

# Oswald Road School

## Governing Body Meeting Minutes

<b>Quorum: 5 (met at this meeting)</b>	<b>Approved as a true and accurate record.</b>
<b>Chair: Richard Price</b>	<b>Name.....</b>
<b>Date of meeting: 27 November 2017</b>	<b>Date.....</b>
<b>Venue: Oswald Road Primary School</b>	<b>Chair of Committee / Governing Body</b>

### Attendees

<b>Name</b>	<b>Governor Designation</b>	<b>Term of Office End Date</b>	<b>Present – P Apologies – Ap Absent - A</b>
Richard Price (RP)	Co-Opted (Chair)	31/03/18	P
Tom Grimshaw (TG)	Co-Opted	14/07/19	P
Ann Kerrigan (AK)	Co-Opted	08/11/19	P
Sheila Newman (SN)	LA	31/08/18	P
Richard Fletcher (RF)	Co-Opted	13/12/19	P
Ellie Russell (ER)	Co-Opted	31/03/18	P
Ali Ayub (AA)	Parent	05/01/20	P
Thomas Lassey (TL)	Co-Opted	20/06/21	P
Deborah Howard	Staff (HT)	N/A	P
Yogita Patel	Parent		P
Joanna Dennis (JD)	Co-Opted	14/07/19	Ap
Lisa Cameron (LC)	Staff	20/09/20	Ap
Liam Trippier (LT)	Associate Member	23/11/20	Ap

<b>Also Present</b>	<b>Role</b>
Donna Wealleans (DW)	Assistant Headteacher
Gerard McCoy	Clerk - AGM Clerking and Administration Service

### Agenda Items

<b>Item</b>	<b>Apologies</b>
<b>1</b>	
Apologies were submitted by Joanna Dennis, Lisa Cameron and Liam Trippier.	

There were no issues raised and the Governing Body agreed to accept the submitted apologies.

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
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| <ul style="list-style-type: none"><li>• Agreed – accept submitted apologies.</li></ul> | Governing Body |  |
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<b>Item 2</b>	<b>Declaration of Pecuniary Interests</b>
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There were no declarations of pecuniary interests in relation to any of the items on the current agenda.

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
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<b>Item 3</b>	<b>Minutes of the Previous Meeting and Matters Arising (25.09.17).</b>
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The Chair presented the minutes in relation to the previous meeting which had been circulated in advance. In the process of reviewing the document there were no amendments or corrections identified. The minutes were approved as a true record of the meeting and a signed copy of the document was retained on record.

Matters Arising.

Counselling.

The Chair presented the proposal for counselling services that had been reviewed and approved off-meeting by Governors, due to the time constraints involved. There were no additional points raised and the Governing Body ratified the counselling service.

Additional Teacher Across Phases.

The Chair presented the proposal to establish a teaching post across phases in the school. The proposal had been considered and approved off-meeting due to the time constraints involved in the decision-making process.

Governors noted there had been some discussions relating to the extent the new role was instead of teaching assistants (TA). They also noted if the role was in fact a TA role led by a teacher. The Headteacher clarified the role was a teaching role and the associated costs for the role. In addition, Donna Wealleans (DW) provided an overview of the responsibilities involved in the role. Governors noted the positive feedback from staff and pupils; the focus on pupils not achieving a 'good level of development' (GLD); supporting pupils' transition into Year 1; the impact on pupils in the special educational needs and disability (SEND) cohort; and the additional booster support to address pupils' gaps in learning. The role provided more precise teaching for pupils / 'quality-first teaching'.

The Headteacher confirmed the role supported the senior leadership team (SLT) with more practical experience of that area of the school.

Q. Is the school clear on the purpose of the role?

A. Yes – in Year 1 the role would be driven by data, with the focus on what specific children need; the planning would be based the ability of the pupils.

There were no additional points raised and the Governing Body ratified the decision taken off-meeting to approve the role.

There were no additional matters arising in relation to the previous minutes.

