



ALFRED SUTTON PRIMARY SCHOOL
Part 1 Minutes of the Virtual Meeting of the Full Governing Board
Wednesday 14th July 2021. 7pm

Present: Faruq Bilbe (Chair); Robert Howell; Adedayo Benson; Dave Dymond; Yota Dimitriadi; Sara Fincham-Majumdar; Attia Rafiq-Sharif; Andrew Burrell; Kate Gordon.

In Attendance: Rachel Lawson; Alice De Croos.

Apologies: Julia Wordsworth; Ian Church

Did not attend: Laura Kerr; Richard Watson.

Clerk: Deborah Savage

Agenda Item	Note: This meeting was held virtually to comply with government restrictions on face-to-face meetings due to the ongoing health pandemic.
1	Welcome and introductions of two new governors. Introductions were made around the “virtual table” and two Governors were welcomed to the board. Permission was sought to record the meeting to assist with the minutes and this was given. The meeting was recorded.
2	Apologies. Apologies had been received from Julia Wordsworth and Ian Church and these were accepted. Laura Kerr and Richard Watson did not attend.
3	Declarations of Interest. There were no declarations of interest. At this point in the meeting, the Clerk asked a vice-chair to take the meeting as the Chair was not yet logged into the meeting.
4	Minutes of the previous meeting held 28th April 2021. These had been circulated in advance of the meeting and were reviewed. They were accepted as a true record and will be signed by the Chair at the earliest opportunity. Actions from the last meeting were reviewed: <ul style="list-style-type: none">• Under 5’s lease is in hand with RBC• Skills Audit has been sent out and will also be sent to the new Governors• New parent Governors have been successfully appointed.
5	Chair’s Report

	<p>The Chair of Governors reported that even though signing limits had been increased he was asked to go into school to sign off paperwork for a cash settlement of 351K to RBC. The SBM explained that this was not a change in practise and is a once a year end of the financial year item. The LA in the past have retained 85% of delegated funds for payroll payments but next year will keep 88%. The payment just made was the difference between what was retained by the LA and the payroll. There was some discussion that maybe, for such large payments, two governors ought to review the paper trail and sign it off. No change to practise was agreed.</p> <p>The Chair also reported that the DfE had reopened the National Leaders of Governance scheme under the NGA.</p>
<p>6</p>	<p>Head Teacher’s report including draft priorities for 2021/22</p> <p>The Head Teacher’s report had been circulated in advance of the meeting and Governors were invited to submit questions before hand. A number of Governors sent in questions by email or via GovHub and staff had worked together to answer these with answers being supplied by appropriate staff. The questions and the answers supplied by the school had also been posted to GovHub in the meeting folder for all to read. They are also added as an appendix to these minutes.</p> <p>The Head thanked the governors for their engagement prior to the meeting and explained that this was the first full report to governors for some time as recent reports had either been verbal ones or in a shorter format due to the pandemic.</p> <p>Governors were informed that the SEF records a picture of where the school was pre-pandemic which was that the school would expect a “Good” judgement moving towards “Outstanding”. As there has been no published data for the last 2 years there are currently lots of “unknowns”.</p> <p>Governors were informed that a small number of staff are leaving ASPS due to relocation or to promotion but that the school are confident their recruitment secured good practitioners who are joining the school in September.</p> <p>The data on pupil numbers indicates that the school remains popular with families and an uplift in numbers had been seen. This is particularly encouraging as some local schools are struggling for numbers (and therefore with their budgets) and it is positive that ASPS area bucking this trend. The head has received a number of appeals from parents for places in reception and when you look at the origins of joiners into the school most are from out of area which is an effect of the pandemic.</p> <p>Governor Question: Is it easier for the school to deflect out-of-area children if other school numbers are low? The LA handle our admissions and the school does not have sight of our waiting lists.</p>

