

THE GOVERNING BODY OF FLOCKTON CE (C) FIRST SCHOOL

Minutes of the meeting of the Governing Body held via Teams at 6.30 pm on Monday, 23rd May 2022

PRESENT

Mr R Michael (Chair), Mrs E Bulmer, Sarah Hull, Josephine Lavery, Mrs J Metcalfe, Kirsty Rowlands

In Attendance

Mark Rendall (CEO - Enhance Academy Trust)
 Sonia Latham (Associate Member)
 Amerjit Sahota (Minute Clerk)

Item	Minutes	Action
3100. ACADEMISATION	<p>Governors introduced themselves in turn and Mr Rendall introduced himself. Mr Rendall provided governors with details on his varied and interesting background and highlighted that he had officially taken on his role as CEO of the Trust in January 2021.</p> <p>Mr Michael provided Mr Rendall with some background information on the governing bodies journey to date and advised that it had been 4 years since they had last considered academisation. It was highlighted that the invitation today was in response to Governments White Paper and the Diocesan's recent request for all CE(C) schools to re-consider their position. With this in mind governors were exploring their options/gathering information in terms of what would be best for the school and the pupils going forward and help make an informed decision. The governing body would next make their decision in Spring 1 2023.</p> <p>Mrs Bulmer advised Mr Rendall that previously she had had some reservations regarding academisation however since the presentation at the last Pyramid Heads she was feeling a little more positive. It was hoped that the opportunity to raise any questions this evening would alleviate any concerns going forward in terms of what joining a MAT would mean for the school and the school community going forward.</p> <p>Mr Rendall provided the following information:</p>	

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	<ul style="list-style-type: none"> • Every MAT was different – Enhance stood for Agency and Autonomy. The MAT consisted of 10 primary schools spread across Wakefield and Kirklees. 4 in Kirklees with Lepton being the nearest in Kirklees. • Horbury Bridge (standalone academy trust) exploring the possibility of becoming an associate member with a view to join the Trust • All 10 schools were so diverse – each school therefore had autonomy as it was felt headteachers and the governors knew their schools and the community however the sharing of expertise and collaboration of best practice across the MAT was key. • What made enhance unique was their post 16 performing Arts provision (CAPPA College) – the Trust therefore had a primary arts strategy which provided something unique to all schools within the trust and brought all children together as one organisation • Trust Vision: <ul style="list-style-type: none"> ➢ all children receive the best possible opportunities and equipping them for the world that is around them. Making sure teaching and Learning was strong and that there was a strong curriculum. Allowing leaders and staff to develop the character of their academies. ➢ Majority of the schools were Church schools - Strong relationship/partnership with the Diocese Rupert Medley who was the Diocesan advisor. ➢ The trust was very mindful of other faiths ➢ Community of academy partners that support each other – Trust foundation was around collaboration and partnership learning with each other and learning from each other was key • The Trust has a simple Governance structure – 4 Members (linked to the church), 7 Trustees who meet monthly and responsible for the strategic direction. Underneath this sat the LGB's (the LGB's knew the community well) the constitution of the LGB's was very similar as when a school joined • The MAT had a Scheme of delegation in place which highlighted the responsibilities delegated to the LGB – there were some key differences to current practice (eg: governors agree to share their budget with the Trustees and the Trustees have final approval - The CFO (chief finance officer was ultimately responsible for the budget) also the LGB had responsibility for changing the time of school day, however, change of term dates rested with the Trustees • Mr Randell agreed to share a copy of the SoD (scheme of delegation) • Mr Rendall agreed to resend the power point presented to heads for governors to go through • The Trust were considering moving towards trialling a circle model (GB meet every half term 1st half term curriculum focus and 2nd resources focus). 	

