

**CHRIST CHURCH & HOLY TRINITY  
CofE PRIMARY SCHOOLS FEDERATION**



Minutes of a meeting of the **Full Governing Body** held at Holy Trinity CE Primary School on  
**Wednesday 29<sup>th</sup> March 2023** at 6.30pm

Members:  
(\*\*Absent)

		<b>Name</b>	<b>Post</b>
	BL	Brian Leathard	Chair
	RT	Rowan Tolley	Vice Chair
	AHA	Avis Hawkins	Executive Headteacher
	SC	Sophie Cameron	
**	RC	Rachel Cuperman	
	AG	Andrew Greetham	Resources Committee Chair
	TM	Tim McKean	
	TMO	Thalia Morous	
	KR	Katie Rose	
**	NS	Natalie Simpson	
	RS	Richard Steenberg	
	WC	Wendy Challen	
**	FrNW	Revd Canon Nicholas Wheeler	
	MM	Marisa Milligan	
	AP	Amy Pether	
**	LPH	Lisa Phillips-Fairclough	Associate Member

Also  
present

	LP	Lesley Palmer	Head of School, Christchurch
	IB	Irene Bowles (Joined remotely)	Clerk

The Chair welcomed everyone to the second Spring Term full Governing Body meeting, especially Amy Pether and Marissa Milligan to their first meeting as Foundation Parochial Church Council Appointed Governors. This would also be the final meeting for Sophie Cameron.

<b>Ref</b>	<b>Agenda Item</b>
<b>1.</b>	<b>Apologies for absence</b>
	<b>1.1 Apologies for absence</b> Apologies were received and accepted for Ms Rachel Cuperman and Ms Natalie Simpson. There were no apologies received for Revd Canon Nicholas Wheeler.
<b>2.</b>	<b>Notification of any other urgent business</b>
	There were none.
<b>3.</b>	<b>Declarations</b>
	<b>3.1 Declarations Pecuniary Interests</b> <b>3.2 Conflicts of interest in agenda</b> There were no declarations of pecuniary interests or conflicts of interest for items on the Agenda.