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>• Agreed – minutes of previous meeting (25.09.17) as true record.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Ratified – counselling service.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Ratified – additional cross-phase teaching post.</li> </ul>	Governing Body	

<b>Item 4</b>	<b>Additional Matters for Ratification</b>	
Governors noted the matters for discussion as part of this item were raised under Item 3 Above.		
<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>

<b>Item 5</b>	<b>Headteacher's Report</b>
<p>The Headteacher presented her report which had been circulated in advance and the following matters were noted in discussions.</p> <p>Governors noted the new format of the report which was based on a best practice model which had been tailored to meet the specific nature of the school.</p> <p>Governors considered and noted the contextual data of the school – the data was based on the Manchester City Council (MCC) Integrated Data Set (IDS) as presented at the previous Governing Body meeting (25.09.17).</p> <p>Q. There was a decline in the number of pupils designated 'English as an additional language' (EAL) – what was it previously?  A. The previous data indicated approximately 30% EAL pupils.</p> <p>Governors noted the school was considered to be in an area with higher-income families than other areas of MCC.</p> <p>Q. Were better outcomes expected if the pupils came from more affluent families?  A. That would depend on the baseline on entry -whether the pupils entered the school through the Nursery or mid-year.</p> <p>Q. How many vacancies were there across the school?  A. Nine.</p> <p>Governors considered if the geodemographic segmentation based on the school site effectively represented the actual pupil population – it was recognised the school's catchment area overlapped into less affluent areas. As part of the discussion Governors recognised the importance of family support in improving outcomes for pupils notwithstanding family income; it was appreciated this was an area the school would continue to develop. In addition, Governors recognised the extent of support provided to disadvantaged pupils.</p> <p>Governors considered the support / interventions provided by the school – it was appreciated these benefitted the less able pupils and to stretch others to attain 'greater depth'. In the latter case it was especially appreciated that the school was supporting pupils in relation to maths. From previous visits Governors recognised the</p>	

extent to which pupils had been excited by the additional challenges presented in lessons; the change in attitude; and the improved resilience.

The Headteacher confirmed this was representative of the school's teacher-model across Year 1 to Year 6, with more intervention supporting the less able students to get on track.

The Headteacher, supported by DW presented as series of case studies based on the work of pupils, especially relating to the recent 'maths-week' promotion. This involved pupils from higher-years teaching pupils from the lower-years.

In relation to staffing, the Headteacher provided an overview of the recent staffing changes. It was recognised by Governors that the school had adopted an approach when losing staff – considering replacement at all points and not just naturally replacing. It was appreciated this reflected the overall budget position.

Governors requested additional analysis as to the impact of this approach – it was determined this would represent an agenda item for discussion at the next scheduled meeting.

The Headteacher confirmed the role of the Year 3/4 supply teacher and the impact desired.

In relation to continuing professional development (CPD), the Headteacher provided an overview of the focused approach based on the school's key priorities. It was explained that the school completed follow-up exercises to determine the impact of training – this included assessment of workbooks to ensure the training was embedded. Governors especially noted the maths training which was designed to support the 'white rose' maths programme; it was delivered by a quality assurance (QA) professional and was therefore more specifically tailored to meet the needs of the school.

The Headteacher highlighted the involvement of the parent-teachers' association (PTA) which had funded the introduction of the new personal, social, health and economic education (PSHE) curriculum - 'Jigsaw'. There was additional training scheduled for the staff and parents.

The Headteacher advised that to maximise opportunities for CPD training, events were incorporated into staff meetings – especially with SEND and safeguarding updates. In addition, the school had scheduled focused training aimed at specific staff and supported by staff feedback – the twilight sessions for behaviour training were the result of feedback from TA staff during the Headteacher's forum with TA staff. The Headteacher confirmed the school provided training which enabled staff to identify and address issues that would impact on pupils' learning – such as attachment issues.

Governors recognised there were additional layers which made the teachers' role more complex in the drive to meet higher expectations.

Q. Did the school recognise that attachment issues were increasing?

A. Yes – the school was faced with more complex SEND needs and an increasing demand for school places.

In relation to the feedback and analysis of the parental questionnaire, Governors noted the main issue raised was homework.

Q. What were the issues raised in relation to homework?

A. The subject was a divisive issue with some parents wanting more homework and some less. Some liking the fact it is optional and some wanting it to be mandatory. However, the school recognised the approach to homework needed to be more consistent.

