

**Minutes: Full Governing Body Meeting
held virtually using Microsoft Teams**

Held on: Thursday 14th May 2020

Present

Colin Williams (CW) Chair	Matthew Leeming (ML) Headteacher
Simon Howes (SH)	Stephen Bailey (SB)
Richard Priestley (RP)	Georgina Crooks (GC)
Elaine Slater (ES)	Rob Jeckells (RJ)
Christian Schofield (CS)	Jamie Scott (JS) part time
Keith White (KW)	Tim Ottridge (TO)
Sarah Taylor (ST)	Nick Mirchandani (NM)
Justin Corrie (JCo)	Natalie Kirby (NK)
Sara Goodens (SG)	Jason Collings (JC)
R James (RJa)	Ian Pickles (IP)
Chris Bennett (CB)	Emily Cockle (EC)
Andy Parkinson (AP)	

Apologies

Julian Rickman (JR)

In Attendance

Katja Ayling (KA) clerk

Highlighted Blue denotes questions and challenges.

Item	Purpose/Outcome	Action
	The meeting commenced at 6.20 pm.	
1.0	Welcome, Housekeeping	
1.1	(CW) welcomed all those attending.	
2.0	Apologies/Declarations of Interest	
2.1	Apologies for Absence Apologies were received from Julian Rickman (JR).	
2.2	Declarations of Interest Nil	
3.0	Minutes of the last Meeting	
3.1	The governors made one amendment to the minutes of the meeting on 26 th February 2020 and then approved the minutes as published. The minutes of the extraordinary FGB held on 28 th April 2020 will be reviewed and approved at the next meeting; they are available on OneDrive. The Chair will sign and sign approved minutes when circumstances allow.	CW
3.2	Actions Arising School Council Meetings: none have been held since school closed. The presentation 'SC on Behaviour' is available on OneDrive and the Governor Shared Drive. ITEM CLOSED	

	<p>Self-evaluation forms: some have been completed, others are due. Given the current climate governors are requested to complete and submit them to the chairs of their committees over the next month. Governors were reminded that self-evaluation is for their own development, it identifies training needs and ensures they comply with what is required of the role. Chairs to review before the next FGB on 16th July 2020.</p> <p>CW informed FGB that he had exchanged emails with Chris Rossiter to thank him for the excellent work in adjusting the timetable following the change to 9 GCSE, which he gratefully received. ITEM CLOSED</p> <p>Q. A governor asked about the possibility of increasing feedback to pupils in the form of sending intervention letters A. We are getting more feedback under the current circumstances than normal and sending such letters would be too much extra work on staff at this time. The item was passed to the chair of the Curriculum Committee.</p> <p>Q. A governor questioned the status of the review of setting at the school. No changes will take place until a new Head is in place and the subject will be included in the Headteacher interview questions.</p> <p>Q. A governor asked whether there had been any progress in increasing the media visibility of the school. There has been some coverage of the current Head moving on but it has quietened again. It was agreed that there should be a more active PR approach for the school, but this should be in conjunction with the new HT once in post.</p> <p>Q. A governor asked whether Mumsnet is reviewed by the school to keep abreast of the perception of the three schools in Winchester. (ST) to propose ideas to increase visibility in the community and related Headteacher interview questions to present at the next FGB.</p> <p>Q. A governor asked for clarification to ensure we have consistency across policies and how they link in with Health and Safety guidelines. (CW) and (ML) to discuss at bi-weekly meeting and respond at next FGB.</p>	<p>All Chairs</p> <p>JR/ST</p> <p>CW</p> <p>CW</p> <p>ST</p> <p>CW/ML</p>
4.0	<u>Core Function 1. Ensuring clarity of vision, ethos and strategic direction.</u>	
4.1	Reviews of Committee Meeting Minutes Curriculum, Premises and Pupil Support Committees have not run during school closure. It was decided that they should resume virtually after half term. Chairs should copy the clerk with meeting invitations and agenda. Verbal updates were received;	Chairs
4.1.1	Curriculum Committee. Q. A governor raised the issue of monitoring pupil progress and wellbeing during the period of virtual schooling which was discussed later in the meeting. This was discussed at greater length later in the meeting.	