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	<ul style="list-style-type: none"> • The Trust also employed a specialist Maths Lead teacher – 1 day a week and from September the Trust would have an Early Reading and Phonics Teacher who would provide strong support across the trust in this area. • Pooled Diocesan support - At least half a day visit from Rupert Medley to all schools along with a SIAM review a year prior to the schools SIAM inspection. Termly meeting to look at SIAM distinctive nature, some subject leader networks and Governor training support • Annual trust inset day held in October – high quality support to enhance professional development • Internal and external audits carried out as needed which was part of meeting academy compliance • Central back-office services – was about generating efficiencies, securing higher quality providers and professional up to date advice and services • The Trust work with the Whiterose Hub <p>Questions:</p> <p>Q: Does the trust insist on blanket policies across all schools or is each school able to build on what is best for the pupils at each school ?</p> <p>A: Autonomy is key for Enhance. We talk about having stands of consistency and principles across the schools however we do not insist on blanket policies for all areas (eg behaviour management policy – each school has its own we provide updates and ask that the schools include the points highlighted within their policy) we do need to ensure that the policy is effective. Also, the curriculum policy needs to meet the needs of the pupils in each school, so we do not have a blanket policy but are moving towards a principles document which stipulate some principles which need to be included. We are working on a Trust wide attendance policy which highlights the strategies used to promote good attendance and schools asked to promote what they feel works for their particular school.</p> <p>Q: What do you do where a school is not finding success or following that policy?</p> <p>A: We have not seen any of that yet because we have lots of communication, consultation and engagement and shared understanding. We don't do things unless we need to do them. Enhance has a consistent assessment timetable across the Trust and a consistent piece of tracking software used and all data is shared with all Heads within the trust and have a clear rationale and understanding. As CEO I meet with all heads on a half termly basis and speak to nearly all heads weekly/fortnightly, so we are working together on the challenges each school</p>	

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	<p>is facing. We value the intimate relationship we have with our schools and our heads value this.</p> <p>Q: How many schools would you be taking on in the MAT A: optimum number is 15 schools; in the next year we will be around 12 but we do not want to grow too big as the bed rock of our work is collaboration and partnership and what my principle is I want all our schools to be able to travel to the Trust headquarters within 30 mins. Also, in terms of school improvement we do not want to be too big.</p> <p>Q: What working opportunities are there for staff/ head/maths leads etc to work across the other schools? A: Having all schools within 30-minute travelling radius will allow us to hold networks for all SBM's, Math co-ordinators etc to come together regularly to share good practice and networks also heads working together providing peer to peer challenge. In terms of opportunities – there is an opportunities strategy. Every Tuesday, we have a partnership afternoon and by this we really strengthen collaboration. This is where we bring together all our subject leaders. Across a year all of our subject leaders will come together at least once. Maths, English, EYFS and SENCO leaders come together once a term as do SBM and Heads half termly. We also have a group of lead teachers (these are teachers who have expressed an interest in supporting another school) we have 5 at the moment. These teachers are released for half a day a week and they are deployed by the Trust wherever there is a need, and the releasing school is paid by the Trust. We have had some really good feedback from this as it is helping with CPD retention. As part of the conversion process all staff TUPE across on same T&C's however any new staff recruited by the trust have it built into their contract to work across any school across the Trust. Any staff that is ready for the next stage of development can be seconded across the trust and most opportunities advertised internally only. The opportunities for career progression and movement is a lot easier working in a MAT. Any movement of staff is only done in consultation with each school head.</p> <p>Q: Is HR services centralised, currently a lot of the work from HR is passed to the SBM? A: All the schools in the Trust have an SLA with the same HR provider. Moving forward we are hoping to bring some services in house and move to a more centralised team for a number of services; transactional HR will be one area. All schools in the trust continue to have a school Business Manager which in our view is really important and do not feel it necessary to delete this role going forward.</p>	

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	<p>Q: Whilst we are gathering information would there be opportunities for governors to visit any of the schools within the trust to speak to staff and governors to get a flavour?</p> <p>A: Yes. A few schools I have visited and spoken to have done exactly the same, it is something you need to do as governors to validate what I have said and also from a heads perspective you need to see what it looks like. If you let me know when you're ready, I can arrange that.</p> <p>Q: Can you explain more around financial responsibility for various levels of budgeting?</p> <p>A: A lot of this will remain as it currently is. If there were any significant spends then either myself or the CFO gives authorisation? I can send you the financial management policy which will give you that level of detail. If you do decide to join Enhance you won't notice much change. We talk to our heads around staffing and look at staffing structures and % income and expenditure however in terms of money it is up to the school to spend. We do charge each school within the trust a central contribution of 5.5% of the GAG funding (General Annual Grant) and there are a few things schools are asked to purchase directly (HR SLA, tracking software, IT). I will send you a document which outlines what the central contribution funds and what additionality is needed. There are some financial benefits (economies of scale) where we have entered into a contract for the whole 10 schools and make a saving rather than each school buying the service individually and also a bigger voice (ie have gone out to tender for school meals and opted for Kirklees as this was the cheapest)</p> <p>Q: In your experience as an LA head and also being involved in a MAT which has a more positive outcome on teacher and more importantly on Head teacher workloads is it more in a MAT?</p> <p>A: In a MAT there is always immediate support available to overcome any challenges being faced or any issues in terms of professional development or capacity. Although the workloads may still be there the solutions are easier to find. From my experience the LA is lacking capacity whereas as part of MAT we can look at reducing workloads by just not working in isolation ie if needed joint recruitment which helps reduce workloads and time/resources.</p> <p>Q: How do we stand with a MAT in terms of buildings?</p> <p>A: In terms of capital the MAT is given an amount annually as part of the school's capital allocation. There are 2 funding forms for academies, either CIF (conditioning Improvement funding) or School Capital Allocation. MATs which have 3 schools, or 3000 pupils receive school capital funding, so we get half a million on an annual basis for us to spend as we want to across the trust. Schools individually still receive their Devolved formulae funding which goes to schools. At the moment we have had to prioritise where our priorities/challenges are</p>	

