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**Our Ref:** GS/SM/CW  
**Your Ref:**

**Date:** 4 March 2014

Dear Member

### **TOLL BAR PRIMARY SCHOOL GOVERNING BODY**

Would you please note that the next meeting of the Toll Bar Primary School Governing Body will be held at the school on Tuesday 18 March 2014, commencing at 5.00 pm.

I hope it will be convenient for you to attend. The agenda for the meeting is given below.

Yours faithfully

**CAROL WILLIAMS**

### **Governors' Support Officer**

Mr J Robinson (Chair)  
Mr S Bower  
Mr A Draper  
Miss K Edwards  
Mrs J Evans  
Mr J Jackson  
Mrs J Northwood  
Mrs D Smith  
Mrs N Seager

Mrs T Smyth  
Mrs P Sutton  
Mrs C Walker  
Mrs Y Whaley  
Mrs A Wilburn  
Mrs K Wroe

Mrs A Newton – Associate Member

Sarah Millward - Clerk

Information can be made available in other languages, or other formats such as Braille or Audio Tape, on request. Please contact the Governor Support Service staff on Doncaster 737111 for more information, or if you need any other help or advice. They can arrange for someone to speak to you in your own language if you need them to.

## AGENDA

### PART 1

#### ***IN THIS SECTION OF THE AGENDA THE REPORTS ARE AVAILABLE TO THE PUBLIC***

#### 1 **TO AGREE A FINISHING TIME FOR THE MEETING**

Governors are asked to give consideration to agreeing a finishing time for the meeting in line with the Governing Body Code of Conduct which makes reference to a maximum time limit of two hours.

#### 2 **GOVERNING BODY MEMBERSHIP**

##### **GOVERNING BODY MEMBERSHIP**

##### a) **Changes to Governing Body Membership**

###### **Introduction**

The following changes to the Governing Body's membership are reported for information:

##### i) **Staff Governor Representative**

Mr S Bower has been elected for the period 67 December 2013 until 6 December 2014.

##### ii) **Local Authority Governor Representative**

Mrs J Evans has been appointed for the period 6 January 2014 until 5 January 2018.

##### iii) **Parent Governor Representative**

Mr N Redgrift has been disqualified for non-attendance at Governing Body meetings.

##### b) **Community/Co-opted Governor Appointment Process**

###### **Introduction**

Local Authority Governors are appointed in line with the Local Authority's Appointment Process. In response to requests from Governing Bodies for a similarly rigorous method of appointment of Community/Co-opted Governors, a model procedure has been established together with an application form for consideration by the Governing Body.

You will be aware that the Governing Body is the appointing body for Community and Co-opted Governors and as such can determine the process for their appointment.

A copy of the procedure has been circulated to Headteachers and Chairs.

The Governing Body is asked to consider whether to adopt the model procedure or amend its current process in line with the model procedure

### **Recommendation**

The Governing Body is asked to:

- a) note the changes to the membership outlined above;
- b) receive and note the above report; and
- c) consider whether to adopt the model procedure or amend its current process for the appointment of Community/Co-opted Governors.

## **3 RECONSTITUTION OF THE GOVERNING BODY**

The Governing Body is asked to consider reconstituting the Governing Body. A report addressing the possible models of reconstitution of the Governing Body is enclosed with the agenda.

### **Recommendation**

The Governing Body is asked to consider the recommendations contained within the enclosed report.

## **4 REVIEW OF COMMITTEE MEMBERSHIP**

It was agreed at the last meeting to give further consideration to this item to allow any new Governors to consider which Committee's they might be interested in being appointed to.

## **5 APOLOGIES**

### **Introduction**

Governors are reminded that the School Governance Regulations require the Governing Body to formally confirm whether or not it consents to a Governor's absence and for that decision to be recorded in the Minutes. Where consent is given the Governor's absence will not count towards his/her disqualification from membership of the Governing Body.

### **Recommendation**

The Governing Body is asked to confirm whether or not it consents to any Governor's absence from the meeting for which apologies have been submitted.

## **6 DECLARATIONS OF PERSONAL OR BUSINESS INTEREST, IF ANY**

Governors are asked to declare any personal or business interest they may have in any item on the agenda or raised at the meeting.

## **7 TO RECEIVE A REPORT ON ANY URGENT ACTION TAKEN BY THE CHAIR OR VICE-CHAIR SINCE THE LAST MEETING**

## 8 **MINUTES OF THE MEETINGS HELD ON 19 (2 SETS) NOVEMBER 2013**

(Enclosed).

