

Oswald Road School

Governing Body Meeting Minutes

Quorum: 5 (met at this meeting)	Approved as a true and accurate record.
Chair: Richard Price	Name.....
Date of meeting: 17 June 2019	Date.....
Venue: Oswald Road Primary School	Chair of Committee / Governing Body

Attendees

Name	Governor Designation	Term of Office End Date	Present – P Apologies – Ap Absent – A
Richard Price (RP)	Co-Opted (Chair)	30/03/22	P
Ali Ayub (AA)	Parent	05/01/20	P
Lisa Cameron (LC)	Staff	20/09/20	P
Scott Davenport (SD)	Associate Member	17/06/22	P
Tom Grimshaw (TG)	Co-Opted	14/07/19	P
Eve Holt	Local Authority	25/03/23	P
Deborah Howard	Staff (HT)	N/A	P
Yogita Patel (YP)	Parent	30/10/21	P
Ellie Russell (ER)	Co-Opted	30/03/22	P
Liam Trippier (LT)	Co-Opted	25/11/22	P
Joanna Dennis (JD)	Co-Opted	14/07/19	Ap
Ann Kerrigan (AK)	Co-Opted	08/11/19	Ap

Also Present	Role
Craig Taylor	School Business Manager (SBM)
Gerard McCoy	Clerk - AGM Clerking and Administration Service

Agenda Items

Item	Apologies, Introductions and Welcome
1	Apologies were submitted by Joanna Dennis (JD) and Ann Kerrigan (AK). There were no issues raised and the Governing Body agreed to accept the submitted apologies.

Resolutions / Agreed Actions	Owner	Date
<ul style="list-style-type: none"> Agreed – accept submitted apologies. 	Governing Body	

Item 2	Declaration of Pecuniary Interests	
There were no declarations of pecuniary interests in relation to any of the items on the current agenda.		
Resolutions / Agreed Actions	Owner	Date

Item 3	Minutes of the Previous Meeting and Matters Arising (25.03.19).	
<p>The Chair presented the minutes in relation to the previous meeting which had been circulated in advance. In the process of reviewing the document the following amendment / correction was identified.</p> <p>Page 1: Attendees. It was noted that the Ellie Russell attended the meeting and had not submitted apologies.</p> <p>Considering the above amendment / correction the minutes were approved as a true record of the meeting and a signed copy of the document was retained on record.</p> <p>Matters Arising. Governors reviewed and considered the actions carried forward from the previous meeting and noted these had been addressed prior to the meeting or represented items for the current agenda.</p> <p>Page 2: Item 1 - Contact Sam Hughes The Clerk confirmed that he had managed to speak with Sam Hughes (SH). It was clarified that did not wish to continue as a Governor due to his work commitments.</p> <p>Page 2: Item 1 – Secure Appointment of Local Authority (LA) Governor. The Clerk confirmed that the appointment of Eve Holt had been confirmed.</p> <p>Page 3: Item 3 - Complete safer recruitment training It was confirmed that ER, and Scott Davenport (SD) had completed the required online training module.</p> <p>Page 12: Item 5 - Complete school visits The respective Governors confirmed they had completed their planned focused visits to the school.</p> <p>Page 12: Item 5 - Charging and Lettings Policy Governors noted that the revised document would be addressed as part of Item 8 below.</p> <p>Page 12: Item 5 - After School Policy Governors noted that the revised document would be addressed as part of Item 8 below.</p>		

There were no additional matters arising to address that were not on the current agenda.

Resolutions / Agreed Actions	Owner	Date
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| <ul style="list-style-type: none">• Agreed – minutes of previous meeting (25.03.19) as true record. | Governing Body | |
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Item	Headteacher's Report
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4

The Headteacher presented a written report that had been circulated prior to the meeting. In the course of reviewing the document the following matters were noted in discussion by Governors.

Pupil Numbers.

Governors noted and considered the pupil numbers across the school and the total number of pupils on the school roll.

Staffing Allocation 2019-2020.

Governors considered the allocation of staffing to the different year groups and classes. It was appreciated there was a gap which would be filled with a further recruitment exercise.

Q. A newly qualified teacher (NQT) withdrew after previously accepting the offer of a position?

A. Yes – although their rationale was not clear. The school was investigating the option of appointing a higher-level teaching assistant (HLTA) on a temporary basis for six months. It was considered that the recruitment of a direct replacement could be difficult considering the time of year. If this option wasn't viable, another option would be to recruit another NQT.