	<p>Governor Question: You have had a number of children arrive with “baggage” in the past – what is the situation now? Yes – we have been subject to the “off-rolling” practises of other schools and since the Director of Education visited us to hear about this issue, this has stopped. Sometimes we don’t know that a child has a significant need until they arrive. Our SENCo has put together some robust cases recently explaining that we can’t meet the need of a few children with significant additional needs.</p> <p>Governor Comment: The opening of the Hamilton Road school might have an impact on this.</p> <p>Governors were informed that a plan is in place in case a staff member on long term sick leave does not return in September.</p> <p>The head was thanked for his report and summary to Governors.</p>
7	<p>Reports from Committee Chairs:</p> <p><u>Resource Co-Ordination Committee.</u> (Verbal Report)</p> <p>The meeting was reminded that the last RCC was merged with an FGB so that the 4th Quarter reports had been reviewed and approved by the FGB. From September, Ian Church would be chairing this committee and Faruq Bilbe agreed to support him. Any Governors interested in joining the RCC were asked to come forward. The 1st Quarter reports are normally accepted via email over the summer and the SBM stated that she expected them to be ready around the end of July.</p> <p><u>Performance Enrichment Committee.</u></p> <p>The chair of this committee sent his apologies to this meeting but had submitted a short-written report which was read out by the Clerk:</p> <p><i>Given the circumstances surrounding Covid, and then the subsequent surge testing, we have unfortunately not been able to arrange a further PEC visit since the last FGB. Our intention was to undertake a book look in July, which would have taken place following an LA visit which was anticipated to scrutinise the curriculum. Clearly this was disappointing, but due to managing the risks associated with Covid it was considered to be the most appropriate response. With the loosening of restrictions over coming weeks, monitoring visits early in the new school year would be particularly helpful.</i></p> <p>From September, Attia Rafiq-Sharif would be chairing this committee with support from the outgoing Chair.</p> <p><u>Community Engagement Committee.</u> (Verbal Report)</p> <p>The Chair of this committee informed the meeting that this committee had only met once this academic year due to the pandemic and that the surveys that would normally be undertaken had not been sent out. The University of Reading were running</p>

	<p>Community Engagement projects and were seeking partners to liaise on this. The past projects they had done had had positive outcomes and Yota Dimitriadi and Dave Dymond hoped to visit the school in the new academic year to scope out some possible projects.</p> <p>Governor Question: Can you give us a date for the implementation of the Safe Streets Campaign? It is our understanding that RBC still need to apply for a change in traffic regulations but that meanwhile, schools should be seeking volunteers to staff the morning and afternoon monitoring sessions. Student volunteers from Reading Uni could also be recruited. It had been the intention pre-covid to visit a school in Slough that operate the scheme already. Governors were informed that it is hoped the scheme will start after the October half term. It is not expected that the UTC will participate as their students are in the older age bracket, but it might be that the roads are divided between ASPS and Maiden Early. It was suggested that visiting a school with a similar road layout would be useful as we are not closing a cul-de-sac so our proposal is more contentious. In this instance, the delay cause by Covid has helped us understand the scope of the challenge more.</p> <p>Pay Committee. (verbal report)</p> <p>The Pay committee had met this year but normal procedures were not followed. Normally, a sample of anonymised staff appraisals would be looked at by the Pay Committee to ensure appraisals had followed the correct processes. The National Pay Award would be looked at and checks would be made to ensure the budget was available. Due to Covid there was an agreement with the Teachers Union that no staff would be penalised as a result of Covid (as long as there were no compelling reasons against) so the Pay Award was accepted and ratified by the Pay Committee. The meeting was informed that the school builds a buffer into its annual budget to cover pay awards. From September, Julia Wordsworth will Chair the Pay Committee.</p>
8	<p>Approval of Salix loan to fund boiler replacements.</p> <p>A number of documents about the Salix loan had been circulated in advance of the meeting and the SBM informed the meeting that, over the summer, the school would be having two new energy efficient boilers installed. These would be under the Junior and Infant halls and were approximately 80K each. RBC had requested that the school draw down a Salix loan, but this would be cost neutral to the school. The savings the school makes on fuel bills (due to the new boilers) would be paid back to RBC for 10 years and after this time the school would benefit from the energy bill savings. Governors were told that year 1 classes in particular would benefit from improved heating in their classrooms. Two Governors were needed to sign the relevant documents.</p> <p>Governor Question: The school are not paying the cost of these boilers? No – the documents mean that RBC recoup from the school what we save in fuel costs for the next 10 years.</p>

