



LANGSHOTT PRIMARY SCHOOL

Smallfield Road, Horley

Surrey, RH6 9AU

Telephone: 01293 776341

Facsimile: 01293 821540

Email; [info@langshott.surrey.sch.uk](mailto:info@langshott.surrey.sch.uk)

[www.langshott-surrey.sch.uk](http://www.langshott-surrey.sch.uk)

Headteacher Mrs SL Mackintosh BEd(hons) NPQH

## PART 1 MINUTES OF THE FULL GOVERNING BODY MEETING OF LANGSHOTT PRIMARY SCHOOL

**Wednesday 2 April 2025**

**Governors Present:**

Gabriella Hopper GB

James Brown JB( Acting Chair)

Steve Jones SJ

Andy Yule AY

Harsha Kasetty HK

Sarah Mackintosh SM (Headteacher)

Jack Tavassoly-Marsh JTM

Annie Mundy AM

**In Attendance:**

Nina Booker NB (Asst HT)

Penny Batty PB (Clerk)

### PART 1

	TOPIC	Action
<b>1</b>	<p><b>APOLOGIES FOR ABSENCE</b></p> <p>Apologies were received from Alex Carter, Jo Johnson and Sonia Isard. These were all accepted by the GB.</p>	
<b>2</b>	<p><b>DECLARATION OF INTEREST</b></p> <p>There were no Declarations of Interests in any of the agenda items.</p>	
<b>3</b>	<p><b>MINUTES OF PREVIOUS MEETING</b></p> <ul style="list-style-type: none"> <li>• Part 1 and Part 2 minutes from the FGB meeting on 29 January 2025 were agreed and signed by JB</li> </ul>	
<b>4</b>	<p><b>ACTIONS FROM PREVIOUS MEETING</b></p> <p><b>Item 7:</b>  <b>SM:</b> Check astro turf warranty. <b>Confirmed, company have gone out of business. Another company have been approached. Valentina is dealing.</b></p> <p><b>Item 8:</b>  <b>SI:</b> Speak to Oakwood re comparative data in Y11. <b>Waiting data from Oakwood.</b></p> <p><b>C/F</b></p> <p><b>Item 9:</b></p>	

	<p><b>All:</b> To attend a Cyber training course. <b>SM to send link to governors. C/F</b>  <b>Item 10:</b>  <b>SI:</b> Clarify section 5 in Volunteers policy. <b>Confirmed. DBS check for volunteers has been resolved</b></p>	
<p><b>5</b></p>	<p><b>CHAIRS REPORT</b></p> <p>Please refer to attached Chairs Report.</p> <p>JB went through the Chairs Report that Alex had produced highlighting the need to confirm a training date with Sarah-Jane Ashworth. PB said that she would liaise with governors to source a convenient date. GB agreed that potentially, training in Parental Complaints would be useful. Governors were encouraged to put forward any other training suggestions</p> <p>Alex had also discussed Governor Recruitment with Sarah Jane who said that she would be happy to provide support in this area and suggested that 2 governors worked together on a recruitment campaign. JB and SJ agreed to do this.</p> <p><b>Actions:</b>  <b>PB:</b> Check governor availability for training session  <b>JB/SJ:</b> Work on a governor recruitment campaign</p>	
<p><b>6/7</b></p>	<p><b>HEADTEACHERS REPORT/SPRING DATA</b></p> <p>SM Had distributed the HT report to governors prior to the meeting and asked for questions to be submitted which are as follows:</p> <p><u>James's Questions:</u></p> <p>Year 6</p> <p>1) It is encouraging to see improvement across EGPS, Reading and Maths  Can you provide feedback on the success of the booster sessions that are currently being run?</p> <p><b>Below shows progress from the end of Autumn 2 to Spring 2. Some children have been so successful at booster that we are now confident they no longer need to attend booster. We have also added in further children who are now at a level where booster will support them. We initially tailored boosters to meet the needs of children who were not meeting (and needed to/were capable of), now we are able to tailor the booster groups towards children on the very cusp of meeting (or those who have only met by a very slim margin). Although some children may not have made accelerated progress, we do not feel they would have made sufficient progress to meet the expected standard without the additional booster sessions. We are confident most children who attend booster will meet in May if they continue to work with the desire to achieve that they are currently showing. We are very proud of how hard the majority of children in booster group are working.</b></p>	