Governors considered and discussed the qualification status of the proposed individual – whether they were actually qualified to HLTA or working at that level while in the process of qualifying. It was appreciated that this issue had yet to be clarified.

Q. Would the appointment of a HLTA meet the Early Years (EY) requirements and ratios?

A. That was the school's intention, but the issue would be clarified with human resources (HR) support.

Q. Was there an alternative to using a HLTA?

A. The school could review the previous applicants for the post when the original recruitment was carried out.

Q. If there was a successful teaching assistant (TA) applicant in-house, would they be paid in line with the increased responsibility for the role?

A. Yes – the school would adjust their salary appropriately for the length of the fixed-term contract.

In the course of the discussions Governors noted the stronger teachers allocated to the Year 3 cohort with confirmation from the Headteacher that these staff would also have additional support and leadership. In addition, the Headteacher confirmed that the school would retain the current model across Year 6 with three classes in each year group splitting to four in the mornings – the class sizes would be smaller and allow for more focused teaching.

Governors noted that the school was supporting one member of staff who was on long-term sickness absence.

The school had appointed an additional teacher on a two day per week contract to provide further support as needed.

Continuing Professional Development (CPD).

The Headteacher outlined the CPD aspect of the report and the ongoing carousel model for teachers' planning, preparation and assessment (PPA) time.

Complaints / Compliments.

Governors noted the range of supportive feedback from parent voice. It was also confirmed by the Headteacher that there were no formal complaints from parents during the current academic year. It was recognised that there were concerns raised, although these were mostly related to specific individual issues – these were readily resolved.

Governors considered that the change in the above situation reflected the development of relationships and the effective work of the Communications Manager.

Q. Had the school completed an analysis to determine what was working well?

A. The main success was that any concerns raised were addressed in a timely manner in conjunction with the school's fair but firm approach which was communicated effectively. The situation was also supported by the good work of the different phase leaders.

Q. What were the trends identified in the concerns?

A. Mainly staff absence and communication issue around this . The majority were very much one-off issues related to specific individuals. The only main issue previously had been related to the Robin Wood school trip and the school recognised that the parents involved had raised a matter that would be addressed.

Teaching and Learning.

The Headteacher confirmed the school's use of the 'topic' aspect of the curriculum and the improved depth of questioning. There was a general improvement in consistency across the different subject areas and across the school generally.

There were noted improvements in spelling and handwriting.

The Headteacher advised that the differentiation for children working out of year group was not as clear in some parts of school with the special educational needs and disability (SEND) cohort in English as it was in maths – as a result of identifying the issue the school had allocated additional support in this area where needed. In addition, the school had completed a wide-ranging maths scrutiny which proved to be an excellent exercise. The outcomes indicated there was no perceptible gender divide in this area. Also, in relation to the calculation Policy this was adopted effectively across Year 1, Year 4, Year 5 and Year 6 - there was some scope for improvement in Year 2 and year 3.

Governors noted there were no concerns following a scrutiny of the workbooks related to the English as an additional language (EAL).

Q. The religious education (RE) coverage had improved?

A. Yes – the school had established specific RE days and ensured the subject area was covered to a good standard. However, past pupil voice indicated it was not the most popular way of teaching the subject. That said, since teaching in this way, coverage was significantly better.

Q. The school could consult with the children further and source better visits?

A. Yes – this was under consideration.

Q. How was science progressing?

A. There was a good uplift in practical science which aligned with better quality teaching.

The Headteacher confirmed there were still areas of challenge to work on, especially associated with the Year 2 and Year 3 cohort, but there were no concerns that this reflected teacher capability issues.

Q. What action was taken to support the challenge associated with Year 3 and Year 4?

A. The school had allocated strong teachers to both cohorts – as per the staffing allocation discussed above. There would also be a close monitoring process in place.

Q. How often did the school complete monitoring?

A. Every half-term with a different focus each time; the process also included the respective phase leaders, and provided good peer-to-peer feedback.

Governors noted that the school did not complete formal lesson observations, these were more in the format of 'drop-in' sessions which were designated as 'light-touch' and involved the senior leadership team (SLT). Drop ins were often pupil voice, book looks and environment walks.