	<p>Governor Question: What happens if we don't save enough to cover the costs or we save more? There is a set cost for the 10 years.</p> <p>Governor Question: Are there any potential ancillary savings – insulation / solar panels etc? Is it a recovery heating system? No – we do not think so. There are no insulation or solar panels being fitted.</p> <p>Governor Comment: We have not heard of this scheme before. The SBM informed the meeting that there are 7 other schools participating in this scheme and it is fairly standard practise.</p> <p>Governor Comment: It seems a good benefit for the school. Yes – it is cost neutral to us and we hope to also save on maintenance costs too. Asbestos has already been removed from the locations.</p> <p>DECISION: Governors approved the Salix loan and it was agreed that two governors attending an end-of-term event in school the following day would sign the documentation.</p>
9	<p>Governors Code of Conduct.</p> <p>The Clerk informed the meeting that the Board needs to re-instate a Governor Code of Conduct and that example Codes from both The Key and the NGA had been circulated for Governors to review with a view to signing one in September.</p> <p>There was some discussion over the merits of each version and ACTION: It was agreed that the Chair and Vice-Chairs would look at this over the summer ready for September or at the latest January 2022.</p>
10	<p>Format of Governor meetings going forward.</p> <p>The hope was expressed that face-to-face meeting might resume next academic year but that hybrid meetings might work (some people meeting face-to-face; others joining remotely). There was some discussion around the practicalities of this (equipment such as seminar web cameras and the fact that whoever chairs the meeting should be in the room.) It was proposed to decide on a meeting-by-meeting basis the format to be used as there is still uncertainty around Covid and meetings could occasionally be held remotely but it was thought important to get everyone together, when possible.</p> <p>Governor Question: What is the cost of Zoom to the school? It is not a significant cost (about £12 a month) and the school use it a great deal for meetings other than Governor ones.</p> <p>There was some discussion around the structure of the committees and the need to ensure that the PEC in particular adjusts its focus in the light of changes to the Ofsted</p>

	<p>Framework. Ofsted no longer scrutinise data, and it is hoped that the PEC will find some practical ways of looking at the success of the new curriculum in school. It is hoped to hold a Governor Training Day which could offer guidance on book looks, looking for evidence of progression from year to year and adequate uplift between years. Involving children and staff in exploring a child’s learning journey, holding learning walks to see learning taking place in classrooms and hearing the child’s voice were all viewed as important.</p> <p>Governor Question: Can we find a way to see the wider curriculum in action? Yes – the PEC would decide its focus as we move through the year.</p> <p>Governor Comment: It is even more important to look at SEND children and their progress on the back of the pandemic.</p> <p>It was agreed that there was opportunity for a fresh start after the pandemic and that the PEC Chair, HT and DHT would meet to plan – perhaps finding subjects to focus on for certain Governors bearing in mind their special interests.</p>
<p>11</p>	<p>Committee roles and membership and succession planning</p> <p>Committee membership was reviewed, and it was agreed that these would start the new academic year unchanged and that the new governors would take some time to decide their committee membership once they had attended some meetings.</p> <p>A recent Skills Audit had been circulated to Governors and ACTION: this would also be sent to our new governors.</p> <p>It was noted that the two current staff members on the board had not attended meetings this year and the school plan to hold elections for two new staff governors once school has resumed in the autumn term.</p> <p>Governor Comment: It is important that staff governors participate.</p> <p>There was some discussion about involving the pupils in some way so Governors could hear from them directly and it was suggested that Governors could attend school council meetings, with a view to finding out how we can involve children in some special projects.</p> <p>Governor Question: How is the installation of the Nutritional Learning Suite coming along? It would be nice for Governors to see this in action. We had to get approval for our plans from RBC architects, legal team and valuation team but we have this now. Installation is due to begin on July 26th for 5 weeks. We will still need to do Fire Risk Assessment before we can use the hobs etc. once installation is complete. Plans are in place regarding the curriculum planning.</p>

