

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), Lynda Staddon (PP Learning Mentor – SLT)

Clerk: Pilar Colomer

Apologies (Item 1): None

Late arrivals / Early leavers: Lynda Staddon – left at 16.50, Simon Beet – left at 17.20, Ali Mitchell – left at 18.25, Nikki Fowler – left 18.25

| No. | Item | Action |
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| 23/42 | Declaration of Business Interests (Item 2) No new Governor interests declared. | |
| 23/43 | <p>Pupil Premium Strategic Plan (Item 3)</p> <p>The Chair reported that one governor did not know where the PP (Pupil Premium) report was, since the governors need to log in to different websites to be able to read the documentation for the LGB (Local Governing Body) meeting. She clarified that it is on the school website. In future, the Chair asked the Clerk to send to governors a glossary of where the agenda items are located.</p> <p>Clerk to send a glossary of where agenda items are located a week prior to the LGB meeting.</p> <p>Q: A governor asked why it is important for teachers to attend Early Birds Club.</p> <p>The PP Learning Mentor responded that it helps build relationships between teachers and students, as this might be the only meal in the day where the child talks to an adult.</p> <p>A governor stated they had enjoyed the experience of assisting in Early Birds Club.</p> <p>This club is not a provision about food. It is a focused group to give a smooth and predictable start to the day, giving details of changes, settling and so on. This provision is particularly for students with a diagnosis of ASC.</p> <p>The PP Learning Mentor advised Governors that the Early Help Team are holding an open session on the 3rd February, parents are invited to attend. This was a parental drop in event to allow 1:1 access to the school's Link Family Worker.</p> <p>The Headteacher confirmed that this monthly session is going to be offered by the St Osmund's Family Support Link Worker. She added that the school is very pleased with the work the Family Support Link Worker</p> | Clerk |