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	<p>based on condition surveys from the DFE . Currently we have a 2.5 day a week estates manager who looks across the Trusts estate and identifies the priorities which informs what the funds are spent on. The capital allocation is based on pupil numbers so as the trust grows this allocation will also grow. One thing we're looking to do as we grow, we intend to employ a full-time estate manager across the trust and will give line management support to premises staff and also begin to look at compliance and look at more strategic arrangements across the trust.</p> <p>Q: What has the outcomes been for each of the academies within the Trust in terms of SIAMs and OFSTED and general performance and has there been a measurable benefit identified from them being within the Trust?</p> <p>A: A little difficult to give full details as only been with the Trust since 2020. Out of the 10 primary schools 6 were sponsored academies (had to join a Trust as RI or inadequate) all but 2 schools are good schools. These are recognised to be making the right progress going forward and waiting formal judgements. As CEO I meet with the DFE on a half termly basis and in their opinion, we are a strong trust with capacity to support schools and also good schools joining the Trust. The other unique thing about Enhance is that the Trust did not develop (form) from any one school. The Diocese developed the Trust. We all have our challenges and given the challenges over the last few years we feel all our schools have served their communities and children extremely well and given the deprivation in some of our schools that has been a key role and strengthened the role within their community. We have had 2 SIAMs and both judged good in all areas.</p> <p>Q: Would you be able to offer a realistic timescale if we were to join and the transition period?</p> <p>A: There are a number of factors. The DFE are encouraging an associate membership to schools going forward (it's a try before you buy approach) which ideally results in joining at the end of the year. This is something you could agree should you continue to be interested. Should you actually wish to make a firm decision to join then there is a process. The GB would need to pass a resolution, consultation with staff, parents and Diocese. Time can vary from 9 to 12 months and also whether there is any land issues and capacity with the LA. From the point of making the resolution minimum a year. The associate membership may be something you may want to explore with a view to take forward and join further down the line.</p> <p>Mr Rendall was thanked for his presentation and for answering all the questions and left the meeting at this point.</p>	

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	<p>Governors continued with their discussions. It was felt that the information received this evening was refreshing and had alleviated a number of the initial concerns. It was felt that the questions and answers coupled with the information to be emailed by Mr Rendall would help the governors continue their discussions and support them with making an informed decision going forward in Spring 1 2023.</p> <p>One slight concern expressed was around academy expectations and impact on school ethos and moral. Governors highlighted that they were keen to visit schools within the MAT (especially a lower performing school and a higher performing school or schools with a high proportion of FSM pupils on roll and schools with a lower proportion of FSM pupils on roll) to speak to different staff to gauge opinions. There were still some reservations in particular regards to value added and how all the work that would be involved with conversion and how this would outweigh the actual benefits and whether the school would actually retain their independence.</p> <p>It was agreed that Flockton was a good school and any changes would need to be for the best. It was agreed there was no rush to do anything quickly, so the governing body had plenty of to complete any due diligence they felt necessary in supporting them with their decision.</p> <p>Mrs Bulmer advised that she had recently attended a LA meeting in the Government White Paper and reported the following:</p> <ul style="list-style-type: none"> • discussion around appetite for an LA run academy and the need for a LA MAT • the fragmentation of schools within the LA and different influences/expectations • widening the gaps of collaborative efforts – council becoming obsolete • as a Church school could the CE schools join a LA MAT ? – the LA agreed that this was something they would investigate with the Diocese and whether the Diocese would be supportive <p>RESOLVED: (i) That Governors will continue to explore in more detail and discuss at future meetings and if they do not feel ready to make a decision in Spring 1 2023 the timeline can be extended as necessary to explore further how things are evolving.</p> <p>(ii) That a visits to a school(s) within the Trust be arranged to establish what assistance/support is being received by the Trust</p> <p>(ii) That Mr Michael to speak to the CEO of Learning Accord and explore other options available if it is felt necessary</p>	

