



Education & Standards Committee Meeting Minutes

Friday 10th November 2023 at 8.00am

Present:

Mr Carl Glasgow (Executive Head Teacher) (EHT)
Mr Matt Sadler (Co-opted Head of Junior) (MS)) (HoJ)
Mrs Samantha Kenny (Co-opted Head of Infants) (SK) (HoI)
Mrs N Arkinstall (Co-opted) (NA) Chair
Ms T Whittier (Co-opted Governor) (TW)
Ms A Bryan (Staff Governor) (AB)
Ms Laura Shergold (Parent Governor) (LS)
Ms Holly Birkett (Co-opted) (HB)

In Attendance:

Ms Cordell O'Neill (Clerk) (CO)
Mrs K Welch (Associate Governor) (KW)
Ms Anja Pawson (Associate Governor) (AP)

Item:	Agenda Items:	Action by:
1.	<p>Confirm the elected Chair/Vice Chair of E & S Committee</p> <p>The Governance Professional asked Governors for nominations for the election of Chair. The governors discussed the nomination received and it was:</p> <p>Resolved that Nicola Arkinstall would continue as Chair until the first meeting of the next academic year.</p> <p>The Governance Professional asked Governors for nominations for the election of Vice-Chair of the E & S Committee. The governors discussed the role, and the item was deferred to the next meeting.</p>	Gov's
2.	<p>Welcome and Apologies</p> <p>The Chair welcomed all governors and thanked them all for their attendance. All members were present.</p>	
3.	<p>Declarations of Interest</p> <p>The Chair asked members if there were any declarations of interest to be declared either pecuniary or non-pecuniary. There were no declarations declared.</p>	
4.	<p>Urgent Additional Items</p> <p>There were no additional items to discuss.</p>	
5.	<p>Notes of the Previous Meeting and matters arising of 26th April 2023</p> <p>Governors discussed the minutes, from 26th April 2023 and two amendments were highlighted <i>Page 5, EFYS would be changed to EYFS. Page 7, amend Freedom of Information.</i> It was also discussed how the July meeting was cancelled, which resulted in no minutes</p>	

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to approve. It was:

AGREED: subject to the above changes to sign the above notes and a signed copy was handed to the EHT.

Matters Arising

Item No.	Action
6	SLT to resource new books to reflect ethnicity Authors and a range of books liaised with other schools, New Oscott. <i>SLT explained how the school had introduced picture book corners, and reviewed the books and checked they were diverse. The work continued be reviewed regularly.</i>
6	Capture ethnicity data within the Infants report, <i>SLT explained this was, included in now in both reports.</i>
8	SEND governor to arrange a visit with the BIB – <i>The Chair of the E & S Committee Nicola Arkinstall (SEND Governor) had visited the BIB in the summer and would be scheduling a meeting to visit again. On the 08/11/23 NA had arranged to meet RJ (SENDCO) and KP (BIB lead) via TEAMS.</i>
9	Defer all Policies to FGB 3.5.23- <i>was completed.</i>

6. **Chairs business, actions, and correspondence**

There was no further chairs business, actions, and correspondence to report.

7. **Head of School updates**

Infant Updates

The HoI had circulated the HoI school report prior to the meeting and highlighted the following salient points: -

- 90 families attended the open day at Boldmere Infants, which was a success.
- There were currently 271 children on roll in the main school, 33 in the Nursery and 8 in BIB.
- Attendance for the first autumn half term 2023 was 95.4% based on 279 children, excluding Nursery. One child in year 1 had been in hospital for a period of time and therefore attendance was identified as being below normal.
- There were no exclusions and no recorded incidents of racial harassment at the time of writing the report.
- There were currently 116 children on the Vulnerable Children list (including Nursery and BIB).
- The September cohort of Reception had proved challenging with the significant needs of the children – see below. Reception intake at the beginning of

