

Present: Emily White (Chair), Saira Sawtell (Headteacher), Louise Balaam, Lesley Bainbridge, Nicola Fowler, Pieter Mostert, Ali Mitchell, Juliet Viney, Moira Farley, Rev Cora Yarrien

In attendance: Rebecca Golledge (Business Manager - SLT), Simon Beet (SLT), Gareth Biddle (DSL – SLT)

Clerk: Pilar Colomer

Apologies (Item 1): Emma Gould – apologies not accepted, Lesley Richardson – accepted

Late arrivals / Early leavers: Rebecca Golledge – arrived at 16.50 and left at 17.45, Simon Beet – left at 17.10, Gareth Biddle – arrived at 17.20 and left 18.00

| No. | Item | Action |
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| 22/30 | Declaration of Business Interests (Item 2) No new Governor interests declared. | |
| 22/31 | <p>Safeguarding Audit (Item 3) Governors were informed that the Designated Safeguarding Lead (DSL) has consulted The Safeguarding Company to confirm Governor training requirements on Mentor. Governors need to complete Prevent training. The DSL will complete this first one before the end of term and advise Governors on how long this course will take and any particular issues they might need to be aware of. The DSL has asked The Safeguarding Company to add an estimated time of completion to the module and they will consider this as part of their product development. They recommended that the training might take up to an hour and a half. The DSL added that staff also need to complete the Prevent course and time will be allocated to staff to allow them to do it before the end of this academic year. The DSL will also identify particular areas he feels staff need to be aware of. He advised Governors that some issues might need to be covered in September, due to staff workload, to ensure all is complete before the next Safeguarding Audit. Q: A governor asked the DSL how long it takes him to do the Safeguarding Audit. The DSL answered that it takes around four and a half hours. Q: A governor mentioned this year's format looked different to last year's Audit. The DSL responded that the Audit was online and relatively easy to go through it. However, there were items in this audit that were not in last year's one. Q: A governor queried whether this is a MAT issue.</p> | DSL |

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| | <p>The DSL confirmed that it is.</p> <p>Q: A governor questioned why it is different.</p> <p>The DSL clarified that this would be in response to the Keeping Children Safe in Education (KCSiE) 2022 document.</p> <p>Q: A governor enquired about the different types of Prevent training, and asked why the governors could not use the Dorset Council one.</p> <p>The DSL considered that since the Wessex MAT has bought into the Mentor course, this should be the first option to use. In addition, he is able to monitor who completes the Prevent training on Mentor and who has not.</p> <p>The DSL advised that if a governor has already completed a Prevent course through their work, they should be able to ratify it.</p> <p>The Chair asked the Clerk to find out about this ratification.</p> <p>Clerk to find out if a governor has to complete the Mentor Prevent course even if they have already completed a Prevent training course through their work.</p> <p>Q: A governor asked if the DSL could tell the governors some concerns arising at the Safeguarding MAT meeting.</p> <p>The DSL announced that at the meeting they had looked at what the Safeguarding Company had done in terms of analysing all Ofsted reports in England in the last academic year and what the issues were in relation to safeguarding concerns: record keeping, safety checks, monitoring and following concerns, amongst others.</p> <p>Q: A Governor requested that the DSL provide a report about where particular behaviour issues arise around the school.</p> <p>The DSL agreed to provide a report at the July LGB Meeting.</p> <p>Clerk to add My Concern data review to the July agenda.</p> <p>He added that the school does not tend to record the location of the incident. The Headteacher explained that most issues are described as behaviour incidents on Student Information Management System (SIMS), unless there was a victim, in which case the perpetrator would be logged on My Concern. The Headteacher added that the school picks up reports on My Concern swiftly as well as the school asking the students in the pupils' questionnaire if there are areas in school where they feel particularly unsafe.</p> | Clerk |
| 22/32 22/32.1 | <p>Finance and Operations Update (Item 4)</p> <p>Risk Register (Item 4.1)</p> <p>The Chair reported that some of the Governors met on the 11th November 2022 to discuss the Risk Register, which has been compiled by the Business Manager. This register consists of various documents, such as: finance, pupil numbers, computer systems, sensitive information, industrial action, rising energy costs and risk of long power outage, amongst others.</p> <p>The Local Governing Body reviewed the risk register and decided to alter the order of priority risk on some items.</p> | |

