

INSPECTION COPY

Contact: Governors' Support Service
Tel: 01302 737111
Fax: 01302 737342
E-Mail: governors@doncaster.gov.uk
Web: www.doncaster.gov.uk/schoolgovernors
Our Ref: GS/SM/CW
Your Ref:

Date: 30 June 2017

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 11 July 2017, commencing at 5.00 pm.

I hope it will be convenient for you to attend. Please contact the school on 01302 874324 if you will be unable to do so.

The agenda for the meeting is given below.

You will see that a new format has been included for the layout of the agenda and we would like feedback on whether this is a format that you wish to continue with.

2017 Governors' Support Service Satisfaction Survey

As part of our continued aim to provide a quality service to Governing Bodies, schools and academies the Governors' Support Service would be grateful if you could take the time to complete this questionnaire and give us your views on the service provided. The online questionnaire can be found at;

<https://www.surveymonkey.co.uk/r/KYWX8XN>

If you would prefer not to complete the online questionnaire a copy will be provided on request at the meeting by the Clerk. Please complete this and either hand to the Clerk or return in the prepaid envelope (also available from the Clerk at the meeting)

(Continued)

Once analysed, the outcomes of this survey will be shared with Governors, Governing Bodies and the Governor Initiatives Group and used as part of the Customer Service Excellence Award accreditation process. The findings will also be used to develop and improve the Governors' Support Service to better meet your needs.

Yours faithfully

CAROL WILLIAMS

Governors' Support Officer

Mr J Robinson (Chair)
Mr L Ashton
Mr P Beckett
Mr S Bower
Mrs A Jamroz
Mrs D Smith
Mrs P Sutton

Mrs Y Whaley
Mrs A Wilburn
Mrs L Wood
Mrs K Wroe

Mrs A Newton – Associate Member
Sarah Millward - Clerk

Quorum for the meeting is 6 Governors (please note Associate Members and Observers cannot be counted as part of the quorum)

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 ITEMS:

- 1 TO AGREE A FINISHING TIME FOR THE MEETING
- 2 APOLOGIES
- 3 DECLARATIONS OF PERSONAL OR BUSINESS INTEREST, IF ANY
- 4 GOVERNING BODY MEMBERSHIP
- 5 TO RECEIVE A REPORT ON ANY URGENT ACTION TAKEN BY THE CHAIR OR VICE-CHAIR SINCE THE LAST MEETING
- 6 MINUTES OF THE MEETINGS HELD ON 15 AND 28 FEBRUARY AND 4 (2 SETS) APRIL 2017
- 7 MATTERS ARISING FROM THE MINUTES/ACTION SHEET
- 8 HEADTEACHER'S REPORT
- 9 DELEGATED SCHOOL BUDGET 2017/2018 FINANCIAL YEAR
- 10 MONITORING THE SCHOOL BUDGET
- 11 STANDARDS AND EFFECTIVENESS PARTNER (StEP) REPORT
- 12 PERFORMANCE MANAGEMENT OF HEADTEACHERS - APPOINTMENT OF GOVERNOR REVIEWERS
- 13 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) - SCHOOL SEND INCLUSION CONVERSATION
- 14 CHILDREN AND YOUNG PEOPLE IN CARE
- 15 OFF-SITE EDUCATIONAL VISITS POLICY AND PROCEDURES
- 16 GYPSY, ROMA AND TRAVELLER (GRT)/ ENGLISH AS ADDITIONAL LANGUAGE (EAL) CHILDREN
- 17 30 HOURS FREE CHILDCARE ENTITLEMENT
- 18 ATTENDANCE
- 19 HEALTH AND SAFETY
- 20 DONCASTER SAFEGUARDING CHILDRENS BOARD CHILD A – SERIOUS CASE REVIEW
- 21 ANALYSIS OF TRACKING DATA
- 22 SCHOOL GOVERNORS' FORUM MEETINGS
- 23 SCHOOL COMPLIMENTS, COMMENTS AND
- 24 GOVERNOR TRAINING LOG
- 25 ONLINE GOVERNOR TRAINING – LEARNING LINK (previously GEL)
- 26 DATES AND TIMES OF MEETINGS – ACADEMIC YEAR 2017/2018
- 27 FORMAT OF THE AGENDA (OPTION)
- 28 TO CONFIRM ANY CONFIDENTIAL ITEMS

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 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.