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Date: 23rd March 2023

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| | <p>has done so far, since she is proactive. It is hoped that Early Help support will prevent escalation to social care.</p> <p>The Chair commented that it would be beneficial for the PP Link governor to be involved in these sessions too.</p> <p>The Governor of the Month noted that she will attend this session in February.</p> <p>The Chair suggested that this governor could also help the Chair in meeting new prospective governors.</p> <p>Q: A governor queried if it is the same students that attend Early Birds Club each day.</p> <p>The PP Learning Mentor answered that it is a drop-in session; therefore, students do not have to attend every day. There are different students every day with a daily average of 18 pupils. She commented that there are a group of Buddy Plus Year 8 students that help serve the students.</p> <p>A: A governor questioned whether attendance is tracked.</p> <p>The PP Learning Mentor confirmed that it is tracked. She added that the PP Learning Mentor has to estimate the students' attendance because he buys the food for the Early Birds Club the weekend before the first Monday session. The school has freezers, which means that the food does not get wasted.</p> <p>Q: A governor enquired if the PP Learning Mentor is solely working with PP students and whether there are any teaching responsibilities with this role.</p> <p>The PP Learning Mentor clarified that the PP Learning Mentor does not work with PP children exclusively, as there are also a few non-PP children attending this club. The Headteacher confirmed that the PP Learning Mentor does not have teaching responsibilities. She drew attention to the fact that the school has some PP boys coming from a single parent family unit, and that they might consider the PP Learning Mentor as their male available adult in their lives, given that these boys are only looked after by their mother. Moreover, the PP Learning Mentor reported that the PP Learning Mentor has sometimes run out of snacks, especially during cold spells and when it is the end of the month.</p> <p>An SLT (Senior Leadership Team) member informed the governors that the school is going to advertise the job of PP Learning Mentor as a permanent position.</p> <p>Q: A governor asked whether after a temporary contract, they have to employ that person on a permanent contract.</p> <p>The Headteacher pointed out that the only legal way to employ somebody on a temporary contract on longer than two-terms is for a maternity cover or sabbatical.</p> <p>A governor reported that they went to the Homework Club recently and noted how well the PP Learning Mentor and the Teaching Assistants (TAs) were engaging with the students. In addition, they knew what the students should be doing for their homework.</p> | |
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| | <p>Q: A governor queried whether the PP Learning Mentor chooses which students attend Homework Club or if the invitation is by teachers.</p> <p>The PP Learning Mentor explained that the SEND (Special Educational Needs and Disabilities) department invites students to the SEND Homework club. The school opens the invitation to PP Homework Club to all PP students. Teaching staff flag anyone who should attend. The Headteacher emphasised the time the PP Learning Mentor spends at Lunchtime Clubs: two hours, one with Years 5 and 6 and the other with Years 7 and 8. She continued that pupils go willingly, the school does not make them go. Some pupils do not have computers at home and take the opportunity to attend.</p> <p>Q: A governor questioned staff wellbeing in terms of rest breaks.</p> <p>Staff get to take breaks either before or after the lunchtime clubs. The Headteacher added that when a student is behind on their homework, the parents are made aware that their child can attend Homework Club. Most parents agree to it.</p> <p>Q: A governor enquired about the importance of integrating PP student into SEND.</p> <p>The PP Learning Mentor informed Governors that SLT try to have a collaborative approach that works for everyone. They found that a lot of PP students are SEND as well; therefore, it is important for the school to recognise and act upon it, in order to give those students the best chance at succeeding.</p> <p>The PP Learning Mentor highlighted the initiatives for PP students (see PP report to Governors January 2023).</p> <p>The Chair asked the PP Learning Mentor if she could inform the governors about the results of these initiatives during one of the Summer term LGB meeting.</p> <p>Clerk to add PP Strategic Plan initiatives results agenda item to the 17th May 2023 LGB meeting.</p> <p>Q: A governor asked if Early Birds Homework is open to all children.</p> <p>The Headteacher replied that PP Homework Club it is for PP students. There is also a Homework Club for children with SEND. She explained that there is the 'aid-for Early Birds Club, which is around £5 per child, and PP Early Birds PP Breakfast Club, which is free for all PP students. She added that the school also does Early Bird for those SEND children who need a better structure at the start of the day.</p> <p>Q: A governor queried whether students want to have a separate Early Birds Club.</p> <p>The Headteacher answered that it works well this way, since those students might need a quiet start to the day. Regarding PP and Paid for Early Birds Breakfast Clubs, she highlighted that the school combined them both during Covid and that they are next to each other.</p> | <p>Clerk</p> |
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| | <p>The Headteacher indicated that she cannot. The law indicates that the picket line is not allowed to be on school grounds but the Headteacher is not permitted to have any further say on where it will be. There can only be a maximum of 6 pickets.</p> <p>Q: A governor requested what happens if a teacher who is not in the union feels intimidated to cross the picket line.</p> <p>The Headteacher pointed out that they will lose a day's pay if they don't come in. She reported that, in theory, it is possible to take disciplinary action against people in that position; nevertheless, this is not what the MAT will be doing.</p> <p>Q: A governor asked whether there is anything the governors can do during the strike day.</p> <p>The Headteacher indicated that she needs to respect the purpose of the strike, amongst other reasons, so did not want governor volunteers on-site.</p> <p>The Headteacher outlined that she believes they have enough staff ratio for those students coming in on strike day. Furthermore, the rest of the pupils not attending school will have learning tasks online, although not with a live adult. The school cannot cover striking colleagues in that way as this defeats the purpose of striking.</p> <p>Q: A governor opined that it was illegal to do so.