### Progress Breakdown

Y6 - 'Y6 Reading booster' (11 pupils)

All Pupils (11 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	2 (18.2%)	1 (9.1%)	1 (9.1%)	1.3 (12.1%)
Progressed by 5 steps	0 (0%)	1 (9.1%)	1 (9.1%)	0.7 (6.1%)
Progressed by 4 steps	3 (27.3%)	4 (36.4%)	1 (9.1%)	2.7 (24.2%)
Progressed by 3 steps	4 (36.4%)	2 (18.2%)	7 (63.6%)	4.3 (39.4%)
Progressed by 2 steps	0 (0%)	2 (18.2%)	0 (0%)	0.7 (6.1%)
Progressed by 1 step	2 (18.2%)	0 (0%)	0 (0%)	0.7 (6.1%)
No steps progress	0 (0%)	1 (9.1%)	0 (0%)	0.3 (3.0%)
Regressed	0 (0%)	0 (0%)	1 (9.1%)	0.3 (3.0%)

### Progress Breakdown

Y6 - 'Y6 Maths booster-Spring' (11 pupils)

All Pupils (11 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	1 (9.1%)	2 (18.2%)	0 (0%)	1.0 (9.1%)
Progressed by 5 steps	0 (0%)	1 (9.1%)	0 (0%)	0.3 (3.0%)
Progressed by 4 steps	5 (45.5%)	5 (45.5%)	4 (36.4%)	4.7 (42.4%)
Progressed by 3 steps	4 (36.4%)	2 (18.2%)	5 (45.5%)	3.7 (33.3%)
Progressed by 2 steps	1 (9.1%)	1 (9.1%)	2 (18.2%)	1.3 (12.1%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

### Progress Breakdown

Y6 - 'Year 6 EPGS Booster- Spring 2' (11 pupils)

All Pupils (11 pupils)	Spoken Language	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	0 (0%)	1 (9.1%)	2 (18.2%)	0 (0%)	0.8 (6.8%)
Progressed by 5 steps	1 (9.1%)	0 (0%)	1 (9.1%)	0 (0%)	0.5 (4.5%)
Progressed by 4 steps	5 (45.5%)	6 (54.5%)	6 (54.5%)	5 (45.5%)	5.5 (50.0%)
Progressed by 3 steps	4 (36.4%)	2 (18.2%)	1 (9.1%)	6 (54.5%)	3.3 (29.5%)
Progressed by 2 steps	0 (0%)	2 (18.2%)	1 (9.1%)	0 (0%)	0.8 (6.8%)
Progressed by 1 step	1 (9.1%)	0 (0%)	0 (0%)	0 (0%)	0.3 (2.3%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

2) Can you provide any further commentary concerning Writing, which appears to be in decline?

The expectations on Year 1 are a lot higher than in Reception. E.g ELG for writing are:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others

Whereas, in Year 1, children are expected to:



