



**MINUTES OF THE MEETING OF THE GOVERNING BODY  
held at the school on  
MONDAY 7<sup>th</sup> MARCH 2016**

Constitution, membership and attendance

LA – 1	COOPTED – 8		PARENT - 2	STAFF – 2
<b>Ms Kim Small</b>	Mrs Jenny Gresson - Chair	Mr Daryl Close	<b>Ms Sophie Daniells</b>	Mrs Margaret Barrington – Head Teacher ( <i>ex officio</i> )
	Mr Darren Beaver	Mr Erik Boesten – Jt Vice Chair	VACANCY	Ms Debi Mavers
	Mr Andy Elmer	Mrs Kerry Lilienfeld		
	Ms Nadine Jones	Mrs Cath Tanner – Jt Vice Chair		

**Also attended:**  
**Bold = absent**

Associate Members: Ms Anna McKenna, Ms Shona Pitcher  
Clerk: Mrs Ursula Partridge

Item		ACTION
<b>55</b>	<b>APOLOGIES FOR ABSENCE / WELCOME</b>	
	Sophie Daniells gave her apologies and these were accepted. No contact from Kim Small and the Clerk was asked to check for any missed contact post meeting.	Clerk/KS
<b>56</b>	<b>DECLARATION OF BUSINESS INTERESTS</b> relating to items on this Agenda	
	None related to this Agenda were declared.	
<b>57</b>	<b>OBSERVERS</b> – none	
<b>58</b>	<b>MINUTES OF THE LAST MEETING HELD ON 1<sup>st</sup> FEBRUARY 2016</b>	
	Minutes were approved subject to agreed amendment being made and were agreed to be a true record of the meeting. The Chair to sign and Clerk to file.	
<b>59</b>	<b>MATTERS ARISING</b>	
59.1	<b>41 22.1 MATTERS ARISING/HEAD TEACHER'S REPORT/Building/TFT roof</b> (FR 22.09.2014) The HT reported that surveyors attached to LA had been in school to look not only at roof but other building issues/defects and considered a more thorough survey of the whole building was needed. <b>ACTON</b> a) Update on report from LA surveyors.	MB

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59.2	<b>41.1.3 22.6 4.2 85.2 MATTERS ARISING/HT REPORT/SPECIAL NEEDS/EdPsyc</b> (FR 6.07.2015) The HT reported that a letter had been sent by the school to Simon James. His response acknowledged increase in numbers and that the school's ethos in respect of Special Needs was exemplary for provision and inclusion for all children. However allocation of EdPsyc was currently being reviewed across both Kingston and Richmond boroughs with view to something in place for September. A copy of the school's letter had been requested by SJ's boss, Rob Henderson, who was going to monitor the situation.	MB
59.3	<b>41.2.1 25.3 MATTERS ARISING/HEAD TEACHER'S REPORT/SEN/SRP (Specialist Resource Provision)</b> See Agenda item 65 ACTION COMPLETED	
59.4	<b>41.2.2 26.2 MATTERS ARISING/STANDING ORDERS/COMMITTEE STRUCTURES/Distributed Leadership (FR 16.11.2015)</b> a) Governors were asked again to make contact with staff lead in area of their allocated responsibility as soon as possible. b) The Chair reported that Nadine Jones had agreed to take over responsibility for Attendance and Punctuality from Jane Pidduck. ACTION COMPLETED	All Governors
59.5	<b>43.3.3 MATTERS ARISING/GOVERNOR MATTERS</b> The HT checked with Governors about Michele Robbins report going on the school's website. After further discussion it was agreed this was not necessary as her particular comments about PE had been retained by the Coordinator in subject folder. ACTION COMPLETED	
59.6	<b>42.2.3 28 MATTERS ARISING/DISCLOSURE AND BARRING SERVICE (DBS) (FR 1.02.2016)</b> <b>ACTIONS</b> a) Updated policy needed to be put on school website. b) Proposed revised policy wording to be sent to Anna McKenna for GA styling.	AM AM
59.7	<b>43.3.1 MATTERS ARISING/GOVERNOR MATTERS</b> Training opportunities had been circulated and the Chair asked if any Governors had booked/attended any courses. Cath Tanner had booked courses on SEND and Performance Management. <b>ACTION</b> a) Sophie Daniells be asked if she had booked to go on the Role of Parent Governor.	Clerk/SD
59.8	<b>46 MATTERS ARISING/20 QUESTIONS FOR GOVERNORS</b> See Agenda item 64	
59.9	<b>50 MATTERS ARISING/STAFF DISCIPLINE POLICY</b> The Chair reported a model template obtained from LA had been reviewed by herself and Kim Small. Compared with the NHT (National Head Teachers) model the LA version set out the procedure steps much more clearly, had also been agreed through the unions and ACAS. Therefore the school had agreed to adopt the LA model.	
<b>60</b>	<b>IDENTIFY IMPACT OF GOVERNOR WORK ON CHILDREN FROM MINUTES</b>	
	Impact of training on Disciplinary (impact on policy) and School Visits (production of Visits policy). Discussion with Governors had led to developments on EdPsych provision.	Clerk
<b>61</b>	<b>GOVERNOR MATTERS</b>	
61.1	The Chair reported Darren Beavers move from C&C to R&F in line with H&S role.	
61.2	Paul Wiczorek had reluctantly stepped down as a Parent Governor as his work commitments had changed and was no longer able to make the necessary commitment. The nomination process had been started and, as an elected post, if there was more than one nomination there would be a ballot. There was discussion about indication of interest already shown. <b>ACTION</b> a) Letter to interested nominees to include information on skills being sought by GB.	MB
61.3	Governor feedback forms on <b>Training</b> (2 documents) had been circulated.	