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	<p>September was 94. One child had since changed setting, the numbers were now at 93.</p> <ul style="list-style-type: none"> • Phonics interventions were in place in Years 1&2 since the second week in September to close the gap with phonics scores. • Managing reception had been challenging this term and taken up a lot of the school's time. • Writing and Maths book trawls undertaken with BIB lead and Assessment lead to monitor consistency of curriculum delivery. • Lesson drop-ins in all classes to monitor phonics teaching. Phonics and reading were high priority on the School Improvement plan. The Reading lead had been team teaching across all year groups and had identified phonics interventions for children at risk of falling behind and liaised with TAs to provide appropriate resources and CPD for delivery. • Reception Baseline data was detailed at Reading 75 %, Writing 76%, Maths - Number 72%. • There was an overlap in the nursery where the school had a shortage of play leaders, SLT were currently covering and supporting the nursery. There was a child who had returned to Nursery from reception, requiring extra support and the Nursery had been accommodating his needs and provision. • The reception cohort was a positive cohort (but of course careful consideration is being given for the additional reception children who attend Dolphin class). • Data was based on teacher assessment data carried out before half term. The data identified those children whose attainment was expected for the objectives that have been taught during Autumn 1 of year 1. The children 'working towards' had been identified and the focus of pupil progress meetings. • Data from the recent phonics assessments show that 66% of children were on track in their phonics learning within the Sound Start Phonics assessment. Which is a positive outcome for that stage of the autumn term. • The assessment of phonics assessed what had been taught so far, and the scheme was highly ambitious and in line with National Curriculum expectations. The children who were falling behind in the scheme had been identified for 1:1 intervention by SLT. • The EYFS provision had been challenging, the funding for some of the children was not enough and some children required extra support. It was reported how a further three children had applied and accessed mainstream, who required one to one support, who were finding mainstream challenging, even with adaptations, additional staffing and reasonable adjustments being carefully considered by SLT. • Year one data was discussed, whole year group was reported at, 43% Reading, 49% Writing and 79% Maths. The school were aware and making this a priority with interventions in place. 	
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- In addition, it was reported how there was a year one teacher currently off with anxiety and stress, which was a sign of how challenging year one was.
- Year 2, reading, writing and maths was where it should be and the step up from year one is always significant. Expected data was detailed as, Reading: 59%, Writing: 42%, Maths: 63%.
- The school were aware of the results in phonics and placed extra support and training in phonics to the support staff.
- There were a number of children with challenges coming into school from year two in the morning, the school introduced breakfast club, to support these children and the club had been a huge success for the children and the staff, the staff governor provided an example of how the child would join the classroom calmer, following the support given at breakfast club. Which had a knock-on effect to other children and the teachers in the classrooms. Therefore, the breakfast club has been extended to run every day to ensure that these children come into school and are settled ready for the start of the school day.
- End of Key Stage SATs testing was now optional for Year Two. It had been decided that the school would not do the tests but use the 'Teacher Assessment Framework' for Teacher Assessment purposes at the end of the year.

A governor asked what the impact would be to the finances for the one-to-one support and would that continue from reception to Year 1.

The HoI confirmed the school received £6,000 notional funding for SEND children. However, the school top that sum up, the one-to-one support costs the school £25,000 per teaching assistant and the school needed six TAs to support. These complex issues were not going away, the school had introduced the new classroom 'Dolphins', which was full to the capacity and there was no space to make an additional 'Dolphin classroom'. It is anticipated that this much needed provision would continue in year one and two.

The EHT added how the school had to judge, assess, and cater for the individual needs of the children and that was not going to change. The school were introducing interventions to support and managed the situations and challenges they were faced with, which meant the monitoring of the curriculum at times was placed not always in line with the monitoring cycle which had been shared with governors. Members from the SLT were also working on sourcing the right provision for some of the children with the support of external agencies and the LA.

Governors congratulated the school and the leaders for putting in place the interventions detailed, to support the needs of the children.

A governor asked if the school had considered utilising and recruiting voluntary peer support workers, who had basic training in supporting children, for example extra reading with children and drawing on parents/families/community.