4.1.2	<p>Premises Committee</p> <p>The Community Centre has been closed, life guards have been trained remotely, the pool has been cooled down and is inspected weekly, the school site team are working at school on maintenance projects such as painting and landscaping although building supplies have been hard to obtain.</p> <p>The Osborne plan is ongoing; the proposal is to locate the build in the Tower car park but to rotate the building by 90 degrees so that the entrance door will be facing the sports hall. The resulting loss of car parking spaces creates a challenge and currently two solutions for replacement parking are being considered:</p> <ol style="list-style-type: none"> a. Unused playing fields, which would result in a lengthy planning process. b. To increase parking along the tree lined approach to the school. <p>Q. A governor asked if this would require removing trees.</p> <p>A. Yes, they would be replaced with offset planting perhaps in the sports field.</p> <p>No firm date is set to progress the scheme to planning application or start of build and we are waiting for a revised proposal for the parking issue.</p> <p>Q. A governor asked for the Premises Committee to be kept abreast of the emerging parking proposals.</p>	IP
4.1.3	<p>Pupil Support Committee.</p> <p>The committee has not met so no formal debrief but a verbal update was given; It was reported that Anna Payne had shared a comprehensive and excellent SEND report.</p> <p>It was noted that the YouTube transition videos have been well received.</p> <p>Q. A governor asked about getting feedback from pupils and parents about how they are feeling given the Covid situation and virtual schooling.</p> <p>An update on monitoring pupils was included in the Head Teacher's report but in response to this request it was agreed that feedback should be sought.</p> <p>(SB) to send (SG) some example questionnaires which focused on on-line learning for surveys of pupils, parents and teachers.</p> <p>(GC) to send sample questions she has used in questionnaires to (SG).</p> <p>(SG) to propose questions;</p> <ol style="list-style-type: none"> a. Survey to pupils will come from the school and (ML) b. Survey to parents will come from governors in conjunction with (ML) <p>ACTION</p> <p>(SG) to coordinate and to share feedback with FGB asap</p>	SB GC SG
4.2	<p>Governance Committee</p> <p>The following was discussed at Governance:</p> <ul style="list-style-type: none"> - Finance - Covid - Exams - Staffing elements for the inter head period - SIP/SEF - Approval was given for the school to apply for furlough for site staff. - Approval was given to an annex of the Child Protection Policy. 	

	<ul style="list-style-type: none"> - Succession Planning for the chairs of committees; information should be shared between chairs and vice chairs. <p>Update on Headteacher recruitment</p> <p>Seven applicants on the long list from the process to date have agreed to stay in the extended process which will be led by the Recruitment Committee. The timing plan to hold interviews and making an appointment mid September relies on a return to face to face contact and schooling. The FGB will be updated on an ongoing basis.</p>	CW
<p>5.0</p> <p>5.1</p> <p>5.2</p> <p>5.3</p>	<p><u>Core Function 2. Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff.</u></p> <p>Note: JS absented himself from the meeting at 7pm.</p> <p>Headteacher’s Report (Verbal) (ML) gave his report as follows:</p> <p>The Head Teacher noted that the school is operating in unprecedented times and thanked the governors for their continued time and efforts when all are under extra pressure. There are items which FGB would usually review on a rolling basis which are currently on hold due to the requirement to focus on the immediate changing needs of school provision:</p> <p>Work on the School Improvement Plan and Self Improvement Plan are temporarily on hold; SIP/SEF has been superseded by the need to develop a post Covid recovery plan and to identify what is required in the next months. Guidance is being sought from the DofE, HCC and other schools. This is work in progress and challenging due to the emergence of further unscheduled demands such as the government’s announcement that year 10s should have face to face time with teachers before the end of the summer term.</p> <p>Virtual Provision: With the onset of lockdown on 24th March 2020 we had to set up virtual schooling and opted to do this using Show My Homework with which teachers and pupils were familiar. Other platforms such as Zoom were considered to be less secure and lacked universal familiarity within the school. For safeguarding reasons for teachers and pupils it was decided that teachers should present work using voiceover with presentations as it is not desirable for teachers or pupils to film themselves within their homes.</p> <p>Initial findings were:</p> <ul style="list-style-type: none"> - More parents said that too much work was being set than those who said not enough was being set - Many enquiries were received about what year 11 should do - Work was not being set or seen in uniform ways: (RJ) has been addressing this 	