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61.3.1	<b>Improving Financial Efficiencies in School</b> (23.11.2015) from Sophie Daniells and which had also been attended by Daryl Close.	
61.3.2	<b>Capability, Discipline, Grievance: a Governor's Perspective</b> (10.02.2016) from the Chair who urged other governors to do the training because (a) the rigour of the procedure, (b) any pre-knowledge of the incident would bar her from being part of the process so (c) a total of six would be needed for a panel and for an Appeal. Although the procedure allowed governors from other schools to sit on the panels they would obviously not know the school.	
61.4	<b>ENews</b>	
61.4.1	<b>2.02.2016</b> CPD listing for Spring and Summer terms.	
61.4.2	<b>9.02.016</b> DfE had new document on <b>Best Practice on Schools Complaints Procedures<sup>1</sup></b> and model policies for <b>Child Protection<sup>2</sup></b> , <b>Safeguarding<sup>3</sup></b> and Police Advice on Critical Incidents. The Chair recommended to staff the Deep Learning Conference about Mastery level in the new curriculum (Nov16) as the trainer Chris Quigley was excellent.  The HT explained the school's procedure in the constant stream of such updated models being cross checked against existing policy and practice. The helpfulness of eNews and of Anna McKenna's work to keep these documents up to date was acknowledged by the HT/GB.	
61.4.3	<b>23.02.2016</b> Kingston and Richmond Disability Accessibility: plans, templates and guidelines. Shona Pitcher reported this was quite a lot shorter than the school's one which had been adapted and new targets included.	
61.5	<b>The Newsletter</b> The Chair invited governors to volunteer to write a short piece for the Governors corner explaining what the governors had been discussing this term so as to give the parent body a snapshot of what the governing body did.  <b>ACTION</b> a) Cath Tanner to supply item for Governors Corner for sending out week of 21 <sup>st</sup> March.	CT
<b>62</b>	<b>GOVERNOR VISITS</b> including School Council (feedback)	
62.1	<b>Early Years:</b> The visit had been with Gemma Sergejev. The Chair explained the background to the three questions used in her visit which were derived from the journal 'The Key'. (As Kim Small's appointment to the Governing Body (GB) had come via SGOSS (School Governors' One-Stop Shop) the GB had been given 6 months free membership.) The OFSTED Group had met to consider the questions and it was recognised the GB did not consider Foundation Stage in as much detail as KS1/KS2. The lunch club was going well and was well attended.	
62.2	<b>Nursery:</b> The Chair reported that Kerry Lilienfeld had visited Nursery and awaited her report.	KL
62.3	<b>Y1:</b> Daryl Close reported on visit where the class was looking at money, the children were engaged and involved using either iPads, computers or doing cut outs. <b>Q: DC asked why some children used computer equipment and others were not.</b> <b>A:</b> The HT explained the carousel system used in Y1 whereby over the course of a week each pupil had the opportunity to try an activity and the technology but differentiation was also applied in recognition of each pupil's ability and suitability.	
62.4.1	<b>School Council:</b> Nadine Jones reported that discussion had been about Grand Values. The class reps had been charged previously on checking these were all clearly displayed in their classrooms and every teacher had spoken to the whole class about the values.	
62.4.2	<b>School Council:</b> Erik Boesten reported on a lively meeting and interesting to hear how the children engaged with Grand Values and explained aspects. The children asked him about progress on the playground development and there was discussion of identifying new external links with the community which the class reps took for discussion with their classes. <b>Q: The Chair asked if many children were elected for a second term of office.</b>	

