 10 at 11 am), Paul Hampton (PH), Matthew Jackson (MJ), Carol Jackson-Doerge (CJD), Joanne Lambdon (JL), Rev Glynn Lautenbach (GL), Deborah Marsden-Kwan (DMK) (Left Item 12.b at 12.10 pm), Colin Thompson (CT).
In attendance:	Susan Cherry (SC), Barbara Hunter (School Improvement Team) (Left Item 9 at 10.15 pm), Jane Eyre English Lead (JE) and Julie Field Maths Lead (JF) (Left Item 11 at 11.30 am).

The meeting was quorate.

Agenda Item	Key Points.	Action
1. & 2.	Welcome, Apologies and Opening Prayer. The Chair welcomed everyone to the Meeting. Mrs G Toms and Mrs R Leuillette had previously sent their apologies which the Governing Body accepted. Mrs K Carmichael will join the Meeting when she is able to do so. A Foundation Governor led the Meeting in the opening prayer	
3.	Declaration of Pecuniary Interests. There were no pecuniary interests to declare. <u>2.a Conflicts of Interest in any Agenda Item.</u> There were no conflicts of interest in any Agenda Item declared.	
4.	Minutes of the Full Governing Body Meeting held on 24th January 2022 and Action Log. <i>Governors agreed the Minutes were a true and accurate record of the Meeting and will be signed as soon as the Chair is able to do so.</i> <i>The Chair will sign the Minutes when she is next in school.</i> <i>The Clerk will then file them.</i>	JL Clerk
5.	Matters Arising (Refer to Action Log). An Action Log for the Full Governing Body Meeting held on 24 th January 2022 was circulated prior to this Meeting. The numbers below correspond to the numbers on the Log. Only those actions outstanding or requiring further comment will be listed. The Chair said most actions had either been completed or were listed on this Agenda.	

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6.	<p>Governing Body Matters.</p> <p><u>6.a Remind Foundation, Assessment and SEND Governors to arrange their termly Meetings.</u> <u>The Foundation Governors and Assessment Governor will arrange Meetings for after the Easter break.</u> <u>The SEND linked Governor met with the SENDCO 16th March.</u> <u>The Foundation Governors agreed to write the Update from the school in the annual Church Newsletter.</u></p> <p><u>6.b Annual Statement 2022.</u> The Clerk advised this should be drafted over the course of the summer for the autumn term, as per advice received from Governor Services.</p> <p><u>6.c The Key for Governors annual subscription & Governor Services SLA.</u> The Clerk advised she had contacted GS regarding their SLA but this is not yet available. <u>She will list this on the Agenda for the next FGB Meeting.</u> <u>Governors agreed they wished to retain access to the Key.</u> The Clerk advised details of the SLA offered by the Diocese had been posted on Governor Hub prior to this Meeting. The Headteacher advised the Governing Body had made the decision last year not to purchase their SLA as the one provided by Governor Services offered all the options and services the school requires.</p>	<p>Clerk GT/KC</p> <p>DMK & GL</p> <p>Clerk</p>
7.	<p>Health and Safety Update (Standard Agenda Item). The Headteacher reported the only new matter to be noted is that there is a split pin in the Climbing Frame. This has yet to be repaired. The Health and Safety linked Governor had sent the Clerk the latest Step Ladder Check. <u>He has 2 additional sets of ladders to check. He will update the Step Ladder Check when he has completed these.</u> Pupils and staff still continue to be affected by COVID 19. The school is following Government guidance in this regard. A new risk assessment has been provided by the LA. <u>A Governor offered to give the school 2 boxes of tests she did not need.</u> Q: Another Governor asked how many staff/pupils are off with COVID 19? A: One member of staff. It is harder to tell with pupils as there are now no requirements to take tests. COVID continues to be a problem in this LA however.</p>	<p>DG</p> <p>CJD</p>
8.	<p>Safeguarding Update (Standard Agenda Item). The Safeguarding Governor advised she had recently attended the Safeguarding Governors Forum. Q: This had discussed the new version of the statutory guidance KCSIE (Keeping Children Safe in Education). Schools should not check social media ahead of a candidate's interview for a post. A: The Headteacher reassured Governors BSM did not do this. Q: The Meeting had also reaffirmed the importance of all Governors regularly attending Safeguarding training. A: The online safeguarding training for staff is always open to Governors.</p>	