Teacher Assessment Framework Year 1: Writing progression

	WTS	EXS	GDS
	The pupil can:	The pupil can:	The pupil can:
Purpose and audience Organisation Narrative writing	after discussion, orally sequence a short narrative  write a sentence which carries meaning.	after discussion, write a sequence of sentences to form a short narrative, about their own (or others') experiences: real or fictional.	after discussion with the teacher write longer, sustained piece for different purposes/audience  draw on their reading for appropriate vocabulary choice
Cohesion		use and to join words and clauses	→
Punctuation	demarcate at least one sentence with a capital letter and full stop, showing an awareness of the purpose of capital letters and full stops	demarcate some sentences with capital letters and full stops together with some use of question marks (where necessary)  use capital letters for proper names and for the personal pronoun I mostly correctly	use the full range of punctuation taught at year 1 mostly correctly (full stops, capital letters (including proper nouns and personal pronoun I), question marks and exclamation marks (where needed))
Spelling	spell some common Year 1 exception words* (when used)  segment spoken words into phonemes	spell many common Year 1 exception words* correctly (when used)  spell words containing each of the 40+ phonemes already taught (grapheme may not be accurate)  add suffixes to pluralise nouns –s or –es e.g. dog/dogs: wish/wishes  add suffixes to verbs where the root word remains the same e.g. help/helped/helping/helper	spell most Year 1 common exception words* correctly (when used)  add suffixes to pluralise nouns and endings to verbs (where the word remains unchanged) correctly in their writing
Handwriting	form lower-case letters in the correct direction, starting and finishing in the right place  form lower-case letters of the correct size relative to one another, in some of the writing  use spacing between words.	write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters  use spacing between words that reflects the size of the letters.	sometimes use the diagonal horizontal strokes needed to form letters in their writing.
Proof reading / editing	with adult support, read their writing aloud to check it makes sense, and begin to identify some mistakes such as spelling, missing words, missing punctuation.	with adult or peer support, read their writing aloud to check it makes sense and begin to identify and correct some mistakes such as spelling, missing words, missing punctuation	re-read (to themselves or also with peer support) their writing check it makes sense and begin to identify and correct mistakes such as spelling, missing words, missing punctuation: may start to suggest additions/makes changes which enhance their writing

In Years 2, 3, 4, 5, the number of children working at the expected level will increase from the end of the previous year.

In Year 6, writing attainment will be greater apart from in GDS. However, the cohort has changed since the end of Year 5.

Last year, 72.4% met the expected standard in Year 6 in writing with 13.6% GDS. This year, we are targeting 73.3% to meet the expected standard, even though the cohort this year is generally lower ability than last year's year 6 cohort.

- Year 1 and 2 PSC - Are the targets of 93% and 87% attainable or aspirational? What are the confidence levels of achieving these targets (Year 2 appears to be a significant distance from this target).

We are targeting 93% of Year 1s to pass their PSC and are pretty confident this is achievable. Children have had a lot of practise this year on alien words and are a lot more familiar with the PSC. Using gaps analysis, teachers are working hard to plug gaps and focus on the children who are only a few marks from meeting. The phonics intervention groups run by Holly have made

a considerable impact on raising the standard of phonics. 15 children have had phonics intervention in Year 1.

5 children are now meeting, 5 children are two marks away and 3 children are less than 5 marks away. The remaining 2 children are SEND and considerably below the pass mark although both have made progress.

In Year 2, 15 children are due to resit their PSC. 8 of those passed their last mocks check and 5 of those are less than 5 marks away. With intervention, we are hoping 13/15 will pass. One child who will not pass is new to Langshott and English, the other has high SEND needs (potential EHCP in the future).

- 4) Reception - Can you explain what STIP's team is please, is there a cost? How is the impact being assessed?

STIPS is Specialist Teachers for Inclusive Practice (an external agency) linked to our school. There is no cost to this as it is provided to all maintained school by SurreyCC.

It is a little mini-project that we are doing with the team to support EYFS and neurodiversity in this cohort. There are some set outcomes at the beginning, and the teachers have had a chance to meet with the STIPS teacher regularly to see how the project is going. There will be an end session in May and an evaluation/ next steps discussion. So far, we have seen an increase in independence for some of our SEND learners, and we are also seeing an increase in vocabulary use and development in SALT. The EYFS team have worked collaboratively to implement changes and have been trialling out various strategies.

- 5) Year 1 - Majority are making 2 steps progress - can you provide any commentary around why this seems low compared to other year groups?