</p> <p>The Headteacher clarified that it is not illegal to set online learning; however, it is a grey area. The Chair noted that, in terms of undermining strike action, if one starts to provide a live adult in the virtual classroom, the government guidance does not cover the issue of online learning during a strike.</p> <p>Q: A governor enquired as to whether the school can employ supply teachers for that day.</p> <p>The Headteacher clarified that it is now legal; however, it is likely to be difficult to find a supply teacher to come in during a strike day.</p> <p>Q: A governor queried if the students invited to attend school on strike day are also the children of key workers.</p> <p>The Headteacher explained that they are but only if both parents/carers are critical workers and both are on a shift at the same time.</p> <p>Q: A governor questioned if an Any Other Business (AOB) item can be added to the agenda, to, for example, discuss the consequences of the striking action.</p> <p>The Chair pointed out that there was no need, since this item was already included on the Risk Register report. She informed the governors that governors were discouraged from discussing items not on the agenda; however, if a governor wanted to discuss a particular matter, they could always email the Chair and the Clerk to add it as an agenda item.</p> <p>The Chair asked the governors if they agreed to change the striking action risk item from a category 4 to a 5.</p> <p>The Governors unanimously agreed.</p> | |
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| <p>23/45.3</p> | <p>Business Manager to change the striking action risk item from a category 4 to a 5. The Chair announced that there is a new risk on this list, number 17: Risk of Power outage in the Sports Centre. She continued by explaining that the Business Manager had added this in regard of the Sports Hall electrical lighting not turning on more than three hours; therefore, with the possibility of a planned power cut, the school might not be able to keep the Sports Hall open.</p> <p>Q: A governor enquired whether this is being fixed or if this is an expensive job to carry out. The Headteacher verified that it is expensive to repair the lighting in the Sports Hall. The Chair reported that this item would be left as unfixed on the Risk Register. The Chair confirmed that the likelihood risk of a planned power cut stays as a category 1, since this has never happened before.</p> <p>Q: A governor requested the key to categorizing the risks. The Chair described a category 3 as Some service disruption, potential for adverse publicity, and the probability of complain and litigation. A governor suggested that the severity of consequences for this item was more a 2 than 3.</p> <p>Governors unanimously agreed to downgrade the severity of consequences of a power outage from a 3 to a 2. Business Manager to change the severity of consequences category risk from a 3 to a 2.</p> <p>Q: A governor asked about the gate in the Sports Hall since it does not open and close unless somebody has a fob key or presses the open button from the inside. The Headteacher announced that this is changing, as the school is installing a magnetic high level pushed button to the pedestrian gate.</p> <p>Q: A governor queried whether tall children or short staff might be able/not able to press this button. The Headteacher clarified that this button is timed, subsequently this gate will be on a timer and during the school day, it will be disabled. This button will only work during Sports Centre opening hours 4.45pm until 10.15 pm.</p> <p>Staffing Review for 23-24 (Item 5.3) Some governors expressed that they did not understand the purpose of having a Staffing Review report or what the governors are supposed to do with the information provided on this report.</p> <p>Q: A governor questioned if this report comes from the MAT. The Chair pointed out that the agendas come from the MAT and that whatever items are on the agenda, the school has either already been discussing them or that they are new and, supposedly, there is a template on the School Bus website.</p> | <p>RG</p> <p>RG</p> |
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| 23/45.4 | <p>Chair to ask the MAT the purpose of discussing the Staffing Review report.</p> <p>Budget (Item 5.4)</p> <p>The Chair established that the Budget report was for Period 3, up to the end of December 2022, and, consequently, is already out of date; however, the school's Business Manager informed the Chair that there were not significant changes on this report.</p> <p>The Headteacher highlighted that the admissions numbers for the Year 5 23-24 cohort has gone up to 172 first choice school student applications. The Headteacher announced that the school has informed current Year 4 parents/carers that if St Osmund's is their first choice of school, they are reasonably confident of their child being accepted.</p> | EW |
| 23/46 | <p>PE and School Sports Premium Review (Item 6)</p> <p>The Chair suggested this agenda item be deferred to the next meeting due to the person in charge of this review not being available at the time.</p> <p>Clerk to add PE and School Sports Premium Review to next agenda.</p> | Clerk |
| 23/47 | <p>Support Staff Performance Management Report (Item 7)</p> <p>The Business Manager sent this report to governors.</p> | |
| 23/48 | <p>End of Autumn outcomes (Item 8)</p> <p>The Deputy Head mentioned that this agenda item is related to items number 9 (Core subject leaders impact review), 10 (Other subject leaders impact review) and 17 (Target Review); therefore, he would also be discussing these agenda items at the same time.</p> <p>Q: A governor enquired whether it would be helpful to specify the target for each of these year group outcomes and they also asked if this is a problem that needs to be addressed.</p> <p>The Deputy Head explained that the data on this report is based on KS1 data and it takes into consideration students age and gender. Historically, he reported, the school has used the Fisher Family Trust (FFT) organization to collect this data. He recognized that the targets for Year 6 students are considerably higher on the FFT prediction, for example, in Maths, 88%, than the ones that St Osmund's has, 56%, according to the Granada Learning (GL) tests results. This target is unrealistic, and the main reason for this huge discrepancy is that there is a problem with overestimation in KS1 data, which the school has no control over. St Osmund's tries to progress the students as much as they can over the 2 years they spend at school before their Year 6 Standardised Assessment Tests (SATs).</p> <p>Q: A governor queried if the school is still using the FFT data.</p> <p>The Deputy Head responded that they do, since it is helpful as a base-line guidance. He emphasized that the most important thing is that the % figure itself is a tool to working out how these children can improve.</p> | |