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	<p><u>The Clerk will inform Governors of the next such opportunity.</u></p> <p>Q: There is also a new template for the SCR (Single Central Register).</p> <p>A: The Headteacher confirmed he had received it.</p> <p><u>The Safeguarding Governor has arranged to carry out a review of the SCR after this Meeting. Her Report will follow in due course.</u></p> <p>At the Safeguarding Governors Forum Meeting Governors were made aware that Ofsted, when they visit, will ask them how they gather evidence with regards to the school's safeguarding provision and procedures.</p>	<p>Clerk</p> <p>G Br</p>
<p>9.</p>	<p>Presentation by Barbara Hunter from SIP Team on how Governors can support the Curriculum.</p> <p><u>Mrs B Hunter advised she will share her Power Point presentation with Governors after this Meeting. A copy of this will be attached to the Minutes.</u></p> <p>Ofsted's Framework changed in 2019 and again post COVID. BSM will receive a section 8 visit.</p> <p>Governors form part of the Leadership and Management judgement; the quality of education is a key focus. Key questions Governors will be asked are "What do you know?" and "How do you know?"</p> <p>Governors should have strategic oversight of the curriculum. Crucial elements of the judgement in this section are the effects Governors can have. Attention should be focused on the education of pupils. Effective CPD should be aligned with the curriculum. The Curriculum should be coherent and consistent. Expectations should be consistent and should engender increased ambition. Good evidence should be available with regards to the effective use of resources. Governors should understand their roles and perform these with hopefully a resulting rise in the effectiveness of the school.</p> <p>Inspectors will seek evidence of the impact Governors have had and how they carry out their functions. Clarity of vision with regards to the strategic direction of the school should impact decisions.</p> <p>Q: A Governor asked if answers to questions can be 'revised' in preparation for a visit.</p> <p>A: Barbara Hunter said yes adding she has already shared relevant paperwork including sample questions and answers with the Chair.</p> <p>Barbara Hunter then looked at some of the questions Inspectors had asked on recent visits. She said Governors should be fully comfortable with the SEF (School Evaluation Form). The website should be up to date. Governors should be able to identify what is unique about BSM. Also, they should know what the Governors vision for the school is and how well it has been implemented.</p> <p>Q: Barbara Hunter asked Governors how they would answer such a question.</p> <p>A: A Governor said that BSM's Governors' vision is the same as the school. Our part in achieving this is to support the school and challenge to drive forward improvement.</p> <p>Barbara Hunter continued Governors will need to know the school's strengths and areas for development.</p>	<p>Clerk</p>

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They should know what Ofsted highlighted as areas for improvement at the last visit and what strategies have been put in place to address these concerns.

Other recent questions included “What are the strengths of this school?” Inspectors will focus on the quality of the education. Children should develop a deep body of knowledge. They will look at how the Curriculum sets out the knowledge pupils gain and how it is adapted for SEND pupils.

Q: She suggested asking pupils what they think it is like to be a pupil at this school and post their answers on the website. The school should be ambitious for pupils and challenge them.

A: Governors discussed this and agreed the school wanted to develop pupils’ social skills, other life skills and support them emotionally so they can move forward and achieve their ambitions.

Q: Another Governor asked how much information they needed to have regarding the subject they are linked with.

A: Barbara Hunter explained they should be clear as to intent. The detail is not necessary but Governors should have an overview of what is taught in a particular half-term.

Inspectors will also look at the Curriculum Leadership and will evaluate how it is delivered at Subject and Classroom level. Inspectors will evaluate what pupils have learned. Sources of evidence can be progress pupils are making in terms of knowing more, data, first hand evidence, listening to pupils read (they will typically chose the bottom 20%), discussions as to what pupils have remembered and how well SEND pupils are prepared.

She then considered the Ofsted criteria. For intent, for a good school, the Curriculum should be ambitious and well-planned and sequenced.

For implementation, Leaders should provide effective support to enable teachers to present the subject matter clearly and promote discussion. Teachers should check pupils understanding systematically and provide clear feedback. Is the Curriculum demanding and is Reading a priority.