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	<b>A:</b> SLT advised that one child had done three terms of office. At the moment there was one child in a second term.	
62.5	<b>Weekly Newsletter:</b> The Chair commented what a good idea it was to have one of the Grand Values as a focus each week and helped keep them in the forefront of parents as well.	
62.6	<b>Monitoring of School Development Plan.</b> The Chair reported on the Steering Group meeting to identifying areas from SDP for monitoring visits by governors. Committee Chairs Kerry Lilienfeld (C&C) and Daryl Close (R&F) would be responsible for oversight. A signup sheet was passed round by the Chair for governors to complete self-nomination of themselves. Darren Beaver requested Building and Premises.	
<b>63</b>	<b>FEEDBACK FROM COMMITTEES</b>	
63.1	<b>C&amp;C</b> In the absence of Kerry Lilienfeld the Chair gave feedback from last meeting: MGP (Making Good Progress Sheets) were considered and very impressed at the amount of evaluation. Autumn Report from SIP (School Improvement Partner) had questioned what progress had been made on the suggested actions. Outcomes of the Parental Questionnaire were considered and questioned how any concerns raised had been addressed. The audit carried out on the Safeguarding Audit proved to be robust. Looked at analysis of attendance and behaviour trends, the impact of persistent absence and the role of the Educational Welfare Officer (EWO) and whether this was proactive enough in this area. Considered how Foundation subjects were now assessed using Assessment Grids which were time efficient recording above and below Age Related Expectation. A Maths Book Look was done across the age range to see pupil response to marking. Some questions from the HT's reports were asked but Anna McKenna and Debi Mavers were able to answer them all.	
63.2	<b>R&amp;F CONFIDENTIAL MINUTE</b>	
63.3	<b>H&amp;S</b> Darren Beaver reported nothing in latest report but other things would show up later.	
<b>64</b>	<b>20 QUESTIONS REPORT</b> (1 document)	
64.1	The Chair had collated governors responses and questions/comments on circulated report were invited. <b>Item 20:</b> Are we having an impact on outcome for children: further improvements to be included: Tracking of progress of vulnerable children, identification of next steps and provision and engagement with parents of vulnerable children in particular; feedback from whole school review; outcomes for SEN children, with SEN and SEN provision within the school (SIP Report Spring 2015) and Anna Chiva (Head of SEN); Reception practice.	
64.2	<b>Item 12:</b> M1 to be corrected to MI (Management Information) <b>The HT thanked the Chair for all her work in putting the document together.</b> <b>The Chair thanked governors for all their contributions.</b>	
<b>65</b>	<b>HEAD TEACHER'S REPORT</b> (verbal report)	
65.1	<b>Lunch Club</b> the HT reported that 2 people had been appointed and were enjoying the experience. There was good feedback from the TAs running the club, the parents and the children. Phase 3 (wrap around care) bid had been submitted.  <b>Q: Governors asked what the status was about empty places.</b> <b>A:</b> The HT advised there were places still available but not every day.	
65.2	<b>Budget</b> would be discussed further at forthcoming R&F meeting but LA had confirmed decision not to claw money back from schools in 2015/16 to cover the SEN overspend. See also item 70.1	
65.3	<b>CONFIDENTIAL MINUTE</b>	
65.4	<b>CONFIDENTIAL MINUTE</b>	