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3101. APOLOGIES FOR ABSENCE, CONSENT AND DECLARATIONS OF INTEREST	<p>Apologies for absence were received from Reverend V Keating, Emily Hurst, Emma Johnson and Helen Kerr (all with consent)</p> <p>There were no declarations of interest.</p>	
3102. NOTIFICATION OF ITEMS TO BE RAISED UNDER ANY OTHER BUSINESS	<p>The following item was reported to be raised under Any Other Business:</p> <ul style="list-style-type: none"> - KS1 LA moderation 	
3103. MINUTES OF THE MEETING HELD ON 4 th APRIL 2022	<p>RESOLVED: That the minutes of the annual meeting held 4th April 2022 be approved by the Governing body as an accurate record of the meeting.</p>	
3104. MATTERS ARISING	<p>(a) <u>Car Parking (Minute 3089 (b) refers)</u></p> <p>Mrs Bulmer had emailed the Club as agreed and to date had received no feedback except from Cllr Paxton who had advised that the club had moved the fencing. Furthermore, the planning notification in the 2019 legal document did reference the legal document set out in 2017 for the car park to be used by parents and was part of the planning consent. There was still some clarification required regards to the caveats set out in the 2017 document.</p> <p>Q: Where will the 2017 document be? A: I have reference to the document but will need to see if it can be located.</p> <p>(b) <u>Covid Testing (Minute 3092 refers)</u></p> <p>As far as the school was aware there was no legal requirement to test anyone for Covid. If children had symptoms and were ill, they were sent home. There were still tests available at the school and pupils sent home with tests and when they run out, the action the school need to take, was something Mrs Bulmer still needed to clarify.</p> <p>Mrs Rowlands advised that she had received some information about the requirement for any surplus tests to be returned. Mrs Rowland agreed to forward the email to Mrs Bulmer.</p>	

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	The school would revert to the school pre covid sickness and absence policies.	
3105. REPORTS FROM COMMITTEES	<p>Since the last full GB meeting the following committee had met.</p> <p><u>Minutes of the Safety and Resources Committee meeting held on 9th May 2022</u></p> <p>Minutes of the meeting held on 9 May 2022 had been placed on SharePoint for governors.</p> <p>RESOLVED: That the minutes be noted and approved as a correct record.</p> <p>There were no matters arising to report on which would not be picked up during the course of the meeting.</p>	
3106. FINANCIAL MANAGEMENT AND MONITORING	<p><u>Approval of the Budget</u></p> <p>The budget reports had been made available for all governors on SharePoint.</p> <p>It was reported that the resources committee had scrutinised the budget at length at the last committee meeting and recommended this for approval by the governing body.</p> <p>Mrs Lavery provided the following summary:</p> <ul style="list-style-type: none"> • C/F - £52K this was the maximum the school could carry over • there were less pupils coming into school which in turn meant less income – over the next 3 years this pot of money will be needed to meet the projected 23/24 and 24/25 budgets. • by the end of 24/25 there would be no C/F left and with the current forecast would need to make some savings • the next 2 years budget would be based on the assumptions of pupil numbers coming in September 2022/23 and 23/24 that would generate the school budget • FSM pupil siblings had been included for sept 2022/23 (those that the school were aware of) for pupil premium • LAC funding also included • Energy uplift of 118% – budget based on only 2% uplift going forward • It was anticipated that there would be a few challenging years ahead with the budget 	