Turning to impact, this should be reflected in pupils’ work. Governors should also be clear how SEND pupils achieve.

She shared some examples of questions Inspectors could ask. What you do want pupils to achieve by the time you leave. How do Governors monitor the Curriculum? How do Governors know the needs of disadvantaged pupils? How were Governors involved in planning? Does the Curriculum align with the vision?

Q: A Governor asked if Ofsted will ask how the school challenges gifted and talented pupils.

A: Barbara Hunter said Ofsted will say if a curriculum is rigorous and ambitious enough challenge for this group of pupils is assumed to be built into the Curriculum.

Ofsted’s key focus is on ensuring disadvantaged pupils are supported so Governors should know how the school is achieving this.

Q: Another Governor asked how a linked Governor supports a Subject Lead in a helpful way.

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A: Barbara Hunter said the process could be sold to teachers; they could use Governors as a resource. They could rehearse questions with Governors that Ofsted might ask.

Q: A Governor asked what about long-term, i.e. aside for preparing for an Ofsted visit.

A: Another Governor said that asking teachers' questions can challenge them and perhaps stimulate new ideas. Developing a relationship is key.

Another question was "Where do you understand the school on its Curriculum journey?" How do Governors know about it? The answer could be to review books, talk to pupils.

Other questions were "What do you do to monitor?" and "How Governors know the Curriculum is being developed?"

Key language that Ofsted is using is: "low-level view", "deep dive" and "bringing it together." She went through these terms for Governors.

Q: A different Governor asked if the top-level view could be posted on the website.

A: Barbara Hunter said yes. You could also sign post to the Curriculum Policy.

She went on to suggest Governors could carry out a "deep dive" with a Subject Lead.

Further questions asked were "What is your understanding of the new guidance regarding Phonics?" and "If your Reading Curriculum is so good why do you need interventions."

Governors discussed the latter question and agreed a good answer for BSM would be the high levels of turbulence as a result of the military pupils on roll.

Barbara Hunter then reviewed the last Ofsted Report and went through the next steps. One was that SDP planning should be derived from an analysis of outcomes.

Q: A Governor asked how this can be done without data.

A: A different Governor replied through pupil work, displays around school and pupil conferencing.

To summarise key is "What do you know?" and "How do you know it?" Do Governors understand the intent?

She then listed other questions recent Inspections threw up. "How do Governors check implementation?", "What subjects are well developed and which require work?", "Do Subject Leads present in Governor Meetings?" and "Do Governors come into school to see the Curriculum in action?"

Governors should check BSM's curriculum against the national; how is it unique? How is a subject coherently sequenced? How is our curriculum adapted for SEND and PP? What do pupils say about Maths? How do we show the Curriculum is ambitious for every pupil? What do the pupils say about their work? How good is early years Reading?

Barbara Hunter then looked at how Governors can do a 'deep dive.' She also suggested a Governor review what should be published on the website and attempt to carry out a 'deep dive' online.

Governors should now consider their next steps.

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	<p>Barbara Hunter suggested Governors come to a Staff Meeting and talk to Subject Leads then and take the opportunity to ask a few questions. The Headteacher said these are held Mondays from 4 pm until 5 pm. A Governor said teachers need to know Governors are there to learn and support.</p> <p>The Headteacher and Governors thanked Barbara Hunter for presenting at this Meeting.</p>	
10.	<p>Break</p> <p>Governors finished at 10.25 am and joined the staff at morning break.</p>	
11.	<p>Maths and English Curriculum Overview.</p> <p><u>11.1 Maths.</u></p> <p>The Maths Lead presented first. The intention is for pupils to enjoy Maths and experience success. BSM teaches the Mastery approach and uses the White Rose Maths resource.</p> <p>Pupils work in mixed ability groups, they use White Rose Maths Workbooks, and work is designed to challenge and is carefully scaffolded. Concepts are reinforced with continuous reasoning key. Teachers use concrete, pictorial and abstract methods.</p> <p>Q: A Governor wondered, if pupils work in pairs, if the pupil of greater ability gets frustrated with the other pupil.</p> <p>A: Pupils are used to working this way. Also, not all pupils are good at every Maths topic. Pupils ended up fulfilling both roles. Teachers must however manage the pairings.</p> <p>This approach enables all pupils to experience success. Assessment is regular and ongoing. Mark books inform the next steps and provide data to complete the Target Cards. The latter are used for end of year judgements.</p> <p>CPD (Continuous Professional Development) is important with teachers well supported by the SLT.</p> <p>Q: If there is no marking in pupils books how do they know how they are doing.</p> <p>A: Pupils self-assess at the end of each lesson. They discuss with teachers what they need next.</p> <p>Q: Another Governor asked if pupils can access their Target Cards.</p> <p>A: It is very much dependent on the personality of the charge.</p> <p>Q: A different Governor asked if these are child or subject specific.</p> <p>A: The Headteacher said they are subject specific.</p> <p><u>11.2 English.</u></p> <p>The English Lead said it is her intention to develop a love of English through the use of quality texts. The English curriculum is underpinned by the Talk for Reading and Writing resources.</p> <p>Both are used across the school. In the EYFS and KS1 the Oxford Reading Tree books are used. Lower KS2 use Big Cat. The English Lead explained if a pupil in lower KS2 is still reading at the level of a younger pupil, often the former find the Oxford Reading Tree books too juvenile. The school therefore invested heavily in the Big Cat resource and other free choice books at appropriate levels. Upper KS2 use age appropriate quality texts.</p>	