EYFS data is not directly comparable to Year 1 data. Therefore, the data is only showing one term's worth of progress, which at the expected rate is 2 steps progress. All other year groups have comparable data from the previous year, which should be 4 steps from the end of the previous year to the end of the Spring term. It is however important to remember that not all children will make 2 steps progress every term. Some may make 4 steps in one term and then none the next term. This is why, in some cases, such as Year 2s writing data, the spring data is higher (by one child) than the target data. One child has made such progress, they are now on track. However, the teacher does not believe they will make as much progress going forward which will mean they will still be working slightly below the expected level at the end of the year.

6. The combined data - just to confirm that this is the number of pupils meeting in reading, writing and maths? What does the term "*Teachers aware of 'combined' data and focus children for this*" mean as this appears to apply across all year groups?

Teachers have been sent the Venn diagram with combined data (children meeting the expected standard in reading, writing and maths) as well as a breakdown of which children are not meeting in one particular area. Therefore, teachers are more aware of these children and doing whatever possible (interventions/post teach/focus groups) and trying to get those children 'over the line' in that one particular area to raise their combined data.

Overall, there is an upward trend which is encouraging, as well as tailored plans in place to improve, which is obviously positive. I know there is a lot of work going on to keep this going.

### Andy's Questions

1. Do you have any strong views on any of the consultations you describe at the start of your report? Consultation is a positive step towards more engagement with

educators, although, in my experience, only tweaks are ever made to their original plans following consultations. It MIGHT be different this time?  
Re. Ofsted Consultation – I know that many educators were hoping for a much more radical shake up, although we have been promised that it will “*Look and Feel Different*” (Lee Selby – Assistant Regional Inspector (South East) Ofsted. With more opportunity for professional dialogue.

2.HLP – good to hear this is still thriving. Did the HTs’ meeting generate any useful material about handling and/or reducing “difficult parental interactions”? **My takeaways from the session:**

- No one thinks complaints will reduce – it is the way of the world now, but nice to know we are not alone and have a great support in Ann Panton and her team.
- Sticking to policies is key
- Don’t be afraid to say to parents who persistently complain... *“our ethos and values obviously do not align, have you thought about seeking another school where your values do align?”*
- The threshold for when complaints becomes vexatious is very high.
- Langshott has got off lightly compared to some other schools, where Police and lawyers have had to become involved following threats to staff.

3.The Local authority comparison of attendance suggests that we’re comparatively good on unauthorised absence, but poor on authorised and particularly poor on severely absence. Have I understood that right and, if so, would you like to comment on why that might be? Does it relate to the very small number of children whose needs are so severe that the school can’t reasonably cater for them?

Yes, it is all to do with the 5 SEN pupils who are with us who are on part-time timetables and one boy does not attend at all, but we cannot remove from roll.

4. I’m guessing that sending a letter to parents with persistently absent children is by no means the only thing Langshott is doing to try to improve attendance. Would you like to say any more about the importance of good attendance and what else the school (and especially the HSLW) is doing to improve it?

- We are meeting with parents to discuss reasons for this.
- Saying well done to parents when attendance does improve.
- SM did an assembly with pupils to highlight the importance of attendance and the link to outcomes. We celebrated 95% and above (319 pupils – 76% of cohort)
- Section in Newsletter this month about link between attendance and outcomes.

5. SDP – are there any approaches (at other schools, maybe) that are successful at (re)engaging the parents who don’t/won’t support reading at home?

We try to make reading a valued and enjoyable part of school life. We try to educate parents on the importance of reading and how to support their child's literacy development through the newsletter and Reception Curriculum Information Evenings.

We talk to parents who are not reading with their child and offer advice as to how to improve this.

Jess Paulsen has secured £500 from The Friends for a book swap shed. Anyone can leave a book or borrow a book, ensuring families always have a range of books at home.