Q: A governor asked how the school tries to match the national Age-Related Expectations (ARE) targets of a student with the national or even the FFT average.

The Deputy Head responded that they rank and later on adjust the child's target according to the KS1 data and discuss each child's needs and ability to attain their ARE target.

Q: A governor queried how often the school does these adjustments.

the Deputy Head reported that they do it on a termly bases.

Q: A governor questioned how many children will have their target reviewed from those individual progress target reviews.

The Deputy Head declared that the whole class is reviewed. Even if a child's target is Greater Depth (GD) or working towards ARE, that student's target is reliable, since there will always be some progress, because this child will be working towards the best of their abilities at that time.

Q: A governor enquired as to why the FFT data is so discordant.

The Deputy Head acknowledged that this could be due to the school not having KS1 data to rely on since it does not exist as a result of the cancellation of tests during Covid.

Q: A governor requested whether the MAT could track all this data throughout all the transition key stages.

The Deputy Head clarified that in the report the tracking grid identified different groups, gender, PP and non-PP, etcetera, and as a MAT, he suggested it might be more sensible if the school could set targets within those groups. Furthermore, he recognized that it is a difficult thing to do. The school retrospectively adjust the data to a more realistic one, once the students have sat their SATs.

Q: A governor asked the reason as to why the school does it this way.

The Deputy Head answered that these targets need to be meaningful as well as attainment driven. Additionally, he outlined that the disadvantaged (PP) gap has widen significantly due to Covid, to the same level as 2012.

Q: A governor queried about the government expectations of all students to be numerate and literate at least to ARE level, when, in reality, only 50% of St Osmund's achieve this target.

The Deputy Head highlighted that this is concerning, since nationally, 59% of pupils achieve ARE level.

Q: A governor questioned the age of these expectations.

The Headteacher clarified that it is at SATs level, eleven years of age. The Deputy Head added that the expectations, even though they are low, are accurate.

Q: A governor enquired if it is time to focus more into improving writing skills.

The Headteacher informed that the school is working hard at this. The Deputy Head outlined that St Osmund's has actually simplified certain

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| | <p>writing tasks, so that students can have a better opportunity to show how well they can do.</p> <p>The Headteacher explained that the school has recommended to teachers to facilitate more straight-forward narrative tasks to students who find it complicated, as well as to provide some interventions with children that need it.</p> <p>Q: A governor asked how these filters through the curriculum.</p> <p>The Deputy Head opined that, in order for the school to achieve an Outstanding Ofsted grade, the school needs to improve on the results in writing tasks. He reminded governors that students are being taught by specialist teachers and, in order to raise attainment, it would be good if these teachers took ownership in the children being more literate and numerate.</p> <p>Q: A governor queried if it is the grammar in the writing that needs improving.</p> <p>The Headteacher answered that it is everything in the writing judgement: grammar, composition, punctuation, accuracy and spelling.</p> <p>Q: A governor questioned whether pupils take their own notes or work with worksheets.</p> <p>The Headteacher confirmed that they take their own notes, for example, in science, they have to do a minimum of 15 minutes of quality writing.</p> | |
| 23/49 | <p>Core subject leaders impact review (Item 9)</p> <p>Q: A governor was troubled about the language used on these reports, such as "at risk, falling back, missing target, slow, inaccurate, unrealistic", since they considered this was neither compassionate nor encouraging.</p> <p>The Deputy Head answered that the language used needs to be meaningful on each target; for instance, student X is at risk of not achieving their target, which leads to the teacher questioning themselves about what they need to do to help that child achieve their potential. Hence, the teacher will identify the key elements the student cannot do, such as decimals calculation, fraction problem solving, and so on, in order to put some interventions in place.</p> <p>The Deputy Head wanted to clarify the type of language that SLT has used in the writing of these reports. He explained that the reports are written when the Subject Lead, the Deputy Head and the subject teacher meet to discuss the students' progress. Subsequently, the language applied is accurate, since, for example, they describe a child to be 'at risk' of not achieving ARE.</p> <p>The Headteacher emphasized that when the teachers use the term 'slow', they refer to it as when a child takes a long time to complete a certain task, not as a term of describing somebody with a low ability. Furthermore, this indicates that a child doing a test is slow, he or she might be at risk of not scoring enough marks to reach their full potential.</p> | |