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	<p>Q: A Governor asked if the free choice texts selected are the same level as the Reading Resource books pupils work through.</p> <p>A: +Yes. They have chosen quality texts from a wide range of authors and have effectively banded them to match the Big Cat levels.</p> <p>This way teachers can be sure the free Reading texts reinforce what is taught in class.</p> <p>Teachers do Guided Reading via Talk for Reading; teachers read to pupils and then ask questions. Guided Reading is in ability groups.</p> <p>Q: Is the English Lead planning to reintroduce Reading buddies?</p> <p>A: Yes next week. Older pupils will read with younger pupils once a month.</p> <p>Q: A different Governor asked if volunteers visit school to read with pupils.</p> <p>A: The Headteacher replied not at the moment. He is hoping volunteers can start visiting again in the summer term.</p> <p>With regards to Writing, the watchwords are Imitation, Innovation and Independence.</p> <p>A text is picked to teach the Grammar that forms part of the national curriculum. Pupils find their own level though work is scaffolded for more vulnerable pupils.</p> <p>With regards to Spelling, for the Phonics in the EYFS there are common exception words. 4 are sent home a week.</p> <p>In KS2 a new Spelling scheme has been purchased called Herts 4 Learning. It teaches key spelling rules and is going well.</p> <p>The Maths Lead said the text is changed depending on the topic for that term. This means teachers will often change what is taught when to ensure maximum impact. Pupils should be able retell stories, plan, write, and improve as well as being able to edit their own work.</p> <p>Assessments are regular and ongoing with a cold task undertaken at the start of the task and hot at the end. The hot task, i.e. their independent work, is recorded in the Mark books which inform the Target Cards.</p> <p>Again, CPD is key to this process.</p> <p>Q: Does the Talk 4 Writing resource include handwriting.</p> <p>A: Yes. The Headteacher added that there has been a slip in handwriting; the school is therefore focusing on this.</p> <p>Q: How is the school trying to improve standards in handwriting?</p> <p>A: A resource called Star Right Books is used. Extra support is given to those who need it.</p> <p>The Headteacher and Governors thanked both the Maths and English Leads for attending this Meeting and talking to Governors.</p>	
12.	<p>Headteacher's Written Report/SEF.</p> <p><i><u>The Headteacher advised he will rename this the Self Evaluation Form (SEF). It will be updated termly.</u></i></p> <p>Governors agreed they had read it.</p> <p>Q: A Governor referred to the section on Leadership and Management, in particular the Intervention Groups for years 6 and 2 which are running this term. Last term pupils from years 3 and 4 received this support. What about the cohorts that have been missed.</p>	AG