## 9 **MATTERS ARISING FROM THE MINUTES**

### **SECTION ONE – LEADERSHIP AND MANAGEMENT OF THE SCHOOL**

#### 10 **HEADTEACHER’S REPORT**

A copy of the Headteacher’s report will be circulated separately for consideration.

#### 11 **STANDARDS AND EFFECTIVENESS PARTNER (StEPS) REPORT**

##### **Introduction**

Governors may be aware that the StEPs have been assigned to all community schools and some academies. The StEP’s visit for the Autumn term had a clear focus on pupils’ achievement and progress. This data provides a basis for a detailed discussion with senior management and may have also involved the Chair or other Governors. The dissemination of the report is determined by the Headteacher and the Chair of the governing body. The school or academy may also elect to buy the StEP’s services for visits in the Spring and Summer terms 2014.

##### **Recommendation**

The Governing Body is asked to receive a report from the Headteacher on the StEPs visit and report.

#### 12 **OFSTED**

The Headteacher will address this item.

#### 13 **SCHOOL COMPLIMENTS, COMMENTS AND COMPLAINTS**

Governors are asked to receive feedback on school compliments, comments and any complaints.

##### **Recommendation**

The Governing Body is asked to receive a report on any school compliments, comments and complaints.

#### 14 **MONITORING THE SCHOOL BUDGET**

##### **Introduction**

The Governing Body has recognised the need to monitor the school budget on a regular basis. As a consequence it was agreed that a budget monitoring report would be made available at each termly meeting identifying up-to-date income and expenditure details from the school’s financial information system, including reasons for any variances.

Copies of the budget monitoring report will be circulated at the meeting by the Headteacher. Governors will be advised by the Headteacher as to whether the school is on target to meet its budget plan, the estimated balance at the end of the 2013/2014 financial year and the plan to spend/recover the balance, to inform budget setting for 2014/2015.

If the school is expecting a year-end surplus then consideration will need to be given as to how to best utilise this in meeting the on-going aims of the school, in conjunction with the school development plan. If a deficit position is anticipated then consideration should be given to how to recover this balance in the next financial year.

### **Recommendation**

The Governing Body is asked to:

- a) receive and note the above report; and
- b) consider the estimated 2013/2014 year-end balance and future plans to spend or recover the balance.

## **15 MEDIUM-TERM FINANCIAL PLAN**

### **Introduction**

The Governing Body has recognised the need to prepare a medium-term financial plan that reflects the School Improvement/Development Plan. The medium-term financial plan should demonstrate that the School Improvement/Development Plan is sustainable in financial terms, showing how the school intends to use its resources to achieve the aims and objectives. It should also detail the proposed balances policy, including plans for spending/recovering the 2013/2014 balance. As a consequence it was agreed that the Headteacher would prepare the medium-term financial plan taking into account all new developments.

Copies of the medium-term financial plan (4-year budget projection) starting from the 2014/2015 financial year will be circulated by the Headteacher.

### **Recommendation**

The Governing Body is asked to consider the medium-term financial plan for the forthcoming period starting from the financial year 2014/2015.

## **16 DELEGATED SCHOOL BUDGETS 2014/2015**

### **Introduction**

The Fair Funding Scheme for Financing Schools states that schools are required to submit a budget plan, including assumptions underpinning the budget, no later than 1 May 2014. The Governing Body, or Governing Body Committee, must approve the first formal plan of each financial year.

The Governing Body confirmed that the **Governing Body** would determine and submit the budget plan for the 2014/2015 financial year to the Local Authority.

Governors need to be aware that calculation of the Council's overall budget may mean that budget share figures will not be available until the 28 February 2014.

However, it is recommended that the budget review process should start as soon as possible in the Spring term by identifying expenditure required to deliver the School Improvement Plan, including costs to which the Governing Body will be committed in 2014/2015, and by considering those areas where changes could be made should the budget position require it.

Governors are reminded that support and advice is available from the Local Authority's Financial Management Team.

### **Recommendation**

The Governing Body is asked to receive the above report and determine a date and time in April 2014 for either a Governing Body meeting or a meeting of the Committee with budget responsibilities, with a view to agreeing and submitting the budget plan for the financial year 2014/2015 to the Local Authority.

## **17 THE SCHOOLS FINANCIAL VALUE STANDARD (SFVS)**

### **Introduction**

Governors of all maintained schools should now be fully aware of their responsibility to produce an annual return for the Schools Financial Value Standard (SFVS) the next of which needs to be submitted to Internal Audit by the 31 March 2014.