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4.	<b>Constitution &amp; Governance</b>																																																										
	<p><b>4.1 Three Foundation Parochial Church Council Appointed Governor vacancies and one Local Authority Governor</b></p> <p>The Chair reported that Quentin Nason (Local Authority Governor) had resigned with effect from 29<sup>th</sup> March 2023, as his work frequently took him abroad. This meeting would also be the final meeting for Sophie Cameron. This would leave three Foundation Parochial Church Council Appointed Governor vacancies and one Local Authority Governor vacancy. The Clerk would notify the LA of Mr Nason’s resignation and ask them to provide details of any potential LA Governors to the Chair.</p> <p><b>Action: Clerk (Anita Ferns) to liaise with LA re new LA Governor AP1</b></p>																																																										
5.	<b>Minutes of previous meetings and matters arising not on the agenda</b>																																																										
	<p><b>5.1 Minutes of the previous meeting held on 7<sup>th</sup> February 2023</b></p> <p>The minutes of the previous meeting held on 7<sup>th</sup> February 2023 were agreed as a true and accurate record and were signed by the Chair.</p> <p><b>5.2 Matters Arising not on the agenda</b></p> <table border="1"> <thead> <tr> <th>Ref</th> <th></th> <th>Actions to be taken</th> <th>Owner</th> <th>Actioned</th> </tr> </thead> <tbody> <tr> <td>AP1</td> <td>5.2</td> <td>AG to complete the circulation of 5 bullet points from the meeting for Finance Committee</td> <td>AG</td> <td>Completed</td> </tr> <tr> <td>AP2</td> <td>6.1</td> <td>AHA to look at creating a Fashion Club at CC</td> <td>AHA</td> <td>Completed</td> </tr> <tr> <td>AP3</td> <td>6.1</td> <td>Working Party to create welfare policy for staff</td> <td>All</td> <td>Ongoing AP2</td> </tr> <tr> <td>AP5</td> <td>6.2.2</td> <td>AHA to send staff update to LSAs/ AHA to e-mail LSAs, thanking them for attending and to introduce NS as their LSA Champion</td> <td>AHA</td> <td>Completed</td> </tr> <tr> <td>AP6</td> <td>6.3</td> <td>Governors to provide written visit reports and post on GovernorHub</td> <td>All</td> <td>Ongoing</td> </tr> <tr> <td>AP7</td> <td>6.3</td> <td>AHA will ask teachers to make contact with Link Governors to arrange visits</td> <td>AHA</td> <td>Completed</td> </tr> <tr> <td>AP8</td> <td>7.1</td> <td>AHA to send CC SEF to WC to proof-read <i>(the middle section had not yet been finalised)</i></td> <td>AHA</td> <td>Carried forward: AP3</td> </tr> <tr> <td>AP9</td> <td>7.2</td> <td>AHA to send Inspectors’ Handbook to Governors</td> <td>AHA</td> <td>Completed</td> </tr> <tr> <td>AP10</td> <td>12.2</td> <td>Governors to log all training records on GovernorHub</td> <td>All</td> <td>Ongoing</td> </tr> <tr> <td>AP11</td> <td>12.3</td> <td>AHA to process allocation of funding for Sports Premium</td> <td>AHA</td> <td>Completed – to go on website shortly</td> </tr> </tbody> </table>				Ref		Actions to be taken	Owner	Actioned	AP1	5.2	AG to complete the circulation of 5 bullet points from the meeting for Finance Committee	AG	Completed	AP2	6.1	AHA to look at creating a Fashion Club at CC	AHA	Completed	AP3	6.1	Working Party to create welfare policy for staff	All	Ongoing AP2	AP5	6.2.2	AHA to send staff update to LSAs/ AHA to e-mail LSAs, thanking them for attending and to introduce NS as their LSA Champion	AHA	Completed	AP6	6.3	Governors to provide written visit reports and post on GovernorHub	All	Ongoing	AP7	6.3	AHA will ask teachers to make contact with Link Governors to arrange visits	AHA	Completed	AP8	7.1	AHA to send CC SEF to WC to proof-read <i>(the middle section had not yet been finalised)</i>	AHA	Carried forward: AP3	AP9	7.2	AHA to send Inspectors’ Handbook to Governors	AHA	Completed	AP10	12.2	Governors to log all training records on GovernorHub	All	Ongoing	AP11	12.3	AHA to process allocation of funding for Sports Premium	AHA	Completed – to go on website shortly
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	<p><b>6.1. Chair’s Report</b></p> <p>The Chair thanked RT and other Governors for covering in school for him whilst he was on his sabbatical.</p> <p><b>6.1.1 Strike action by NEU</b></p> <p>How do Governors feel about the strike action this term? How had the schools managed as a Federation – was it any different to a single school? What were the stresses? Governors should consider how to react to any future action. AHA replied that it had created a lot more work for SLT; they had had to check the organisation to check where cover was needed. Almost all striking teachers had prepared work for their classes. No classes had been closed, as not all teachers had been on strike. AHA confirmed that the school could stay open. There were two benefits of this:</p> <ul style="list-style-type: none"> <li>• Lots of families rely on children being in school</li> <li>• AHA did not want poor judgements from parents.</li> </ul> <p>However, if it became necessary to close the school – so be it. It had to be made clear to parents that Governors and SLT were not saying that they were not supporting those on strike. Staff were striking</p>																																																										