3 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.

4 GOVERNING BODY MEMBERSHIP

Unfilled Parent Governor Vacancy

It was agreed at the last meeting to give further consideration to the unfilled Parent Governor vacancy at his meeting. The School Governance (Roles, Procedures and Allowances)) (England) Regulations allows the Governing Body to appoint an individual to the remaining vacancy on the Governing Body provided that the person is:

- a) the parent of a registered pupil at the school;
- b) a parent of a former registered pupil at the school; or
- c) a parent of a child under or of compulsory school age.

The Governing Body may only appoint a person referred to in sub-paragraph (b) or (c) above if it is not reasonably practicable to appoint a person referred to in the sub-paragraph which immediately precedes it.

In making such an appointment the Governing Body **may not** appoint the following to an unfilled Parent Governor vacancy:

- A Doncaster MBC Councillor
- A person paid to work at the school for more than 500 hours in any consecutive twelve month period.

Co-opted Governor Representative

It was agreed at the last meeting to give further consideration to the Co-opted Governor vacancy at this meeting.

A Co-opted Governor is an individual who in the opinion of the Governing Body has the skills required to contribute to the effective government and success of the school.

Staff can be appointed as Co-opted Governors on the Governing Body. The total number of staff when counted with the Headteacher and Staff Governor should not exceed one third of the total membership of the Governing Body.

Recommendation

The Governing Body is asked to:

- a) appoint a parent to the unfilled Parent Governor vacancy;
- b) appoint to the Co-opted Governor vacancy; and
- b) in light of the changes in membership consider whether to revise the composition of its Committees, details of which will be made available by the Clerk.

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

6 MINUTES OF THE MEETINGS HELD ON 15 AND 28 FEBRUARY 4 (2 SETS) APRIL AND 13 JUNE 2017

(Enclosed).

7 MATTERS ARISING FROM THE MINUTES/ACTION SHEET

Governors are asked to review the Action Sheet appended to the minutes of the Governing Body meeting and consider any matters arising.

SECTION ONE - EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT OF THE SCHOOL

8 HEADTEACHER'S REPORT

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

This report may cover aspects contained in other agenda items.

9 DELEGATED SCHOOL BUDGET 2017/2018 FINANCIAL YEAR

Introduction

It was agreed by the Governing Body that the appropriate Committee would consider the budget during the Spring term and recommend to the Local Authority a budget for the financial year 2017/2018. The annual budget should be balanced, or with an in-year surplus to recover previous deficits in line with plans agreed with the Local Authority, or planned in-year deficit to achieve the lowest level of unspent balances that is required. Any budget surpluses should be earmarked for specific future needs to ensure that pupils benefit from the planned approach to spending and are not deprived of resources in a given year.

For information:

- School Budget Shares were sent out on 13 February 2017;
- Indicative Early Years budgets were sent out on 23 March 2017;
- SEN Statementing Top Up budgets were sent out by post from the SEN Team week commencing 6 March 2017; and,
- 2017/18 budget spreadsheets, for return by **1 May 2017** under the Scheme for Financing Schools, were sent out to schools on 2 February 2017.

Recommendation

The Governing Body is asked to endorse the budget for 2017/2018, which has been submitted to the Local Authority, including the school balances policy.

10 MONITORING THE SCHOOL BUDGET

Introduction

The Governing Body has recognised the need to monitor the school budget on a regular basis and as a consequence it has been agreed that a budget monitoring report would be 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.

The Headteacher will circulate copies of the budget monitoring report at the meeting. Governors will be advised by the Headteacher as to whether the school is on target to meet its budget plan, the balance brought forward from the 2016/17 financial year and the plan to spend/recover the balance, to inform budget monitoring for the financial year 2017/18.

Recommendation

The Governing Body is requested to receive and note the budget monitoring report for the previous and current financial years.

11 STANDARDS AND EFFECTIVENESS PARTNER (StEP) REPORT

Introduction

A Spring term StEP visit was provided for all maintained schools which focused on teaching and learning with a specific focus on reading and Governors are asked to receive a copy of the report from the Headteacher.

All maintained schools will also receive a Summer StEP visit which will focus on key aspects of Leadership and Management and will involve a blend of activities including: the use of a staff survey; scrutiny of documentation and discussions with staff and senior leaders.

