



## Frithwood Primary School

Full Governing Board Meeting

NON CONFIDENTIAL

Approved Minutes for the committee meeting held on  
Wednesday 10<sup>th</sup> October at 7.00 pm at the school.

Attendee List		
Full Name	Role	Information
Ann Purcell	Chair of Governors, Parent Governor	Chair of the Resources Committee
Rebecca Garton	Vice Chair of Governors, Parent Governor	Chair of the TLAC Committee
Denise Page	Staff Governor	
Monica Clifford	Co-opted Governor	Chair of the FCC Committee
Aishya Malik	Co-opted Governor	
Katherine Cooper	Co-opted Governor	
Harris Waseem	Parent Governor	
Frances Saunders	Headteacher	
Dean Morse	Headteacher	
Amy Doody	Clerk to the Governors	
Apologies		
Mark Harvey	Parent Governor	
Michael Chirnside	Co-opted Governor	

GB Core Functions	
Code	Function
1	Ensuring clarity of vision, ethos and strategic direction <i>Engaging with stakeholders strategic planning including succession planning; meeting statutory requirements</i>
2	Holding the Headteachers to account for the educational performance of the school and its pupils and the performance management of its staff <i>Appointing Head; self-evaluation including working with data, monitoring visits and responding to reports; performance management</i>
3	Overseeing the financial performance of the school and making sure its money is well spent <i>Pupil premium and PE and Sports budgets.</i>

Meeting Agenda			
Item Reference	Agenda Item	Item Lead	Code
001-2018/19	<b>Welcome, Introductions and Apologies for Absence</b>  The Chair welcomed the committee and received apologies from MH and MCH which were <b>ACCEPTED</b> . Meeting commenced at 7.00 pm with all in attendance except HW.	Chair	1
002-2018/19	<b>Disclosure to Register of Interests</b>  AM is a parent of a child in the Nursery at the school. KC is the Headteacher at Cunningham Infant School. RG is Vice Chair of the Governing Board at Bishop Ramsey School and is a teacher at St. Helen's School.	Chair	1
003-2018/19	<b>Election</b>	Clerk	1

	<p>The clerk had received no nominations for Chair or Vice Chair.</p> <p>AP put herself forward to return as Chair of the Governing Board, this was seconded and unanimously <b>AGREED</b> by all Governors.</p> <p><u>HW arrived at 7.03 pm.</u></p> <p>RG spoke of her intention to step down as Vice Chair. AP and RG are looking to put a succession plan together. They felt it would be a good idea to have co-vice chairs prior to taking on the role fully. However there were no nominations. Therefore RG put herself forward to return as Vice Chair of the Governing Board, this was seconded and unanimously <b>AGREED</b> by all Governors.</p> <p>It was <b>PROPOSED</b> by governors that a conversation take place later in the year to discuss contingency and succession planning for next year. AP will be standing for re-election as a parent governor in April 2019, so there is a potential risk if AP is not elected that the governors need to be aware of.</p> <p><b>Governor Question:</b> <i>Could you become a co-opted governor?</i> Yes but if I did not have the support from the parents I would probably not want take on the role again.</p>		
004-2018/19	<p><b>Previous Minutes</b></p> <p>Minutes from the FGB meeting on Thursday 5<sup>th</sup> July 2018 were signed and <b>ACCEPTED</b> as a true and accurate record of the meeting.</p> <p><b>ACTION</b> Signed minutes to be filed by AD</p>	Chair	1
005-2018/19	<p><b>Matters Arising</b></p> <p>Action points from the previous meeting were reviewed by the board.</p> <p>Action 006 – Date for the SLT has been agreed for the Spring FGB on 11<sup>th</sup> February 2019</p> <p><b>Governor Question:</b> <i>Will this be the full SLT or the T&amp;L Leads?</i> At this point it will be a focus on the T&amp;L Leads, it is a massive part of our SIP. We have invested a whole teacher in order to facilitate these leads, which will cover all the committees’ remits. KT and LW will be presenting at the next FGB, we have not discussed the finer detail. There is lots to talk about from the Autumn term. You can decide if they stay for the whole meeting, it might be beneficial for them to understand the process.</p> <p><b>Governor Question:</b> <i>Do they want to stay for the whole meeting?</i> We haven’t discussed it, however it would be good professional development for them. We have always sat on GBs however there is not always that opportunity to do that.</p> <p>Action 008 – EYFS visit completed and report submitted.</p>	Chair	1