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| <p>22/32.2</p> | <p>The Chair noted that the risk of long power outage has only got a ranking of 8, compared to the windows and doors, with a score of 15. A Governor commented that they decided to move down the risk of failing windows and doors from a higher priority to a lesser one, since the school has had a surveyor who confirmed that the windows and doors are safe. The Chair asked if Governors thought whether failing Windows and doors should still be in the high priority risk section or moved down to the lesser risk category. A Governor commented that they preferred failing windows and doors remain in the high priority risk.</p> <p>The Chair suggested that they wait for the finalised report and then reconsider the type of priority. Governors agreed.</p> <p>Q: The Chair asked the Headteacher if she had received the report about the state of windows and doors from the MAT.</p> <p>The Headteacher informed the governors she has not had this report yet. A Governor added that the risk of long power outage would be very detrimental to the school. Another Governor responded that if this were to happen, the school would know in advance and they would then switch electrical items off.</p> <p>The Chair asked the governors if they agreed to downgrade the risk of long power outage from the high priority list to a lesser one, Governors unanimously agreed.</p> <p>The Chair clarified that Governors would look at this list termly, regrade and add risks as and when they need to.</p> <p>Q: A Governor asked if they had to decide about the priorities of different items on the risk register at a Local Governing Body (LGB) meeting or do it at a working group.</p> <p>The Chair informed that it has to be noted in the minutes.</p> <p>Budget (Item 4.2)</p> <p>Q: A Governor questioned why the staff budget figure is much higher than expected.</p> <p>The Business Manager explained that it is because they have had a new member of staff and she had doubled up on the budget. She added that the first budget report the Governors received is an overview of everything the school needs to consider financially. When school finance staff allocate an invoice, they have to be very specific about the code they use, in order for the MAT to be able to identify where the money is being spent.</p> <p>Q: A Governor noted that staff costs are down from 83% to 81%.</p> <p>The Business Manager explained that it might be due to one staff member contract not having ended, as these staff costs were based on what the school predicted the pay was going to be, especially, for support staff; the amended staff cost will be corrected on the upcoming P3 budget report. However, support staff pay has been more than expected due to the approval of the pay award for support staff in November. This unforeseen rise on the budget, she added, has not been reflected on the current</p> | |
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| | <p>budget, and the school will not know the full impact of these unexpected expenses until the P3 report comes through.</p> <p>Q: A Governor queried what the approximate percentage cost of these unexpected rise for staff will be.</p> <p>The Business Manager confirmed that every full time, year-round, support staff member had a rise of £1925 added to their annual salary. However, the majority of support staff do not work full time so they will receive a pro rata increase.</p> <p>Q: A Governor questioned whether the school's sport centre is making money.</p> <p>The Business Manager indicated that the school has not raised the prices yet but are still making some profit.</p> <p>The Headteacher suggested that the school should put the prices up in line with the inflation and rising energy costs.</p> <p>Q: A Governor asked whether there is a staff/children ratio at break/lunch times.</p> <p>The Headteacher confirmed that there are national guidelines. She highlighted that increasing vigilance during these breaks has meant there are fewer social disruptions during these times and also that lessons resuming after break and lunch times do so quickly and without issues to sort out. An SLT member added that they do not allow students in front of the school concentrating them in areas where they can visibly see them instead and also have radio communication. They noted that there are usually up to 9 staff on duty to cover 700 students. Not all students are out at the same time; some go to their lockers; some use the restroom and some might be talking to their teachers in their classrooms. The SLT member felt that the school behaviour issues have improved considerably over the past few years as a consequence of taking these measures. The students' safety has been reflected on the students' surveys as well as parental ones; furthermore, the questionnaire has indicated that pupils feel safe and well supervised at break and lunchtimes.</p> <p>Q: A Governor asked why a member of SLT is on duty at the school entrance.</p> <p>The Headteacher explained that this is due to many factors including the amount of parental challenge to the driving restriction that they receive every day (from Ossie's parents occasionally but perhaps more so Manor Park parents). There are also benefits to this front-facing work, such as face-to-face parental contact, which avoids receiving numerous emails and/or parental phone calls a week, and tackling any issues as they arise. SLT feel this is time well-spent and they are often able to intervene early, settle an anxious child into school that morning effectively etc. The Headteacher explained that this is never time wasted and must be re-framed.</p> <p>Q: A Governor questioned whether the children feel safe when arriving to and from school.</p> | |
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| 22/32.3 | <p>A staff member reported that this question is being put forward on the students' questionnaire.</p> <p>Q: A Governor enquired if the adjacent school can help with this traffic safety issues.</p> <p>The Headteacher answered that they do when they can manage it (one afternoon per week).</p> <p>Q: A Governor requested whether the school needs two SLT members on duty on the road.</p> <p>An SLT member emphasized that this is necessary due to several reasons: safety, reassuring the crossing guard ("lollypop person") and avoiding vulnerability. They added that if the staff member were to be alone, the parents could challenge aggressively and there has been a recent case of the member of SLT needing colleague support.</p> <p>GDPR Report (Item 4.3)</p> <p>The Business Manager explained that if one were to find a lot of data about a student lying around, for instance, test results, this might be a GDPR breach. This person would then have to report it, which enables the MAT to have an overview as to when these breaches occur.</p> <p>Q: A Governor asked if the MAT has a GDPR officer.</p> <p>The Business Manager answered that the school has got one. This officer helps and directs the school in issues that need some attention.</p> <p>Q: A Governor queried why they have received such an enormous amount of emails from the School Bus system.</p> <p>The Business Manager responded she did not really know.</p> <p>Q: A Governor questioned if these are items/policies that need approving.</p> <p>The Clerk confirmed that the governors need to review that policy and approve if they agree with it.</p> <p>8/12/22 Clerks Edit – After checking this with the Governance Manager, Clerk confirms that there is no requirement to approve a policy if they are Trust policies. They will receive a notification every time a new Trust policy is published, so that they are aware of it and can read it. If the school publishes a new policy, they will receive a notification requesting them to review it.</p> <p>Q: A Governor enquired about what the CM on the School Bus refers to.</p> <p>The Business Manager said she is not sure about it.</p> | |
| 22/33 | <p>Performance Management Report / Pay Review incl Headteacher Targets (Item 5) The Chair highlighted that sharing the Headteacher targets with all the governors is new. In the past the targets were only known to those who attended the Headteacher's Performance Management meeting.</p> <p>Q: A Governor queried the Headteacher as to whether she shares her annual targets with staff as well as with governors.</p> | |