Q. How did the school cascade the appropriate information back to the staff team?

A. This was through feedback slips intended to highlight the specific point / the nugget that would drive forward the teaching and learning. If there was a more serious issue identified the school would involve the mentor for support.

Governors considered the extent to which the school also provided positive feedback; the Headteacher provided an outline of the process and how the approach was intended to improve staff morale. It was considered that were in a position where they were accepting / comfortable with receiving honest feedback. It was emphasised that the school did not apply obligatory lesson observations; the main focus was on the outcomes in workbooks monitored through regular workbook scrutiny exercises. The Headteacher confirmed that staff could invite the SLT to a lesson observation and this provided for a less stressful environment. In addition, it was noted that the support package available for staff and the mentoring process were established to ensure development options were available.

School Improvement Plan (SIP).

The Headteacher confirmed the SIP was as previously presented and discussed. The document was up to date as of the Spring Term with the additional actions for the Summer term ongoing. It was noted that there had been improvements in spelling and handwriting which aligned with the SIP; plus, there was an improvement in the percentage of pupils accessing greater depth especially in history and music.

Assessment.

The Headteacher confirmed that the outcomes from the national tests (SATS) were not yet available. The Teaching and Learning Committee had scheduled a meeting for 9 July 2019 for the consideration of the data / outcomes.

In relation to the Early Years Foundation Stage (EYFS), the school had been subject to an external moderation visit which was very positive. It was noted for interest that the moderator did not view the children's learning journeys and was solely focused on teachers' in-depth knowledge of the children. The staff enjoyed the positive, yet appropriately challenging moderation.

The Headteacher confirmed the school was making progress in the collection and analysis of data with the work carried out by the different subject leads. This was an area of developing strength in addition to the school's teaching in history. Kat Rowe was working on a project related to progress in history, investigating the characteristics of effective learning. This project had been designed, tweaked and then shared with teachers – it was ready to trial across the school at end of the summer break.

Q. What were the outcomes from the cluster moderation for Year 2 and Year 6?

A. These both supported the school's assessments for the respective cohorts.

Attendance.

Governors considered the attendance data – it was seen as very good / impressive.

Q. The school had targeted specific families?

A. Yes – this had proven effective with regular meetings between the families and the school / Headteacher. One of the children targeted for this approach was previously designated in the persistent absence (PA) category; now the same child was on 100% attendance for the term.

Q. The SEND cohort attendance was lower this year than the previous year – why?

A. There were very specific issues related to these children: one child was now attended a different school; one child was designated as a school refuser and not attending; one child had regular (daily) sessions; and another child had significant medical needs.

The Headteacher confirmed that for each of the pupils from the SEND cohort with low attendance the school had an explanatory case study with actions taken by the school to address the situation.

Behaviour.

Governors noted and reviewed the behaviour data – it was recognised that there had been a reduction on the number of 'reflections'. However, the Headteacher highlighted that 75% of these were related to the boys' cohort and 31% were linked to the Pupil Premium Grant (PPG) eligible / disadvantaged pupils. In addition, 24% were EAL related, 25% Pakistani and 39% related to white British (WB).

The Headteacher confirmed that the behavioural issues this term had resulted in four parental meetings and one fixed-term exclusion – for one and a half days.

Q. Had the school identified the main trigger for the behavioural issues?

A. It was mostly related to football at break / lunch time.

Governors discussed the means by which the issue could be addressed – it was appreciated that there may need to be greater supervision of football games and that the staff received the appropriate training to support them in this role. In addition, the Headteacher confirmed that the core issue was pupils' recognition of 'acceptable' standards of behaviour irrespective of the issue being disputed; it was a matter of etiquette and standards.

Q. Was the issue also linked to the whole school values promoted by the school?

A. The behaviour model and policy was based on the 'Rights of the Child' / Rights respecting School Award (RRSA) which promoted a safe environment.

The Headteacher confirmed that additional support training related to behaviour management had been provided for the lunchtime staff – it was to ensure that their application of the Behaviour Policy was consistent. Overall the behaviour challenge faced by the school related to low level issues and talking during assembly time.

Appraisals Linked to School Improvement.

The Headteacher confirmed that there were no further updates from Spring Term 2 and that the closedowns would be completed prior to the end of the summer break.

Leadership Team.

The Governing Body noted the changes to the leadership team.

Extra-Curricular Activities.

