

**Eastburn Junior & Infant School Governing Body
Meeting held on 05 February 2018
Minutes**

The meeting opened at 5.47pm

Present: Ann Craggs, Samantha Fernie, Richard Grayson, Bryan Harrison (ExecHT), Graham Sheard, Katy Walsh

In Attendance: Ian Bester (observer), Joanna Waterhouse (Head of School), Helen Osman (Clerk – BC/SGS¹)

The Governing Body welcomed Ian Bester as an observer and introductions were made.

52/17 Apologies for absence and their acceptance

Apologies had been received, and were accepted, from Sarah Teal.

Graham Sheard apologised for not having given apologies for the meeting of the Resources Committee on 25 January 2018.

53/17 Notification of other urgent business and requests to vary the agenda order

The Governing Body agreed to arrange an extraordinary meeting at Item 69/17.

54/17 Declarations of interest for items on this agenda

No interests were declared in items on this agenda.

55/17 Minutes of meetings held on 27 November and 04 December 2017 and 09 January 2018, and matters arising

➤ ***The minutes were agreed as true records of the meetings, signed by the Chair and passed to the Head of School.***

Item 39/17 (b) – Ann Craggs confirmed that she and the School Council had sent letters to a number of local businesses and other organisations to ask for their help in identifying potential governors. She had been impressed by the enthusiasm with which the School

Action

¹ BC/SGS – Bradford Council's School governor Service

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Council had approached this work. She and the Head said that a small number of responses had already been received, much to the satisfaction of pupils. While none had suggested specific individuals who might be willing to serve as governors, most had said that they would disseminate the request to staff and others through their websites or noticeboards.

Other matters arising were in hand, had been completed or would be discussed under other items on the agenda for this meeting.

56/17 **Receive Headteacher's report**

Agenda paper

Governors noted that pupil attendance remained strong.

The Executive Headteacher (ExecHT) said that the incidents recorded in the CPOMS² analysis did not necessarily relate to different pupils. For example, of the twenty-one behavioural incidents shown for Year 5, fourteen related to a single pupil. The Head of School (HoS) said that a sophisticated package of support had been put in place for this pupil, who was responding well – Governors could expect the next Headteacher's report to show a reduction in the number of behaviour incidents.

Replying to questions, the ExecHT said that, as well as putting in place support as required – including with the involvement of external agencies as appropriate – a number of incidents involving a single pupil prompted the school to review the policy to ensure that (a) it was being implemented effectively and (b) that it remained fit for purpose.

Noting that quite a number the behaviour incidents had involved boys, **Governors asked** whether this was affecting boys' progress and attainment. The ExecHT said that it was reasonable to assume so, though it was difficult to provide hard evidence of such a link. Most of the incidents in the autumn term had involved Upper Key Stage 2 boys.

Governors noted that, while there remained more to do to address behaviour, incidents were significantly fewer than they had been two years previously.

Asked about the outcomes of the four bullying incidents, the HoS said that all four incidents had been complex. Three had involved Year 6 pupils texting outside school hours. The school had spoken to the parents and indicated that this was beginning to look like bullying: parents had taken the message seriously and these incidents had not been repeated.

The ExecHT said that, as agreed, staff had been informed that the Executive Headteacher arrangement would come to an end in August 2018. It had become apparent that some parents were now also aware of this. The ExecHT had therefore written to parents to confirm and to say that the school was recruiting a substantive Headteacher.

[At the request of the Governing Body, Ian Bester and Samantha Fernie withdrew from the meeting at 6.04pm]

The ExecHT reported that, following discussion with the staff member and her union representative, he thought it likely that the Reception Teacher, who had been on long term sick absence, would submit her resignation. He had discussed this with the Chair.

[Ian Bester and Sam Fernie rejoined the meeting at 6.06pm]

57/17 **Review progress against the post-Ofsted Action Plan (POAP)**

² CPOMS - a software application for monitoring child protection, safeguarding and welfare issues and generating related alerts and reports

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Agenda papers

The ExecHT reminded governors of the meaning of the RAG-rating on the headline monitoring document: green indicated that an action had been completed and its impact show; yellow that the action had been implemented and was starting to show evidence of impact; and red that the action had been started but was showing little evidence of impact. Where no colour was shown for an action, that action had not yet been started.