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| | <p>The Headteacher responded that she did on one occasion, putting them up in the staffroom for everyone to see but there was little interest so she has not done so since. The Headteacher added that she shares them with Senior Leadership Team (SLT).</p> <p>The Chair added that the staff PM report has already been reviewed at the previous LGB meeting, on 20th October 2022. Therefore, this item can be reviewed in the minutes of this meeting.</p> | |
| 22/34 | <p>ASP / IDSR / Autumn Data Analysis (Item 6)</p> <p>An SLT member explained what the Data Aide Memoire for Governors document is: it outlines the different acronyms' meanings and what type of tests the school pupils undertake.</p> <p>Q: A Governor requested clarification as to what the columns on the 2022 Year 6 July SATs document represent.</p> <p>The SLT member confirmed that the first column refers to the students Granada Learning (GL) tests score representation when they arrive in Year 5. The second column is a prediction of their Year 6 SATs results. When those students are in Year 7 and 8, the school tests them again using Stanine 5 or 7 GL score tests, so that the school can track their progress from Year 5 to 8. Furthermore, the school uses these predictions to base-line the students. The member of SLT detailed the pupil review and tracking process, including how pass marks are adjusted during the year.</p> <p>Q: A Governor questioned why there is still a significant discrepancy in results between boys and girls in Maths.</p> <p>The SLT member advised governors as to the government's students' progress figure method. They added that the government is having problems working out progress figures nationally and explained the process.</p> <p>The SLT member went on to explain that these government figures have not yet been released. The school has used this exact same prediction process. The Governors were informed that the writing assessment has been very thorough this year, therefore the school is confident the writing assessment prediction will be quite accurate. They added that in the past, the school has had very high writing scores and questioned if they were that accurate.</p> <p>A Governor remarked that the difference between boys and girls is still a reality. The Headteacher added that if you look at the table there is 24% difference at Stanine 5 between the genders, and, by this point in Year 5, end of November, the school has narrowed it down to 18%, though that is still a significant discrepancy.</p> <p>Q: A Governor enquired about what the school can do to even out this gender difference.</p> <p>The Headteacher stated that this is a hard task to do but the school places great emphasis on quality first teaching. The gender gap is a Dorset problem.</p> | |