- Some had hardware issues: these have been resolved by issuing about 40 school laptops to pupils who needed them
- Connectivity issues at both teacher and pupil homes; school helped affected families by providing wifi dongles.

Later feedback themes:

- More recently have had comments on the pitch of work and the requirement for more variety ie. for a greater mix of on screen and off screen learning.
- Some comments have been received asking for more feedback
- A greater number of comments have been received about the proportion of live teaching versus letting pupils work independently
- Many positive comments have been received, examples of which were shared with Governors in a separate document..

Q. A governor asked whether lessons are taught 'live' on line e.g. On Zoom/Teams

A. Some lessons have been 'live' ie. real time with the teacher speaking directly to pupils, voice only, but uptake of such lessons has been low eg. 5-8 pupils out of a class of 30. Some pupils may be recording them to hear later.

There are limitations for offering such lessons:

- Many staff are at home, perhaps managing their own children whilst teaching, and some experience technical issues or skills gaps. It has been found that planning online lessons and providing online feedback is much more time consuming and sometimes leads to duplication.
- Pupils have said that they do not always have access to a device at the time of live teaching and some want to work at their own pace.

The recommendation for further virtual schooling is to supply lessons using a 'mixed economy' of pre-set tasks and worksheets alongside teacher presented lessons, with some on screen and some off screen tasks. There is still progress to be made to get the right balance and training will take place on 18th May to enable the increased use of Microsoft Teams for lessons. ie. 'live' learning.

Q. A governor asked about the feasibility of having a phased return to school of some pupils while others continue with home learning.

A. this would be extremely complex.

A governor, who is also a teacher at the school described his experience of providing the 'mixed economy' of teaching provision using SMHW as the foundation stone of learning supported for the first time by a Teams session. To ensure successful engagement he emailed all 16 pupils in advance, emailed parents and telephoned 7-8 sets of parents. 15 pupils engaged in the lesson to some extent and 5 pupils fully. The experience was both enjoyable and successful. Staff are being edged towards this 'mixed economy' although it takes longer to plan a well-planned lesson.

Two other governors, who are teachers in other educational establishments, supported this view that it is utterly exhausting to teach live and on line lessons and that both teachers and pupils are tired out.

Q. Governors raised concerns over staff work load

A. It takes longer to plan on line lessons but it was agreed that the right way ahead is to use a mix of Show My Homework, pre-set work and voiced lessons.

Q. A governor asked how teachers can plan a mixed economy of online and offline learning to achieve a good mix?

A. a system has been set up for HODs to monitor what kind of lessons are being provided but it is more difficult to keep things tight in the current situation. A good mix may be 2 group lessons and 3 SMHW lessons per day but this cannot be guaranteed across the board as it is harder to control what happens online.

It was recognised that one day a child may have all lessons taught in one manner, which although not desirable may happen as a result of trying to manage well over 1000+ individual timetables.

Q. A governor asked about the on-site provision for children of key workers.

A. at the start of lockdown about 15 children would attend the school per day whereas in more recent weeks that number is up to about 30. It is not always the same children and staff on each day. The system seems to be working well.

Q. A governor asked what the protocol was for teachers to follow up with children who are not presenting themselves for virtual schooling or at school.