	<p>Action 008 – Dates for the Governor development day to be discussed within the meeting.</p> <p>Action 008 - An updated calendar for Governors with the meeting dates for the full academic year. This was agreed and sent out to Governors.</p>		
006-2018/19	<p><b>Governing Board Administration</b></p> <p>The Chair advised the board that MCH is currently unable to attend meetings due to ill health for the foreseeable future. Due to this the Chair would like to offer MCH an agreed leave of absence to be reviewed on a termly basis, as his input and perspective is valued.</p> <p><i>Governor Question: Is there someone from the Base who could stand in?</i> It took nearly three years to get MCH from the Base to join us. It is important to have a representative from the Base and his perspective is valued as a large part of our constituency.</p> <p><i>Governor Question: Has he asked to take a leave of absence?</i> He has not, he said he feels obliged to leave which is a shame if he would like to stay when he is unable to attend.</p> <p><i>Governor Question: Are there any skills he brought that we need to cover?</i> He is our community governor and brings an external perspective from a significant part of the Northwood community. The skills needed for the board would be good to review though as the board is parent heavy at moment.</p> <p>The board completed a skills audit in the summer term with a view to look for a new LA governor.</p> <p><b>ACTION</b> Governors to review the skills audit for any gaps for an LA governor or temporary governor by the next FGB</p> <p><b>APPROVED</b> Leave of absence for MCH to be reviewed on a termly basis</p> <p><u>Committee Memberships</u></p> <p>AP discussed at the Resources committee stepping down from the Chair position, due to the workload as Chair of the GB and will be good governance to share amongst governors. AM is a member of the Resources committee however as a new governor with young children she felt she might be able to take this on at present. HW is also a member of the Resources committee however as a new governor with a growing young family it would be difficult for him at present.</p> <p><i>Headteachers' Question: Can the Chair be changed during the year?</i> Yes as long as it is agreed and minuted with the FGB. As the board is short several members at the moment it is harder to fill these responsibilities equally.</p>	Chair	1

	<p>AP <b>AGREED</b> to stay on as Chair of the Resources Committee with a view to stepping down as soon as someone else is available or feels ready to take on the role.</p> <p>Governors also <b>AGREED</b> to look for a specific LA governor with a focus on the Resources committee and willingness to Chair the committee.</p> <p><b>ACTION</b> Review Chair of the Resources Committee at the next FGB</p> <p>MC <b>AGREED</b> to continue to Chair the Families, Children and Community Committee for the next academic year.</p> <p>RG discussed at the Teaching, Learning and Achievement Committee her intention to step down as Chair, however RG has <b>AGREED</b> to continue until someone else is available or feels ready to take on the role.</p> <p><b>ACTION</b> Review Chair of the TLA Committee at the next FGB</p> <p>Currently the board has a vacancy for a LA governor and MCH is on a leave of absence therefore the memberships of the committees were reviewed.</p> <p>The Resources committee currently consists of AP, AM, HW and MCH. AP is aware that there are three parents sitting on the committee which could be a conflict of interests when discussing HR issues. AP asked for a non-parent to join the board. MC volunteered to join the committee as she has an interest in HR. MC currently chairs the FCC committee and would leave the TLA committee.</p> <p>The TLA committee currently consists of RG, KC, MC and MH. For robust governance the committees need to be functioning well and if MC leaves the committee, it will be short on members, which is not desirable.</p> <p>As a new governor AM volunteered to sit on the TLA committee, coming from a different background to education her insight will be beneficial for the committee.</p> <p>As a new governor HW has joined the FCC and Resources committee following his recent observations.</p> <p>As a new governor DP has joined the FCC committee following her recent observations.</p> <p><b>AGREED COMMITTEE MEMBERSHIPS</b>  MC to join the Resources committee and leave the TLA committee  AM to join the TLA committee  HW to join the FCC and Resources committee  DP to join the FCC committee</p> <p><u>Link Governors</u></p> <p>MCH is the current Health and Safety and Science link governor. These will be temporarily covered by other governors.</p>		
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Chair **PROPOSED** MH take on the Science link governor role. This works well as he is also the link governor for Sports Premium and the teacher is responsible for both the TLR Sports Premium and TLR Science. They already have a good relationship and it gives the role good coverage.