StEPs will also ask to see key documentation relating to the school's safeguarding procedures.

Recommendation

The Governing Body is asked to:

- a) receive a report from the Headteacher on the Spring term StEP visit;
- b) note that a Summer term visit will also take place; and
- c) nominate a Governor to attend the Summer term StEP visit.

12 PERFORMANCE MANAGEMENT OF HEADTEACHERS - APPOINTMENT OF GOVERNOR REVIEWERS

Appraisal Policy

The Education (School Teachers' Appraisal) (England) Regulations 2012 require Governing Bodies to have a written appraisal policy for teachers and a policy covering all staff which deals with any capability issues which is regularly reviewed.

External Adviser

The Governing Body **must** appoint an external adviser for the purposes of providing advice and support in relation to the appraisal of the Headteacher. Governors should ensure that the External Adviser is qualified or experienced to undertake the process and has the skills to provide the rigour and challenge in the process.

Appointment of Governor Reviewers

'The Governing Body **must** appraise the performance of the Headteacher in respect of each appraisal period applying in relation to that Headteacher.'

This can be delegated to a group of Governors to perform the duties of the reviewer on behalf of the Governing Body

Governors are therefore asked to consider the following:

- The appointment of **two** or **three** Governors to perform the duties of the reviewer on behalf of the Governing Body
- Where the school has a religious character, consider **at least one** of the reviewer Governors to be a Foundation Governor
- The appointed Governors **must not** be employed in the school.

It is preferable that wherever possible, appointed Reviewer Governors are consistent throughout the performance management cycle and remain the same ones that undertook the initial review.

Recommendation

The Governing Body is asked to:

- a) receive and note the above report;
- b) ensure that a written appraisal policy for teachers and a policy covering all staff which deals with any capability issues is in place and reviewed regularly;
- c) appoint an external adviser for the appraisal of the Headteacher and inform the LA as soon as possible of this appointment; and
- d) appoint 2 or 3 Governors to act as reviewers for the Headteacher's Performance Management.

13 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) - SCHOOL SEND INCLUSION CONVERSATION

Introduction

SEND Inclusion Conversations are being completed in all school settings in Doncaster (not including private/independent settings). Once completed, the SEND Inclusion Conversation reports are loaded onto Perspective for schools to access. This process should be completed for the majority of schools by May; however, there are a small number of schools with SEND Inclusion Conversations planned for the beginning of the summer term.

These reports contain information about both the SEND strengths and identified priorities for development as a result of each conversation and subsequent moderation process.

Where needed, members of the Education Standards and Effectiveness Service will be contacting some schools to arrange and complete supportive follow up visits and to discuss action points.

Recommendation

The Governing Body is asked to ensure that:

- a) the named Governor for SEND/Inclusion has a support and challenge meeting arranged with the SENCO/Inclusion manager;
- b) the named Governor for SEND/Inclusion has access to the Inclusion Conversation Report and any subsequent 'follow up' meeting notes (these can be requested from the school); and
- c) at a SEN Subject Management Support and Challenge Conversation, the named Governor should consider the specific action points identified.

14 CHILDREN AND YOUNG PEOPLE IN CARE

Guidance on the statutory duty of Governors to promote the outcomes of looked after children

The Children and Young Persons Act (S20 2008) places a statutory duty on Governing Bodies to promote the outcomes of looked after children who are registered pupils at the school. Statutory guidance for Governing Bodies can be found at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269764/role_and_responsibilities_of_the_designated_teacher_for_looked_after_children.pdf (Please note that this statutory guidance is subject to review and that updated guidance will be published to Governors as soon as it is published by the DfE).

The statutory guidance requires every Governing Body to identify a member of staff as the Designated Teacher for Looked After Children who is responsible for the promotion of the educational achievement of looked after children in the school. This includes lead responsibility for effective personal education planning and the production of high quality Personal Education Plans (PEP).

The Governing Body is also asked to nominate a Governor to assist and advise the Governing Body on fulfilling its duties in relation to children in care.

There is a duty on Governors to ensure the Designated Teacher is provided with appropriate training to fulfil their role and the Doncaster Virtual School advises the Governing Body to seek similar training for the Designated Governor.