A. the update of classes has been very good. The HT stated that the school has a 3-step process for following up missing work and also a proactive process for maintaining contact with the 80 or so most vulnerable pupils

Q. A governor asked for greater consistency in the way lessons are offered, for example by making the same lesson each week a live lesson so that pupils know what to expect. It was commented that hearing the teachers voice makes a big difference to morale and engagement.

A second governor echoed this request for consistency and highlighted that we all need to get used to this type of environment; the skills being learnt now will be important in the future and we need to allow for investment in it.

Q. A governor challenged why we could not allow cameras to film and show teachers in their homes to deliver face to face 'live' lessons vs just voice.

A. It has been an instinctive response from the school that showing teachers and pupils in their home environment is not in their interest for safeguarding reasons rather than a government guideline. Safeguarding staff within their homes from direct face to face contact with parents or others in the background is key. It was noted that the safeguarding of younger children is very prescriptive and for example in another school staff have undergone 3 weeks of training in 8 areas in order to perform 'live' on line lessons. The 'mixed economy' for younger and older children is different and for Kings' it was suggested that the way forward is to have a mix of voice, either live over Teams or pre-recorded over Powerpoint (or other format) presentation and a mix of on and off screen work.

Q. A governor commented that voice plus PowerPoint presentation is fine but their experience was that some pupils are not getting the voice tuition.

A. there is further to go to get the mix right across the board. Some teachers make themselves available after the lesson for questions.

We have an increasing number of lessons on Teams and so far, year 10 have been prioritised. The really important thing is for pupils to feel that the school is still there alongside them. Feedback has been extremely varied and some parents have asked for less variety in teaching methods. One secondary state school has opted to use video teaching but many others including Westgate have done the same as Kings' i.e. Microsoft Teams with audio only.

Q. A governor asked what did safeguarding really mean in this context. Is it really an issue if a teacher positions the camera to show a neutral background?

A. the school does not want to risk lots of teachers beaming live into children's homes as this can be misrepresented. The school needs to ensure safe working practices for teachers.

Q. A governor pointed that out that the security risk of showing a teacher's home background can be removed by installing a blank or decorative background behind the presenter.

The Chair said that whilst we should note that it is right for the Governing Body to challenge, hold to account and ask the Executive Body to review the mix of teaching methods, we must all remember that the decision on how to provide remote learning is definitely an operational matter for the HT and school to make.

Q. A governor asked whether the number of vulnerable pupils has increased since lock down compared to the usual list and commented that any follow up with pupils who may not be delivering work as required needed to be in a supportive not accusational manner.

A. it was recognised that it is difficult to ensure consistency in a virtual community. The school has provided teachers with a template to aid communication and have reinforced the message that contact with pupils should be conducted in a gentle manner to get greater consistency.

5.4 Challenges and events:

There have been some good initiatives to encourage engagement eg. The PE department's Keepy Up Challenge, which had mixed reception due to the use of toilet roll, and the Science and English departments have come up with some new creative solutions. Sports Day will be a virtual event.

5.5 In School provision:

Children of keyworkers or those with an EHCP, an open Social Services file or otherwise considered vulnerable by the school are invited to attend school. Initially about 15 pupils per day attended with 3-4 teachers and now around 30 attend per day. This increase may be due to the novelty of being at home wearing off and word spreading that school is a feasible alternative. We are placing a greater focus and additional provision to encourage pupils with

ML

EHCPs to attend; one member of the SLT and a pastoral member of staff are contacting parents of those who are not attending to encourage them to do so.

Q. A governor asked how staff are rotating at school and how the pupils and staff can be broken up into smaller social 'bubbles'.

A. This has not yet been considered as those attending have changed each day. (ML) to propose a strategy.

Engagement activities, including SEND

The current process is that if work is not received from a pupil the teacher contacts the pupil, then the parent, then the Head of Year.