It has been a while since there was a health and safety link governor visit. DP volunteered to be the health and safety link governor. This was **AGREED** by all governors, especially as DP is a member of staff it would give an extra dimension to the role.

HW is a new governor without a link role. HW **AGREED** as the SMSC link governor. This gives him coverage over all areas of the curriculum and the school.

AM is a new governor without a link role. AM **AGREED** as the Maths link governor, although Maths was not a subject of interest AM will get to know the subject lead and how lessons are taught within in the school, it will be a good insight into teaching and learning.

#### **AGREED GOVERNOR LINK ROLES**

MH to become the Science link governor

DP to become the Health and Safety link governor

HW to become the SMSC link governor

AM to become the Maths link governor

All other link roles to remain the same

**ACTION** Governor visits and expectation information to be sent out to all governors.

Governors discussed having a governor visit schedule set up to work alongside the SIP. This was **AGREED** as a good improvement to the board's governance. It gives governors a focus for the visits.

HTs and GB **AGREED** that governors to visit twice a year. As governors build relationships with their link role teachers/ leaders they can arrange the visits directly at a convenient time for all. Governors are also asking the HTs in advance of these visits if there any areas they would like governors to discuss or review. HTs were grateful for this and felt this was useful for their own professional development as well as giving the governors focus for the visit. Subject leaders are often some of the newer staff and therefore it is good for them to visit with governors to see this side of the school. It is an opportunity a lot of them do not get to be involved in.

***Governor Question:** Once the SLT has presented to the board, perhaps we should also have presentations from the subject leads?*

Yes perhaps through the committees as this might be less daunting for them and more beneficial if it is relevant to their subject.

***Governor Question:** Is it usual for the SLT not to be associate governors in primary schools on committees? For example LW to be an associate governor on the TLA committee which discusses assessment.*

As long as there was purpose behind their presence and well planned then we would not be adverse to this, it could be good.