There is a statutory requirement for the Governing Body to receive an Annual Report from the Designated Teacher for Looked After Children during the Autumn term. The report should enable the Governing Body to make overall judgements about the effectiveness of the designated teacher role in the context of wider school planning.

The Autumn term's Annual Report should demonstrate that the school has a clear overview of the educational needs and progress of the children in care: their attainment and progress; attendance (including exclusions or 'inclusion', when used as an alternative to exclusion); and a detailed analysis of the data to identify groups within the cohort (e.g. those with Special Educational Needs or a Disability; boys and girls, etc.). The Report should also provide a comparison for children in care to all children in the school to identify any 'gaps' or significant differences of outcomes which may need to be addressed.

The Ofsted framework demands an account of how the use of the Pupil Premium has benefited looked after children, and gaps between the performance of these pupils and all pupils are considered by the inspectorate.

Therefore the report should include reference to the use and impact of the Looked After Pupil Premium (Pupil Premium Plus) for children in care who are on roll in the school.

The Governing Body is asked to ensure that a copy of the Annual Report is sent to the Doncaster Virtual School Head (VSH) by the end of the Autumn Term so that, were Ofsted to contact the Virtual School during a school inspection, the VSH is effectively briefed on the school's policy and practice.

In addition to considering and acting on an Annual Report, Governing Bodies should make sure that there are arrangements in place to keep themselves informed about provision for, and attainment of, children in care on the school's roll on a more 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:

- a) receive and note the above guidance;
- b) appoint a Designated Teacher for Looked After Children and ensure they are appropriately trained;
- c) appoint a named Designated Governor for children in care in line with good practice;
- d) ensure arrangements are in place for more frequent updates on the outcomes of looked after children on the roll of the school;
- e) ensure the Governing Body forwards a copy of the Annual Report to the Doncaster Virtual School each Autumn term; and,
- f) ensure that the school adopts best practice in planning for looked after children and produces high quality Personal Education Plans (PEP).

15 OFF-SITE EDUCATIONAL VISITS POLICY AND PROCEDURES

Introduction

Outdoor learning and off site visits can have a profound effect on children and young people and their well-being; positively influencing behaviour and relationships, developing self-confidence and raising achievement. In an educational setting, 'real' experiences make learning more engaging, relevant, enjoyable and memorable and should be integral to the establishment's work.

The Health and Safety at Work etc. Act 1974 places overall responsibility for health and safety with the employer. The role of the Governing Body is to enable and ensure high quality visits and outdoor learning through support and challenge as a 'critical friend'.

The Governing Body should ensure that:

- a) it has a clear understanding of whether or not it is the employer of establishment staff and is fully aware of an employer's responsibilities under health and safety law;
- b) there is an establishment off-site visits policy – including emergency procedures – and it supports the principles of inclusion;
- c) there are formal notification and approval procedures in place and the role of the Governing Body in the visit approval process is clear and approval and notification procedures operate effectively;
- d) robust systems support implementation of the guidance;
- e) it challenges in order to be clear about how outdoor learning and visits lead to a wide range of outcomes for children and young people and contribute towards establishment effectiveness;
- f) there is a trained Educational Visits Coordinator who meets the employer's requirements, with a sufficient time allowance to fulfil the role and training to support the planning and delivery of visits and outdoor learning; and
- g) there are monitoring procedures in place, activity is evaluated, good practice is shared and any issues are followed up to comply with statutory and employer's requirements.

(Extracts taken/adapted from the OEAP National Guidance website – www.oeapng.info)

An example of a policy can be found at:

<http://www.doncaster.gov.uk/services/schools/policies-and-guidance-for-school-governors>

Advice, guidance and support with regard to off-site educational visits is available. Darren Saxton can be contacted via email at darren.saxton@doncaster.gov.uk

Recommendation

The Governing Body is asked to:

- a) receive and note the above terms of reference with regards to the role of the Governing Body in the delivery of off-site educational visits;
- b) review the establishment's existing off-site visits policy in light of the policy template and amend the existing policy as required to ensure that it clearly defines how off-site educational visits are planned, delivered and managed at the specific establishment; and

- c) consider the need for any additional training with regards to the role of the Governing Body in relation to off-site educational visits.