The form has been changed this year to ensure an action plan is generated from the responses to the questions. This action plan should be updated and discussed at Governing Body or committee meetings to monitor the implementation progress of actions. Any discussions regarding the SFVS at Governing Body or committee meetings should be minuted. This action plan should be submitted to Internal Audit along with the SFVS form.

A number of schools have already made a submission for this year and many have contacted Internal Audit for clarification on certain questions.

Governors who require any assistance or clarification should contact the Internal Audit Team on 01302 862934.

DFE Information on the SFVS can be accessed via the following link:

<http://www.education.gov.uk/schools/adminandfinance/financialmanagement/Schools%20Financial%20Value%20Standard>

SFVS forms, guidance and supporting notes are available on the Doncaster Council internet site via the following link:

[http://www.doncaster.gov.uk/sections/educationandlearning/pupilandparentinformation/schoolgovernors/informationforschoolgovernors/The School s Financial Value Standard.aspx](http://www.doncaster.gov.uk/sections/educationandlearning/pupilandparentinformation/schoolgovernors/informationforschoolgovernors/The%20Schools%20Financial%20Value%20Standard.aspx)

### **Recommendation**

The Governing Body is asked to receive and note the above report and provide an update on progress so far.

## 18 THE FINANCE POLICY

In accordance with the Doncaster Schools Financial Regulations schools should review and approve annually the school Finance Policy. The school must ensure that the responsibilities of the Governing Body, Finance Committee, Headteacher/Leadership Team and Administrative/Finance Officer are aligned with those agreed at the Governing Body's Annual meeting.

### **Recommendation**

The Governing Body is asked to approve the school Finance Policy.

## 19 AUDITING OF VOLUNTARY AND PRIVATE FUNDS

### **Introduction**

Governors are reminded that Doncaster's Scheme for Financing Schools requires schools to provide the Local Authority with annual audit certificates in respect of voluntary and private funds they hold and the accounts of any trading organisation they control.

This is also covered in more detail in the Schools Financial Regulations (section 16) with points covering the appointment of a treasurer to oversee the funds, appointment of an auditor who is independent of the operation of the funds, reporting on the balance of the fund to the Governing Body or finance committee and the carrying out of an annual audit. Also, the audited accounts and the auditor's certificate should be reported to the Governing Body as soon as possible after the financial year and an audit certificate signed by the Auditor and Headteacher must be sent to Services Financial Management within five months of the fund's financial year-end.

### **Recommendation**

Governors are asked to ensure that annual audit certificates are approved and provided to the Local Authority at the appropriate time.

## 20 PUPIL PREMIUM

### **Introduction**

Governors are asked to receive a report on details of the school's pupil premium allocation, the plans to spend it in the current year and the impact that it has had on educational attainment of those pupils at the school in respect of whom grant funding was allocated.

It is a statutory requirement that this information is also published on the school's website.

### **Recommendation**

The Governing Body is asked to:

- a) receive and note the above report; and





- b) receive a report from the Headteacher on the school's pupil premium allocation, plans to spend it in the current year and the impact that it has had on educational attainment of those pupils at the school in respect of whom grant funding was allocated.

## 21 **SPORTS PREMIUM**

### **Introduction**

Governors are asked to receive a report on details of the school's Sports Premium allocation, the plans to spend this in the current year and the impact that it has had on the professional development of teachers, healthy and active lifestyles and competition. Ofsted may want to see the evidence of the spend on the school website and may also ask if the school is working towards a quality kite mark for PE based on the schools self-review.

Further information can be found at:

[www.youthsporttrust.org](http://www.youthsporttrust.org)

### **Recommendation**

The Governing Body is asked to receive a report from the Headteacher on the Sports Premium allocation, plans to spend it up to 2016 and the impact that it has had on the above stated areas.

## 22 **PARTNERS IN LEARNING**

### **Introduction**

'Partners in Learning' (PIL) is a Doncaster Teaching School Alliance and its vision is to strengthen the future for everyone by encouraging all primary and special schools to work effectively in partnership. How can we all contribute to better outcomes for all children in Doncaster?

The role of National Teaching Schools is to:

1. Lead on school-based teacher training
2. Lead peer to peer learning – training /CPD
3. Spot and nurture leadership potential
4. Provide support for other schools
5. Designate and broker Specialist Leaders of Education (SLEs) to provide expertise in school
6. Engage in action research to improve learning

PIL was designated in April 2013 and there are 2 lead schools and 8 strategic partner schools leading the work. Associate membership was offered to all schools after the launch event and already approximately 50 schools are associate members at a cost of £500 per year. The Local Authority is a formal partner in this.