	<p>The governors and HTs thought that this could be beneficial hence the T&amp;L lead roles presenting to the FGB next term. Once they have presented, they can then update through the committees as required.</p> <p><u>Governor visit schedule</u> The Chair suggested this be discussed alongside the SIP. The GB to agree on a governor visit schedule with focus on the SIP.</p> <p><b>ACTION</b> Draft schedule to be discussed and approved by the FGB</p> <p><u>Data format for the HTs Report</u></p> <p>Chair asked for feedback from the committees on the data format, making sure committees are receiving the data they need in an understandable, usable format.</p> <p>Resources committee <b>AGREED</b> to the current formatting, especially the finance reports looking into the budgets.</p> <p>FCC committee <b>AGREED</b> to the current formatting.</p> <p>TLA committee had discussed the formatting at the last committee meeting. There is no easy way to tackle this data, it is important that governors are looking into the data and not just being told what the data says. Currently the teacher assessment data it is being presented in two different ways.</p> <p>The Chair of the committee would prefer to see the teacher assessment data on one sheet instead of two. The SIP has a focus for pupil progress and as a board we need to show that we are tracking this clearly. The committee feels this would make it easier to track and discuss. For example, each group, year group to be split into two columns; previous term and current term. To do this in the HTs report it will double the amount of columns and the page will need to be landscape.</p> <p>To clarify, the data shown from the previous term in the HTs report would be shown on the same page from the current term to see the numbers next to each other to see the progress. Therefore in the Autumn term the committee will be able to review the entire progress of the previous year.</p> <p>HTs suggested putting a real working document of this data together to be discussed with the Chair of the committee before it is agreed. They can then discussed how this document will be presented for clear, usable data. The data is giving a snapshot of the whole school.</p> <p><b>ACTION</b> HTs to provide a draft document to be discussed.</p> <p>HTs made governors aware that even though you have the progress numbers side by side, we will not be able to explain the reasons behind these progress numbers within the meeting without sitting down to review all the Venn diagrams, individual classes or pupils, absences etc.</p>		
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	<p><b>Governor Question:</b> <i>As you prepare the data and notice any discrepancies surely you would look into why that is and therefore it could be discussed with the committee?</i></p> <p>With the amount of things we measure there may be any number of areas to discuss and we couldn't possibly have all that information before a meeting.</p> <p><b>Governor Question:</b> <i>If, for example, the TLA had any red flags, then we could delve into these further either in the committees or with the board?</i></p> <p>This could come down to individual pupils and that is not something we would do.</p> <p><b>Governor Question:</b> <i>That would mean no one is accountable?</i></p> <p>To be clear unless we have those questions in advance we would need to go away and look into them deeper in order to answer.</p> <p>Governors explained that they are knowledgeable enough about the data to notice if there is a dip due to one pupil, which they would not questions regarding but if there is a drastic change, positive or negative, they should be able to ask why that is.</p> <p>HTs advised due to different teachers, cohorts or changes in teaching it would be apparent to governors that the Summer term data compared to the Autumn term data would not be a true reflection of the progress.</p> <p><b>Governor Question:</b> <i>Would you be tracking the same cohort, so last year's year two and this year's year three?</i></p> <p>Yes but some of these questions might be around soft things that aren't measurable, such as different teaching styles, move to the Junior school etc. Also for PP and SEND the percentage might look very different but this could easily be down to one child.</p> <p><b>Governor Question:</b> <i>Perhaps the KSLs presence at the committees might assist with answering the questions on progress? They might have some insight as this is their day to day?</i></p> <p>Yes perhaps for year six, reception and possibly year two.</p> <p>Governors think this would be useful at the committees in order to ask the difficult questions that might need to be ask and celebrate areas of improvement.</p> <p>In the Autumn report HTs will provide the statutory data for EYFS, year one, year two, year six, narrative around the data, the three year picture updated, EYFS to year two progress and any other analysis, for example gender. In the Spring report HTs will provide the ASP, Ofsted data, the IDSR, areas of possible inspection, trends and FFT.</p> <p><b>Governor Question:</b> <i>FFT is out already, could this be added to the Autumn meeting?</i></p> <p>Depends when the information comes out and when the meeting takes place. The FFT data is not national data, it is in school patterns. We already have this data from Perspective Lite. FFT does allow you to set the challenger at the twentieth percentile. In the Autumn meeting the national data is very important as this is what Ofsted will use and using</p>		
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	<p>the format you provided there was nowhere to show this. ASP is available in October, IDSR normally follows sometime after that.</p> <p><u>Headteachers' Performance Review Panel</u></p> <p>The Headteachers, DM and FS, and the staff governor, DP excused themselves from the meeting for this confidential agenda discussion. Please see the confidential minutes.</p>		
007-2018/19	<p><b>Headteachers' Report</b></p> <p>Governors reviewed the Headteachers' report which was scrutinised by the committees prior to this meeting.</p> <p><i><b>Governor Question:</b> Has anything be changed or added since the committees have seen this?</i></p> <p>Only an update on the SEF and the SIP which was not completed. The CPD update was not covered in committees. There is also a summary on the PASS survey, although this was covered at the FCC committee HTs felt it was important all governors had an overview of the results.</p> <p><i><b>Governor Question:</b> On the behaviour incidents; bullying, racist and exclusions, were these three separate incidents?</i></p> <p>Yes they were.</p> <p><i><b>Governor Question:</b> Was the exclusion for a looked after child?</i></p> <p>No, it was a one day fixed term. It was discussed in depth at the FCC committee.</p> <p><i><b>Governor Question:</b> Did the parents request a governors hearing about it?</i></p> <p>No as there is no hearing against up to 5 day exclusion. They received the standard letter, this gives them the opportunity to seek advice. They were in full agreement.</p> <p><i><b>Governor Question:</b> Regarding the PASS survey, are you happy with the results?</i></p> <p>Yes, the full results are accessible on the governor portal for all to view.</p> <p>Governors that reviewed the PASS survey at the committee congratulated the Headteachers on effectively using the results to plan their interventions, seating, responsibilities etc.</p> <p><i><b>Governor Question:</b> Were there any patterns in the results?</i></p> <p>Yes, all children that have ever been known to social care, even if they are not any more, all came back with significant negative results, where there has been chaos in their lives it can take a significant amount of time, if at all, to address these issues. We're very confident that the pastoral support and other things we are doing around mental health, including prevention and recognition is going to meet the children's needs.</p> <p>HTs also noticed that from question 35 most children answered that they did not feel they had feedback from teachers if they were doing a good</p>	DM/FS	2