16 **GYPSEY, ROMA AND TRAVELLER (GRT)/ ENGLISH AS ADDITIONAL LANGUAGE (EAL) CHILDREN**

Introduction

Figures show that one in six pupils in the UK is an EAL learner (NALDIC.org.uk). While it takes two years to appear orally fluent, it takes on average seven years to gain academic language, so EAL children may underachieve if their continued language needs are not identified and addressed.

Research evidence confirms that, when GRT pupils are given the right learning environment and experiences, they can be just as successful as any other group, however, overall attainment levels for GRT pupils have deteriorated nationally. Studies have consistently identified GRT pupils as the group most at risk of under-achievement in the education system.

The progress and attainment of GRT and EAL pupils need to be tracked as separate groups to ensure that where they are below age related expectations, appropriate provision is in place to enable them to make accelerated progress to achieve age related expectations.

Where schools have either GRT and /or EAL pupils, it is recommended that a designated member of the Governing Body has responsibility for ensuring that the school provides a first class education appropriate to the needs of these children and ensure that:

- the school is prepared to admit GRT/EAL children promptly and without delay
- the Governing Body monitors provision for and progress of GRT/EAL in the school
- the Governing Body reviews the success of the school in supporting GRT/EAL children effectively via their outcomes (compared to all pupils).

The Governing Body should ensure that the Designated Teacher and the Designated Governor are able to attend training (including termly Network Forums) to support them to work effectively to support the child in the context of wider school planning. Training for Designated Governors will be advertised through Professional Learning and Engage Doncaster.

Annual Report

The Governing Body is asked to receive an Annual Report from the Designated Teacher. Appended to the agenda is a list of questions to support the Designated Governor when reviewing this report.

Recommendation

The Governing Body is asked to:

- a) ensure that training opportunities which arise and inform these roles are accessed by the appropriate people or their representative for dissemination in the school and Governing Body;

- b) appoint a Governor for GRT/EAL who will have oversight of pupil outcomes;
- c) receive and note the Annual Report from the Designated Teacher for GRT/EAL;
- d) ensure the Governing Body forward a copy of the Annual Report to the Local Authority Virtual School by the end of the Summer term; and
- e) ensure arrangements are in place for more frequent updates.

17 **30 HOURS FREE CHILDCARE ENTITLEMENT**

Introduction

New Government legislation means that from September 2017, 3 and 4 year olds from working families who meet the eligibility criteria will be entitled to 30 hours free childcare per week, term time. The 30 hours free place will consist of: the current 15 hours universal entitlement for all 3 and 4 year olds which will be extended by an additional 15 free hours. The additional 15 free hours will be known as the 'extended entitlement'.

The extended entitlement will enable parents to have extra childcare hours whilst they work which will help them manage their childcare costs - worth around £5,000 per child per year. The 30 hours free childcare can support parents into work, to work successfully, or to work more hours should they wish to do so.

Some schools have already decided if they will be providing 30 hours places from September 2017. However, for those of you who are still in the decision making stage, support and information is available to help you decide. A number of documents and information are available on the Families Information Service website:

<http://www.doncaster.gov.uk/services/schools/30-hour-free-entitlement-2>

Schools work directly with families which means they have an important role in raising parents' awareness of the 30 hours entitlement. It is proposed schools promote key messages and signpost parents to support and further information so they can understand the childcare offers available to them.

For further information visit:

www.childcarechoices.gov.uk and www.doncaster.gov.uk/FIS

Recommendation

The Governing Body is asked to:

- a) receive a report from the Headteacher on the school's intention to offer 30 hours free entitlement places; and
- b) identify a communication plan to support parents understand the 30 hours entitlement and how to access a place.

SECTION TWO – PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE OF PUPILS AT THE SCHOOL

18 ATTENDANCE

Introduction

Governors are asked to consider a report on the school's attendance in respect of all pupils including identified groups (e.g. FSM, CLA etc.) in comparison with the national average (primary attendance – 96%, Primary Persistent absence 8.2% - secondary attendance - 94.8%, Secondary Persistent Absence 13.10%) and identify any actions required in order to make improvements. The definition of Persistent Absence is any pupil with 90% attendance or less.

Recommendation

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

19 HEALTH AND SAFETY

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

20 DONCASTER SAFEGUARDING CHILDRENS BOARD CHILD A – SERIOUS CASE REVIEW

Introduction

Governors are asked to read the Learning Summary for Child A available from the link below and understand the recommendations made.