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	<p>SLT were open to the ideas, however another governor shared their experience of volunteers in schools and detailed how challenging that could be, with a lack of consistency of the volunteers and no sustainability.</p> <p>The EHT shared how the schoolwork with external charities for support with Mental Health and SEN, such as the organisation Cherish. SLT were keen to investigate the volunteer route if that made an impact to the school, to the children and the schools finances. It was suggested to approach Grandparents as they would hold an emotional connection with the school. The HoJ was keen to research volunteers further.</p> <p><i>Governors asked how the Nursery children were settling into the school.</i></p> <p>The HoJ reported on the 33 children in the nursery and added how 18 were attending full time, the nursery cohort was positive that year and all children were engaged and settled.</p> <p><i>A governor highlighted the data difference between maths and reading in Year 1.</i> The HoJ explained the interventions of the extra phonics and how much easier it was to teach Maths against reading.</p> <p><i>A governor asked if the Teacher currently off with stress was receiving support.</i> SLT fully supported the teacher and support had and will continue to be provided.</p> <p><i>Governors highlighted Breakfast Club and commented how successful the club was and congratulated the school for the intervention.</i></p> <p><u>Juniors Update</u></p> <p>The HoJ had circulated his report in advance of the meeting and highlighted the following salient points:</p> <ul style="list-style-type: none"> • Pupil progress outcomes continued to be monitored closely as part the school ongoing monitoring cycle. • There was no change to the KS2 outcomes, and each year group had been shared in the report and presented as consistent. There was a concern for the Boys writing, which will need to be addressed through effective teaching and learning, along with planned interventions by SLT. • Monitoring and evaluation was a key priority for school leaders. • Pupil voice was discussed in detail, leaders had made a conscious effort to increase the extent to which the school gathered the views and opinions of children concerning their learning. • Parent surveys were discussed and were completed in early October, administered electronically due to this being the most efficient means of capturing this information. The survey outcomes were detailed and discussed as follows: 96% of parents shared that they've either not shared concerns or when they have done, agreeing that these were appropriately dealt with. 100% of parents agree or strongly agree that their child does well at the school. 92% of 	
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	<p>parents agree or strongly agree that the school supports their child's wider personal development.</p> <ul style="list-style-type: none"> • There were positive outcomes from the survey, however it was highlighted, with the exception of the question relating to 'children's access to clubs and activities' where there was a slight decline in comparison to the summer term parent/carer survey. Due to the fact that the after-school club offer had doubled this term, leaders attribute this to reflect the variety of clubs, rather than the number provided and already explored ways to address this, the first of which being the provision of a cooking/healthy eating club to start later this term. • The Pupil attainment - end of Key stage two data (unvalidated and with national average comparisons) was provided to FGB in September 2023. • In addition, whole school 2023 outcomes for years 3-5 had been included as an appendix to governors, along with each year group's analysis of this data identifying the strengths, areas for development and actions to be taken for each subject. • Maths outcomes exceed those for writing in all year groups, and the % of children achieving a HS in maths indicated improved end of KS2 outcomes in the coming years. • Boys' writing outcomes remained an area for development based on year five attainment, however, seemed set to even out in subsequent years. • 22/23 - there were no Permanent exclusions reported, External suspensions – 1 (1.5 days), Internal exclusions – 12, Racist incidents – 8 (1 of which related to parent rather than child conduct). • 23/24 – there were no Permanent exclusions, External suspensions – 1 (1.5 days), Internal exclusions – 4, Racist incidents – 4. It was reported as a Year 6 child, the incident was reported at parents evening and dealt with straight away. The school had taken the incident seriously and were supporting through appropriate pathways. • The Pupil admissions and applications were reported as, 380 total children currently on roll (Nov 1, 2023) with the year groups detailed in the report, breaking down SEN, disadvantaged and EAL. The school demographic ethnicity was also broken down in detail for governors to view. • The overall, attendance remained above the national average for primary schools (95%). Whole school attendance 2022-23 increased slightly on previous year, with Autumn 2023 to date significantly improved further. • The gap between PP attendance and non-PP remained an improvement focus, as is the gap between girls' and boys' attendance. The latter of these however was largely a cohort specific issue with the 2022-23 Y6 cohort, proven by the narrowing of this gap in Autumn 2023. • Persistent absence (PA) - 35 children had attendance below 90% at the end of the 2022-23 academic year. By comparison, 43 children currently below 90% attendance for the current academic year. All of these were being closely monitored, 12 presented significant concerns. <p><i>Governors asked what the school was doing to close the gap in the attendance between boys and girls.</i> The HOJ reported how the gap was closing, in terms of the</p>	
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analysis the support was provided, and the school continue to focus on this, and the school would be working with the LA to possibly seek further action such as fines for two families of ongoing concern. ***The HoJ was expecting the school to support the LA to prosecute all three families during Spring term 2023-2024, following a governor's question.***

- Parents of 23 children would receive notification letters regarding attendance, four children (three families) were invited to attend a SARM meeting in accordance with BCC FAST TRACK procedures.
- All new staff reported to FGB had settled well into the school. Appointment of internal AHT (fixed term) had increased leadership capacity within school and proving successful. A new year 6 teacher and PE teacher was detailed and making an impact to the school and new one to one support offering consistency of delivery and provision for this child.
- During Autumn 2023 the school had recruited a new senior lunchtime supervisor – internal candidate. There were no credible external applications and a vacancy remained for lunchtime supervisor.
- The school was increasing office capacity by the appointment of an agency secretarial staff member for 3 days per week starting November 2023.
- Retention from September 2023, x2 requests had been honoured for a reduction in working hours for two TA's. Both sought to no longer work Fridays. School would take serious consideration moving forward for requests to reduce their hours on a Friday.
- A staffing update was detailed further in the report to governors, including details of staff absence.