job. HTs discussed this with KT and he had noticed during work scrutiny, that as teachers have moved away from marking and feedback to feed forward marking and response, they have stopped using the praising stamps, stickers. Now that it is pinpointed it is easy for us to fix this.

**Governor Question:** *What does quality first teaching mean?*

Universal, everyone in the class gets quality first teaching, what the teacher is doing for everyone in the class day in day out. Then there is wave two which is where there is something more specific a group is doing, working with a TA etc. Followed by wave three which is the interventions, timely removed, monitored, managed, exit and entry criteria. QFT is the first thing they are getting in the classroom. In reference to PASS, quality first teaching would be circle time, PSHE curriculum, dealing with incidents from playtime where you discuss with the class. Wave two would be these children working in the classroom with an adult at a differentiated task or activity that supported their learning, sorted out an issue in a group or an activity to support social skills. Wave three would be either involving another adult or going to a small intervention group such as Butterflies, Comets or Time for Me. Everyone gets quality first teaching, pupils needing some additional support get wave two and pupils who need further specific support receive wave three.

AM left the meeting at 8.45 pm.

School Improvement Plan

HTs presented the draft SIP to governors for review. All stakeholders are asked to complete a SWOT analysis, the staff, governors, school council and each class teacher did an analysis with their class. HTs reviewed all the data, common themes, the national agenda and links with the SWOT. As an SLT we decide what we can reasonably do as a school, for example every year the pupils ask for a huge water park on the playing field, which of course is not possible, however that may be indicative they would like some new play equipment. These are all things we consider.

The draft proposal on page two, this is the hardest part to write, this is a snapshot of what we would like for the school within the next twelve months. We review the SIP from last year, which areas were not met, were these due to unforeseen circumstances or not specific enough. We discuss these elements with the SLT, the Chair of governors and JF the SI partner, from this we then write the SIP. At the moment this is not costed, until this is finalised it is not the most important part.

The most difficult part is the impact measures; when we are going to do these things and how the responsibilities will be delegated out to staff in terms of the CPD.

On page 14 and 15 we discussed with AP what the leadership and management targets are with the governing board, which will be good to have the input of the board in this meeting.

**Governor Question:** *Regarding how accountability is shown, it does not show one single person or entity responsible for each target, for example it shows SLT and CTs?*

To clarify let's look at page 6, developing use of PUMA/PiRA, shows LW, CTs and SLT. LW is taking the lead on this but the CTs are responsible for inputting the data and have to have that role within this. The SLT are

overseeing the schedule and making decisions about how that data is being presented via Hello Data. We want the SLT to have the overview of how PUMA/PIRA will look throughout the year across all years.

HTs and governors **AGREED** to make this clear on the document the senior person responsible by making their name bold.

***Governor Question:** Will LW's objectives then be set around these responsibilities?*

Yes amongst other things. This is one small part of her overall role. It is more likely to be based on her new teaching and learning role. All of our teachers have got a performance management target based on the SIP.

***Governor Question:** Looking at page 5, if it is 80% and 30% in year one and the target is the same in year six, how does that impact towards a positive value added?*

We picked a ballpark figure which is the percentage target for an outstanding school. It was confusing looking back to give each year group a percentage. Last year it was 70%, we increased this, as most groups last year were achieving at least that. We also split out the difference for reading and maths because we are generally higher in reading and maths.