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| | <p>Q: A Governor requested if the school was tracking this difference across the other years. The Headteacher responded that the school improves it; nevertheless, it is hard to even it out.</p> <p>Q: A Governor questioned the inequality issue with Reading between boys and girls. The Headteacher commented it is not so noticeable as with Maths.</p> <p>Q: A Governor suggested whether this would be due to the school following the White Rose maths scheme. The SLT member stated that at the end of Year 8, as a school, 78% of the students got Stanine 5; nationally, on the standard distribution curve, it is 60%, which is a big improvement. In contrast, if one looks at the boy/girl split, boys were 81% and girls were 75% in Maths. A governor added that is significantly closer gap.</p> <p>Q: A Governor queried about how this could be possible with the ARE numbers dropping, yet the school's Stanine figures being above average. The SLT member added that the school has no control over their progress figures' teachers' assessments from when the children transfer from KS1 to KS2.</p> <p>Q: A Governor questioned the difference between boys and girls in Year 8 and how come this contrast was not so great in Year 8. The SLT member opined that they were similar, only a 6% difference, and perhaps it could be a cohort issue. In discussion with the Head of Maths, it was not thought that this is a particular gender issue. It is a more dominant matter with this particular cohort.</p> <p>Q: A Governor enquired whether this was Covid related. The Headteacher indicated that it must be Covid related and many schools are reporting the same thing at all phases. A governor added that, due to Covid, the children have missed on some of the basics building blocks, such as number bonds. The SLT member added that since Covid, issues like reading have been a positive experience. However, for young children, it might have deteriorated their fine motor skills, gymnastics, Maths skills, as well as the students' confidence in problem solving. A governor emphasised that during Covid students' speech and language skills from Nursery upwards were affected. A governor pointed out Pupil Premium (PP) students' average statistics have improved dramatically.</p> <p>Q: A Governor noted that in the current Year 5, 23% of the students were working at Level 1. They asked what the school can do to enable students to achieve the same level of attainment as in primary schools, where there is a continuity, from Reception to Year 6. The SLT member answered that if all Dorchester schools were part of the same Multi-Academy Trust (MAT), one would have the same benchmark</p> | |
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| | <p>indicators at entry level, KS2 tests, GCSE and A-level. Having the same one-school policy the MAT could have the same strategic view about the maths scheme to use etc. There are a number of challenges, such as other St Osmund's feeder schools not being part of the Wessex MAT. It is difficult to compare the results if each school has different types of assessments.</p> <p>A governor highlighted that these overall figures are very good indicators of the students' progress.</p> <p>Q: A Governor asked whether the class progress monitoring programme that SLT put in place last academic year will continue this academic year.</p> <p>The SLT member confirmed that it is continuing and informed Governors that the Heads of Departments will be sharing what the class teachers are doing to help them to achieve their potential.</p> <p>Q: A Governor queried a staff member on whether they agreed with this kind of meeting.</p> <p>The staff member responded that at these meetings they inform SLT on what the teacher does to improve the use of their Teaching Assistants and what kind of interventions they do, as well as seeing what else can be done with progress concerns.</p> | |
| 22/35 | <p>Headteacher's Report (Verbal) (Item 7)</p> <p>Q: A Governor queried the drop in short-term suspensions.</p> <p>The Headteacher stated that this might be for two reasons:</p> <ul style="list-style-type: none"> ○ The school considers very carefully whether they do not want a child working with a certain member of staff for the day before they move to suspension, since the school thinks that there is power in working with the child and having discussions between teacher and student to see what is happening, more than perhaps staying at home for the day. Restorative practice is being used across school. ○ The school has lost a number of children who were getting repeated suspensions because they have moved on. <p>Q: A Governor asked how the Headteacher feedbacks to staff in terms of performance as a consequence of lesson visits.</p> <p>The Headteacher clarified that SLT do this also. She explained that an SLT member has developed a proforma detailing what the teacher needs to focus on and SLT feedback verbally on the same day. The Headteacher prefers to have a conversation the same day of the observation, and if she does not have the opportunity to do so, she would send an email with a list of the positives, avoiding anything terribly negative (maybe giving a thinking point on email).</p> <p>Q: A Governor queried how improvements are tracked over time for staff.</p> <p>The Headteacher explained that they pick up with the teacher on the next lesson visit, what the previous member of SLT had thought about it and</p> | |