Governors noted the wide range of activities provided by the school which included academic and sporting options designed to meet the needs of all pupils.

The Headteacher confirmed that the school would be completing an impact assessment of the sport's coach and the role of this individual. It would also include a review of the Sports Premium Grant (SPG) funding and the allocation of this funding across the school.

Q. Would the school be able to present evidence of the sports coach being involved?

A. Yes – there was evidence of the impact and also support from pupil voice activities.

The Headteacher confirmed the coach was involved in the CPD / training of other members of the staff team better enabling them to provide support to the children. It was confirmed that there was a budget for this and also for transport which better enabled access to sporting events for a wider range of pupils. These aspects had all positively benefitted pupils and increased participation.

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

Resolutions / Agreed Actions	Owner	Date
<ul style="list-style-type: none"> Agreed – accept Headteacher's report into record of meeting. 	Governing Body	

Item	Committee Reports
7	<p>Teaching and Learning Committee (T&L) – 13.05.19</p> <p>Liam Trippier (LT) Chair of the Committee presented the minutes and an oral report associated with the recent meeting. Governors noted the minutes had been circulated prior to the meeting and the following points were noted in discussion.</p>

Governors noted that as an aspect of 'matters arising' the Committee had considered and reviewed the school's report outlining the impact of CPD activities on the outcomes for pupils. In addition, the Committee had provided an update in relation to the school's promotion of healthy eating for the benefit of the children.

Governors also recognised that the Committee had completed a review of the attendance data related to some of the school's targeted groups – especially the English as an additional language (EAL) and Pakistani where attendance was 96% for each.

LT confirmed the Committee had reviewed the data / outcomes and key priorities with the consideration of the Year 3 and Year 5 cohorts which demonstrated variations in progress. In addition, the Committee reviewed and considered the attainment and progress documents for each of the different year groups – it was recognised that the data represented the outcomes from the Spring Term assessments. It was recognised there was an ongoing challenge in the transition of pupils from the EY curriculum to the Year 1 and onwards. It was recognised that there had been a 'dip' in reading for the Nursery – from 73% to 69%.

In relation to the Key Stage 1 (KS1) cohort, the Committee commented positively on the scope / content and presentation of the data report. It was especially noted that there was an explanatory narrative aligned with the report which highlighted awareness of the challenges and outlined the 'next steps' in addressing the challenges.

In relation to the Year 5 and Year 6 cohorts, it was recognised that the Headteacher had highlighted the phase was in a strong position and the school would focus on addressing the challenge of those pupils still designated as '?' for their progress / attainment. It was noted the children predicted as '?' represented a significantly sized group, which could impact on results.

Governors noted that Yogita Patel (YP) had completed a visit which focused on pupils' topic books and an extra visit linked to the lesbian, gay, bisexual and transgender (LGBT) briefing. In addition to which, LT provided a summary of a series of visits which included a review of 'greater depth' in Year 1, Year 4, Year 5 and Year 6. Governors noted that it was identified the school was very strong in these year groups and was not quite as strong in relation to Year 2 and Year 3. In addition, LT confirmed he had discussed the issue of pedagogy in Year 2 with the Headteacher – it was determined from the discussions that there were no areas of concern.

In addition, Governors appreciated the Committee noted that the Headteacher had highlighted the extensive analysis of spelling provided by the English lead based on the recent assessments. It was appreciated there had been improvements across the school and this was directly linked to the pupils' workbooks at an age appropriate level.

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

Resources Committee – 20.05.19

Ali Ayub (AA), Chair of the Resources Committee presented the report and minutes associated with the recent meeting of the Committee. It was noted the minutes had been circulated prior to the meeting and the following points were noted in discussion.

Pupil Premium Grant (PPG) Report.

The Chair confirmed that the school's final PPG statement would be updated with the outcomes from the SATS and then be presented to Governors – the results were due to be issued in July 2019.

Q. Why was there a delay?

A. There was a difference between the scheduling of PPG payments, these were based on the financial cycle, but the outcomes were based on the academic year.

Q. The school applied the contingency funding from the PPG budget?

A. Yes – this had already been used to support a child – due to the specific needs of that child the school has provided play therapy support. The issue was a barrier to the child's learning and this was addressed by the school.

Governors noted that the process adopted by the school enabled greater flexibility which would benefit those children with the greatest need.

2018-2019 Budget Closedown.