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	<p>RESOLVED: That the budget for 2022/23, as recommended by the resources committee, be approved by the Governing Body.</p> <p>Mrs Latham was thanked for all her hard work in managing and pulling the budget information together.</p>	
<p>3107. HEAD TEACHERS REPORT DATA REPORT AND GOVERNORS' QUESTIONS</p>	<p>A copy of the Headteachers report had been placed on SharePoint, prior to the meeting, for all governors to access and allowing an opportunity to send questions in advance to Mrs Bulmer.</p> <p>(a) <u>Pupil Numbers</u></p> <ul style="list-style-type: none"> • Pupil numbers in YR 1 were low - one child was leaving due to them moving out of area (the impact of the low numbers would be seen throughout the school) • A pupil Gained a pupil in YR4 • September intake - 15 places filled for 2022. Some pupils that were unsuccessful in the admissions round would go to appeal. <p>(b) <u>Attendance</u></p> <p>Mrs Bulmer reported that there had been a number of absences following the half term break due to a sickness bug within school. Given numbers were significantly high Mrs Bulmer had contacted Kirklees public health and it appeared that this was the case across Kirklees schools. In addition to this there had also been a spread of Chickenpox in YR2</p> <p>Mrs Bulmer agreed to carry out an attendance review at the end of the week to highlight the pupils where attendance was significantly low.</p> <p>(c) <u>Safeguarding</u></p> <ul style="list-style-type: none"> • There were 2 safeguarding incidents - currently working with two families through Early Help support and Social Services. 1 referral to Child Missing in Education, this child had now been removed from the school roll. • GL had completed online safeguarding training • Next half term whole staff face to face training had been arranged • Full safeguarding training had also been arranged online for all staff and governors invited (5.7.22 at 3.45pm) 	

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	<p>Q: Child missing in Education – I assume this means the child no longer attends the school, when this happens does the school absorb all responsibility and the pupil removed from the roll?</p> <p>A: In the first instance, schools are required to inform the Education Safeguarding Team via the online “Education Safeguarding Referral Form”. The Education Safeguarding Team will then aim to locate the child, keeping the school informed at each stage. In the meantime, the child is kept on roll and the absence recorded as unauthorised. A child can be removed from roll after 20 consecutive days have passed, however, Education Safeguarding Team prefer the child to be kept on roll until they have located the child.</p> <p>(d) <u>Safeguarding Audit</u></p> <p>The safeguarding audit had been completed and shared with the governing body on Share point. Mrs Bulmer talked governors through the following:</p> <ul style="list-style-type: none"> • There had been a few system errors - it was highlighted that the areas showing “In progress” had been completed and also the greyed-out areas were also complete. • Only 2 points had been identified – these had been discussed with the safeguarding team: <ul style="list-style-type: none"> ➢ The question re harmful sexual behaviours and all staff being trained – it had been highlighted by Kirklees that there was actually no additional training. As a result of this feedback Kirklees had agreed to put some training on ➢ Question 7 (50%) - Face to Face Prevent training was needed for all staff (new) – this had been received however new staff had not attended therefore this needed to be followed through ➢ Question 10.3 (50%) - Responding, recording and reporting HSB incidents in schools - this was done via CPOMs, but the system was not allowing to score up ➢ Question 10.4 (50%) – all staff received training via Jigsaw – the school had identified additional training for Mrs Delany to secure 100% <p>(e) <u>Data</u></p> <p>Mrs Bulmer reported that they were awaiting data for YR2 and YR3. YR2 where still in the middle of SATs</p> <p>The following summary was provided:</p>	

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	<ul style="list-style-type: none"> • Pupils were hitting pre covid levels in reading (89% pupils working at expected or above in Reading in YR1 and YR5 and 86% in YR4) great progress seen working with Reading Hub • good % of pupils who were expected to pass YR1 Phonics (the pupil leaving would skew figures slightly – out of the 9 only 2 pupils identified would not pass due to additional needs, although making good progress they were not yet at the expected level and would re-sit in YR2) One of the 7 that were due to pass was the child who was leaving. • Maths – still on catch up and a number of pupils still seen to be working a term behind (spring paper was fractions heavy and this topic had only just been covered and contained tricky content) • Spelling, Grammar and Punctuation – with intro of monster phonics YR1 at 89% and YR4 at 43% and YR5 at 67% - good progress was being seen • Results still lower than expected but in general pleasing outcomes • Re-silence in maths was also something to work on • Moderation meetings attended (Melanie attended Scissett and Emily went to Kaye’s for YR2) – great feedback received from both • Writing moderation held with the LA – very useful and good to see writing was in line with others • Phonics screening would be taking place week after the holidays after which more formal results would be available for governors 	
3108. HEAD TEACHER WELLBEING	<p>Mrs Bulmer advised governors that she was good and when possible continued to take her non-contact time away from school which was really productive. As it was a short half term, this had some impact on workloads in school however she was looking forward to the holiday.</p> <p><u>General staff wellbeing</u></p> <p>Mrs Bulmer reported that on the whole staff were well and happy but busy. There was some additional pressure preparing for the KS1 moderation which was due to take place on 14th June. It was highlighted that the moderation involved the Testing and Moderation agency coming into school to verify the judgements made in Writing and Maths by Mrs Hurst. Mrs Hurst had tonight sent her apologies as she was at the “meet the moderator” event.</p> <p>Mrs Bulmer advised governors that Mrs Hurst was a trained moderator and very experienced so she was confident judgements would be secure.</p>	