The Head Teacher showed charts that summarised the monitoring of engagement over 2 weeks in May. They showed that:

- Overall engagement is very good at 95-96.6% of all pupils logging on to online learning
- Only 2% ie. under 28 pupils have not logged on, more or less spread over years 7,9 and 10 but higher in year 8.
- Of the disadvantaged children 73% are engaging daily compared to 98.3% of non-disadvantaged, and 14% of disadvantaged children are not engaging.
- These figures are better than the national statistics.

Q. A governor commented that the numbers were indeed good and asked whether those not engaging were those who might have been expected.

A. Yes. Welfare support calls are being made to allocated pupils, HOYs are calling about 20 children per year to ensure physical safety, tutors are calling parents on a rota basis and home visits started earlier this week; Chloe and Alana have now been to visit 12 families and have been well received. There are a small number of pupils who are yet to be contacted by the welfare team and strenuous efforts are being made to reach them, with the support of Social Services and the LA "Missing in Education" team.

Q. A governor asked how we will identify emerging vulnerable children of whom we are not yet aware?

A. A small number of pupils with limited engaged are ones we would not have expected that of. They have been targeted with teacher follow-up and some of them are now attending school.

A greater number of year 10s are attending school for whom the school feels it is beneficial, even if they do not have Social Services involvement or EHCP.

5.6 Welfare

The school has is not aware of an increase in new welfare issues but this may be because it just has not been made aware of changes. Tutors have been asked to call tutees on a fortnightly basis and calls are being logged in order to support those who may need coaching or help to complete them.

HODs are coordinating more frequent and earlier intervention with vulnerable children.

2-3 SEND pupils are being invited into school each day as of this week.

	<p>Not many children are coming into school for free school meals, especially as (IP) with the National Voucher Scheme to issue 30k worth of vouchers to Kings' families, which has been a massive challenge.</p> <p>Q. A governor asked whether we have had problems with vouchers not working in line with reports in the media.</p> <p>A. 99% of vouchers have worked.</p> <p>5.7 Year 11</p> <p>Teachers have now made their grade recommendations. 180 pupils have signed up for the 7 Habits accreditation and some to the Eton scheme.</p> <p>Barton Peveril, Peter Symonds and Eastleigh have set up and offer some early 16+ provision.</p> <p>A virtual Prom is being organised and we hope to hold a regular results day in August.</p> <p>Transition</p> <p>Admission numbers for September 2020 are 377 pupil's vs the Published Admission Number (PAN) of 360. We expect a drop off as the start of term approaches, but it may be slower than in other years as a result of COVID. Activities to help the transition process include a YouTube channel to get children excited and we aim to get anxious and vulnerable children on site in the summer term.</p> <p>5.8 Review of Home School Agreement</p> <p>It was agreed that this is not the right time to review it and it would be done in a year's time.</p> <p>5.9 Year 10 parents evening</p> <p>The proposal is to identify a 2 weeks period for teacher/parent phone calls to review performance. Another idea is to hold an Academic Review Day with parents.</p> <p>ACTION: add this and the Year 10 return to school strategy to the Curriculum Meeting agenda.</p> <p>Note: Governors took a short break to clap for carers at 8pm</p> <p>Note: RP absented himself from the meeting at 8pm.</p>	<p>CW</p> <p>RJ/ST</p>
<p>6.0</p>	<p>Core Function 3. Overseeing the financial performance of the organisation and making sure its money is well spent.</p> <p>IP gave an update from Finance Committee</p> <ul style="list-style-type: none"> - The whole school 3 year plan was examined by the Finance Committee. - The school's income was £5-600k higher this year than last as it was bolstered by the DofE grant towards the teacher's pay award and the contribution to teachers' pensions. This will cease next year. - The governors were informed that the budget to March 2021 is well balanced and shows a nominal surplus of £75,943k across all codes. 	