what they are looking for. Over the course of a year every teacher receives 5 or 6 visits and they are able to see if a teacher has not managed to improve an issue that has been previously highlighted. The SLT and teacher would converse and decide what the next step should be. She added that the SLT focus mainly in affirming things that are really effective and there are other opportunities in which to focus on development issues. It is an ongoing QA exercise for SLT and a cultural 'open door' thing.

Q: A Governor questioned how the Headteacher decides who to visit and if the staff find these visits helpful.

The Headteacher clarified she does not decide who to visit, it is the data manager. This person enters it on SLT calendars so that over the course of the year every single teacher gets at least 5 visits.

A staff member added that they find the SLT visits helpful and non-threatening and their comments very constructive. Even though teachers are always trying to improve their practice, an SLT member might perceive something different or valuable during their visit.

Q: A Governor enquired whether these unannounced visits have improved staff well-being in general.

The staff member said they have not been aware of any discussion around this. The Headteacher drew attention to the fact that these are visits rather than formal lessons observations. She added that most teachers can plan a very decent lesson when told they are going to be formally observed in advance; however, in this way SLT can monitor the atmosphere in the class and detect the relationship between students and students and teachers as well as effectiveness right there and then.

Q: A Governor queried whether Special Educational Needs and Disabilities (SEND) parents could be more available for the new Year 5 cohort.

The Headteacher stated that the SLT appreciated the drop-in session that the SENCO (SEN coordinator), did this year and that this should be repeated again due to its success, perhaps even earlier in September. The SENCO believes that her work with the new Year 5 SEND parents this year has been very proactive and it has taken away some of the anxieties the students and families felt towards being in a new school setting.

Q: A Governor asked how parents are made aware of the specifics of their child's needs, especially SEND parents.

The Headteacher explained how they are made aware for example, through learning passports and twice-yearly meetings. The school is in the process of sharing information with staff. She informed Governors that the SENCO's intention is to share more information with parents sometime near the Spring term through a portal called Progression Map. Any parent will be able to log into the system and see if their child has had any suspensions for example, relevant information such as spelling interventions. The Headteacher added that they are replacing old teachers' laptops at a cost of around £20,000.

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| | <p>Q: A Governor queried what the school is going to do with the old laptops.</p> <p>The Headteacher responded that most of them will be given to students that need laptops at home and some will be kept at school for students to use.</p> <p>Q: A Governor questioned how decision about classes are made, with the understanding that there are some classes with a large number of children with SEND or behaviour issues in the same class.</p> <p>The Headteacher replied that the school would never knowingly put multiple children with behaviour issues in the same class; although sometimes this issue might emerge. She added that if this was the case, they would take action such as dispersing them in different tutor groups. In certain circumstances, some students work well together rather than separately, therefore, it is a very bespoke decision depending on the child. In Year 6 there is one class with all three EHCPs in it to allow maximum TA support (this worked well through Year 5).</p> | |
| 22/36 | <p>SIAMS Monitoring (Item 8)</p> <p>A Governor reported that they gave a presentation to the staff about the Bible Verse and explained what they did. The same governor had the chance to be in a Religious Education (RE) lesson, where students had the opportunity to ask them questions about being a vicar.</p> <p>Two governors indicated that they are going to go on SIAMS framework training, to help the local governing body, the school and the MAT be more involved in the inspection so that they can understand where the Trustees fit in the SIAMS framework. The Chair encouraged anyone who is a Foundation Governor to attend this training.</p> <p>Q: A Governor asked if the school is expecting a SIAMS inspection imminently.</p> <p>The Chair responded that it is not expected until next September or beyond; nevertheless, it would be good if the governors were prepared for it.</p> <p>Q: A Governor queried whether children or parents are asked questions in preparation for this SIAMS inspection.</p> <p>The Headteacher confirmed that they are. She explained that the School Chaplain, is in charge of Student Voice regarding collective worship.</p> <p>Q: A Governor questioned how the collective worship theme is decided as a whole.</p> <p>The Headteacher answered that the School Chaplain does this at present. However, the school would like to get the students more involved in deciding the themes and delivering the worship.</p> | |
| 22/37 | <p>Review Admissions Policy incl PAN (Published Admissions Number) (Item 9)</p> <p>The Chair stated that governors reviewed the Admissions Policy last September.</p> | |