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| | <p>A staff member clarified that you would not want to say to a child that they are at risk of not completing the assessment, since you have to explain to the students how they are progressing using a language that is age appropriate.</p> <p>The Headteacher invited said governor to attend the next student progress review meeting between SLT and subject teachers, in order for them to observe the language that staff members use during these discussions.</p> <p>SLT to invite governors to the next student progress review meeting to observe the language used during these discussions.</p> | SB |
| 23/50 | <p>Other subject leaders impact review (Item 10)</p> <p>Agenda item discussed at Item 8.</p> | |
| 23/51 23/51.1 23/51.2 | <p>Minutes of Last Meeting – 30/11/22 (Item 11)</p> <p>Approval as accurate record (Item 11.1)</p> <p>Governors unanimously approved the minutes as an accurate record.</p> <p>Matters arising not on the agenda (Item 11.2)</p> <p>None.</p> | |
| 23/52 | <p>Outstanding actions from last meeting (Item 12)</p> <p>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. It takes nearly 2 hours to complete – Ongoing</p> <p>The Chair asked Governors to complete it by the end of Spring term.</p> <p>Governors to complete the Mentor Prevent training course by the end of Spring term.</p> <p>A governor wanted to know whether they had to do the Prevent Mentor course since that they have already completed one via their work.</p> <p>Clerk to find out if a governor needs to complete the Mentor Prevent training course even though they have already completed one via their work.</p> <p>Clerk to send to governors the link to do the Mentor Prevent training.</p> <p>22/37 Review Admissions Policy incl PAN (Published Admissions Number): Ask the Assistant Headteacher to clarify the confusion on the 1D and 7C figures in the Admission Policy – Ongoing</p> <p>22/39 Outstanding actions from last meeting: 22/23 Declaration of Business Interests: Chase Emma Gould's Declaration of Business Interest form – Not applicable as this governor resigned.</p> | <p>Governors</p> <p>Clerk</p> <p>Clerk</p> |
| 23/53 | <p>Educational Visits Annual Report (Item 13)</p> <p>A governor acknowledged the great variety and opportunities students at St Osmund's have regarding educational visits.</p> <p>Q: A governor enquired at how much support the school offers a PP student.</p> <p>The Headteacher responded that the school pays for all PP students curriculum trips within every year group; the school pays for smaller</p> | |

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| | <p>educational events, such as silent disco or Design and Technology (DT) and Art materials. In addition, St Osmund's pays in its entirety for one residential trip at KS2 (either during Year 5 or Year 6) and another one at KS3 (either during Year 7 or 8), such as a PGL trip, a week's skiing.</p> <p>Q: A governor asked if the Dulci Jubilo Cathedral trip had a curriculum link.</p> <p>The Headteacher replied that it did not. The Headteacher raised the issue of increasing the student diversity with the school's Music Lead, by having a more diverse representation in the choir.</p> <p>Q: A governor queried the student gender ratio of students participating in The Lion King production.</p> <p>The Headteacher declared that the show has lots of boys involved in it; nonetheless, there are no boys of colour taking part in this performance.</p> | |
| 23/54 | <p>Year 6 Parent Questionnaire Feedback (Item 14)</p> <p>Q: A governor commented that the response regarding the Year 6 Parent questionnaire, was low, around 50% of parents and asked why this was.</p> <p>The Headteacher outlined that the school has to assume that if a parent wants to communicate something they will inform the school, since the school cannot act upon what is not known. Unhappy parents usually contact the school to have their voice heard.</p> <p>The Chair has asked the Assistant Headteacher, in charge of the other Year Parent Questionnaires, whether he can also include the previous year data on every subsequent report.</p> <p>Assistant Headteacher to include previous year data on subsequent Parent Questionnaires Feedback reports.</p> <p>Q: A governor asked if the school is considering changing parents evening arrangements as this came up multiple times in the comments from parents.</p> <p>Regarding parents evening, the Headteacher pointed out that St Osmund's already offers face-to-face parent evenings as well as online ones. The school cannot provide a face-to-face onsite during the same evenings that they have School Cloud appointments. An online appointment lasts strictly 5 minutes and a face-to-face one, is never restricted to the same amount of time. The Headteacher has considered doing an evening of virtual appointments and another one face-to-face; however, hardly any parents/carers want to go back to virtual ones.</p> | GB |
| 23/55 | <p>School Development Plan (Item 15)</p> <p>The Chair presented the Governor Action Plan to all governors.</p> <p>Q: A governor questioned why Action 1.5 was categorized as red.</p> <p>The Headteacher explained that it has not been done; nevertheless, the school is doing a school-to-school peer partnership review where oracy is the main topic.</p> <p>Governors informed the Clerk that they could not open this document as it said that it was protected by information rights management.</p> | |