A governor highlighted how there was an increase to the support staff attendance compared to teachers. The HoJ explained return to work meetings were held for all staff and support was encouraged and provided. The Morale of staff was positive overall, (although staff were exhausted by an eight –week ½ term). The performance of all staff would be subject to appraisal during the first two weeks after the half-term break. Outcomes of this would be fed into the FFPH&S committee.

A governor highlighted the data in writing between boys and girls and asked for further information. The HoJ reported how year 4 was a different trend than usual, the girls were significantly behind, and there was a high % of SEN girls reported, the HoJ agreed how the data had not fit the demographic.

Governors discussed closing the gap and returning to the basics, cohort specific, handwriting was discussed, and the increase of children using claw grips, it was highlighted how the use of laptops, had not supported handwriting.

Governors asked if the school provided extra training to teachers on handwriting. The 'every piece every time symbols, had been introduced for staff and children at the juniors and margin marking was detailed by the Associate Governor staff member.

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	<p>The HoJ reported how the school was identifying new approaches to the curriculum around writing in January. Governors expressed how important it was to get the balance right. It was also confirmed by the school how they involve the parents in spelling and writing, following a governor's question.</p> <p>Governors asked for more information on the racial incidents, the amount for this term was highlighted as high. SLT explained the incidents in more detail and how they related to the same two children, the school had implemented support, and also involved the police to talk to all children on the use of inappropriate language.</p> <p>There were no further questions.</p>	
8.	<p>School improvement plan / monitoring Cycle</p> <p>The school improvement plan had been circulated to all governors. The EHT highlighted how the plan had been prepared and how the feed into each other. Writing was highlighted as a key area and all subjects were triangulated. The monitoring cycle was produced as a way of supporting staff to act as a road map.</p> <p>A governor asked for wellbeing to be included in both SIPS, The EHT reported on information produced on well being by Amy Bryan. The Governor was keen to see that documented in the SIP. The HoJ identified the area where well being was reported in the Juniors SIP.</p> <p>There were no further questions.</p>	
9.	<p>Parent Feedback Surveys</p> <p>Governors highlighted the positivity of the parent surveys circulated. The EHT confirmed they were the reflection of the school at the time of completion. There was nothing negative highlighted from the surveys. Clubs were highlighted as a minor issue and interventions had been put in place to improve the clubs on offer. It was highlighted how children had the opportunity to bring their own idea of a club to the school, which had been a success.</p> <p>There were no further questions.</p>	
10.	<p>Safeguarding E Safety</p> <p>The EHT highlighted the school's priority on E Safety. As part of the audit that had taken place around safeguarding and E Safety, no recommendations were highlighted, and the report presented a robust and rigorous approach to safeguarding and E safety. Governors commended the school.</p> <p>The Safeguarding Link Governor had visited the school and carried out appropriate check on the Single Central Record with each HoS.</p> <p>The Safeguarding Link Governor had undertaken various safeguarding training and encouraged all governors to complete their safeguarding training.</p>	

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	<p><i>The Safeguarding Link Governor offered to undertake the HAYS training and she would present back at FGB on a mini safeguarding training session.</i></p> <p>The issues raised at the start of the meeting, with on going difficulties of children joining the school with additional needs, was highlighted as leading to a lot of concern within school, the school needed to act strategically to resolve the concerns being shared.</p> <p><i>A governor asked if the operation encompass was working effectively.</i></p> <p>The HoJ, reported the improvement, however the alerts were still not detailed, the school had to tactfully support the child, without knowing the background. It was confirmed as room for improvement.</p> <p>The HoJ, undertook his DSL training, it was highlighted how safer recruitment training needed updating by all SLT and potentially governors, which would be researched.</p> <p>Karen Welch highlighted Cyber security training and reported on a link that would be shared for all governors to complete.</p> <p>There were no further questions.</p>	<p>HB</p> <p>KW/Gov's</p>
11.	<p>BIB update</p> <p>The following reports had been circulated: <i>BIB/SEND update, BIB report from BIB Lead SEND (CENSUS One-page Profiles), BIB Governors report.</i></p> <p>The EHT reported on the changes since the last report was shared and highlighted the following salient points: -</p> <ul style="list-style-type: none"> • Embedded good practice and sought to develop the provision further by upskilling the BIB team, working with external agencies, and making links with other settings. • A table was detailed on an overview of the developments in the BIB. • There is a child in the BIB that has been inappropriately placed in our provision by the LA despite our consultation response outlining why we could not meet the significant needs that this pupil has. • The consultation process was discussed in detail. <p><i>Governors appreciated the information provided on the comprehensive report and commented on how detailed the report was.</i></p> <p><i>Governors highlighted performance management in the report,</i> the EHT highlighted PM was completed in the same way as completed in school. The word Performance Management was confused with staff issues, and it was suggested to change to Staff Appraisals.</p> <p><i>Governors commended the BIB Lead for all the work undertaken since commencing at the school. A lot of work had been carried out and all positive.</i></p> <p><i>Governors commented on the positivity around school for supporting special needs children and the parental community with SEND children were keen to get a place for</i></p>	