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	<p>as a last resort; they would continue to give notice of their intentions. The Headteacher confirmed that it was helpful to have that notice; it showed the strong relationships across the Federation – keeping children at the centre. The strike action had not been highlighted in school; everything remained calm and not negative. Parents were supportive and had sent positive messages.</p> <p>Governors recorded their support for teachers’ right to strike and for their efforts to support their classes, who had been taught by SLT. The right to take strike action should be included in the Wellbeing policy. AHA added that the pressures on staff to perform well, without affecting wellbeing was hard to manage. There were also many demands on Leaders – it was a constant battle.</p> <p><b>6.1.2 Safeguarding</b></p> <p>There had been one potential reputational risk incident – this had been confidentially dealt with and concluded. A referral to the Local Authority Designated Officer (LADO) had been found to be unsubstantiated and unfounded except for one part. The School had learned the lesson from this. There was one other LADO referral in progress that would be concluded soon.</p> <p><b>6.2. Committee &amp; Focus Group Reports</b></p> <p><b>6.2.1. Resources Committee 07.03.2023</b></p> <p>Following the previous meeting, the working group looking at how relationships could be developed with Companies (as part of their Corporate Social Responsibility [CSR]) and the community to raise funds for the school. Quentin Nason had stated that his company – City Pay It Forward – could possibly support Holy Trinity for one year. The working group had considered specific areas for which sponsorship, etc could be used, to include catchup and student wellbeing. The working group would continue to support KR in this area; it was a big project. AHA liked the one item agenda for the working group, which had allowed a lot of ground to be covered. AHA confirmed that she had appointed two people to assist KR with this. It was important to dedicate time and resources for this work; it was hoped that it would result in substantial funding. Governors were delighted to learn that the first bid made had been successful in raising £20K.</p> <p><b>Q1:</b> Would the bids made just be monetary?</p> <p><b>A1:</b> Governors agreed that it should also be open to skills and resources. There could be parents working with companies with CSR schemes that could be accessed. KR added that she was able to dedicate Friday afternoons to this; she needed to reach out into the school communities first.</p> <p>AHA confirmed that, during the past week, Holy Trinity had received an additional £8K capital allowance, which could be spent retrospectively. The School was recorded as a deficit school. Ian Turner, Capital Projects Manager at Royal Borough of Kensington and Chelsea had worked with the school, but the Committee minutes had not been detailed enough. The School had to show proof of a purchase without VAT – it had been complicated by £77K had been resolved; £3K was left in the Premises budget.</p> <p>Accounts for Christ Church were almost completed and would be closed in the near future.</p> <p>Governors were advised that the 2023/24 financial year would be tough. A number of additional pupils had joined Holy Trinity after the Census date, so would not be included in the funding amount for 2023/24. There had been 186 on roll – there were currently 190, and this was likely to increase.</p> <p><b>6.2.2. Achievement Focus Group</b></p> <p>This group had not met since the last meeting. Link Governors were beginning to be more active; some had recently visited the schools.</p> <p><b>6.2.3. Partnership Committee 20.03.2023</b></p> <p>The Committee had discussed staff wellbeing. They had revisited the Complaints policy – statutory – and recommended it for approval (at item 11.1 on the Agenda).</p> <p>The Committee had learned that the Promises Auction at Holy Trinity had been really successful, raising £11.8K (plus gift aid). It had been a good social event. Most attendees had been Holy Trinity</p>