	<p>Governors were asked if they knew of any celebrity chefs who could assist with the opening and ACTION: a governor offered to put the school in touch with Nick Galer from the Miller of Mansfield in Goring, who has worked alongside Heston Blumenthal.</p> <p>Governor Question: Why are the Pay and HTPM committees so small at 3 members? Their size is limited in case we have to hold hearings or investigations and we then need governors who have no prior knowledge of any given situation. These committees only need 2 members to meet, so we have 3 to give us a contingency.</p> <p>It was decided to review succession planning after the results of the skills audit were known. The GB should also consider how they can support the school moving towards Outstanding.</p>
<p>12</p>	<p>Draft meeting schedule 2021/22</p> <p>A draft meeting schedule (based on previous years schedules) had been drawn up and circulated. The dates were reviewed by the SBM. The dates were accepted with the proviso that they may change should the health pandemic cause more major disruption.</p>
<p>13</p>	<p>AOB</p> <p>Governor Question: Are you implementing the new Early Career Framework to support new staff joining the school in September? Yes- we are implementing it in full with a package of training and support from UCL, and assigning Mentors and Induction Tutors.</p> <p>Governor Question: Will it affect the way teacher training is taking place? The programme is for ECT only but there are some strong materials we can also use more widely with staff.</p> <p>Governor Comment: As chair of the HTPM there is a point I want to raise for discussion. It was decided to return to this at the end of the meeting.</p> <p>Governors were informed that the Keeping Children Safe in Education guidance has just been updated and re-issued. All Governors need to read Part 1 of this document by the first FGB in September. ACTION: updated guidance to be circulated to governors.</p>
<p>14</p>	<p>Election of Chair of Governors and Vice Chairs for 21/22</p> <p>The Chair informed the meeting that whilst he had planned to stand down as Chair and retire by Christmas he now wanted to apply for the National Leader of Governance</p>

	<p>scheme which meant he needed to be a Chair of Governors, therefore he was putting himself forward to stand as Chair again for 12 months or possibly 2 years.</p> <p>There was some discussion as the Chair plans to travel overseas and concerns were expressed about the need for a Chair to be available to sign documents and who was available to the school should an emergency arise. It was also agreed that the person chairing any meeting that was face-to-face or blended needed to be present in the room. This might mean Vice-Chairs chairing meetings. ACTION: RBC to be consulted about changing the Financial Procedures Manual so that a Vice-Chair can sign documentation should a chair be unavailable.</p> <p><u>There was some discussion recorded under Part 2 minutes.</u></p> <p>Following the discussion, votes were held to elect a Chair and Vice-Chairs for a period of 12 months.</p> <p>Faruq Bilbe stood as a candidate for chair unopposed. He left the meeting whilst a vote was held. DECISION: The vote was carried and Faruq Bilbe was elected Chair for a period of 12 months.</p> <p>The current Vice-Chairs, Dave Dymond and Adedayo Benson agreed to stand again as Vice-Chairs and they left the meeting temporarily. Two individual votes were held and DECISION: they were both re-elected for a period of 12 months.</p>
15	<p>Issues for parents/confidentiality.</p> <p>Parents would be informed about new staff at the appropriate time and part of the meeting would be recorded under Part 2 Confidential minutes.</p>
16	<p>Date of next meeting: Wed 15th September 7pm (Format TBC)</p>
	<p>Additional Item of AOB. Part 2 Confidential Minutes.</p> <p>There was a discussion about a confidential issue that was recorded under Part 2 minutes.</p>

Meeting closed at 9.30pm

Appendix: questions submitted before the meeting and answered by staff

What has gone well this term?