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| | <p>The LGB are not going to make any changes to the Admissions Policy.</p> <p>Q: A Governor asked for clarification on some incorrect dates in the Admissions Policy, 1D and 7C dates/figures to be more precise.</p> <p>Clerk to ask Mr Biddle to clarify the confusion on the 1D and 7C figures in the Admission Policy.</p> | Clerk |
| <p>22/38</p> <p>22/38.1</p> <p>22/38.2</p> | <p>Minutes of Last Meeting – 20/10/22 (Item 10)</p> <p>Approval as accurate record (Item 10.1)</p> <p>Governors unanimously approved the minutes as an accurate record.</p> <p>Matters arising not on the agenda (Item 10.2)</p> <p>School Improvement Partner report</p> <p>Q: A Governor queried whether, since the lunchtime has been split into two, there are opportunities for clubs.</p> <p>The Headteacher confirmed that there are many clubs, such as sport, karaoke, and more besides. All available to see on the website, list updated each week.</p> | |
| 22/39 | <p>Outstanding actions from last meeting (Item 11):</p> <p>22/18 Finance and Operations Update: Business Manager to send P1 report out to governors before Christmas 22 – Complete</p> <p>22/18 Finance and Operations Update: Clerk to ask Governance Manager how often the governors need to do their Safeguarding Prevent training – Complete</p> <p>22/18 Finance and Operations Update: Clerk to ask the MAT from which year should FGM, Radicalisation and other similar topics should be taught – Complete</p> <p>22/18.2 Budget: Governors to meet after half term to discuss the relevance of the risks highlighted in the Risk Register – Complete</p> <p>22/18.2 Budget: Headteacher/the Chair to find out what the MAT can do about STO having fire extinguishers out of date – Complete</p> <p>22/20 SEF – Outcome for pupils: Governors to look at KS3 SEF – Outcome for pupils towards the end of the academic year</p> <p>The Chair asked the Clerk to move this item to the July LGB meeting.</p> <p>Clerk to move SEF – Outcome for pupils agenda item to the July LGB meeting.</p> <p>22/21 Parental Questionnaire Feedback (PQF): Chair to check with the Governance Manager whether the governors can look at all the sections of the PQF as soon as possible, rather than doing it at different points of the academic year – Complete</p> <p>Governance Manager confirmed LGB can look at the parental questionnaire feedback in January.</p> <p>22/23 Declaration of Business Interests: Clerk to chase any outstanding Declaration of Business Interest forms.</p> | Clerk |