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| <p>23/55.1</p> | <p>Clerk to ask the IT team the reason why governors could not access the School Improvement Plan document on the Governance Portal.</p> <p>The Chair highlighted that point 4.7 from the School Improvement Plan (SIP) is starting to happen; for instance, governors are going to retreat days, participating in collective worship, attending tutor reading and reflection time. Beforehand they were concentrating more on Ofsted related issues.</p> <p>The Chair announced that if governors feel they have not been as actively involved in the spiritual aspect of school life, as well as doing any training, they can discuss ways to improve their knowledge at any point. As per the Governor Action Plan by the end of this academic year, all governors should have this knowledge when a SIAMS inspections arises. She encouraged anybody who is a Foundation governor, should do a Diocese of Salisbury training course.</p> <p>For the governing February training meeting, the Chair suggested that they can use this meeting for SIAMS training with guidance from, the school's chaplain.</p> <p>The Governing body unanimously agreed.</p> <p>The Chair to invite the school's chaplain to the 28th February governing body meeting, in order to discuss SIAMS inspections topic.</p> <p>A governor reported that the feedback from the students' retreat day has been positive, joyful, interesting and informative, with some thoughtful and spiritual questions being asked by the students.</p> <p>The Chair stated that she has met somebody with links to the Muslim community in Dorset in order to broaden the students' education in the different world religions and make the retreat days more diverse.</p> <p>Governors Visits (Item 15.1)</p> <p>A governor reported on their visit about playtime and lunchtime breaks. They informed the governors that some pupils feel constrained as soon as it gets wet and winter settles. The rectilinear benches are not being used as they should as pupils tend to put their bags on them and sit in a circle on the floor.</p> <p>The Headteacher stated that staff do not supervise the Joy Garden but the Humanities Garden is supervised. She added that they need to find out what the students would like. She opined that the school would like to purchase circular benches, with the fundraising aide of Frossies; and that female students would benefit by having a girls' only football once a week since they felt intimidated when the boys play football.</p> <p>Review Governor Action Plan</p> <p>The Chair reported on the review of the Governors' Action Plan.</p> <p>The Chair reminded Ms Lesley Richardson to post her governor profile on the St Osmund's Facebook page.</p> | <p>Clerk</p> <p>EW</p> |
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| | <p>Ms Lesley Richardson, PP link governor, to post her governor profile on the St Osmund's Facebook page.</p> <p>The chair informed the GB that Ms Juliet Viney will be the new SEND link governor due to the resignation of Ms Emma Gould.</p> <p>A governor pointed out that, last academic year, governors offered to pay for the Africa twinning toilet scheme and suggested that governors volunteered some money, around £7, in order to pay for these toilets.</p> <p>Governors to volunteer a contribution to pay for the Africa twinning toilet scheme.</p> | <p>LR</p> <p>Governors</p> |
| 23/56 | <p>Headteacher's Report (Verbal) (Item 16)</p> <p>The Headteacher asked that the governors do not ask anything extra from teaching staff, since the strike has created a feeling division and some unrest. She reminded that the school has two new union reps, as a result of national focus and industrial action, that the union has questioned a lot of tasks that teachers need to do and she has had a look at which issues she can resolve, and which ones, she cannot. Furthermore, the Headteacher informed the governors that the MAT is currently advertising for 5 Head of Schools vacancies.</p> <p>Q: A governor enquired if any of St Osmund's staff might be applying for the Headteacher jobs.</p> <p>The Headteacher responded that she has been asked by the Wessex MAT to encourage St Osmund's staff to go for any of these vacancies. She is not sure that any Osmund's staff will apply.</p> <p>The Headteacher expressed her willingness in easing the teachers' workload as much as she can and hiring strategically as teaching recruitment and retention is down by a third down since last academic year.</p> | |
| 23/57 | <p>Target review (Item 17)</p> <p>Agenda item discussed at Item 8.</p> | |
| | Date of next meeting: Wednesday 25/1/23 4.30pm | |