On Long term staff absence and other staffing related issues, while I and the rest of the FGB appreciate the tremendous work done before but especially during the pandemic but can you please explain the impact of this issue on the staff and the roadmap to ease the pressure off the

staffs. While your mentioned that we have had three rounds of recruitment, are you now saying that we are well covered and the workload is evenly balanced across the staffs especially The SLT Team.

We have one staff member who is currently on sick leave and has been since the middle of May. This is hugely impactful on the school, from both an operational and budgetary point of view. The staff member is insured and we are currently processing the insurance claim, so we hope we can at least reclaim some of the cost of the absence. We are working with RBC HR service to support the staff member, and an OH referral has been made so that we can better understand the issues and next steps. We have been fortunate to have a member of support staff who has stepped up and covered the class in this teachers absence – we recently awarded a £500 R&R payment to this staff member as a gesture of goodwill. For September, due to the ongoing issues we've been facing with this staff member over the past three years, we are employing an extra teacher as a contingency incase they don't return to work. Other staff absence is in line or below usual sickness levels associated with a staff of 96. Any staff members who have hit absence triggers in a rolling 12 month period have individual support plans in place.

Yes, we have the final round of interviews for the Office Manager position this week, and have been impressed with the calibre of candidates, so we are all set up to start September fully staffed.

Office Team – Update

Please express our gratitude to Anita for the role she played since she joined the school. Her role is Receptionist but your advertising for an Office Manager, can you please explain the plan with the two role (receptionist and Office Manager and hope to have the successful candidate in place for September 2021) is the role in transition from receptionist è Office Manager?

When Alice was promoted to SBM from Office Manager we decided to leave it a year to work out whether we needed an Office Manager at all, and if so, what that role might look like. As is often the case, Alice does a slightly different SBM role to the role vacated by Louise, and so the Office Manager job description reflects the new role we are hoping to fill, which includes admin support/minute taking for the SLT, as well as ensuring the office function runs smoothly. Liz Newton, who joined us as Admin and Communications Officer last September is doing a fantastic job of front of house for the school office, though with a greater sphere of responsibility than Anita had in her role as Receptionist.

On the boiler, From meeting of the last meeting “We have recently found out that the school is to benefit from 2 new boilers and new doors for both halls which are to funded by RBC” So why are we the one signing the contract not RBC? Also how many boilers do we have in the school and why are we replacing two – (Infant and Junior)?

The boilers being replaced have been identified by RBC as part of their large scale capital works project, which sees our school, along with 7 others across the borough, benefit from new and

more efficient boilers. The cost of each new boiler is approximately 80k, and RBC estimate that they were last replaced in the 1960's. RBC are funding the whole project, and to do so are using a recycling scheme called Salix, to fund the project. Salix is run by an independent, not for profit company, funded by the Department for Energy and Climate Change, and can be drawn down to pay for energy efficiency schemes, of which boiler replacements are included. As part of the agreement, the school signs the Salix agreement, as it is the school who directly benefits from the energy efficiency savings and therefore cheaper bills. The Salix loan is cost neutral – the cost of the loan is

calculated based on the savings in billing. We should also see a reduction in the cost of maintenance charges incurred from old and inefficient boilers.

5.SCHOOL IMPROVEMENT PLANNING

“Fair Workload Commitment for Schools” Can you please explain this in details and what will be the benefit of this to our staff?

This is a framework of guidance, and a core set of principles governing a fair workload charter for staff working in schools. This guidance reflects a commitment to ensuring that workloads are reasonable but that the way this manifests itself is flexible to meet the diverse needs and working patterns of schools and teachers. I have attached a copy for your reference.

6. PHASE UPDATES EYFS Update - Key Issues: Nursery/Reception

“Still no Speech and Language services in school to offer support” What is the impact of this of the pupil and is there any plan to remedy this?