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| | <p>Clerk to chase Emma Gould's Declaration of Business Interest form.</p> <p>21/114 - Produce Governor Training plans: Clerk to chase those outstanding governors who have not yet completed the Safeguarding training mentor course – Complete</p> <p>21/114 - Produce Governor Training plans: Clerk to check with Governance Manager which courses do governors have to complete – Complete</p> <p>21/128 – Safer Recruitment training – My Concern: Governance Manager to update the Chair respecting Safer Recruitment Training – Complete</p> <p>22/11 Relationship Policy (Item 9): Governors to familiarize themselves with and sign into the School Bus system. Governors who have not yet received the link to sign in to the School Bus system to email Rebecca Golledge.</p> <p>The Chair explained she will send a reminder from the School Bus to review it. The Chair also indicated that Ms Golledge might allocate a couple of policies each month to each governor so that the governor does not receive all the review of policies in just one go – Complete</p> <p>22/14 Review Admissions Policy incl PAN (Published Admissions Number) (Item 11): Headteacher to report on numbers on roll at next meeting</p> <p>Clerk to move the reviewing of the Admissions Policy (incl PAN) onto the next agenda – Complete</p> <p>22/17 SIAMs Planning (Item 14): Governors to read and inform themselves about the resources the Chair has put in place in the called SIAMs resources, so that they are ready when a SIAMs inspection is due - Complete</p> <p>22/29 Safeguarding Update: Link Governor to ask DSL what system there is in place to ensure that a person without a DBS is never left unsupervised whilst being in charge of some students – Complete</p> | Clerk |
| 22/40 22/40.1 | <p>School Development Plan (Item 12)</p> <p>Governors Visits (Item 12.1)</p> <p>The Chair indicated that this has been covered in agenda item 7.</p> <p>Q: A Governor questioned the reason why the drama timetable in Years 5 and 6 has been taken away.</p> <p>The Headteacher responded that it is due to having extra English and Maths lessons, since these Year groups have missed essential teaching time during Covid. She opined that all Year 5 and 6 students should do drama once a fortnight, as in previous years, since it gives the students a boost in confidence, it is beneficial for their well-being, it gives them oracy skills and it gives them the chance to be able to work as a team. Consequently, the Headteacher agreed to the students receiving extra timetabled lessons on these core subjects, as long as there was drama open to students as an extra activity club.</p> | |

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| | <p>Q: A Governor enquired about whether this is a short term Covid measure.</p> <p>The Headteacher answered that she hoped so, although it most of the Year 6 students reach Age Related Expectations (ARE) in their SATs results consistently for at least a couple of years will be a good indicator of the effort of having these extra English and Maths lessons.</p> | |
| 22/41 | <p>Recommendation of Appointment of New Governors (Item 13)</p> <p>The Chair asked the governors if they voted in favour of recommending Ms Moyra Hadley and Revd. Cora Yarrien to be appointed as governors to the Trustees of the Wessex MAT.</p> <p>The Governors unanimously approved that the appointment of Ms Moyra Hadley, as Co-opted governor, and Revd. Cora Yarrien, as Foundation Governor, as Local Governors at St Osmund's be recommended to the Trustees of the MAT.</p> | |
| | Date of next meeting: Wednesday 25/1/23 4.30pm | |

Action Log

| Person | Item | Action | Timing | Outcome /Update |
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| Gareth Biddle | 3 | 22/31 Safeguarding Audit: Complete Mentor Prevent training and advise Governors how long it takes and if there are any particular issues they need to be aware of | 3/1/23 | 1:45 to 2 hours. Governors will be asked to complete it by the end of Spring Term 2023 |
| Pilar Colomer | 3 | 22/31 Safeguarding Audit: Find out if governors have to complete the Mentor Prevent course even if they have already completed a Prevent training course through their work | ASAP | Yes |
| Gareth Biddle | 3 | 22/31 Safeguarding Audit: Provide governors with a My Concern data report. | July LGB meeting | Ongoing |
| Pilar Colomer | 3 | 22/31 Safeguarding Audit: Add My Concern data review to the July agenda. | ASAP | Completed |
| Pilar Colomer | 9 | 22/37 Review Admissions Policy incl PAN (Published Admissions Number): Ask Mr Biddle to clarify the confusion on the 1D and 7C figures in the Admission Policy. | ASAP | Ongoing |
| Pilar Colomer | 11 | 22/39 Outstanding actions from last meeting: 22/20 SEF – Outcome for pupils: Move SEF – | ASAP | Completed |

Signature:



Date: 26th January 2023

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| | | Outcome for pupils agenda item to the July LGB meeting. | | |
| Pilar Colomer | 11 | 22/39 Outstanding actions from last meeting:22/23 Declaration of Business Interests: Chase Emma Gould's Declaration of Business Interest form | ASAP | N/A as she has resigned as a governor |

Signature:



Date: 26th January 2023