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65.5	<b>Buildings:</b> All interactive white board works, apart from meeting room, had been completed.	
65.6	<b>KS2 Playground development:</b> Small Earth proposal for amphitheatre which would fit a whole class of children but would not be a covered space, it provided teaching and recreational space. Costing had come in a little under budget, apart from any contingencies. HT proposed go ahead be given for works to be started.	
65.6	<b>Inset:</b> Inset was very successful which included Maths presentation on development of division and multiplication which had already had impact across the whole school raised expectations by children. A Science input was also given in support of whole school focus this term on scientific enquiry skills.	
65.7	<b>Assessment:</b> (1 document) Symphony average point scores (rather than progress) as at the end of February. HT had previously explained progress baseline currently a little insecure because it was a conversion from old assessment system so while still looking at progress focus this year was on outcomes. Governors were directed through the data and assured all Year Groups were looking at data and had progress measures to identify if lower groups made more or less progress relative to other groups. Symphony statements were used to target any such identified groups.	
65.8	<b>Projected Outcomes for KS1/KS2:</b> Categories and data reviewed by HT and outcomes were not dissimilar to other schools. Guidance about assessment was concerning as recent exemplification material identified new areas which had been included since the interim KPIs (Key Performance Indicators) published in September. In order to get Age Related Expectations, a pupil had to evidence achievement in every element in Working Towards and At Age Related Expectations (except handwriting). To get Above it was everything in Working Towards, At Age Related and Above and including handwriting. Although the new curriculum was quite flexible, assessment was rigid. Grid tick lists were being used from moderation and exemplification training with pupils on the cusp of two 'grades' and for moderated children. SLT advised these were still interim guidelines just for this year and that changes were continually coming through. KS2 had done their projected targets and hopefully they would rise but were more akin to a L5 than a L4b. KS1 had not yet done projections for reading and writing as training had only recently been carried out. Outcomes at KS1 were more akin to good L3 than a L2b. The HT thought everything would settle down but at present there was a lot of anxiety, pressure and stress in schools especially when looked at in the light of Performance Management/Pay. Expectation was very high and the school was trying to get the children there without putting pressure on them. The HT was due to visit a school who had gone from Inadequate to Outstanding in 16 months – a significant factor being they had 80% PPG (Pupil Premium Grant) children. <i>Links to various YouTube clips provided in Post Meeting Notes.</i>	
<b>66</b>	<b>PPG REPORT (2 documents)</b>	
	Debi Mavers gave a summary of the meeting with Chris Byrne which looked at process, data and tracking, considered next steps and looked at suggested areas that could be tweaked or needed further development and monitoring ( <i>see also item 63.1</i> ). <b>Q: The Chair asked about Michele Robbins comment that the website needed to have more about impact.</b> <b>A:</b> The HT advised that Chris Byrne had been written to and asked him to comment on the PPG wording but he simply suggested we review other schools websites which we had already done. DM advised protection of the identification of individuals was a high priority so this needed to be carefully handled in putting more information on the website. <b>Comment:</b> The Chair suggested that maybe a generic statement that KS2 PPG children did really well because that was a result of all the interventions and good work done. <b>Response:</b> Tables of interventions and outcomes had been anonymised and included on website. DM reported that Chris Burn emphasised really monitoring impact of the very personalised	