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	<p>parents. Many parents had asked for a children’s pyjama party in the future; AHA confirmed that this would work well and agreed to plan this.</p> <p><b>Action: Organise pyjama party for children ACTION AHA</b></p> <p>The next social event was a walk – so far 134 people had signed up. The route would soon be confirmed: the start point would be Hampton Court Palace, most of the route would be along the river.</p> <p>A parent survey at both schools had produced a high level of positive responses, with some suggestions. SLT would clarify some issues with parents. A pupil survey would be carried out in the Summer Term 2023, followed by a staff survey. All surveys would be repeated annually.</p> <p><b>6.2.4. Admissions Committee</b></p> <p>There had been some changes to the Admissions criteria for 2024/25; these had been reviewed and accepted.</p> <p><b>6.3. Link Governor / Learning Walk Reports</b></p> <p><b>6.3.1 Y6 SATs preparation</b></p> <p>AT and TM had helped TM and Emma with preparation for KS2 SATs. Y6 pupils were a great cohort and appreciated the time and effort from staff to help them prepare. AT and TM stated that they would like to do a Safeguarding Learning walk on their next visit.</p> <p><b>6.3.2 Role of LSAs in both schools</b></p> <p>RS and AHA had spent half a day in each school with a focus on how teachers support children in positive learning environments. They had talked to pupils, asking them who they would go to if they were worried about something – some children had needed to do this over the past year. Governors were reminded that LSAs play a great role in pupil wellbeing; this allows teachers to focus on teaching. The school strategy was to have LSAs in the classroom, but not attached to any particular child. This mindset reflected the overarching responsibility to adapt learning for all groups of children, not focusing on just one child. LSAs reported that they were already seeing the benefit of this – children were becoming more independent learners. The next step for the coming academic year would be to make LSAs more fluid across the school – not just in one classroom. AHA emphasised that staff had to be more creative with support for children.</p> <p><b>Q2:</b> Did this strategy mean that anything was lost?</p> <p><b>A2:</b> No – initially the LSAs thought that they would lose contact and knowledge of individual children. However, they actually now knew lots more about all the children with whom they had contact.</p> <p><b>Q3:</b> How had this been received by children and parents?</p> <p><b>A3:</b> The majority of children didn’t want a fuss – it had raised their self-esteem. Parents at Christ Church had been forewarned about the change; there had been no questions. Parents understood that the change had been in the best interest of the children, to enable them to become more independent. The ultimate aim was for the LSAs to make decisions on how they supported children; they could make minor adaptations for children, being proactive and working as a team with the teacher. LSAs would be given early notice of class allocations for September 2023, so that they could be involved in pupil handovers.</p> <p><b>Q4:</b> Was AHA convinced that she could still track the pupil-focused SEN funding?</p> <p><b>A4:</b> Matt Link (SENCo at Christ Church) had gone through the potential outcomes of each EHCP, including staff support. The process was more strategic than ever.</p> <p><b>Q5:</b> Was the school spending enough on each child?</p> <p><b>A5:</b> Yes – and more than the funding received.</p> <p><b>Q6:</b> Was recording of this robust?</p> <p><b>A6:</b> Yes, there was a secure document and audit trail.</p> <p><b>6.3.3 Maths visit</b></p>

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	<p>This visit with Emma Houghton had gone really well, looking at White Rose. This maths scheme had benefits for staff – consistency, keeping on track with timetables, brilliant resources; benefits for pupils – consistency, ease of seeing what had been learned in previous years, easy to access resources. Implementation cost was £1K, including £300 on training. Governors were able to access the training as well. White Rose had been used during lockdown. Y5 teachers had been very positive about using White Rose; if another teacher was covering their class, they could continue to move through units. It was currently being trialled in two classes in each school, with a possible roll out across schools in September 2023.</p> <p><b>Q7:</b> Was the methodology different to that now in place?  <b>A7:</b> Not really – just different resources. The current “Inspire” curriculum was better in parts, but available resources for teachers was not great. Teachers had to create resources for themselves. If classteachers were pure maths teachers, Inspire might be better, but White Rose was easier to teach well. Quite a lot of White Rose methods were being taught anyway.</p> <p><b>Q8:</b> Had staff seen this being taught in another school?  <b>A8:</b> Ms Houghton had not, but others had. White Rose worked for all abilities; it broke down into small chunks with consistent language. It was a positive change for staff, who could access film clips etc – these could also be made available to parents online.</p> <p><b>Q9:</b> How does it work in Early Years?  <b>A9:</b> The scheme starts in Reception, building on skills year on year.</p> <p>The Chair confirmed that the choice of scheme adopted was the remit of staff; Governors need to know how it will be implemented, etc.</p> <p><b>6.3.4 English visit</b>  NS had met with Lesley Palmer for a whistle-stop tour of how the different strands of English integrate. They had seen posters that gave visual pictures of exposure to texts, etc. This had been consistent across year groups, with pictorial links. They would explore pupil voice and writing on their next visit.</p> <p><b>6.3.5 Visit to Reception</b>  The Chair had visited Reception in Christ Church; he noted how enlightening it had been to see the development of the children since September 2022. Children had more mature relationships with each other, facilitated by the huge input of classteachers and LSAs. Teachers work really well together. Outdoor classrooms in both schools were great. Governors could celebrate the really good provision in Early Years.</p> <p><b>6.3.6 Corporate Worship</b>  The Chair had really enjoyed the Easter Services earlier in the day – it had genuinely felt like worship, not a presentation. The terminology had changed: assemblies were now called collective worship. A previous visit from Angela to assembly had looked like a very good lesson with a prayer at the end.....this had now changed; the time was being used in a more meaningful way.</p>
7.	<p><b>School Evaluation (SEF) &amp; School Development Plan (SDP) Priorities</b></p>
	<p><b>7.1 SEF</b>  AHA reported that there had been no change since the previous meeting. She was still working on the Teaching and Learning section. A new version would be finalised soon, to include an Executive Summary. Governors welcomed the questions and answers in the document: they provided evidence of the critical friend approach of the Governing Body.</p> <p><b>7.2 SDP</b>  This had already been covered. The main message was how not to overburden teachers and to be alert to their welfare.</p>
8.	<p><b>EHT Report</b></p>