Action Log

| Person | Item | Action | Timing | Outcome /Update |
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| Pilar Colomer | 3 | 23/43 Pupil Premium Strategic Plan Clerk to send a glossary location of where agenda items are located a week prior to the LGB meeting. | A week prior to LGB meeting | Completed |
| Pilar Colomer | 3 | 22/43 Pupil Premium Strategic Plan Clerk to add PP Strategic Plan initiatives results agenda item to the 17 th May 2023 LGB meeting. | ASAP | Completed |
| Rebecca Golledge | 5.2 | 22/45.2 Risk Register | ASAP | Completed |

Signature:



Date: 23rd March 2023

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| | | Business Manager to change the striking action risk item from a category 4 to a 5. | | |
| Rebecca Golledge | 5.2 | 22/45.2 Risk Register Business Manager to change the severity of consequences category risk from a 3 to a 2. | ASAP | Completed |
| Emily White | 5.3 | 22/45.3 Staffing Review for 23-24 Chair to ask the MAT the purpose of discussing the Staffing Review report. | ASAP | Completed |
| Pilar Colomer | 6 | 22/46 PE and School Sports Premium Review Clerk to postpone PE and School Sports Premium Review agenda item to the 22 nd March 2023 LGB meeting. | ASAP | Completed |
| Simon Beet | 8 | 22/46 Core subject leaders impact review SLT to invite governors to the next student progress review meeting to observe the language used during these discussions. | Spring term | Completed |
| Governors | 12 | 22/52 Outstanding actions from last meeting 22/31 Safeguarding Audit: Governors to complete the Mentor Prevent training course by the end of Spring term. | To be completed by 31.3.23 | Ongoing |
| Pilar Colomer | 12 | 22/52 Outstanding actions from last meeting 22/31 Safeguarding Audit: Clerk to find out if a governor needs to complete the Mentor Prevent training course even though they have already completed one via their work. | ASAP | Completed |
| Pilar Colomer | 12 | 22/52 Outstanding actions from last meeting 22/31 Safeguarding Audit: Clerk to send to governors the link to do the Mentor Prevent training. | ASAP | Completed |
| Gareth Biddle | 12 | 22/52 Outstanding actions from last meeting 22/37 Review Admissions Policy incl PAN (Published Admissions Number): Clerk to ask Mr Biddle to clarify the confusion on the 1D and 7C figures in the Admission Policy report. | ASAP | Completed |
| Gareth Biddle | 14 | 22/54 Year 6 Parent Questionnaire Feedback Mr Biddle to include previous year data on subsequent Parent Questionnaires Feedback reports. | Termly | Completed |
| Pilar Colomer | 15 | 22/55 School Development Plan Clerk to ask the IT team the reason why governors could not access the School Improvement Plan document on the Governance Portal. | ASAP | Completed Email with solution sent to |

Signature:



Date: 23rd March 2023

| | | | | Governors on 27.1.23 |
|-------------------|------|---|------|-------------------------|
| Emily White | 15 | 22/55 School Development Plan The Chair to invite Ms Topp, the school's chaplain, to the 28 th February governing body meeting, in order to discuss the SIAMS inspections topic. | ASAP | Completed |
| Lesley Richardson | 15.1 | Governors Visits Ms Lesley Richardson, PP link governor, to post her governor profile on the St Osmund's Facebook page. | ASAP | Completed |
| Governors | 15 | 22/55 School Development Plan Governors to volunteer a contribution to pay for the Africa twinning toilet scheme. | ASAP | Completed |

Signature:



Date: 23rd March 2023