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	<p>interventions which would be progressed over the next term. It was difficult to identify difference in outcome with/without the intervention but a particular form was completed before and again at the end of intervention and detailed review of these would be carried out.</p> <p><b>Comment:</b> The Chair highlighted reference in report where it was suggested that attendance data was shown to parents of quite young children showing that unless they catch up what the outcomes for the child by Year 10 would be, i.e. so many GCSE grades below children who had attended school regularly.</p> <p><b>Response:</b> The HT advised that teachers doing 1:1 mentoring would at the beginning of next term when they meet with the parents present these outcomes to them.</p> <p>The Chair considered the report very fair and constructive. The HT advised that a number of the recommendations had already been implemented. DM found it reassuring that there was good practice in place and helpful experience.</p>	
67	<b>SCHOOLS FINANCIAL VALUES STANDARDS (SFVS) (1 document)</b>	
	The Chair presented the finalised document which had been reviewed by R&F and suggestions had been incorporated. <b>The document was unanimously approved by the GB. The Chair signed the document.</b>	
68	<b>STAFF DISCIPLINE POLICY</b>	
	<b>The Governing Body agreed the updated policy be adopted.</b>	
69	<b>AOB</b>	
69.1	<p><b>Letter to parents re schools' budget (1 document)</b> The HT advised a letter had been generated by a secondary school in the borough which had gone to parents about impact on school budget and other secondaries had been asked to send it out as well. In a slightly revised form it had now come to Primaries to ask if all GBs would send out, so it would not necessary say from GA but from RBK Primaries. Further information had just been received about different aspects of the various funding programmes and real concerns about no new money yet higher expectations, pressures connected with SEN. Governors thoughts were invited: Consider it very gently worded and would be in favour of it being sent out as very difficult with a frozen budget which equates to cuts in real terms; Wording needed to be changes; Special Needs reference needed to be amended in light of LA recent decision on SEN deficit; too much educational jargon used and needed to be simplified; class sizes or mixed age teaching would inevitably become an issue/outcome if budgets remain unchanged.</p> <p><b>Q: Governors asked about the four actions presented for parents to consider taking and what outcome did the HT realistically hope for: change in government policy by emails or more money for Voluntary Fund (VF).</b></p> <p><b>Response:</b> A Governor felt that the approach on the VF should be presented on the basis of investing in the future.</p> <p>There was general discussion about levels of current contribution to VF.</p> <p>The HT took from the discussion that Governors were prepared in principle for a letter to go out to parents.</p> <p>The HT reported that a request had been received from James Berry MP to visit the school to meet children and prepared to do an assembly.</p> <p><b>Q: Governors asked if the visit was just to look round the school of if he would meet with a delegation of Governors.</b></p> <p><b>A:</b> The HT advised it would seem possible and he could do Mondays or Fridays. A number of Governors expressed an interest in meeting with the MP.</p>	

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	<b>ACTIONS:</b> a) Petition about funding from the school's parents be prepared for presentation to MP. b) HT to speak with colleagues about letter to parents subject to changes in wording.	MB MB
69.2	<b>CONFIDENTIAL MINUTE</b>	
69.3	<b>Governor Matters (National Governors Association magazine):</b> The Chair advised governors that a copy of the magazine was now available from the Governors' pigeonhole in the school office. The magazine was also available online through the log in access.	
70	<b>SCHOOL COUNCIL</b> nothing identified from this meeting	
65.9	<b>HEAD TEACHER'S REPORT</b>	
	<p><b>Daryl Close left the meeting at 9.38pm</b></p> <p><b>Data Dashboard</b> (1 document) was presented and although C&amp;C looked at it in Autumn B. HT invited to pull out what can be celebrated: yellow dots = good, better than national. red=not good, but none in data. Reading, writing and maths were all the same layout.</p> <ul style="list-style-type: none"> <li>• Reading looked at in detail. Graphs with pink lines shows attainment. GA meeting expectations or better.</li> <li>• Looking at disadvantaged children against 'other' where 'other' = non disadvantaged children. Whole cohort with disadvantaged children taken out and shows the gaps between.</li> <li>• Page 5 = confidence levels. Dot = where we are, lines are statistical confidence levels. The bigger the bar the smaller cohorts.</li> <li>• The disadvantaged the boys and the girls and the SEN for the different subjects. Nothing completely below the line except a little on SEN without a statement in 2013 (1 child).</li> <li>• All showing fairly good news and lots above the line.</li> <li>• Graphs: pink line is national, GA is the bars. Reading, writing and maths. L4 for all pupils and disadvantaged and L5 for all pupils and disadvantaged. Green circle with a + = significantly above, Blue circle = significantly below. GA has nothing or blue circles. Shows good picture for children in all bands. Other = cohort with disadvantaged children taken out.</li> <li>• APS = Average Point Score which shows what has been awarded and how many in cohort. Above in pink bar the national.</li> <li>• The same again for KS1.</li> </ul> <p><b>Erik Boesten left the meeting at 9.46pm.</b></p> <p><b>Q: Governor asked about 'other' and difference between 'no SEN'.</b>  <b>A:</b> All the children with SEN taken out. 'other' is with disadvantaged taken out which includes all pupils eligible for PPG.</p> <ul style="list-style-type: none"> <li>• No Value Added for KS1 because that is from KS1 to KS2.</li> <li>• Phonics and Early Years, set out in the same way. Pink line = national. Bar includes national numbers and underneath GA number.</li> <li>• Absence and exclusions. National line, GA groups which are better than national and which were worse than national. Data for three years, although 2015 not yet included, and shows things had fallen nicely.</li> <li>• Context: GA compared to national schools, percentage of first language not English is quite high; stability: more stable than nationally.</li> </ul> <p>In summary: nothing unexpected, all data previously given to Governors simply in different (graph) format. Doing well at KS1, Y1 Phonics could be better, KS2 Value Added was variable for different groups. Maths was the issue.</p> <p>For next year there are points scores and numbers. In the YouTube<sup>4</sup> clip with Michael Tidd it was explained how the Value Added measure although maths may be double counted because two scores for English so need two scores for maths. Explanation of process/outcomes given to produce a positive or negative number.</p>	