Referring to section 3(ii) of the Plan, which had moved from red in the autumn 1 half term to yellow in autumn 2, **governors asked** what barriers there were to the use of assessment information to plan and deliver targeted support for key groups of pupils. The ExecHT said that leadership had reflected on the discussion of this section at the last GB meeting and that this had led to more rigorous conversations with the Inclusion Leader about providing evidence of the impact of interventions. This evidence base was now in place, though it still required some refinement, and a plan with clear criteria existed – hence the move from a red to a yellow rating. He added that the information had existed previously; the issue had been to ensure that it was properly recorded. **Replying to questions**, the ExecHT said that the issue of the evidence base had been largely related to Inclusion: the evidence base for assessments in the wider school was now a lot stronger than it had been. Governors welcomed this improvement in the use of assessment information for key groups – this had been a matter of some concern to them. They were also pleased to learn that a school improvement professional had been invited to come into school and ask the Inclusion Leader the kinds of questions that Ofsted might be expected to ask.

Asked about data on SEND and wider Inclusion, the ExecHT said that this was set out in the intervention grid. Depending on the timescale for the majority of actions on the grid, he would bring this to the GB meeting on either 26 March or 14 May 2018. Governors noted that their visit reports also gave feedback on this.

Noting that the Leadership and Management section of the Plan (Afl³ 3) was mostly rated as yellow, **governors asked** what progress had been made towards turning this section green. The ExecHT talked through the sub-sections:

Sections 3(i) and 3(iv) – While the presentation of data to governors had improved, as had their understanding of it, it could be argued that some of the less experienced governors were not yet fully confident about discussing the messages arising from the data with Ofsted and others. They needed, for example, to be able to say that the data indicated that the key issues were the performance of boys, the performance of Year 3 and performance in writing. Governors noted that further discussions of data at meetings (including next item on this agenda) and continuing governor training and development would enable them to develop this confidence.

Section 3(ii) – as discussed above.

Sections 3(iii) and (v) – The ExecHT said that action planning by middle leaders had improved greatly but was not yet quite right. The HoS said that, as a new leadership team, they still needed to grow into their roles. **Asked** what support was available to middle leaders aside from the ExecHT and HoS, the HoS said that they were being trained on the new data report. The school was seeking to identify additional training for middle leaders: however, much of the training available was theoretical, whereas the principal need of this school's leaders was for practical experience. The ExecHT confirmed that the issue was experience rather than lack of skills. He pointed out that part of the service that he was providing to the school under the Executive Headteacher arrangement was development of middle leadership – thus it was right that much of the current support for middle leadership came from him. He added that a second set of

³ Afl – Area for Improvement, as highlighted in a school's Ofsted report

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strong results would be evidence of leadership being on the cusp of Good – he anticipated that most of the leadership section should be green by the autumn term.

Replying to questions, the ExecHT said that a section marked as green could slip to yellow in the following term, although he hoped this would not happen. For example, section 1(iii) was rated as green. If next term's teaching sequences were not right in some year groups, section 1(iii) would show as yellow in the next update.

Replying to questions, the ExecHT showed governors where to find details of actions and timescales in the main POAP and where the school recorded in the plan reasons why any actions had not been completed on the planned timescale.

Governors noted that *Building Learning Power (BLP)*⁴ (section 4), in which the school had invested heavily, was rated as yellow. They discussed the very long term nature of BLP – the ExecHT said that his home school had been implementing it for eight years – and the likelihood that this section of the Plan would remain yellow for the foreseeable future for that reason. The ExecHT said that some elements of BLP were close to being green – for example, writing was now very good. However, if a large proportion of this section of the POAP were rated as green by the end of the Autumn term, it would suggest that the plan was insufficiently challenging. **Replying to questions**, the ExecHT acknowledged that the BLP section of the Plan, due to the long term nature of the programme and its emphasis on continual improvement, was unlikely ever to show as wholly green in this summary; however, the detailed plan and the SEF gave a more complete picture.

The HoS said that BLP was going very well. Staff and pupils were enthusiastic about it: this was clear from the recent pupil questionnaire and the comments of staff that they were seeing more ownership and perseverance by pupils in class. New staff were brought up to speed with BLP quickly. Leadership discussed the direction of BLP across school with two particularly strong practitioners, and discussed with them the learning muscles of staff (eg encouraging staff to be self-reliant). The current focus was on consistency across classes and the use of dual curriculum and BLP objectives. **Replying to questions** the HoS confirmed that these strong practitioners supported colleagues in ensuring consistency across school. For example, she and the ExecHT were gradually handing over to them the lead role in conducting BLP learning walks, as part of working towards a more distributed leadership model over time.