Once the pupils reach reception age, we can add the children to our school caseload. Those assessments and EP ones are all happening again – face to face. Over the year, SALT has still been happening for the Primary aged children over zoom.

Year 1 Actions Taken Decisions/Actions Needed

- **Books looks**
- **Group planning • Internal moderation**

Can you please explain briefly what three actions above is about?

Book Looks - this is an ongoing monitoring activity. Several have been conducted since December 2020. Each week, I was selecting one or two subjects and looking at the work across the three classes. I looked at the consistency in quantity and quality of work produced, consistency in marking, the amount of scaffolding/structure provided by the adult or writing frame and the children's presentation. I looked at whether individual books showed progress over time and a deepening of the subject knowledge.

Robert and Rachel also conducted book looks across the school which included year one. These aimed to look at the subject development across phases in more detail. Any feedback from these was shared with the teams and has been actioned in our planning sessions.

Group Planning - this refers to how we have carried out our planning sessions. Rather than work from home or separately, we have used the PPA room as an extension to our bubble and

have conducted all planning activities as a team. Although we have taken responsibility for planning different subjects, this allows us to confer, ensure consistency, a variety of challenges and writing activities. Planning as a team ensures we have the same expectations of the children when they are completing the task and that there is equality of provision in terms of our input. This practise is usually standard, however it changed due to the impact of Covid. We have endeavoured to return to and maintain group planning.

Internal Moderation - this refers to the need to spend time together as year group checking our assessments against the work the children have produced. We then compare the work and the assessed level across the three classes. We do this in advance of the reports being completed so that the information parents receive is fair and accurate, it is then put onto Target Tracker so that we can analyse the data. The data is only useful if it has been moderated for accuracy and consistency.

These actions would usually be accompanied by learning walks, moderating with another setting and other CPD. This year this has not been an option and therefore, we have made the most of opportunities to share best practise with each other.

9. SEND UPDATES

Good to hear we have been able to secure 5 pupils places at SEN school from September: 1. How many do we have left in the school? 2. Any update of resource within the school 3. Do we a plan in place to get as much information from any pupil that might joined from September may be from questionnaires, reports from previous school etc.

We currently have 104 pupils on the SEN Register.

11 of whom have EHCPS – 8 EHCP pupils are leaving. I have 4 EHCP applications to make over the Summer and there will be around 5 more to apply for in September (estimate).

New pupils are screened once we get a placement notification. The admin team call the parents and also previous school. If there are any safeguarding or SEN concerns then I follow up for more details and also attend the New Starter meeting with Robert. If a pupil already has an EHCP then the system is different as we have to be consulted first. We are given all of the documentation and have the opportunity to state whether we feel that we can meet that pupil's needs. If we feel then we cannot then we need to state why / what we would need to be able to. We have had several of these consults over the last year and have replied that we would be unable to meet their needs – this is quite unusual and because it was clear that the pupils required specialist provision. (There are no places so they often attempt to place then in mainstream “temporarily” – but it never is temporarily.)

Pupil Progress: When will the results of the assessment planned for Autumn 2 be available, and is the intention to share with Governors, via PEC?

Data from the assessment week in Autumn 2 will be shared with Governors via the PEC. Date to follow. As a Governing Body, it would also be timely to discuss the role of data & FGB scrutiny. Ofsted have now moved away entirely from considering any non-statutory in year data within the Inspection framework. The focus has moved to a consideration of how the curriculum is developing and more crucially, building on, pupil knowledge year on year. Thought must now be given as to how Governors are able to review this aspect of curriculum provision.

EYFS update: I note 'money has been found from the school budget' - can this be explained further?

We always budget a contingency into the support staffing budget to cover any SEN support/overtime that we might have to fund during the year. We are fortunate to have a support staff member on a casual contract who is very willing to step in and support as and when needed. For SEN children, even those with an EHCP, the school is expected to fund the first £6000 of their

additional support. We find this to be more cost effective than using a supply agency who charge approx. £120 per day for support staff.