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<b>CONFIDENTIAL ITEMS 63.2, 65.3 and 4, 69.2.</b>					
<b>MEETING closed at 9.52pm</b>			<b>Dates of Next Meetings this term:</b>		
R&F	14 <sup>th</sup> Mar 2016		FGB	21 <sup>st</sup> Mar 2016	

**Post meeting notes:**

**eNews: 9.02.2016**

<sup>1</sup>[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/489056/Best\\_Practice\\_Advice\\_for\\_School\\_Complaints\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/489056/Best_Practice_Advice_for_School_Complaints_2016.pdf)

<sup>2</sup><http://www.kingathelstan.kingston.sch.uk/assets/Uploads/downloads/Child-Protection-and-Safeguarding-Policy-January-2016.pdf>

<sup>3</sup><http://maldenoaks.org/wp-content/uploads/2014/08/Child-Protection-Policy-2015-AGREED.pdf>

65.9 Data Dashboard YouTube Clips included in document item 65 SAPS Spring 1 APS 201516

### Summary of Actions Arising

<b>ACTION</b>	<b>MINUTES FROM FGB MEETING 7<sup>th</sup> MARCH 2016</b>	<b>WHEN BY</b>
Clerk/KS	<b>55 APOLOGY FOR ABSENCE</b> Follow up with Kim Small.	asap
MB	<b>59.1</b> 41 22.1 MATTERS ARISING/HT's REPORT/Building/TFT roof ( <b>FR 22.09.2014</b> ) Update on report from LA surveyors	FGB 9.05.16
MB	<b>59.2</b> 41.1.3 22.6 4.2 85.2 MATTERS ARISING/HT REPORT/SPECIAL NEEDS/Ed Psych ( <b>FR 6.07.2015</b> ) Update on position following contact with Simon James/Rob Henderson.	FGB 9.05.16
All Governors	<b>59.4</b> 41.2.2 26.2 MATTERS ARISING/STANDING ORDERS/COMMITTEE STRUCTURES/Distributed Leadership ( <b>FR 16.11.2015</b> ) Contact to be made with staff lead in area of their allocated responsibility.	asap
AM	<b>59.6</b> 42.2.3 28 MATTERS ARISING/DISCLOSURE AND BARRING SERVICE (DBS) ( <b>FR 1.02.2016</b> ) Anna McKenna to GA style revised policy wording and to be put on school website.	asap
Clerk/SD	<b>59.7</b> 43.3.1 MATTERS ARISING/GOVERNOR MATTERS/Training opportunities (FR 1.02.16) Check if Sophie Daniells had booked to go on the Role of Parent Governor.	asap
Clerk	<b>60 IMPACT OF GOVERNOR WORK FROM MINUTES 1.02.2016</b> Clerk to add to schedule.	asap
MB	<b>61.2 GOVERNOR MATTERS/Parent Governor election</b> Letter to nominees to include information on skills being sought by Governing Body.	asap
CT	<b>61.5 GOVERNOR MATTERS/The Newsletter</b> Item be supplied for Governors Corner.	w/b 21.03.16
KL	<b>62 GOVERNOR VISITS/Nursery</b> Feedback from visit awaited.	asap
Both MB	<b>69.1 AOB/Letter to parents re schools' budget</b> a) Update on visit from MP and presentation of petition from the school's parents. b) HT to speak with colleagues about letter to parents subject to changes in wording.	FGB 9.05.16

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