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	<p><i>their child at Boldmere School.</i></p> <p>The EHT referred to the high percentage of SEND at Boldmere and the school were proud of their reputation to support children with SEND. Discussions took place on non-diagnosed children in school and the support required. The school SEND profile was detailed to school governors and circulated in GovernorHub. EHCP provision was mentioned and discussion was had in relation to how challenging it was to obtain an EHCP, and then the additional challenges the school and families would be faced with.</p> <p>The HoJ highlighted at the stage of admitting new children to the school, the school would contact their previous school, asking for key information, however they would never ask for a child's academic levels. Boldmere Federation was incredibly inclusive.</p> <p>The EHT highlighted the documents shared and detailed how the profile for SEND children was and that this was forever changing.</p> <p>There were no further questions.</p>	
12.	<p>Mini School Self Evaluation information</p> <p>The HoJ and HoI circulated the Boldmere School – Mini SEF School - current self-evaluation and key strengths – September 2023.</p> <p>The HoI added how the report evaluated and then would feed into the SIP and SEF, triangulating all areas with collaborated approaches.</p> <p><i>Governors confirmed they had read the documents and understood.</i></p>	
13.	<p>Receive report from School Improvement, Partner/External Advisor (Josie Leese) 03/10/2023 Junior SIA report</p> <p>The HoJ highlighted how the report focused on writing and validated the schools' identification of the key areas of improvement that were required along with describing the impact of the improvement actions that already had been put in to place.</p> <p>Josie Leese confirmed the school were right to work on the issues, however, to not be afraid to share those issues with Ofsted and external agencies, as the school were implementing and working on these.</p> <p>A staff member added the comments around teaching and learning and how that was highlighted as a positive outcome from the report, which again was another positive impact of the work being carried out by SLT in driving further school improvement.</p> <p><i>Governors were pleased to see the school carried out walk throughs and the rigorous CPD that was carried out in school and highlighted by SLT. The HoJ, praised the members involved in the walk throughs.</i></p> <p><i>The HoI confirmed the Infants were currently not undertaking walk throughs, following a governor's question.</i></p> <p>There were no further questions.</p>	

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14.	<p>Pupil & Sports Premium Strategies</p> <p>The Pupil premium strategy statement of both schools was circulated, the statements detailed the school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of disadvantaged pupils. The reports outlined the pupil premium strategies, and how the school intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within the schools.</p> <p>The P.E and Sports Premium Strategy of both schools was also circulated and the discussion was in line with the discussion above regarding the PP strategies.</p> <p><i>The HoJ commented how grateful he was to still have the Sports funding as it was a positive funding requirement in the schools and supported the school plans.</i> It was:</p> <p>Agreed by governors to adopt the Pupil Premium Strategy along with the P.E and Sports Premium Strategy statements.</p> <p>The EHT added how the report was a live and working document that needs to be revisited and updated on a termly basis.</p>	
15.	<p>Data update (infants only)</p> <p>The HoJ reported that the current reception baseline data was added into the Head of School reports and discussed above. KS1 data had been reported before and the national data had been included to the report shared.</p> <p>There were no further questions.</p>	
16.	<p>Staff Mental Health</p> <p>Amy Bryan the staff governor had carried out additional work in relation to staff mental health and well-being and she reported on the following salient points, which was an extremely emotional item for Amy Bryan to report on, which was witnessed by all governors and empathy and support was provided:</p> <ul style="list-style-type: none"> • The staff governor asked all staff members for a word that explained their current well-being and words such as thirsty, hungry, drained, tired, defeated were mentioned and unfortunately there were no positive words presented. Which highlighted an issue pertaining to staff mental health and well-being. • Another question they were asked was what 3 main areas effect their day, infants and juniors were very different. Infants highlighted a lot of issues around the high needs of the children, emotional, social, and behavioural, transition, playtimes, and behaviour in lessons, which had an impact to staff and was clearly highlighted by Amy Bryan in an emotional presentation. • The staff governor had witnessed a teacher being head butted, kicked and it had been a very challenging time. • Unmanageable workload was discussed and the amount of work to be carried out outside of a school day. Parental expectations were discussed, emails for meetings outside of parent evenings and the constant need for feedback to parents. 	