Governors who had recently visited the school noted how the school valued the open and honest feedback from staff, and how staff felt confident in providing such feedback. As part of the visit the Governors had reviewed the complaints / concerns log.

Governors noted some feedback related to a 'lack' of consultation during the change in afternoon play arrangements and the scheduling of parental events. These situations were discussed by Governors, but it was appreciated the school needed to be firm, but fair with parents – ensure parents clearly understood what the school will and will not do. In addition, it was considered the school could improve its tracking of parental involvement in events; ensuring whether the 'hard-to-reach' parents or specific groups were / were not accessing events.

The Headteacher confirmed there were only 21 non-engagers at the previous parents evening and 93% of EAL families and 95% of disadvantaged families attended.

Governors recognised there had been a significant and positive change in the standard of communication and it was appreciated the school made every possible effort to ensure communication was effective.

Q. One issue raised related to the cost of some trips – especially with low income families?

A. Yes – this issue had been considered by the school; there was an upper limit of £40 with the exception of the Year 6 residential trip.

Q. Was it possible to allow families additional time to pay for such events?

A. This would need to be investigated, but feedback from the disadvantaged pupils' families was very positive.

The Headteacher confirmed the looked after children (LAC) and adopted children accessed trips for free; disadvantaged pupils were supported through the Pupil Premium Grant (PPG) funding and the school provided extra support on a 'case-by-case' basis.

In relation to monitoring activities, the Headteacher provided an outline of the events – this included the recent QA professional's visit moderation exercises and assessment to determine the impact of training.

In relation to financial matters, the Headteacher confirmed the school was striving to identify savings in all areas; requests for expenditure were carefully assessed; and there were weekly update meetings with the School Business Manager (SBM).

In relation to the School Improvement Plan (SIP), Governors reviewed and considered the mind-maps and action plans which had been circulated prior to the meeting. In the process of discussion, it was noted that Yogita Patel had agreed to be the Governor associated with 'parental links'. It was appreciated the action plans were up-to-date as of Autumn Term II.

Q. How does the school link the Rights Respecting School Award (RRSA) with the Early Years Foundation Stage (EYFS)?

A. It links well to parts of the EYFS curriculum and embedded in circle-time and the PSHE curriculum; the school had also introduced puppets to facilitate pupil voice activities for the younger children.

In relation to the general attainment information, it was noted:

Good level of development (GLD) -74%; prime areas - 77%; specific areas - 73%  
Phonics - 87%

Key Stage 1 (KS1) - expected standard  
reading -75%; writing - 69%; maths - 74%

KS1 - greater depth

Reading - 22%; writing - 13%; maths - 11%

Key Stage 2 (KS2) - expected standard

Reading - 79%; writing - 72%; maths - 81%; grammar punctuation and spelling (GPS) - 86%; combined reading, writing and maths (RWM) - 67%

KS2 - greater depth

Reading - 29%; writing - 9%; maths - 28%; GPS - 37%; combined RWM - 2%

In addition, Governors noted the challenges relating to the gaps in targeted groups: gaps between disadvantaged pupils and non-disadvantaged pupils, EAL and non EAL and Pakistani children and white British children were too large. It was appreciated these and other issues were addressed by the Teaching and Learning (T&L) Committee.

In relation to attendance data, Governors considered the actual attendance and the breakdown based on the different targeted groups with a comparison with the previous academic year.

Q. White British pupils' attendance was -0.47 from the previous year?

A. This was in relation to Autumn Term I for 2016-2017; there was still an opportunity to improve during the year. However, the -1.27 for the SEND cohort can be explained due to specific needs / specific appointments.

The Headteacher confirmed the attendance data was also broken-down on a classroom basis and this was used to challenge teachers.

In relation to pupil behaviour monitoring, the Headteacher confirmed that 43% of the recorded incidents were designated as 'mid' or 'high', with the vast majority of incidents involving 'boys' and there were no 'high-level' incidents in Year 1 to Year 3.

The Headteacher recognised that not all behavioural incidents had been recorded and the new behaviour system would address this issue; it would have a raised profile.

DW highlighted the Year 4/ Year 5 cohorts were playing 'violent' games online and then re-enacting these in the playground. The issue was identified by the school and was being addressed – the school was combining e-safety awareness with these behavioural challenges.