<http://www.dscb.co.uk/serious-case-reviews>

Governors are required to explore how the lessons learned/recommendations have been implemented into safeguarding practice within their own school/academy setting. Impact and changes made as a result will be analysed via the quarterly DSCB Workforce Development reporting template.

Recommendation

The Governing Body is asked to read the Learning Summary and explore how the lessons learned and recommendations have been implemented into safeguarding practice within the school.

SECTION THREE - OUTCOMES FOR PUPILS AT THE SCHOOL

21 ANALYSIS OF TRACKING DATA

Introduction

As part of the school's ongoing tracking of progress data and subsequent use of this data to provide challenge and support, the Summer term meeting provides the opportunity for the Governing Body to receive a report related to the expected outcomes for the end of Key Stage Assessments in 2017.

This report should indicate the predicted attainment and progress for identified groups (including Children Looked After) and analysis of relevant gaps. There should also be an appropriate analysis for the other year groups within school, including gaps, evaluating the impact of improvement strategies. It is important to remember that Ofsted will expect to see evidence that the Governing Body has challenged the impact of Pupil Premium funding, particularly for Children Looked After.

Recommendation

The Governing Body is asked to receive a report on the expected outcomes for the end of Key Stage Assessments in 2017 and a summary of progress in other year groups. Particular reference should be made to vulnerable groups, in particular, Children Looked After.

SECTION FOUR – OTHER INFORMATION

22 SCHOOL GOVERNORS' FORUM MEETINGS

Introduction

The Governors' Forums are held on a termly basis and are essentially briefing and consultation sessions for all Governors. They also provide the opportunity for Governors to attend a selection of workshops on topical and relevant issues and talk to officers on a one to one basis in respect of a specific issue relating to the school/academy.

The format for the Forums has changed and Governors wishing to attend are now required to book onto the event. Further details of the event will be circulated during the Summer term via Professional Learning.

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

Thursday 21 September 2017	Mary Woollett Centre
Thursday 5 October 2017	Mary Woollett Centre

Governors are asked to note that the workshops to be provided and the topics for discussion are yet to be determined and these will be confirmed when the event is advertised.

Recommendation

The Governing Body is asked to:

- a) note the dates for the School Governors' Forum in the Autumn term; and
- b) identify any workshops or topics for discussion which Governors would like to see at these Forums.

23 SCHOOL COMPLIMENTS, COMMENTS AND COMPLAINTS

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

24 GOVERNOR TRAINING LOG

The Governing Body is asked to receive a report on any training undertaken or workshops attended.

25 ONLINE GOVERNOR TRAINING – LEARNING LINK (previously GEL)

Introduction

Governors will recall that an online training website for Governors known as GEL (Governor e-Learning) has been made available to Governors of all schools and academies whose Governing Body subscribes to the Local Authority's clerking service.

Governors may already be aware that GEL has recently been migrated and is now known as Learning Link.

The Governors' Support Service has extended the contract for a further year to 31 March 2018. There is no cost to either the school or Governors for this training as this forms part of the traded service buyback of the clerking service.

Please see attached information sheet on green. A list of FAQs can also be found at: [FAQs link](#)

Recommendation

The Governing Body is asked to receive the above report and note that the online training (now known as Learning Link) is available for a further year as part of the Governors' Support traded service buyback for 2017/2018.

26 DATES AND TIMES OF MEETINGS – ACADEMIC YEAR 2017/2018

Introduction

The Governing Body is asked to agree a structured programme of meetings for the forthcoming academic year.

A structured programme of meetings for the 2017/2018 academic year has been compiled, which the Governing Body is now asked to consider (to be included if no schedule has been provided by the school/academy)

Recommendation

The following one-week periods for meetings which have been allocated to the Governing Body for the 2017/2018 academic year are recommended for approval:

Autumn term 2017

21 November

Spring term 2018

6 February

Summer term 2018

12 June

27 **FORMAT OF THE AGENDA**

Governors are asked to consider whether to continue with the new format/layout of the agenda to include the list of items at the beginning of the agenda.

28 **TO CONFIRM ANY CONFIDENTIAL ITEMS**

To consider the confidentiality of any items discussed during the meeting.

Governors are kindly reminded to either hand their completed questionnaire to the Clerk before leaving the meeting or access the online survey. Your support is very much appreciated in order to help us to improve the service.