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	In addition to the moderation the school were also a due a SIAM review on 16 th June 2022 in preparation for the SIAM inspection due to take place next year. Any governor that was available on this day was asked to come into school as the review would involve a conversation with governors.	
3109.SAFEGUARDING	This had been covered in the Headteachers report.	
3110. REVIEW OF SEF	<p>The new formatted SEF had been placed on SharePoint and was accessible to all governors. Governors were asked to read through this and forward any questions in an email to Mrs Bulmer.</p> <p>The next steps within the SEF had been condensed into another document which clearly showed the key areas of focus over the next 2 years, and these would feed into the SDP going forward. It was reported that some of the areas identified for development would be completed within the year and others were 2-year objectives which required monitoring and embedding before completed so were on a 2-year cycle (eg curriculum).</p>	
3111. SCHOOL COUNCIL FEEDBACK	Mrs Bulmer reported that the school council were currently looking into providing pupils with a “buddy bench” (as requested by pupils) and were also involved with helping with the setting up and running off a couple of stalls for the Jubilee celebrations.	
3112. POLICIES FOR REVIEW/APPROVAL	<p><u>Uniform Policy</u></p> <p>Mrs Bulmer reported that the school did not have a Uniform policy however she was currently working on drafting a uniform guidance document for parents. This would include how the school had complied with the Department for Education's (DfE's) statutory guidance on the cost of school uniforms</p> <p>In summary:</p> <ul style="list-style-type: none"> • Reviewed their school's uniform policy/or guidance • published its uniform policy/guidance on the school's website • have second-hand uniforms/affordable options available to parents <p>This was something the governing body had already discussed in great detail last year and had already brought in line with government requirements ahead of the deadline given.</p>	

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3113. GOVERNOR TRAINING AND GOVERNOR VISITS	<p>Jill Metcalfe reported that she had visited the school last week and had a lovely celebration lunch at the top table with the pupils and Mrs Foster. After lunch Mrs Metcalfe and Mrs Hurst walked around the school looking at the Reading corners and the Numeracy working walls in each of the classrooms. In addition, the following areas were also covered during the visit:</p> <ul style="list-style-type: none"> • discussions held with staff on behaviour issues and the initiatives being focused on during staff meetings, pupil questionnaires – areas for improvement • the various rewards and sanction systems. <p>Mrs Metcalfe reported that it had been a positive visit and commented on how fresh the school now looked following the painting and addition of new furniture.</p> <p>Mrs Metcalfe agreed to write up her report on the new template and place this on SharePoint for governors to read</p> <p>Mrs Rawlings highlighted that she was available to come into school for an SEN and Early Years visit on 21st June 2022 (pm)</p>	
3114. ANY OTHER BUSINESS	<p>(a) <u>LA Moderation</u></p> <p>This had been covered earlier.</p> <p>(b) <u>Jubilee Picnic</u></p> <p>Governors were reminded of the schools Jubilee picnic on Thursday, 26th May:</p> <p>1- 2.00 pm – Lunch 2.00pm - Games 3.00pm - Parade of the pupils wearing their crowns 3.30 to 4.00pm - End of school day and stalls.</p> <p>Governors were welcomed to attend.</p>	
3115. DATES OF FUTURE MEETINGS	<p>The next full Governing Body meeting would be held on Monday 11th July 2022</p> <p>A schedule of dates for 2022/23 and annual planner would be considered by the steering committee.</p>	

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AND POSSIBLE AGENDA ITEMS		
3116. AGENDA, MINUTES AND RELATED PAPERS – SCHOOL COPY	RESOLVED: That no part of the minutes be excluded from the copy to be made available at the School.	

Approved Signed Copy