The work of PIL is developing fast and many schools across Doncaster are benefitting from the support and training, engaging in collaborative action research, and also

contributing to the delivery of the vision as part of the teaching school role is to identify and co-ordinate expertise from all schools using the best teachers and leaders.

As Governors you may wish to discuss with your Headteacher and leadership team how you may wish to engage with PIL as there are many opportunities available for schools.

There are also opportunities for schools to share their expertise working with colleagues in other schools and contributing to the training of high quality teachers, supported by funding from PIL.

Unfortunately, only associate members can access and benefit from all the areas of the teaching school, as it is the membership that is partly funding the co-ordination of the work and its sustainability.

Please contact Sara Harle: [admin@partnersinlearning.org.uk](mailto:admin@partnersinlearning.org.uk) if you would like any further information or would like a representative from PIL to meet with you as Governors.

### **Recommendation**

The Governing Body is asked to:

- a) receive and note the above report; and
- b) receive a report from the Headteacher on how the school could engage with 'Partners in Learning'.

## **23 CHILDREN IN CARE**

### **Introduction**

There are several duties which the Governing Body needs to fulfil in order to meet its collective responsibility for Children in Care under section 20 of the 2008 Act and the Regulations.

The Governing Body should ensure that there are arrangements in place to keep themselves informed about provision for and attainment and progress of children in care on the school's roll on a regular basis. The Governing Body should work in partnership with the Headteacher to monitor the effectiveness of the Designated Teacher role in the context of wider school planning. The designated Governor should ensure that the school gives very high priority to raising education standards for this vulnerable group and that this philosophy is embedded in day to day practice.

### **Recommendation**

The Governing Body is asked to consider:

- a) any issues with the School Leadership Team in relation to the school's strategic plans to promote the educational achievement of Children and Young People in Care. This should include, how the school plans to target the use of the LAC Pupil Premium to meet the needs of the child; and

- b) the quality and detail of the information held in the child's Personal Education Plan. To ensure that the targets set include those related to the child's academic progress and that these are reviewed termly in order to make the document 'live' as per the legislative guidance.

## 24 RECRUITMENT AND SELECTION

### Introduction

The Governing Body is reminded that it is required to have robust recruitment and selection procedures in place that ensure transparency and accountability and a fair and objective recruitment process.

Maintained community schools have delegated responsibility for employment matters, including recruitment and selection, although the Local Authority is, in law, the employer. For these schools, liability for the costs involved in defending claims at the employment tribunal of unlawful discrimination, and the costs involved in compensating successful complainants, would fall to the school unless it had followed HR advice and guidance from the Local Authority. Maintained schools who do not take HR advice and guidance from the Local Authority are therefore strongly advised to ensure that any different HR provider has adequate insurance to indemnify the school against any costs associated with employment tribunal claims (which, in the case of findings of unlawful discrimination, are without limit).

In addition, where the Local Authority is not the provider of HR advice and guidance, it is strongly recommended that the school ensures the advice it receives on recruitment matters complies with appropriate regulations and good employment practice.

It is intended that guidance will be issued by the Local Authority to reinforce the need to comply with the required legislation and good employment practice.

Maintained voluntary aided schools, and schools which are academies, are in law the employer of their own staff. Responsibility is therefore not delegated from the Local Authority; responsibility is owned by the respective Governing Bodies. Nevertheless the same principles apply in respect of compliance with appropriate regulations and good employment practice. Guidance will be made available to these schools as well.

Poor recruitment practices could result in complaints of unlawful discrimination.

The school's processes should ensure that:

- The School Staffing (England) Regulations 2009, School Staffing (England) (Amendment) Regulations 2012 and any LA guidance are adhered to.
- All decisions made regarding recruitment should be fully documented.
- Where the Governing Body decides to recruit a teacher to a post that is to be filled for a period of more than 4 months, it must send a specification of the post to the Local Authority (Regulations 16(2) and 28 The School Staffing (England) Regulations 2009.)
- In the interest of fair and open recruitment, consideration should be given to advertising the post and how best to bring it to the attention of persons qualified to fill it, including making use of any the local authority's advertising publications.
- Recruitment decisions must never be taken by one individual. This must involve a panel of at least two.
- The best individual for the post is appointed.