Q. Who defines 'bullying'?

A. The word was often over-used, but it related to sustained activity over a period of time; bullying was discussed with pupils as part of the PSHE curriculum. The school investigates claims of bullying and even if not identified the child concerned still receives targeted pastoral support.

Governors noted the school's use of CPOMS analysis to raise questions with teachers and to monitor situations.

Q. How many CPOMS alerts were there daily?

A. 40-45 which was representative of a school this size.

In relation to the QA report, the Headteacher confirmed the QA professional had completed their visit 1 November 2017. In the process the data was reviewed as above – Governors noted the persistent absence (PA) was 8.14% and attendance was approximately 96%.

There were no issues raised in relation to the QA report and this was noted and approved by Governors.

Governors also considered and discussed the aspects of the report relating to appraisal procedures linked to school improvement and the section referring to leadership and management.

There were no additional points raised or noted in discussion and Governors agreed to accept the Headteacher's report into the record of the meeting.

There were no additional points raised or noted in relation to the updated SIP and the document was accepted into the record of the meeting.

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>Action – impact of staffing loss to be agenda item next meeting.</li> </ul>	HT / Chair / Clerk	26.03.18
<ul style="list-style-type: none"> <li>Agreed – Yogita Patel Governor for 'parental links aspect of SIP.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>Approved – QA report.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>Agreed – accept Headteacher's report into record of meeting.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>Agreed – accept updated SIP into record of meeting.</li> </ul>	Governing Body	

<b>Item</b>	<b>Behaviour and Safeguarding of Pupils</b>
<b>6</b>	<p>DW, the Assistant Headteacher (AHT), presented the behaviour and safeguarding report and the following matters were noted in discussion.</p> <p>DW confirmed that twice per year the school circulated a staff safeguarding questionnaire, with a similar approach adopted with the pupils. Governors noted the associated action plan devised from the feedback – the details of the feedback and action plan had been shared with the staff.</p> <p>Q. Why was there an emphasis on whether or not pupils and staff feel safe in the building?</p> <p>A. The previous questionnaire had reflected this concern from staff and pupils and therefore the school needed to determine if the previous actions had appropriately impacted on the issue. It was considered the responses at the time reflected external events –(terrorist incidents).</p>

DW provided an overview of the school's proposal to be involved in Operation Encompass – in conjunction with the Manchester Safeguarding Board and Greater Manchester Police. The project meant the police and other agencies shared more information with the school and vice versa. In many respects the processes were already in-place at the school and carried out on a regular basis.

Governors noted that parents had been informed of the project and the school planned additional work with pupils too. In addition, it was appreciated the project required the commitment of Governors.

Q. Does the school need anything else in the way of resources?

A. This was not yet clear as the programme was just being rolled-out; more information would be available from January 2018.

Q. Were there any indications from the trial of the project that suggested the school needed to change its approach to risk assessments?

A. No – the feedback those had led to the school improving its 'sign-posting' to other agencies.

Q. Has there been a noted difference in reporting issues of domestic abuse?

A. Yes – more incidents have been reported, which was related to the raised awareness of the issue.

Governors discussed the extent to which other schools were involved and it was expected that all schools in the local cluster would opt-in to the programme. In addition, Governors noted the potential impact on the role of the Designated Safeguarding Lead (DSL) – there were concerns as to the emotional impact on the DSL staff in the school.

The Headteacher confirmed the staff involved carried out regular de-briefing sessions with each other and there was a counselling service included in the current staff sickness insurance contract. Governors also noted that MCC was investigating other options.

Governors considered that the programme would enable staff to take a more proactive approach to behaviour management and take into account what was best for the individual child when addressing issues. Governors were aware the staff knew of ongoing issues with pupils / families and time was allowed for children to speak with staff and build relationships with staff.

Governors also considered the programme in combination with the 'stay safe' aspect of the SIP. It was appreciated there was an action plan in place and the items had been rated red, amber and green (RAG).

In addition, Governors noted the feedback from the recent QA professional's visit – it indicated the school's approach was very thorough and the QA professional was impressed with the level of knowledge demonstrated by DW.