6. Data - How confident are the Yr6 teachers of reaching the Target levels, given the march mock results?

We are hopeful that the targets are achievable. Obviously, this does depend on the day but all children targeted to meet achieved a scaled score of 98 or 99 in the Spring mock tests. All children targeted are attending booster sessions as well as receiving additional intervention in school. We are confident the children expected to meet in writing will meet their target.

7. The Venn diagrams are interesting! It appears that the “Other” category is consistently 15-20% across all year groups – even the year groups (1&2) that have significantly lower %age of SEN pupils – is this a coincidence?

There are a group of children in all year groups who are working below the expected level but not enough to be on the SEND register. When Ofsted carry out inspections, they often ask about the bottom 20% and what we are doing to support them. Below shows the comparison between SEND in each year group and children not meeting in reading, writing, maths in each year group. Through progress meetings and discussions with Hiral, we will continue to monitor the children not on the SEND register to see whether they should be on the register or whether there are other issue impacting their attainment and progress e.g. family separation. There are a few children we are monitoring in Years 1 and 2 and although they may not be on the SEND register yet, they are still receiving additional intervention and support to raise their attainment.

	SEND	Other (not meeting R,W,M)
Year 1	8%	16.7%
Year 2	8%	15%
Year 3	25%	20%
Year 4	17%	20%
Year 5	19%	15.5%
Year 6	20%	15%

SM confirmed to GB that she would be looking at this data in more detail.

8. There also appears to be a consistent trend for there to be a large group (~15%) of pupils who are attaining the relevant level in maths & reading, but not writing. Is it too simplistic to suggest that improving writing would have the greatest impact on the number of pupils who attain in all subjects?

Writing is generally the area which prevents children from achieving a combined expected level. It is also the area where teachers are best to deliver the intervention. In Year 3-6, we have introduced writing post-teach where a HLTA covers the teacher and the teacher works 1:1 with children to discuss their writing. In addition, we have introduced a new success criteria system to hopefully raise attainment in writing. The success criteria change came as a result of National College training on effective and efficient marking. During following up after a trial period, teachers are confident the approach will raise attainment and support independence.

JTM asked that now the school has been using the Write Stuff for 5 years, do they feel it has been a success and is the school where it wants to be? SM responded that whilst the Write Stuff has been successful, unfortunately both the pandemic and the loss of teachers data last September has had a bearing on the outcome. SM said that she would ask Karen Wesson to liaise with the HLP to see how the programme is working for them. Put on next agenda'

From Jack TM

1. In the SDP there is a large emphasis on parental support with reading and homework learning. This seems to be a trend across year groups mentioned. Apart from written communication what plans are in place to support the most disadvantaged to receive the same support as their peers? How else could parental collaboration be sought? **Children who attend Crystal Club are read to with adults when time allows - Emma McCarthy goes to Crystal during her extra 15 minutes in the morning (when time allows). Children who do not read at home are our daily readers so read with an adult in school as much as possible. Home learning activities are not done in school if children do not complete their learning. However, teachers generally offer children the chance to come in at a lunch time to complete home learning if they know they are not able to complete it at home.**

2. I noticed there's no mention of writing anymore in the SDP, is that because the data shows it to be in line with expectations now or have you moved on to focus on a greater priority this year?

**Writing is included in Objective 1 "To improve teaching in phonics, reading, writing and maths to enable pupils to make expected progress and reach the individual class targets set for this year."** Adaptive teaching will impact writing, as will with monitoring. After the Easter holidays Karen is going to have PPA with all year groups to support the planning of writing and the implementation of all of the things we have introduced this year! The introduction of Place Value of Punctuation will improve writing and raise expectations for children. Writing moderation will improve writing as will the introduction of grammasaurus spelling!