The ExecHT said that, whereas his home school was at the stage of very specific actions and improvements, Eastburn was at the start of the BLP process and was thus focused on the overall ethos and approach. It was developing in-depth understanding of the learning muscles by both pupils and staff, and a culture of self-reflection. The process was not quick, but early impact was already visible. Governors noted that BLP was a systemic programme that affected all aspects of school life and all staff, including lunchtime supervisors, office and site staff. It underpinned the school's approach to behaviour, systems, the learning environment. As an example, the HoS said that the school had undertaken a lot of work on behaviour before the introduction of BLP. That work took pupils as far as compliance: BLP, by contrast, enables pupils to speak confidently about why behaviour was important and how it affected learning. Pupils now wanted to learn.

The ExecHT said that he was now confident that if Ofsted visited the school they would see positive change. Governors commented that they had found it difficult to answer questions from the Ofsted inspector at the last visit but now felt in a stronger position to do so: they were receiving clear and useful information. The work that had been initiated in

⁴ BLP – Building Learning Power: an approach to helping young people to become better learners, both in school and out, by building the mental, emotional, and social resources to enjoy challenge and cope well with uncertainty and complexity, while also developing literacy and numeracy, and helping pupils to achieve the best test results possible. [Website](#)

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the last twelve to eighteen months was having an impact and the school now had a robust and improving evidence base. A governor commented on the value of visits to school in helping to verify the messages that leaders conveyed at meetings. The ExecHT and HoS also commented on the usefulness of governor visits and discussions in providing a fresh pair of eyes and helping to drive things forward.

58/17 Review Ofsted Inspection Data Summary Report

Agenda paper

The ExecHT said that the Ofsted Inspection Data Summary Report (IDSR) was produced by the DfE and Ofsted and covered 2016-17. Ofsted could be expected to use the Areas to Investigate on page 1 of the report as their main lines of enquiry in any inspection. The report was encouraging, because it was consistent with what the school already knew. It highlighted writing, though it had improved, as an issue across school, including all year groups and vulnerable groups.

The school was preparing a crib sheet that identified the key points in the IDSR and the school's actions in relation to those points. This sheet would be circulated to governors and discussed at the next meeting.

HoS

59/17 Review pupil progress and attainment – especially boys, Year 2, more able pupils

Agenda papers

The HoS said that the data in the agenda papers indicated that, across school, boys' progress was now on track: the only year groups in which it remained of concern were Years 3 and 6, which had improved on the previous year but needed to improve further. The gap between girls and boys in 2016 had narrowed significantly, particularly in writing, and was now more in line with the national gap.

Governors noted that:

71% of pupils were now on track to reach ARE⁵ in writing

76% of pupils were now on track to reach ARE in reading

73% of pupils were now on track to reach ARE in maths

The ExecHT said that, when a school was judged as Requires Improvement (RI), it typically reflected a number of years of underperformance. Older pupils had usually spent a substantial proportion of their education in an underperforming school and benefited only recently from improved teaching and learning. Thus there was a legacy of underachievement that would affect outcomes for several years – though less so in each successive year. Eastburn's current Year 6 cohort faced this legacy effect, though their progress looked strong. The ExecT was confident in the quality of teaching in Year 6 and pupils were being supported with targeted boosters and sharply focused attention to their individual needs, but it was unlikely that Year 6 outcomes would reach national averages in the current year. Year 5 was a strong cohort and would benefit from two years of improved teaching before sitting the SATs: it was likely that their attainment would be good. The challenge would be to ensure that they also made strong progress from Key Stage 1, where their outcomes had been strong.

Governors noted that the data showed that, although Year 2 and Year 6 attainment in 2016-17 had not been great, progress had been very good. The HoS said that internal data for Year 2 had shown significantly lower attainment than had proved to be the case. **Asked the reasons** for this, she said that staff had assessed conservatively. Senior

⁵ ARE - Age Related Expectation

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leaders had supported staff with identifying the supporting evidence and data was now more consistent across the school and better reflected what senior leaders knew of the classes. Both the Year 2 and Year 6 leaders were confident that their classes were on track to meet the challenging targets that had been set.