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	<p>The EHT report had been circulated prior to the meeting. AHA invited questions on the report.</p> <p><b>8.1 Waiting lists</b></p> <p><b>Q1:</b> How were waiting lists for both schools managed?</p> <p><b>A1:</b> The LA were now taking responsibility for managing the waiting lists for both schools. It had previously worked better for Holy Trinity than Christ Church. Feedback from some parents with children at private schools who had been offered places from the waiting list had been that they had just paid fees, so would stay there. Some Governors reported anecdotally that parents thought if they were not given a place initially, they would not get in at all.</p> <p><b>Q2:</b> Does the letter of rejection indicate the process in respect of the waiting list?</p> <p><b>A2:</b> No, it was not mentioned, although it is explained on tours of the school. It might be worth mentioning that some offers were not accepted and how many second offers might be made.</p> <p><b>Q3:</b> would it be possible to invite joint applications to both schools and then have one school allocated?</p> <p><b>A3:</b> Sharing a waiting list would make sense. Christ Church parents who did not get a place could be contacted and offered Holy Trinity. AHA advised that Holy Trinity had the highest number of applications for a one form entry school – but this was not turning into accepted places. The waiting list has the same categories as the main applications. It was bizarre that there was an unfilled vacancy in Reception: AHA would speak to the LA about this.</p> <p><b>Action: Contact LA re vacancy in Reception ACTION AHA</b></p> <p><b>8.2 Attendance</b></p> <p><b>Q1:</b> Attendance across both schools were improving – what were the issues around attendance?</p> <p><b>A1:</b> There were one or two families with persistent absent at Holy Trinity; between four and six families at Christ Church. These were not necessarily families that were expected; there was some legitimate illness. These families were being closely monitored. AHA received a really good weekly breakdown on attendance and persistent absence on one sheet. She reminded Governors that one child could skew the figures for the whole school. Absence codes were specific and helped to analyse absences. Staff worked hard to improve attendance figures in all classes.</p> <p><b>Q2:</b> Were families fined for being absent?</p> <p><b>A2:</b> No. There was quite a lot of absence, even in Reception. One family who had been out for three weeks had been fined.</p> <p><b>Q3:</b> Were absences due to illness back up by medical certificates?</p> <p><b>A3:</b> The school could not insist on this.</p> <p><b>Q4:</b> Could different strategies be used with these families?</p> <p><b>A4:</b> AHA was usually good at getting families to improve their attendance; families did not appear to be bothered by the threat of referral to the LA. It was just a small number of families in every class. It was important to keep on top of persistent absence. AHA told Governors that one family had taken their son out of school from 28 March 2023, as they had heard that there were cases of scarlet fever in school and didn't want to take a chance on him catching it before they went on holiday for the Easter holidays. The lockdown periods had also not helped, as some families had not seen relatives living abroad for some years and were now planning visits.</p> <p><b>8.3 Guided Peer Evaluation (GPE)</b></p> <p>Lesley Palmer explained that a GPE group was a cluster of five Headteachers from a range of mainly Wandsworth Schools, together with an OfSTED Inspector. It was a two year cycle during which each of the five schools would be visited by the other Heads for two days. It was an evaluative model, facilitated by the OfSTED Inspector (who was not in that role). There was no judgement or gradings, but support could be given where appropriate. Schools liaised in-between visits. Ms Palmer confirmed that it was an amazing process, which increased knowledge and understanding, as well as seeing what is successful in other schools. Whilst Christ Church and Holy Trinity both participated in GPE, they were in different groups, with different dynamics. Although all the schools were very different, they had the same issues and targets. AHA confirmed that it was beneficial to be part of the process. It would be great if a similar process could be carried out by Middle Leaders. Governors valued the opportunity for external validation and support in light of the reducing capacity of the LA.</p>