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	<ul style="list-style-type: none"> At times some parent's frustrations were taken out on the teachers. The staff governor became emotional explaining the issues teachers were faced with and how the staff have to go home and face their own issues at home, remembering what had gone on in school that day. The staff governor stressed the areas affecting the staff were due to the needs of the children and explained how these issues were affecting teachers' well-being. The HoI reported on the support from SLT and how it was sometimes like a pass the parcel technique. SLT, would need to carry out their day jobs outside of school time also. These teachers that were struggling were exceptional teachers and this was not the norm, however the 'new normal' was reported. <p>Governors asked what they could do to support.</p> <p>It was reported how an action plan was required, the well-being link governor highlighted how painful it was to hear some of the events above, of the staff mental health issues and how sad it was to hear, empathy was provided by all governors and validated the feedback being given by the staff governor.</p> <p>A staff wellbeing working group was suggested. The above agenda item would be presented at FGB in December.</p> <p>The Well-Being Link Governor would schedule an appointment to visit school.</p> <p>The safeguarding Link Governor highlighted how the above could potentially make an impact upon the safeguarding of children.</p> <p>There were no further questions.</p>	<p>Clerk/Govs</p> <p>Wellbeing Governor</p>
17.	<p>Review and Approve Policies</p> <ul style="list-style-type: none"> Teaching and Learning Policy (both schools) <p>The above Policy had been written to reflect changes within each school.</p> <p>A governor highlighted a lot of details on lesson planning in the junior T&L policy and asked SLT to consider a way of decreasing the amount of Lesson Planning for teachers.</p> <ul style="list-style-type: none"> Junior Home Learning Policy <p>The HoJ reported how the policy had not been circulated and would be deferred to the next meeting.</p>	<p>Clerk/SLT</p>
18.	<p>Governor training and visits</p> <p>There was a Governor training visit planned straight after this meeting, on 10th November 2023. Which would be reported back at the next meeting.</p> <p>Governors were encouraged to update their training on GovernorHub by the Clerk.</p> <p>Governors were encouraged to carry out training related to their role.</p> <p>The Clerk had uploaded Job Descriptions for all Link Governor roles on GovernorHub in a separate file and governors had been sent these roles to support them.</p>	<p>Governors</p> <p>Governors</p>

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	<p>The Clerk shared available training from Birmingham S & GS and SIPS Education Training, Boldmere buy into both services for their governors training needs.</p> <p>There were no further questions.</p>	Governors
19.	<p>LA Circulars or Items for Information</p> <p>The Clerk would continue to share LA items and Governors welcomed the LA Information. Newsletters from the S & G S had been circulated. The Resource base provisions document, across the city, had been shared. An email had been circulated on the plans for catering the needs of all children along with their SEND provision and needs.</p> <p>There were no further questions.</p>	
20.	<p>Any Other Business</p> <p>There was no other business to report.</p>	
21.	<p>Date and Time of next meeting</p> <p>E & S Committee - Wednesday 6th March 2024 at 8am (followed by a governor visit to commence at 9.30am)</p> <p>FFHPS - Wednesday 15th November 2023 at 8am</p> <p>FGB – Wednesday 13th December 2023 4pm</p>	

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10	Safeguarding Link Governor to undertake Hays training and produce a mini presentation at the next FGB meeting in December.	HB
10	Governors to complete Cyber training, link to be shared with all.	Governors/KW
16	Staff wellbeing link governor to arrange a visit to school. Staff well-being action plan working group to be established	Clerk/SLT/Wellbeing link Gov's
17	Junior Home Learning Policy to be deferred	Clerk/SLT
18	<p>Governors encouraged to update their training on GovernorHub and encouraged to undertake training shared by the Clerk with S & GS and SIPS Education.</p> <p>Training visit to be reported back at the next meeting.</p>	Clerk/Governors

With there being no further business, the Chair closed the meeting at 9.50.a.m. and thanked governors for their attendance and challenging questions.

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