3. There's a mention of the priority with T&L being on marking and feedback after monitoring took place. What are the expectations on staff for providing feedback and their mark load? Is this research-informed? **Yes. Using the Claire Gadsby NC training and the research of Rosenshine we have tweaked our marking and feedback policy. The main change is around using success criteria to support marking in writing. Teachers have trialled this and found their marking to be more purposeful. The revised policy has just been sent to teachers for feedback to SLT. Sonia has also liaised with HLP to look at how they mark. There is a mixture of intense marking and no marking. We have gone somewhere in the middle to ensure teachers are aware of what children can do and what their next steps are to ensure a high success rate.**

5. Apart from NSCL courses and HLP meetings, what other professional development opportunities do staff at LPS have access to? **Staff also receive training from STIPS (specialist teachers for inclusive practice), SALT (speech and language therapy, EP (educational psychology team), Barnardo's charity (ADHD), and YMCA (Mindworks team) with emotional coaching and window of tolerance. Staff have also received training from Woodlands Outreach School (our linked ASD school). It's worth noting that over the previous two years many staff have completed an NPQ.**

**During a year where teachers have lost all planning, I think the training and CPD we are doing is appropriate and proportionate to what staff can manage, taking into consideration their own working memory and cognitive overload!**

6. I noticed the gap between the information on the price change at Crystal Club and the change being implemented is roughly 10 working days. Should this have had more notice? **We wanted a staged increase - some this term and some next, so it was not a big jump all at one go. In addition, it is April when the staffing costs will increase due to the NI rises, so it seemed the right time to start the process. This was discussed fully at the Finance Committee where this was approved. We have only received 2 emails about this**

	<p>from the parent body and no one has voiced their concerns around being unable to pay. If parents talk to us, we can put a payment plan in place or something to support them.</p> <p>7. In the behaviour policy, I think it could be clarified that the communication with regards to the stage 2 sanction being met should be through verbal communication (at door or a phone call) and an email if those don't work. Not sure a form should be relied upon to effectively communicate the misbehaviour.</p> <p>Stage 2 communication - often the behaviour reflection form is accompanied by a parental conversation, but the form also requires a parent signature and to be returned to school so we know that parents have seen this/are aware of the behaviour. It mentions this in the behaviour stages appendix. If it is not returned, teachers would follow this up with a face to face, phone call or email.</p> <p>GH also asked the following questions;</p> <ol style="list-style-type: none"> <li>1. Should the GB have a governor responsible for Anti Bullying? This was agreed and JB said that he would undertake this role.</li> <li>2. Have staff had training on 'Using Reasonable Force'? SM said that they have but she has told staff that if there is a situation where a child needs to be restrained, either Sonia or herself should be summoned immediately.</li> <li>3. Following the recent incident at Oakwood School where the school had to go into lockdown, were Langshott notified? SM said that Langshott were not notified of this and she would speak to the HT at Oakwood about procedure should another event occur in the future. A training session is planned to remind staff of the lockdown protocol.</li> </ol> <p><b>Actions:</b>  <b>SM: Liaise with Oakwood re Lockdown Procedure</b></p>	
<p><b>8</b></p>	<p><b>FINANCE</b></p> <p>SM told the GB that:</p> <ul style="list-style-type: none"> <li>• SFVS has been completed</li> <li>• End of year FMR is looking more positive</li> <li>• 2025/26 budget will be finalised at the next FGB</li> </ul>	
<p><b>9</b></p>	<p><b>GOVERNOR RECRUITMENT</b></p> <p>See Item 5.</p> <p>AY said that if agreed by the GB, he will remain as the LA governor for a further year but will need to be re appointed by the LA. This was agreed.  JB also said that he would be willing to extend his term of office from 25 May 2025. This was agreed.</p>	
<p><b>10</b></p>	<p><b>SAFEGUARDING REPORT/SINGLE CENTRAL RECORD</b></p> <p>JB confirmed that he had met with Sonia and Valentina and he will be sending out his report to governors in due course. The Single Central Record had been checked.</p> <p><b>Actions</b>  <b>JB: Send report to GB</b></p>	