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	<p>A: The Headteacher explained the school only has finite resources. The SLT must look at the greatest areas of need and respond accordingly. Year 6 need additional support as they are transitioning to secondary schools. After the Easter holiday the SLT will decide the next steps.</p> <p>Q: Is it correct this year's results will not be shared with schools.</p> <p>A: They will be published but not nationally. Guidance is that 50% of pupils will achieve ARE as compared to 65% in 2019.</p> <p>Q: Another Governor asked if this data will be shared with secondary schools pupils' transition to.</p> <p>A: Yes but the LA will not rank schools nor will LA's be ranked.</p> <p>Q: A Governor asked how BSM will know how it is achieving compared to other local schools.</p> <p>A: The Headteacher informed Governors that the majority of local Headteachers do share their results.</p> <p><u>The Headteacher said he will adapt the SEF based on Barbara Hunter's presentation.</u></p> <p>Q: Another Governor asked if each section in the SEF is based on Ofsted's key areas of judgements.</p> <p>A: Yes. The grades given are those awarded at the last Ofsted visit.</p> <p>Q: A different Governor said the Headteacher should amend the SEF to show the Ofsted grade and the school's self-assessed grade.</p> <p>Q: Another Governor said if there is a new statement added this could be highlighted in another colour for example.</p> <p><u>The Headteacher agreed to make these changes too.</u></p>	<p>AG</p> <p>AG</p>
15.	<p>Governors to walk around the school and visit classrooms.</p> <p>The Chair suggested that due to the time, i.e. 11 45 am, the Meeting pauses and Governors visit classrooms before lunch commences for year R. The Headteacher asked those Governors who are also parents at the school not to visit classrooms where their children are working. Governors agreed to reconvene at 12.00 pm. They took with them the Visit Record Form to complete on their return.</p> <p><u>15.1 Feedback.</u></p> <p>Governors agreed pupils embraced the visitors to their classrooms and were all so friendly.</p> <p>One Governor who visited year 3 said a pupil shared his/her workbook and showed how his/her work had progressed over the term.</p> <p><u>Governors agreed the Clerk should start an Evidence Folder ahead of Ofsted's next visit.</u></p>	<p>Clerk</p>
12.	<p>Headteacher's Written Report/SEF (Continued).</p> <p><u>12.b Personnel Update.</u></p> <p>A TA who works in year 1 in the mornings and as an ELSA has resigned. The Headteacher is in negotiations to source alternative provision for the latter portion of this TA's duties.</p> <p>A member of staff who works as a Lunchtime Supervisor will work as a TA in the mornings as well.</p>	

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	<p><u>12.c Year 6 Transition Questionnaire.</u> <i>After the SATS year 6 will be asked to complete this.</i> The majority of pupils in year 6 are transferring to the Willink with one only starting at Kennett in year 7.</p>	AG/Clerk
13.	<p>Committee Feedback (Questions arising only). <u>13.a Staffing Committee Meeting 8th February 2022.</u> Minutes are available on Governor Hub. No Governors had any questions or comments.</p> <p><u>13.b Sites and Buildings Committee Meeting 4th March 2022.</u> Minutes are available on Governor Hub. No Governors had any questions or comments.</p> <p><u>13.c Finance Committee Meeting 22nd March 2022.</u> The Clerk advised these Minutes are not available as yet as they have not been agreed. The Chair of the FGB advised the Committee had approved the SFVS which the FGB needed to approve. Q: A Governor noted the figure on the Action Plan should read £100,000 rather than £10,000. <i>The Clerk will ensure the changes agreed at the last Finance Committee Meeting and as mentioned above will be actioned before she submits it to the LA.</i></p>	Clerk
14.	<p>GDPR. The Headteacher said there is nothing to report.</p>	
16.	<p>Policies. <u>16.a Intimate Care Policy.</u> This is a new Policy for the school. The Headteacher said it should be reviewed annually. Q: A Governor asked the Clerk to check the wording on page 4 6th line down. It does not read right. <i>Governors agreed to ratify the Intimate Care Policy.</i> <i>The Clerk will make the amendment necessary, format the Policy and ask the Governor who has been reviewing the other Policies to review it.</i></p> <p><u>16.b Volunteers Policy.</u> <i>A Governor also stated a separate Signing in Book for Volunteers is required.</i> Governors agreed the Policy was too long but the Headteacher suggested it be approved for now then reviewed again in one year. Q: One Governor asked if the school had a Driving at Work Policy in place. A: The Headteacher said BSM does not. To drive pupils' staff must have business use on their Insurance Policies. Parents must have fully comprehensive Insurance. For regular drivers, a DBS would be needed. The policy is woolly because all schools have different procedures in place. Governors discussed the matter and Parent Governors were asked for their opinion. Both agreed that they would prefer any person driving their child to have a DBS.</p>	Clerk Clerk