There were no additional points raised or noted in discussion and the Governing Body approved the school's adoption of the Operation Encompass programme – the relevant documents were signed by the Chair and Headteacher.

There were no additional matters for consideration and Governors agreed to accept the behaviour and safeguarding report into the record of the meeting.

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>• Approved – school adoption of Operation Encompass programme.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Agreed – accept behaviour and safeguarding report into record of meeting.</li> </ul>	Governing Body	

<b>Item 7</b>	<b>Policies for Review and Approval</b>
	<p>Governors noted and considered the following policies and documents for review.</p> <p>School Calendar 2018-2019. There were no issues raised in relation to the proposed 2018-2019 school calendar; the document was based on the MCC model with allocations for in-service training (INSET) days.</p> <p>Governors approved the 2018-2019 school calendar.</p> <p>Prevent Risk Assessment. Governors noted the above document and there were no issues raised, although it was appreciated more time was required to consider the document in depth. Governors approved the document in principle with the proviso that Governors could submit additional feedback off-meeting.</p> <p>Prevent Policy. Governors noted the above document and there were no issues raised, although it was appreciated more time was required to consider the document in depth. Governors approved the document in principle with the proviso that Governors could submit additional feedback off-meeting.</p> <p>Safeguarding Transfer of Information Policy. Governors noted the above document and there were no issues raised, although it was appreciated more time was required to consider the document in depth. Governors approved the document in principle with the proviso that Governors could submit additional feedback off-meeting.</p> <p>Lockdown Policy. Governors noted the above document and there were no issues raised, although it was appreciated more time was required to consider the document in depth. Governors approved the document in principle with the proviso that Governors could submit additional feedback off-meeting.</p> <p>Equality Policy. Governors noted the above document and there were no issues raised, although it was appreciated more time was required to consider the document in depth. Governors approved the document in principle with the proviso that Governors could submit additional feedback off-meeting.</p> <p>Attendance Policy. Governors noted the above document and there were no issues raised, although it was appreciated more time was required to consider the document in depth. Governors approved the document in principle with the proviso that Governors could submit additional feedback off-meeting.</p>

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>• Approved – 2018-2019 school calendar.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Approved - Prevent Risk Assessment with above proviso.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Approved - Prevent Policy with above proviso.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Approved - Safeguarding Transfer of Information Policy with above proviso.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Approved – Lockdown Policy with above proviso.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Approved - Equality Policy with above proviso.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Approved – Attendance Policy with above proviso.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Action – final confirmation of above documents at next scheduled meeting.</li> </ul>	HT / Chair / Clerk	

<b>Item 8</b>	<b>Committee Reports</b>
	<p>Governors reviewed and considered the following committee reports and associated minutes from the meetings.</p> <p>Pay Committee – 16.10.17. Governors raised no issues in relation to the Pay Committee minutes and report. It was appreciated the Committee had considered the pay recommendations proposed by the Headteacher.</p> <p>Governors agreed to accept the Pay Committee minutes and report into the record of the meeting.</p> <p>Governors ratified the Pay Committee’s approval of the pay awards.</p> <p>Resources Committee – 16.10.17. Governors noted the Committee had considered the current challenge relating to families, eligible for free school meals (FSM), completing the process. It was appreciated this had an impact on the school’s revenue income.</p> <p>In addition, it was recognised the Committee had reviewed and approved the Period 6 Budget Monitoring. It was recognised the current financial position was slightly ahead of the original budget, but there was a concern relating to the clawback of Pupil Premium Grant (PPG) funding.</p> <p>Governors noted the Committee had reviewed the school’s options relating to generating additional income and also the challenges presented by some anti-social behaviour that was impacting on the school site.</p>

There were no additional matters noted and the Governing Body ratified the Period 6 Budget Monitoring which had been approved by the Committee.

There were no further matters noted in discussion and Governors agreed to accept the Resources Committee minutes and report into the record of the meeting.

Teaching and Learning (T&L) Committee – 06.11.17.

Governors noted the Committee had reviewed the QA report closely and ensured the school was targeting the areas highlighted as key priorities. It was also appreciated the Committee had considered the data as per the Headteacher’s report above. In addition, further visits had been scheduled – such as: Liam Trippier reviewing the workbooks relating to the disadvantaged pupils; and a Pupil Premium Review.