***Governor Question:** You have a teacher in your report who is outstanding across the board, 80% to that teacher should be easily achievable?*

Not necessarily, they could have a class with poor attainment or a cohort that only have 70%. That teacher might have to move them 10% or you could have a less capable teacher with a cohort to move only 4%. This is a school based general ballpark figure. However the teacher's performance management are very specific targets based on their PP children, HA children etc. Each individual year group performance feeds into the SIP overall.

***Governor Question:** Do you think the way this is written in the SIP shows your drive towards improvement in progress?*

Yes we are happy with it at this point.

Governors suggested strengthening their point by adding "targeted cohort specific strategies". HTs **AGREED** to add this.

***Governor Question:** Regarding the Sports Premium, it talks about weighing children?*

Yes, the MEND programme actually brings equipment into the school and weighs the children. Depending on the child and their family the school nurses share the data. We would use the impact to show a certain percentage have lost weight throughout the year.

***Governor Question:** Does MEND come under the Sports Premium?*

No it is paid for by health. If we were working in partnership with MEND we would look at the pupils to see if they can take on a more active role. For example it would be a good way for them to get swimming lessons without additional cost if they are overweight using PP funding.

***Governor Question:** You couldn't use the money from SP for swimming lessons?*

No but we can use it for the 11% of year six pupils that can't swim.

	<p>Governors felt that although MEND is not necessarily covered by SP it still sits within this remit.</p> <p>Governors and HTs reviewed the impact measures of the GB.</p> <p>Governors <b>AGREED</b> that the continued growth and development of the board is important.</p> <p>Governor felt that establishing an effective monitoring schedule for the SIP through the committee, visits and link governor visits is an area of development. Governors need to ensure they are completing the visits, attendance, governor visits evaluated and feedback from staff members.</p> <p><i><b>Governor Question:</b> How do we get the feedback from the staff members?</i></p> <p>Perhaps AD can review this and see if there is a good way to implement this. AD will also be the lead person responsible for this on the SIP.</p> <p><b>ACTION</b> Implement a way for staff to feedback following governor visits</p> <p>The impact measures for growing the skills of the GB through delegated responsibility and effective committee work, governors are already on their way to achieving this. The functioning committees, committee minutes, the amount of time it is taking to reviewing the HTs report in the FGB is a measure that committees are working.</p> <p>Lastly, communicating the role and value of the GB to staff, pupils and parents is an area to work on. The governors need to review how best to proceed as they have spent their time getting the committees and structure functioning.</p> <p><i><b>Governor Question:</b> An easy way to do this is to put the minutes on the website?</i></p> <p>This is a statutory requirement which we now do.</p> <p><i><b>Governor Question:</b> Did the staff appreciate the governor tea and cake?</i></p> <p>Yes, as did the TAs the following morning.</p> <p><i><b>Governor Question:</b> Do staff want to stay for the drinks after the school's performance?</i></p> <p>No.</p> <p>MC made a suggestion that staff who make an impact to the school, going above and beyond their job receive a letter of thanks and commendation from the governors. This was unanimously <b>AGREED</b> by governors and HTs. HTs will pass names and achievements on to the GB.</p> <p><i><b>Governor Question:</b> At a previous school governors' attended the Christmas lunch and end of the academic year?</i></p> <p>As staff have to pay for their own lunch, we don't all sit down together. Also the SMSAs and TAs have very different roles during these times and therefore the SLT take on their roles to allow them time together for their lunch.</p>		
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	<p><b>Governor Question:</b> Sometimes we feel like we are keeping the staff for forced time? It was from a different era, it was carried on from the previous HT and Chair.</p> <p>Governors <b>AGREED</b> they would still like to attend the school performances when it is convenient for the governors but the HTs will discuss with the staff if there is anything the governors can do to increase their presence amongst staff.</p> <p>Governors also felt their presence at parents evening was not beneficial and although they had a presence at the Summer fair that was to support the fair not to promote the GB.</p> <p>Governors <b>AGREED</b> to an impact measure that the GB would discuss how they can communicate with the staff, pupils and parents in an informal, informative manner.</p> <p>The Chair also <b>PROPOSED</b> this was a subject of focus for the GB on the governors' day.</p> <p><u>School Evaluation Form</u></p> <p>HTs updated the contact details, changes within PP data, general data, and live amendments as they happen.</p> <p><b>Governor Question:</b> Does the exclusion affect the outstanding behaviour of the school? No, in the same way that if we had a pupil behave poorly during an Ofsted inspection we would discuss how the teacher handled the pupil, interventions that are in place and how the distribution was dealt.</p>		
008-2018/19	<p><b>Committee Reports</b></p> <p><u>FCC Committee</u> The committee reviewed the HTs report thoroughly and the Safeguarding policy with amendments to be agreed by the FGB.</p> <p><u>Resources Committee</u> The committee reviewed the staffing structure and agreed pay increases to be proposed to the FGB.</p> <p>Teachers on the main pay scale do not automatically move up the pay scale, this is performance based and how they sit within their CPD. The HTs recommendations were based on their observations, book scrutiny, progress discussions etc.</p> <p>The wider school teachers' pay awards were recommended by the DfE, these were for teachers on the main pay scale and unqualified pay scale to have 3.5%, teachers on the UPS and with a TLR to have 2% and teachers on the leadership scale to have 1.5%.</p> <p>Governors at the committee were comfortable with recommendation and the increase is separately funded so it did not affect the budget. The pay is back dated to September.</p>	Various	2