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	AHA added that participating in the process and networking helped to reduce the fear of an impending OfSTED inspection.
<b>9.</b>	<b>Safeguarding Update</b>
	RC (Safeguarding Link Governor) meets regularly with AHA. AHA confirmed that it was sometimes unclear if cases were open or had been closed with the LA. It was suggested that records be annotated to show that their status was “awaited”.
<b>10.</b>	<b>Staff Wellbeing</b>
	<p>AHA had uploaded a list of initiatives put in place for staff well-being. RT highlighted the following points:</p> <p><b>10.1</b> Governors recognised the effect that the safeguarding issue earlier in the academic year had had on SLT, that had then filtered down to the rest of the staff. They wanted staff wellbeing to be at the forefront of their thinking. This would be included in the Staff Welfare policy that was being drafted by a Governing Body working party. However, Governors agreed that action was needed, not just talking about issues.</p> <p><b>10.2</b> It had been agreed at the previous meeting to offer more support to teachers – this had already offered to parents. There would be a balanced focus on class visits, spending some quality time just with the teacher – these conversations were important in building relationships.</p> <p><b>10.3</b> LP added that it was vital to get the balance right. Initiatives must have strong boundaries; teachers still need to provide high quality education, but giving staff the opportunities and time to offload would be beneficial.</p> <p><b>10.4</b> AHA assured Governors that, if the right staff were in place, they would be motivated. Teachers were surrounded by other supportive teachers. In the recent staff survey, all staff had confirmed that they had someone to whom they could talk. She reminded Governors that it was not about friendships, but professional relationships.</p> <p><b>Q:</b> How did teachers present in the meeting feel?</p> <p><b>A:</b> They agreed that they needed a support system in place, with someone to talk to and offload. At Christ Church, there were “wellbeing Wednesdays” when CPD sessions were replaced by time to mix with other staff – often those with whom staff did not normally mix. They were grateful that this had been built into the timetable.</p> <p><b>10.5</b> The workload was too high, although there were lots of things already in place – these included the Marking policy and Reporting policy. The Chair expressed a reluctance to have a Wellbeing policy. He felt that everyone should reflect on how Governors needed to act to promote wellbeing, perhaps with a statement of understanding. AHA had added a link to this on the SEF, but should the management of meetings be a priority? How did Senior Leaders reflect on what works in terms of relationships – eg not including negative items in e-mails makes a big difference. AHA and the Chair would amend the statement in the SEF.</p> <p><b>Action: AHA and Chair amend the SEF statement on staff wellbeing ACTION AHA, CHAIR</b></p> <p><b>10.6</b> AHA emphasised that staff wellbeing was really important. She wanted staff to leave to embark on the next step in their career, or other good reasons; not because they did not feel supported. Governors agreed that, when tough stuff happens, it was important for staff to be supported.</p>
<b>11.</b>	<b>Policies</b>
	<p><b>11.1. Complaints Policy</b></p> <p><b>11.2. Homework Policy</b></p> <p><b>11.3. Staff Absence</b></p> <p>These policies were all <b>approved</b>.</p>
<b>12.</b>	<b>Governor Visit Reports</b>
	<p><b>12.1 LSA Link</b></p> <p>NS had met with LSAs at CC on 28<sup>th</sup> March 2023; she would meet LSAs at HT on 19<sup>th</sup> April 2023.</p> <p><b>Action: NS to meet LSAs at HT on 19<sup>th</sup> April 2023 ACTION AP</b></p>