The School Business Manager (SBM) provided an overview and rationale of the 2018-2019 budget closedown which had been reviewed and considered by the Committee.

There were no issues raised in relation to the 2018-2019 budget closedown and this was ratified by Governors.

2018-2019 Analysis of Reserves.

The SBM provided a summary and rationale for the in-year surplus from the 2018-2019 budget. It was noted that the documents had been submitted to MCC and the Department for Education (DfE). The surplus would allow the school to focus on the development of the site and Early Years (EY) provision – at a cost of approximately £150,000.

The SBM confirmed that the Reception provision would be split over three separate rooms – the project was based on staff feedback / consultation to determine how best to improve the provision for the children. The provision would now include a sensory are, new carpets, new toilets and additional resources. The project would also support the improvements and relocation of the Reception / Nursery provision.

Governors noted that the proposed project had been considered by the Committee and shared with the Governing Body via e-mail. All Governors had approved the project based on their e-mail responses.

Q. When would the work be completed?

A. The work was planned to take place during the summer break and although the timescales were 'tight' it was expected to be completed by the start of the new academic year.

Q. Did the school have a contingency plan / plan 'B'?

A. Yes – there was contingency planning, but this was not expected to be applied. The majority of the work was internal and the project did not involve any 'major construction' work.

There were no additional points raised or noted in relation to the 2018-2019 analysis of reserves and these were ratified by Governors.

There were no additional points raised or noted in discussion in relation to the proposed Nursery / Reception building project and this was ratified by Governors.

2019-2020 Budget.

Governors noted that the Committee had reviewed, considered and approved the 2019-2020 budget. It was appreciated the Committee had considered the drafting of the budget based on staffing support / feedback. There were no additional points raised in relation to the 2019-2020 budget and this was ratified by the Governing Body.

3-5 Year Budget Projections.

The SBM confirmed that the three-year budget plan was a matter of work in progress. It was recognised by Governors that the process consisted of too many unknown quantities to provide a rational draft at this stage.

2019-2020 Staffing Structure

Governors noted that the Committee had not sufficient information to consider the staffing structure at that time. However, it was recognised that the updated draft structure and allocation of staffing across the school had been included in the Headteacher's report – see Item 4 above. There were no issues raised in relation to the 2019-2020 staffing structure and allocation and the document was approved by Governors.

Sports premium Grant (SPG) Report.

Governors noted that the SPG report would be subject to final approval once the overall review and the assessment of the impact of the sports coach had been completed – as discussed in the Headteacher's report (see Item 4 above).

Impact of Sports Coach.

Governors noted that this issue would be addressed as discussed in the Headteacher's report – see Item 4 above.

There were no additional points raised or noted in discussion and the Governing Body agreed to accept the Resources Committee reports and minutes into the record of the meeting.

Resolutions / Agreed Actions	Owner	Date
<ul style="list-style-type: none"> Agreed – accept T&L Committee minutes (13.05.19) and report into record of meeting. 	Governing Body	
<ul style="list-style-type: none"> Action – update PPG statement with SATS results and circulate to Governors. 	HT	July 2019
<ul style="list-style-type: none"> Ratified – 2018-2019 budget closedown. 	Governing Body	
<ul style="list-style-type: none"> Ratified – 2018-2019 analysis of reserves. 	Governing Body	
<ul style="list-style-type: none"> Ratified – Nursery / Reception building project. 	Governing Body	
<ul style="list-style-type: none"> Ratified – 2019-2020 budget. 	Governing Body	

<ul style="list-style-type: none"> Agreed – accept Resources Committee minutes and report into record of meeting. 	Governing Body	
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Item 6	Behaviour and Safety of Pupils / Safeguarding	
<p>The Chair confirmed that the main aspects of the report associated with this item had been addressed as part of the Headteacher’s report – see Item 4 above. In addition, the full safeguarding report would be submitted at the next scheduled Resources Committee meeting.</p> <p>Q. Had the school completed a review of the safeguarding practices and procedures? A. Yes – this was carried out by [REDACTED] from MCC in the previous year. The outcome was that the safeguarding was good across the school and the Ofsted inspection team had commented very positively as part of their inspection process.</p> <p>The Headteacher confirmed that the school had also completed an internal safeguarding audit based on the MCC safeguarding tool – the outcomes had been included in the SIP for 2019-2020.</p> <p>There were no additional points raised or noted in discussion and Governors agreed to accept the safeguarding report into the record of the meeting.</p>		
Resolutions / Agreed Actions		Owner
<ul style="list-style-type: none"> Agreed – safeguarding report accepted into record of meeting. 		Governing Body
		Date