	<p>The Chair of the committee <b>PROPOSED</b> that these recommendations be approved by the board. Governors unanimously <b>APPROVED</b> this.</p> <p>The Chair of the committee <b>PROPOSED</b> the finance report and virements the committee reviewed be agreed by the board. Governors unanimously <b>APPROVED</b> this.</p> <p><u>TLA Committee</u> The committee discussed the data formatting earlier in the meeting and the data they reviewed.</p>		
009-2018/19	<p><b>School Policies</b></p> <p>The draft policy schedule was sent to the governors for review, this has been <b>AGREED</b> to use going forward.</p> <p><u>Safeguarding and Child Protection Policy</u> The Chair of the FCC committee <b>PROPOSED</b> the Safeguarding and Child Protection Policy. This was discussed and amended in depth at the committee.</p> <p><b>APPROVED</b> Safeguarding and Child Protection Policy approved by all governors.</p> <p><u>Behaviour Policy</u> As this is unchanged from the last year, governors <b>AGREED</b> this stands.</p>	Chair	1
<b>Any Other Business</b>			
010-2018/19	<p><b>Dates and Times of Future Meetings</b></p> <p>Governors reviewed the dates of the next meetings: Next Resources meeting on 28<sup>th</sup> January 2019 at 9.00 am Next FCC meeting on 29<sup>th</sup> January 2019 at 7.00 pm Next TLA meeting on 30<sup>th</sup> January 2019 at 7.00 pm Next FGB meeting on 11<sup>th</sup> February 2019 at 7.00 pm</p>	Chair	1
011-2018/19	<p><b>Any Other Urgent Business</b></p> <p>No other business to discuss. Meeting finished at 9.32 pm.</p>	Chair	1

<b>Summary of Action Points</b>		
<b>Agenda Item Ref</b>	<b>Action</b>	<b>Responsible</b>
004-2018/19	Minutes from the previous meeting to be filed	AD
006-2018/19	Review skills audit for the LA Governor vacancy	AP/ AD
006-2018/19	Chair of the committees to be reviewed	FGB
006-2018/19	Governor visits and expectations form to be sent	AD
006-2018/19	Draft and approve a governor visit schedule	FGB
006-2018/19	Draft document of the TLA data	HTs/ RG
007-2018/19	Implement a way for staff to feedback following governor visits	AD

Minutes approved:

\_\_\_\_\_  
Chair of the committee

\_\_\_\_\_  
Date

Chair's Initials: \_\_\_\_\_