- If anyone involved in the recruitment and selection process has a relationship which may affect their ability to be impartial, this must be declared to the rest of the panel and a decision will be made and documented as to whether or not it is appropriate to continue participation in the recruitment and selection process.

(Please note that the School Staffing Regulations do not apply to academies)

Advice should be sought from the school's HR advisors prior to any recruitment exercise to ensure that their recruitment processes achieve the above.

Recent reviews at schools have highlighted;

- A failure to open the recruitment to all relevant applicants through not advertising the position appropriately, if at all;
- appointments made without a proper process;
- none or very little supporting documentation for recruitments;
- appointments made without the relevant Disclosure and Barring (DBS) checks being made;
- appointments being made outside of delegated powers.

### **Recommendation**

The Governing Body is asked to receive and note the above report.

## **SECTION TWO – ACHIEVEMENT OF PUPILS AT THE SCHOOL**

### **25 RAISEONLINE - A SINGLE SOURCE OF SCHOOL DATA AND ANALYSIS (Reporting and Analysis for Improvement through School Self-Evaluation)**

#### **Introduction**

RAISEonline provides an essential analysis tool for the attainment, progress and value added measures (in particular the percentile ranking measures which show the position of the school compared to all schools nationally) linked to school performance. It allows schools/academies to evaluate their performance over time compared to national outcomes, as well as 'drilling down' into the performance of key groups. The trend in outcomes for these key groups can be compared to the national figures for the same groups of students. This is a key tool in evaluating the quality of outcomes for school/academies and can provide Governors with essential information. It is also the single external source of data analysis used by Ofsted and HMI to influence judgements on outcomes.

Currently RAISEonline holds unvalidated 2013 data for all key stages. Further releases of RAISEonline will provide 'validated' 2013 data and reports.

#### **Recommendation**

The Governing Body is asked to receive a report highlighting the key messages from RAISEonline related to attainment, progress and value added. This should provide a comparison to national averages over time and indicate any issues related to the performance of key groups.

## **SECTION THREE – QUALITY OF TEACHING IN THE SCHOOL**

### **26 QUALITY OF TEACHING**

#### **Introduction**

As with all OFSTED frameworks, the new evaluation schedule places a great emphasis on the quality of teaching observed during inspections and also over time. This will include a rigorous analysis of the school's own evaluations of the quality of teaching and its impact on learning. Initiatives and strategies to improve the quality of teaching and learning, perhaps developed in response to the analysis of data or quality assurance processes, will need to show impact. Equally, due regard should be paid to the Teachers' Standards document, including recommendations for any professional development. Links to the scrutiny of feedback to students and their work should be made, where possible.

#### **Recommendation**

The Governing Body is asked to receive a report providing detail related to the quality of teaching and the impact of improvement strategies undertaken seeking to ensure the consistency and rigour in strategies for improvement.

## **SECTION FOUR – BEHAVIOUR AND SAFETY OF PUPILS AT THE SCHOOL**

### **27 SCHOOLS AND LEARNING PROVIDERS - ANNUAL SAFEGUARDING REPORT**

#### **Introduction**

There is a duty on Local Authorities (LAs) and Governing Bodies of all education settings to have arrangements in place to ensure that they are exercising their functions to safeguard and promote the welfare of children. The duty on LAs extends to ensuring that Governing Bodies are carrying out their duty.

To further assist the Governing Body to fulfil its responsibility, it is recommended that the Designated Person for Safeguarding be requested to prepare an annual safeguarding report for consideration by Governors and that this report be received annually at the Spring term meeting and cover the period 1 January 2013 to 31 December 2013.

To assist in the preparation of this annual report, a recommended format and minimum content has been forwarded to the Designated Person for Safeguarding. This provides for the report to include details of:

- Safeguarding training undertaken by relevant staff (including training undertaken by Governors);
- A summary of safeguarding policies, procedures and other documents; and
- A summary of activity, for example, the number of child protection referrals made the number of pupils subject to a Child Protection Plan, and the number of Children and Young People in Care in school, etc.

Once the report has been considered and endorsed, the Governing Body should ensure that a copy of the annual report is sent to the Education Safeguarding Manager by the 15 March 2014, to assist the LA in meeting its responsibilities.

## **Recommendation**

The Governing Body is asked to:

- a) receive the above report and note the Governing Body's duty with regard to safeguarding and promoting the welfare of children;
- b) request the Designated Person for Safeguarding to prepare a safeguarding report for consideration each year at its Spring term meeting and for the report to cover the period 1 January 2013 to 31 December 2013; and
- c) receive and approve the Governing Body's annual report and ensure a copy is forwarded to the Education Safeguarding Manager by the 15 March 2014.