11	<p><b>GDPR</b></p> <p>SM confirmed that there had been no GDPR violations.</p>	
12	<p><b>GOVERNOR MONITORING</b></p> <ul style="list-style-type: none"> <li>• JB: Met with Sonia and Valentina</li> <li>• AC: Biweekly meetings with SM</li> </ul>	
13	<p><b>POLICIES</b></p> <p>SM had distributed the following policies prior to the meeting:</p> <ul style="list-style-type: none"> <li>• Anti Bullying</li> <li>• Behaviour</li> <li>• Communications</li> </ul> <p>JTM asked the following:</p> <p>-within Comms policy there is some wording around response to emails in 48hrs that needs checking <b>Sentence changed to .... We aim to respond to emails as soon as possible, but certainly within 48 hours if the email is received in school working hours, excluding INSET days.</b></p> <p>- within Comms policy, not sure the point on concise emails is required. <b>The phrase “Keeping emails concise will help us respond promptly” is intended to discourage lengthy, unfocused messages. I’d like to keep it.</b></p> <p>- within behaviour policy what quantifies a long period of time outside in a corridor? <b>A long period of time in a corridor would be based on age...for example KS1 children wouldn’t spend any time in corridor but older children may need 5 minutes in a corridor to regulate. Some children actively choose to take a movement break/use the regulation station in the corridor or may choose to work at a table in the corridor to minimise noise/distractions - this is different to a behaviour consequence and children working outside the classroom for longer periods are checked in on by adults</b></p> <p>First aid policy is out of date according to table in one of the reports. <b>Thank you – this has been shared with Valentina for updating. Penny, please put on agenda for next meeting.</b></p> <p>GB agreed to ratify the policies after minor amendments had been made.</p> <p><b>Actions:</b></p> <p><b>PB:</b> Place First Aid Policy on next agenda</p>	
14	<p><b>GOVERNOR TRAINING</b></p> <p><b>JTM:</b> Sexual Harassment in the Workplace. <b>AY:</b> Hot Topics</p>	
15	<p><b>FUTURE AGENDA ITEMS</b></p> <p>JTM suggested that Writing was placed on the September agenda following SATS results.</p> <p>GH suggested that questionnaires should be undertaken for both Parents and Staff as they had not been carried out for a while.</p> <p>AY suggested that following a recent Hot Topics session, there was a recommendation that a check list for SEND would be beneficial</p>	

	<p><b>Actions:</b>  <b>PB:</b> Place Writing on September agenda  <b>PB:</b> Place Questionnaires on next agenda  <b>PB/SJ:</b> SEND Check List</p>	
16	<p><b>MATTERS ARISING</b></p> <p><b>Item 4</b>  <b>SM:</b> To urge Oakwood re comparative data  <b>All:</b> To attend a Cyber training course. SM will send link</p> <p><b>Item 5</b>  <b>PB:</b> Check governor availability for training session  <b>JB/SJ:</b> Work on a governor recruitment campaign</p> <p><b>Item 10</b>  <b>JB:</b> Send report to GB</p> <p><b>Item 13</b>  <b>PB:</b> Place First Aid Policy on next agenda</p> <p><b>Item 15</b>  <b>PB:</b> Place Writing on September agenda  <b>PB:</b> Place Questionnaires on next agenda  <b>PB/SJ:</b> SEND Check List</p> <p><b>Part 2</b>  <b>SM:</b> To review Complaints Policy and place on next agenda</p>	
	<p><b>MEETING DATES 2024/25 (FGB dates in bold)</b></p> <p><b>Summer Term</b>  12.00. Mon 28 April 2025 Finance Committee to confirm 2025/26 Budget  <b>18.00 Wed 21 May 2025 FGB incl Finance Report</b>  <b>18.00 Wed 9 July 2025 FGB incl HT Report, SDP, Summer Data</b></p>	

**SIGNED** .....

**Date** .....