Noting that **governors had asked** at the last meeting for information about *higher attainers*, the HoS said that the school had ensured that these pupils were now clearly identified in the tracker system so that staff could quickly and easily see who they were. Their progress was strong: 100% of all high prior attainers in all year groups were on track to reach or exceed ARE in writing and maths. In reading, 5 pupils were on track only to *reach* ARE (ie not to *exceed* ARE). For high prior attainers, this was not good enough. Pupil Progress Meetings were discussing the reasons and actions to ensure that these pupils exceeded ARE. Governors noted that, this time last year, the tracking information would not have been precise enough to identify this issue.

Governors were pleased to hear that a small number of pupils who were not high prior attainers were also on track to reach or exceed ARE.

The ExecHT said that, where figures were greyed out, this indicated that there were too few pupils to be statistically significant. So, for example, lower attainers had performed very well in 2016-17, but there had only been five of them. This was particularly an issue for pupils eligible for Pupil Premium funding and those with EHCPs⁶.

Governors noted that the data confirmed that the gap between boys and girls was narrowing.

60/17 Review monitoring and evaluation of teaching, learning and assessment

Agenda paper

The ExecHT reminded governors that the most important element of assessing teaching and learning (T&L) was the scrutiny of pupils' books: this showed the quality of T&L over time, whereas lesson observations reflected a brief snapshot of 20 to 30 minutes on a single day. He also reminded governors that, where the lesson observation section of a column was greyed out, this was because the teacher had been due to leave shortly.

Asked whether long term supply teachers were observed, he said that they were, unless they were due to leave shortly. **Asked** why the work scrutiny section of one column had been greyed out, the ExecHT said that this teacher taught a subject that did not have its own books; this subject was captured in the books for other subjects.

Governors noted that the row relating to the planning of lessons and opportunities to develop in-depth learning (third row of lesson observation section) showed that more than half of teachers were rated as yellow or red for this aspect of T&L. They asked how this tied in with comments by senior leadership on improvement in teaching sequences. The HoS explained that these two aspects of T&L were different. Teaching sequence was assessed *over time* and through work scrutiny, rather than in individual lessons: the final row in the Work Scrutiny section of the grid showed this, and most staff had been assessed as green or blue. The planning of learning and deepening of learning were about depth of learning *within a single lesson*, and were assessed through the lesson observations: the third and fourth rows of the lesson observation section showed this.

Replying to questions, the ExecHT said that the first shaded column of the grid related to the staff member discussed at Item 56/17 above.

Governors noted that Upper Key Stage 2 T&L showed particular strength. **They asked** whether leaders spent less time observing teachers whose practice was assessed as

⁶ EHCP – Education, Health and Care Plan: Introduced by the Children and Families Act 2014. Replaces the SEN (Special Educational Needs) Statement

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blue. The ExecHT said that they did not: rather, they observed the lessons of these staff so that they could share those elements of best practice, for example by partnering other teachers with them for development purposes, sharing examples from their classes' books. **Asked** whether the school arranged for peer observations, the ExecHT said that it did not often do this, because the reduction in staffing made it difficult to release staff from classes for this purpose. Instead, good practice was shared through staff meetings and other discussion. Staff were now discussing teaching formally and informally, particularly around White Rose Maths⁷ – this needed to be developed further in Key Stage 1, but progress was being made. Governors welcomed this.

Governors were also pleased to learn that, since Christmas, Teaching Assistants (TAs) had been attending staff meetings. This helped teachers to communicate more effectively with TAs about what was needed in class and helped TAs to understand more clearly the direction of lessons, the types of questioning that were needed etc.

Governors noted that, although Upper Key Stage 2 T&L showed particular strength in their lesson observations and books, this was not reflected in the Outcomes row: **they asked** why this was. Senior leaders said that it was partly because it took time for improvements in T&L to show impact on outcomes; and it partly reflected the legacy issue discussed at Item 59/17.

Replying to questions, the ExecHT said that, although staff received detailed feedback on their T&L, the grid was not shared with them. Successes were celebrated publicly and weaknesses were addressed privately. Staff had initially found it difficult to receive feedback from leaders and colleagues: much work had been put into instilling the concept of Eastburn as a learning community, and staff were now finding it easier to accept feedback and learn from it.

Replying to questions, the HoS said that new staff would generally be expected to be rated as yellow to green initially, moving quickly to green as they settled in. The ExecHT thought it likely that two newly appointed teachers would very quickly be rated as blue.