Q. What actions were being taken to support the EAL cohort?

A. There was a new role established and the individual concerned had completed an initial assessment and analysis; this had considered cross-links with other targeted groups. The result was an approach designed to address the needs of the different EAL pupils across the school.

Q. How does the school manage the more complex SEND pupils’ needs while monitoring the provision for the less complex pupils?

A. The school was adopting a new SEND model to address the more complex needs of pupils while ensuring an appropriate level of provision for the less complex. The focus for the latter cohort was on quality first teaching.

There were no further matters raised or noted in discussion and Governors agreed to accept the T&L Committee minutes and report into the record of the meeting.

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>Agreed – accept Pay Committee minutes and report into record of meeting.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>Ratified – Pay Committee’s approval of pay awards.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>Ratified – Resources Committee’s approval of Period 6 Budget Monitoring.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>Agreed – accept Resources Committee minutes and report into record of meeting.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>Agreed – accept T&amp;L Committee minutes and report into record of meeting.</li> </ul>	Governing Body	

<b>Item</b>	<b>Equality and Diversity</b>
<b>9</b>	<p>Sheila Newman (SN) provided an overview of the issues raised by a parent recently – these were of a racist nature and had lead to a meeting with the parent at which several points were raised:</p> <ul style="list-style-type: none"> <li>the parent considered they were not welcomed and suggested they had not received a response to an e-mail;</li> <li>the Governing Body was not representative of the school community; and</li> <li>the staffing structure did not reflect the ethnicity of the local community (specifically the SLT).</li> </ul>

The above points were noted and discussed by Governors with an appreciation that a wide variety of events were organised by the PTA with some events involving social drinking / alcohol. In relation to the Governing Body it was appreciated the actual membership varied over time.

The Headteacher confirmed she had met with the parent concerned and discussed the school's recruitment processes. It had been agreed the parent could review the advertisement used to ensure it attracted the widest possible range of candidates. However, it was appreciated the recruitment panels had consisted of a wide range of different individuals who were focused on appointing the best candidate for a given role.

Governors discussed and considered the potential of 'unconscious-bias' which encouraged the school and Governing Body to reflect on the approaches adopted. It was considered if the Governing Body was communicating the accessibility of the organisation.

Q. Was the PTA aware of the issue being raised?

A. Yes.

Governors recognised there were complex aspects involved in the situation, which went beyond the remit and range of the school and Governing Body. Therefore, it was agreed to establish a 'working party' to discuss and consider the situation within the remit and range of the school / Governing Body.

It was agreed the working party would be lead by Yogita Patel and include DW, Ellie Russell, Thomas Lassey and Sheila Newman; although it was appreciated other Governors could participate if they wished.

The Chair confirmed that feedback from the working party would be considered at the next scheduled Governing Body meeting.

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>Agreed – establish working party to review issues relating to equality and diversity.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>Action – working party feedback to be agenda item next scheduled meeting.</li> </ul>	HT / Chair / Clerk	26.03.18

<b>Item 10</b>	<b>AOB</b>
	<p>Opportunities for Governor Visits. Governors noted and discussed the schedule of opportunities for Governor visits – these were extended, and additional detail added.</p> <p>Governors noted the document and appreciated it would be further developed off-meeting.</p> <p>Flexible Working Request. The Headteacher presented a request from two members of the TA staff for a change in contracted hours; it was appreciated the change would align with the school's model for working with SEND pupils as discussed above for one of the TAs. There were two requests for Flexible Retirement – no issues raised for either.</p> <p>There were no issues raised in relation to the proposal and it was approved by Governors.</p>

SEND Provision.

Governors agreed the discussion relating to this matter would be recorded as a confidential item not available as a public document – Appendix A.

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"><li>Approved – contracted change in TA hours as above.</li></ul>	Governing Body	

<b>Item 11</b>	<b>Date of Next Meeting</b>	
Governors noted the next scheduled meetings were due to take place: Monday 26 March 2018 at 6.15pm; and Monday 18 June 2018 at 6.15pm.		
<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"><li>Noted – time and date of next scheduled meetings.</li></ul>	Governing Body	