Item 7	General Data Protection Regulations (GDPR).	
<p>The Chair confirmed that the matters related to GDPR had been considered as part of the Resources Committee and minutes which had been circulated prior to the meeting.</p> <p>Governors noted that there had been no notifiable issues identified since the previous report to the Committee. In addition, a GDPR audit completed by the Data Protection Officer (DPO) – the role was commissioned to Bolton Council and MCC. It was recognised that the report had been circulated to the Committee prior to the meeting. The audit report had identified 19 separate points which were generally matters of the school changing practices or completing minor improvements. It was confirmed that eight of the audit points had already been addressed.</p> <p>There were no additional points raised or noted in discussion and Governors agreed to accept the GDPR report into the record of the meeting.</p>		
Resolutions / Agreed Actions		Owner
<ul style="list-style-type: none"> Agreed – accept GDPR report into record of meeting. 		Governing Body
		Date

Item 8	Policies and Documents for Review and Approval / Ratification	
<p>Charging and Lettings Policy</p> <p>The SBM confirmed that the document was going to be considered in light of the discussions associated with the Owl Club provision. However, there were no changes required to the document and it has remained as previously published.</p>		

There were no issues raised with the document and it was approved by the Governing Body.

After School Policy.

The Headteacher confirmed that the document had not been completed in time for the current meeting but would be circulated off-meeting via e-mail to all Governors for approval.

Accessibility Policy.

Governors noted that the Resources Committee had reviewed and approved the document. There were no additional points raised and the Policy was ratified by the Governing Body.

Homework Policy.

Governors noted that the T&L Committee had reviewed and approved the document. There were no additional points raised and the Policy was ratified by the Governing Body.

Resolutions / Agreed Actions	Owner	Date
<ul style="list-style-type: none"> Approved – Charging and Lettings Policy. 	Governing Body	
<ul style="list-style-type: none"> Action – circulate After School Policy to all Governors for review off-meeting. 	HT	July 2019
<ul style="list-style-type: none"> Ratified – Accessibility Policy. 	Governing Body	
<ul style="list-style-type: none"> Ratified – Homework Policy. 	Governing Body	

Item	Governance Matters						
9	<p>The Chair provided an update in relation to the current membership of the Governing Body and the following points were noted in discussion.</p> <p>Governors noted that the Clerk had attempted to contact Joanna Dennis via e-mail but had not received a response. It was appreciated he would telephone her and possibly write a letter – delivered via Royal Mail.</p> <p>The Chair confirmed that Ann Kerrigan (AK) and Tom Grimshaw (TG) had submitted their resignations – they would resign from the Governing body at the end of the current academic year. All Governors present expressed their appreciation for the hard work and commitment from AK and TG; it was noted that both had played significant roles in supporting the school and the Governing Body</p> <p>The Chair advised Governors that the process of sourcing potential candidates was already underway – three potential candidates were under consideration and there were plans to meet with these individuals in preparation for the new academic year.</p>						
	<table border="1"> <thead> <tr> <th>Resolutions / Agreed Actions</th> <th>Owner</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Action – attempt to contact JD via telephone / letter </td> <td>Clerk</td> <td>July 2019</td> </tr> </tbody> </table>	Resolutions / Agreed Actions	Owner	Date	<ul style="list-style-type: none"> Action – attempt to contact JD via telephone / letter 	Clerk	July 2019
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<ul style="list-style-type: none"> Action – attempt to contact JD via telephone / letter 	Clerk	July 2019					

Item	AOB
10	Pensions Indemnity Document.

The SBM presented the pensions indemnity document associated with the cleaning contractors. The document was reviewed and considered by the Governing Body – the document was approved and signed by two Governors.

Resolutions / Agreed Actions	Owner	Date
<ul style="list-style-type: none"> Approved – and signed pensions indemnity document. 	Governing Body	

Item 11	Date of Next Meeting
Governors noted that the 2019-2020 meeting schedule would be circulated off-meeting by the Clerk.	
Resolutions / Agreed Actions	Owner
<ul style="list-style-type: none"> Action – circulate 2019-2020 meeting schedule. 	Clerk