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	<p><u>The Clerk will make the amendments necessary, format the Policy and then ask the Safeguarding Governor to review it.</u></p> <p><u>The Clerk will check if the Office Manager has up to date DBS' in place for all Governors.</u></p> <p>Q: A Governor asked if the school has public liability insurance. A: The Headteacher reassured Governors it does.</p> <p><u>16.c Sex and Relationships, First Aid and Supporting Pupils with Medical Conditions and Fire Safety and Lockdown Procedure Policies.</u> These are due to be reviewed as part of the Policy Review Cycle. The Headteacher said no changes have been advised. <u>Governors agreed to ratify the above Policies.</u> <u>The Clerk will format these Policies and ask the Governor who has been reviewing the other Policies to review it.</u></p> <p><u>16.d Freedom of Information Publication Scheme.</u> The Headteacher advised the school follows statutory guidance.</p>	<p>Clerk</p> <p>Clerk</p> <p>Clerk</p>
17.	<p>Training.</p> <p><u>17.a Governors Skills Audit.</u> The Clerk advised it is the time of year that Governors carry out their own Self Evaluation. As in previous years Governors can complete the NGA Self-Assessment Tool and then the Matrix or fill in the whole Governing Body Form a section at a time. <u>She will send the latter to the Chair to take a look at.</u></p>	Clerk
18.	<p>Any Other Business.</p> <p><u>18.a Marwell Zoo.</u> The whole school trip to Marwell Zoo is taking place on 4th April. It represents the 'fabulous finish' to the Spring term project on animals. There are still spaces for Governors to come along if they wish to do so.</p> <p><u>18.b Upcoming Events.</u> Next Wednesday morning the school will be celebrating Easter at the church. Hopefully in the summer term parents will be able to return to celebrate Assembly. Next term the focus is on primary Geography. The 'stunning start' is an airplane trip around the world with each cohort 'travelling' to a different country. There is no year 6 residential again; instead the Headteacher has booked 4 days at Burghfield Lakes. The pupils are preparing their summer term plays. Hopefully, parents will be able to attend.</p> <p><u>18.c Governor Visits.</u> Q: A Governor asked if 15 minutes could be set aside at the end of a Staff Meeting so available Governors can meet with their Subject Leads. <u>A: The Headteacher agreed to do so.</u></p>	AG

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	<p><u>18.d Curriculum Presentations in FGB Meetings.</u> Q: Another Governor asked if other Subject Leads could present at future FGB Meetings. <u>A: The Headteacher said he will ask other Subject Leads to do so.</u></p> <p><u>18.e Burghfield Oaks.</u> The Headteacher advised their Breakfast Club closed in February. The school attempted to source other provision but was unable to do so. The school therefore set up its own Breakfast Club to start the next school day after the Oaks' provision closed. A TA runs it and is supported by 3 others. The system to book and pay is very flexible and easy to use. The cost per session is £5. Q: A Governor asked if this is too low. A: The Headteacher said 38 pupils are required to break even. Over the course of the year at the present rate of 40-50 pupils per week the school would make a profit of between £2,000-£3,000. The school did not however set up this Club to generate income. Rather it was to provide a necessary service to parents.</p> <p><u>18.f Date of next Staffing Committee Meeting.</u> Governors agreed the next Meeting has been set too soon. Teachers will still have time before they have to hand in their resignations if they have decided to leave. The Meeting will be postponed until 7th June. <u>The Clerk will inform Governors on this Committee of this change in date.</u></p>	<p>Clerk</p> <p>Clerk</p>
	Part I of the Meeting closed at 12.45 pm	

Date of next FGB Meeting: Is 27th April 2022.

Date of next Finance Committee Meeting: Is 26th April 2022 at 9.30 am.

Date of next Sites and Buildings Committee Meeting: Is to be advised.

Date of next Staffing Committee Meeting: Is 7th June 2022 at 9.15 am.

Signed:.....

(Miss J Lambdon, Chair of FGB)

Date:.....

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