Asked whether there was scope to redeploy strong staff from Upper Key Stage 2 to other phases in September 2018, the ExecHT said that there was. Other ways of sharing the strength of UKS2 teachers were also available, including the use of shared planning. The role of the Curriculum Leader was being developed to support Key Stage 1 staff. **Asked** whether the Curriculum Leader was able to visit other schools, the HoS said that he was visiting schools in relation to White Rose Maths. Staff were also working within the Two Valleys Learning Collaborative (2VLC) on writing, and were bringing back a lot of good practice. The school was selecting where and when staff visited other schools to avoid overload. Governors were keen that the Curriculum Leader should visit other schools so as to avoid becoming isolated and fixed in how Eastburn did things, but were also concerned that such visits should not adversely affect work life balance.

61/17 Review Pupil Premium plan

Agenda paper

Governors noted that the progress of disadvantaged pupils was good and that the gap with their non-disadvantaged peers nationally was narrowing. The HoS reminded governors that many of these pupils had complex needs. The school was very clear that for some of these pupils, the spending of Pupil Premium (PP) funding had a significant effect on their life chances beyond school. Nurture Group in particular, though expensive to run and used for only five pupils at present, transformed their life chances and had a

⁷ White Rose Maths Hub – Led by Trinity Academy Halifax, supporting schools in Bradford, Calderdale, Kirklees and Leeds to promote love of and passion for Maths, focused on a teaching for mastery approach.

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high impact per pound spent. It also had an indirect impact on the learning of other pupils in class by reducing disruption.

Referring to the impact data on page 4 of the agenda paper, the ExecHT said that this demonstrated what had been discussed at Item 57/17 in relation to the Inclusion Leader now recording evidence of impact. The fact that this data could now be brought to governors was a major step forward. The next step that middle leaders in general needed to take was to take the initiative in approaching senior leaders with information about what had and had not worked and the actions they proposed to take to modify or replace those that had not worked.

Governors noted that the school had received £23k of PP funding, in respect of 17 PP pupils. The report demonstrated the impact of the funding and the progress made by PP pupils. The ExecHT said that, in comparison with many other schools in the District, the number of PP pupils at Eastburn, and thus the funding, was low. The funding was used mainly for targeted support, interventions etc.

Governors noted that 50% of pupils in Nurture Group had made no progress in Maths, although 50% had made more than expected progress in reading and writing. The HoS reminded governors of the complexity of need among these pupils.

The HoS said that the number of disadvantaged pupils at risk of permanent exclusion had previously been high but was no longer. She reminded governors that some disadvantaged pupils were very high attainers.

62/17 Receive report from Resources Committee meeting of 25 January 2018

Governors noted receipt of the minutes of this meeting. The ExecHT said that, since the meeting, Andrew Redding (Head of Bradford Council's School Funding Team – BC/SFT) had confirmed that BC would cover the costs of the element of the budget deficit that related to the costs of restructuring staffing. This amounted to £59k, reducing the deficit from £83k to £24k. He had indicated that the school would be expected to eliminate the remaining deficit. The ExecHT considered a £24k deficit to be manageable within a reasonable time frame.

The school expected that the new HCSS software⁸ would be available early in the next half term. The school would rework its budget forecasts on that software and devise a plan to eliminate the remaining deficit for consideration at the next meeting of the Resources Committee. **Asked** about the timeframe for eliminating the remaining deficit, the ExecHT said that BC/SFT was taking a flexible approach, having recognised that the GB had already taken all possible steps to ensure the financial sustainability of the school. A clearer view would be formed once the new HCSS software was available. He thought that, while it might be possible to eliminate the deficit in a single year, that would probably prove to be detrimental to pupil outcomes and that two years was more likely.

The GB had had to make some very difficult decisions to manage the impact of decisions taken by previous leadership and secure the long term financial viability of the school; the LA's recognition of this and its support in the form of covering the costs of restructuring were much appreciated.

63/17 Safeguarding

Agenda paper

⁸ HCSS - financial planning software for schools

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- a) Review progress against Safeguarding Action Plan – Replying to questions, the HoS confirmed that the Action Plan arose from the safeguarding audit that this school, along with all other maintained schools in the District, had been asked to complete in December 2017. The plan was long term, and the timescales needed to be broken down further from term level to specific dates within each term.

The Safeguarding and Child Protection policies had been merged and significantly revised in September 2017 and again following staff training: the new policy was on the agenda for approval at this meeting. Work was required around policy and procedures relating to Looked After Children – there were no such children in school at present, but the proper arrangements needed to be in place so that the school could respond appropriately if any joined the school.