Some years report concerns regarding lower levels of maturity and dependence than would be expected for children at that age. How does the school plan to react/tackle this issue, and what impact will it have on the time/ability to deliver a broad and wide ranging curriculum?

This is going to be addressed at phase level through the PSHE curriculum and a more nurture based / ELSA approach as required. Teachers need to maintain high expectations, but have had to adjust their starting points accordingly.

Is there a year missing for the school demographics data, or simply a typo on the headings?

As the year 2019/20 was heavily impacted by Covid, and no HT report was created last summer, this data was omitted from the report.

Is the refurb to deliver the food technology suite still on track for this summer?

The refurb to deliver the food tech suite is on track to commence on 26th July. The project will last approximately 4-5 weeks in total with the work completed before the children return for the Autumn term 2021.

In the nursery / reception update it states 'Still no Speech and Language services in school to offer support' and in SEN update Sarah indicates that many outside agencies (incl. EP and SALT) have backlogs and have currently offered online sessions. In light of evidence surrounding poorer (national) speech and language skills for children in EYFS stage as a result of COVID, do we know when f2f appointments set to resume? Particularly as there are clear links between poor oracy skills in early years leading to poorer long term academic outcomes. Are families advised to access drop-in clinics? Have children who have SALT stated on their EHCP been able to access support? Has this had an impact onward referrals to other services (e.g. CAMHS)?

Once the pupils reach reception age, we can add the to our school caseload. Those assessments and EP ones are all happening again – face to face. Over the year, SALT has still been happening for the Primary aged children over zoom.

EYFS has been different – I am unaware why – but we have tried many times to refer only to be told that it has to come from parents. However, parents are either not doing this or are doing this and being given advice but not seen.

This is an ongoing issue which I have heard is now being addressed by BFFC. I will refer any of the Nursery children coming to reception who need it in September.

SALT support stated in EHCPs is delivered by our own staff and monitored by our school allocated SALT which is still happening.

CAMHS waiting list remains long!

Is there scope to conduct exit interviews (or exit surveys) for the leaving staff? This was discussed as good practice, at a RGA safeguarding network meeting and I am aware from the last FGB that ASPS have conducted these previously. If so, might it be useful for us to discuss what ASPS would like to learn from exit interviews?

Through informal conversation and discussions we are able to build up an accurate picture of why staff leave at the end of each term. Individual circumstances vary widely and factors such as job role, contract length and family circumstances clearly impact considerably. Given the varied nature of staff responsibility some careful thought would need to be given to the processing of the information obtained.

New Actions:

Action	Owner
Chair and Vice-Chairs to look at Governor Code of Conduct over the summer ready for September or at the latest January 2022.	FB/AB/DD
NGA Skills Audit to be sent to new Governors and those yet to complete it	Clerk
A Governor to put school in touch with Nick Galer	AB
Updated KCSIE guidance to be circulated to governors	Clerk
RBC to be consulted about changing the Financial Procedures Manual so that a Vice-Chair can sign documentation should a chair be unavailable.	SBM

Attendance at FGB meetings 2020/21 (four virtual meetings to date)

Faruq Bilbe	4
Robert Howell	4
Adedayo Benson	4
Dave Dymond	4
Dave Close	1 of 1 possible meeting
Ian Church	3
Yota Dimitriadi	2
Sara Fincham-Majumdar	3
Attia Rafiq-Sharif	4
Richard Wilson	0
Julia Wordsworth	2
Laura Kerr	0 of 3 possible meetings

Items circulated to the GB since the last FGB:

- NGA Skills Audit
- SEND Consultation
- Presentations from May Director's Briefing
- Disadvantaged Governors Network meeting info
- NGA webinar on Senior Leaders roles in Governance info
- RBC Governor Services newsletter Summer 1
- RGA AGM and Conference info
- HT Appraisal webinar info
- Primary PE and Sport premium Governor Training info
- Safeguarding newsletter June 2021