## **28 ATTENDANCE**

### **Introduction**

Governors are asked to consider a report on the schools attendance in respect of all pupils including identified groups (eg FSM, CLA etc) in comparison with the national average (primary - 95.6% and secondary - 94.1%) and identify any actions required in order to make improvements.

### **Recommendation**

The Governing Body is asked to receive a report on the schools attendance in comparison with the national average.

## **29 HEALTH AND SAFETY**

This item appears as a standard item on the agenda for all meetings of the Governing Body.

## **30 SOCIAL MEDIA GUIDANCE**

### **Introduction**

Social media is a useful tool for communications. It is an effective means to encourage participation, engagement and sharing. Every public body, including schools and academies need to consider its use as a positive resource. However, it is very easy for it to be misused or to be used as a tool to attack others particularly with the 'post now - think later' culture. There is also an increasingly blurred line between professional and personal relationships. This guidance will give you information on how to safeguard professionals and your school/academy, as well as children and the school community.

In response to a number of requests from schools the Social Media Guidance has been compiled to support and advise schools/academies on a number of issues. Input has been received from the Local Authority's Legal Team, Doncaster Safeguarding Children's Board, Governors' Support Service and South Yorkshire Police.

It includes:

Guidance for schools, staff, Governors, parents and pupils

Guidance on recruitment

Information on legal issues relating to social media

Model policies and agreements for parents, staff and Governors

Consultation has taken place with Headteachers (Primary Headteachers Representative Group) and the Governors Initiatives Group.

A copy of the Guidance has been made available to all schools and academies and can also be found at:

[http://www.doncaster.gov.uk/sections/educationandlearning/pupilandparentinformation/schoolgovernors/informationforschoolgovernors/Policies\\_and\\_Guidance\\_for\\_School\\_Governors.aspx](http://www.doncaster.gov.uk/sections/educationandlearning/pupilandparentinformation/schoolgovernors/informationforschoolgovernors/Policies_and_Guidance_for_School_Governors.aspx)

### **Recommendation**

The Governing Body is asked to receive and note the Social Media Guidance and consider whether to use the guidance in school.

## **SECTION FIVE – OTHER INFORMATION**

### **31 GOVERNORS SUPPORT SERVICE – CUSTOMER SERVICE EXCELLENCE AWARD**

#### **Introduction**

The Governors' Support Service was assessed during the Autumn term 2013 against the Customer Service Excellence Award accreditation. The Assessor confirmed that the service complies with all of the elements assessed and her recommendation is that accreditation is continued.

As part of our continued aim to provide a quality service to Governing Bodies, schools and academies the Governors' Support Service provided an online survey during the Autumn term 2013 to give Governors the opportunity to provide their views on the service received. The findings were submitted as part of the Customer Service Excellence Award assessment.

The findings will be used to develop and improve the service.

The results have been extremely pleasing and thanks are extended to all those Governors who completed the survey and let us know their views. Despite the fact that the service has achieved the Customer Service Excellence Award we would still welcome any comments or recommendations for improvements the Governing Body would wish to make.

The online survey is still open and Governors still have the opportunity to complete the survey. This can be found at:

[www.doncaster.gov.uk/schoolgovernors](http://www.doncaster.gov.uk/schoolgovernors)

Hard copies of this questionnaire are available. Please contact the Governors Support Service and a copy will be posted out.

**Recommendation**

The Governing Body is asked to:

- a) note that the Governors' Support Service has achieved the Customer Service Excellence Award; and
- b) identify any comments or any recommendations for improving the Governors' Support Service.

**32 SCHOOL GOVERNORS' FORUM MEETINGS**

**Introduction**

Governors are asked to note that the Summer term Forums will be held as follows:

Thursday 1 May 2014 Mary Woollett Centre, 6.15 pm

Wednesday 7 May 2014 Mary Woollett Centre, 6.15 pm

The workshops that will be provided at these Forums will be:

- Sports Premium
- New National Curriculum
- What Governors need to know about English as an Additional Language (EAL) pupils and Ethnic Minority pupils including Travellers?

**Recommendation**

The Governing Body is asked to nominate up to four representatives to attend the School Governors' Forum in the Summer term.

**33 DATE AND TIME OF NEXT MEETING**

Governors are asked to note that in accordance with the agreed schedule, the next meeting of the Governing Body will take place on Tuesday 1 July 2014, at 5.00 pm.