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13.	<p><b>13.1 Governor training and development</b> Governors were reminded of the new requirement in Keeping Children Safe in Education 2022 for <i>all Governors to complete safeguarding training specifically for Governors</i>. IB would circulate the link to compliant training on The Key (See Action summary at end of these minutes) <b>Action: Complete Safeguarding training via the Key ACTION ALL</b></p> <p><b>13.2 Training record</b> Governors were reminded that they should add any training completed to GovernorHub. <b>Action: Add training completed to GovernorHub ACTION ALL</b></p>
14.	<p><b>Financial Items</b></p> <p><b>14.1 SFVS approval for submission by 31<sup>st</sup> March 2023</b> AHA confirmed that this had been signed and was ready for submission to the LA.</p> <p><b>14.2 Budget Submission to the LA</b> AHA confirmed that staff would be working on this over the next two weeks.</p> <p><b>14.3 Allocation of funding of Sports Premium</b> AHA advised that the impact statements had to be added to the report for 2022/23 – this would then be published on the website. <b>Action: Publish Sports Premium report on website ACTION AHA</b></p> <p><b>14.4 Any other financial matters</b></p> <p><b>14.4.1 Lettings</b> The Japanese School were discussing hiring additional space after Easter – this could raise additional income of £9K - £10K. There were minor logistical issues; these would be resolved to ensure separation in the school. The Russian School might also require additional space.</p> <p><b>14.4.2 EHT review</b> TM reported that the review of AHA had taken place, supported by Mark Newton. It had been a successful review. AHA had enrolled in the EHTPQ programme for September 2023. The Chair reminded Governors that this had been agreed when the leadership structure had been changed. Roles and responsibilities would be reviewed to see what could be delegated during the 15 month duration of the EHTPQ programme.</p>
15.	<p><b>Dates of forthcoming meeting</b></p> <p>Full Governing Body Meeting: 22<sup>nd</sup> May 2023 @ 6.30pm</p>
16.	<p><b>Any other urgent business</b></p> <p><b>16.1 SIAMS inspection of Christ Church</b> The Chair informed Governors that this inspection had been postponed and would not take place until at least 2024.</p> <p><b>16.2 Theatre Lights in Holy Trinity</b> RT confirmed that lights had been purchased and installed; the electrics were almost complete. Both schools now had the same system and lighting desk. RT recorded his thanks to Lisa in Holy Trinity, who had obtained quotes, negotiated terms and arranged for the installation within two weeks. There would be a soft launch with Y5 at Holy Trinity on 4 May 2023. It was an exciting time.</p>
17.	<p><b>Confidential Items</b></p> <p>There was no confidential business.</p>

The meeting ended at 8.30pm.



**SUMMARY OF ACTIONS FROM FGB MEETING**

Ref		Actions to be taken	Owner	When
<b>AP1</b>	<b>4.1</b>	Liaise with LA for potential LA Governor details	<b>Anita Ferns</b>	<b>Asap</b>
<b>AP2</b>	<b>5.2</b>	Working Party to create welfare policy for staff	<b>All</b>	<b>By 22.05.23</b>
<b>AP3</b>	<b>5.2</b>	Send CC SEF to WC to proof-read	<b>AHA</b>	<b>Asap</b>
<b>AP4</b>	<b>6.2.3</b>	Organise pyjama party for children	<b>AHA</b>	<b>Summer Term 23</b>
<b>AP5</b>	<b>8.1</b>	Talk to LA re vacancy in Reception	<b>AHA</b>	<b>asap</b>
<b>AP6</b>	<b>10.5</b>	Amend Staff Wellbeing statement in SEF	<b>AHA, Chair</b>	<b>asap</b>
<b>AP7</b>	<b>12.1</b>	Meet with LSAs at HT	<b>NS</b>	<b>19.04.23</b>
<b>AP8</b>	<b>13.1</b>	All Governors to complete safeguarding training aimed at Governors: <a href="https://schoolgovernors.thekeysupport.com/governor-training-resource-hub/safeguarding-for-governance/?marker=full-search-q-safeguarding%20training-result-1">https://schoolgovernors.thekeysupport.com/governor-training-resource-hub/safeguarding-for-governance/?marker=full-search-q-safeguarding%20training-result-1</a>	<b>ALL</b>	<b>By 22.05.23</b>
<b>AP9</b>	<b>13.2</b>	Add any training undertaken to GovernorHub	<b>ALL</b>	<b>Ongoing</b>
<b>AP10</b>	<b>14.3</b>	Publish Sports Premium Report for 2022/23 on website	<b>ALL</b>	<b>When ready</b>