The safeguarding team was clear about the identity of all vulnerable children in school and a graduated plan of support was in place to meet their needs. The work of the Pastoral Manager in this had been significant. The school was now more proactive in identifying vulnerable families, for example through analysis of CPOMS data, and undertaking pre-emptive work. The school had its own Early Help offer, including a ten-week programme with the Pastoral Manager to help families get back on track; if they were unable to do so, the school could refer them to external agencies.

Replying to questions, the HoS said that 47 pupils had been identified as vulnerable. Of these, four were assessed at the highest level of need and were receiving significant support, including through external agencies. A further nine were at the next level of need and were receiving significant support in school. The remainder had no current need for active support, but staff were aware of who they were.

- b) Receive update on any safeguarding issues arising since the last meeting – The HoS said that there had been no safeguarding incidents since the meeting of the Resources Committee on 25 January 2018.

64/17 Receive update on support staff restructure

The ExecHT confirmed that the restructure had now been fully implemented. **The GB agreed** that it need no longer be a standing item on the agenda.

65/17 Report on Chair's actions and correspondence

None reported except as mentioned under other items on this agenda.

66/17 Report on Governors' visits to school, training and development

Graham Sheard had visited the school to conduct a Health and Safety Walk – his report was tabled.

Ann Craggs had visited the school to work with the School Council on the letter to local businesses and other organisations seeking help in identifying new governors – her report had been circulated to governors.

Both Graham Sheard and Ann Craggs commented on how much the school had changed in the last year or so: the atmosphere was purposeful and pupils very positive.

The HoS said that the school had held a very successful Run For Reading event to raise funds for the library.

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Date: _____

67/17 Review policies and other key documents:*Agenda papers*

- a) Child Protection and Safeguarding policy – The HoS said that the Child Protection and Safeguarding policies had been merged into a single policy and significantly updated in light of changes to legislation and best practice.
- **The Governing Body unanimously approved** the Child Protection and Safeguarding policy.
- b) Disclosure and Barring policy – Governors noted that this was a standard policy.
- **The Governing Body unanimously approved** the Disclosure and Barring policy.
- c) Supporting Children with Medical Conditions policy
- **The Governing Body unanimously approved** the Supporting Children with Medical Conditions policy.
- d) Governor Allowances policy – Replying to governors’ observations, the Clerk said that it was a statutory requirement for GBs to have a Governor Allowances policy. The purpose of the policy was to ensure that no-one was excluded from being a governor because they could not afford (eg) child care or a bus fare.
- **The Governing Body unanimously approved** the Governor Allowances policy.
- e) Governor Visits protocol – Governors recalled that the GB had approved this policy for the first time one year previously and had agreed to review it after one year to ensure that it was working effectively.
- **The Governing Body unanimously approved** the Governor Visits protocol and **agreed** that it should in future be reviewed every three years.

68/17 Governing Body business*Agenda papers*

- a) Review Governor vacancies – Covered under Item 55/17 above.
- b) Governor confirmation of reading and understanding “Keeping Children Safe in Education”
- **All Governors present confirmed** that they had read and understood “*Keeping Children Safe in Education*”.
- c) Review GB Skills Audit – The GB thanked the Clerk for compiling the skills audit and noted the key messages, which were no surprise, and suggested actions in the agenda paper.
- d) Review GB Self Review and Action Plan and
- e) Review and update Governing Body Action Plan –

[Sub-items (d) and (e) taken together]

The GB agreed that the draft Action Plan arising from the GB Self Review should be merged with the existing GB Action Plan – the ExecHT would do this and circulate the merged Plan. They agreed that GB Self Review report and the merged Action Plan should be discussed at the next meeting and should be near the top of the agenda to ensure sufficient time was given to them.

ExecHT

69/17 Any other urgent business referred from Item 53/17 above

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Date: _____

Noting that the interviews for the position of substantive Headteacher were to be held on 19 and 20 March 2018, **the Governing Body agreed** to hold an extraordinary meeting at **5.00pm on Tuesday 20 March** to ratify the appointment. The venue would be advised nearer the time.

70/17 Date of next meeting

The next ordinary meeting would be held at **5.45pm** on **Monday 26 March 2018**.

[Note: This is a change from the originally planned date of Monday 19 March 2018.]

The meeting closed at 8.12pm

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Date: _____