	<ul style="list-style-type: none"> - The figures will change significantly during the year, mostly in O code, and caveats must be taken into consideration: <ul style="list-style-type: none"> i. The budget was set on pre-closure numbers ii. Savings have been made in some areas but incurred on others. iii. Income from community has ceased temporarily iv. No savings are to come from exam costs or Invigilator costs. - The 3 year plans are most accurate for year 1 but there is a significant detrimental effect when the government pension grant and adjustment for pay awards comes to an end in year 2. The resulting deficit from year 2 onwards will be a common issue for schools and we hope that the DofE accept this is an additional cost to schools and which must be included in the budget share. The health of the budget for years 3 and 4 will be reviewed when there is greater clarity over the Government Funding Plan going forward. For now, we will pursue business as usual and review the budget in October, as requested by the County Council. - <p>The budget was approved by the FGB.</p>	
<p>7.0 Governing Body Structure</p>	<p>Training Update</p> <p>Training courses are now running as webinars and some governors have taken up the training. The governors were shown an up to date list of local courses with new locations Training records are not up to date and governors are requested to update (NM) if a course is undertaken.</p> <p>Head Teacher Selection; (CW) to inform (NM) who attended.</p> <p>Governors were requested to inform (NM) if Governor Service Reports are not up to date.</p> <p>Governors were requested to complete their Individual Governor Review Forms and submit them to (NM).</p> <p>Training is paid for up front through the Governor training subscription agreement and whilst we are still getting value for money from the subscription, it was noted that less training has been completed than in the prior year and Governors were encouraged to take advantage of the courses for their own development needs.</p>	<p>All CW All All</p>
<p>8.0 Policies</p>	<p>NTQ Policy: to be reviewed at July FGB meeting</p> <p>Disability Policy: the policy is a nationally recognised policy that is legally tight and personalised for Kings' with regard to the use of word processors in exams.</p> <p>Q. A governor asked whether a pupil would be given a word processor if they said they could work faster with one.</p> <p>A. A pupil would only be given a word processor for use in an exam if the Senco attests to this being the pupil's normal way of working.</p> <p>The FGB approved the policy with a caveat that (SB) should review it and raise any issues if relevant at the next FGB.</p>	<p>CW</p> <p>SB</p>

	<p>9.0 Any Notified Business. Items for discussion raised prior to the meeting.</p> <p>No other items were raised prior to the meeting.</p> <p>The LLP report was helpful but superseded by events. It should be reviewed and discussed at the next Curriculum Meeting.</p> <p>OsKings; further progress will be in September.</p> <p>Staffing; we are fully staffed for September.</p> <p>Uniform; it had been the intention for the uniform policy to be fully gender neutral for September; the biggest change is that girls will no longer wear white socks. The policy will be issued when things settle down.</p> <p>Visors: Mrs Churcher and the art team have been making visors which have been gladly received.</p> <p>ADDITIONAL QUESTIONS</p> <p>Q. A governor questioned whether there could be a function on Show My Homework that checks with pupils how they are feeling when they log on, to help monitor morale and welfare among pupils during virtual schooling.</p> <p>A. It was questioned whether this would be technically feasible and whether it would give false negatives that would use up a lot of time. The current systems have helped to identify unengaged or potentially at risk pupils.</p> <p>Q. Can we ask tutors to make contact with pupils individually to check on morale and welfare so that they cannot hide behind a screen.</p> <p>A. tutors are telephoning each family every two weeks although it was reported that not all families had been contacted yet. 50 out of 55 tutor groups had attempted to contact 100% of their families and in two year groups tutors had been 100% successful at contacting them.</p> <p>(ML) undertook to consider contacting pupils directly about morale and welfare as opposed to academic issues. One teacher governor reported that they had made contact with their class through SMHW and had a 70% response back from pupils.</p>	ML
10.0	<p>Reflection. What impact have we had for the children this evening and since last meeting?</p> <p>Given the duration of the meeting this element of the agenda was waived.</p>	
11.0	<p>Meeting closed at 20.55 hrs. Next Meeting 16th July 2020 at 6.15pm by Teams unless advised otherwise</p>	

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ACTIONS SUMMARY

3.1	<p>The Chair will sign and sign approved minutes when circumstances allow.</p> <p>The Governors will review and approve the minutes of the extraordinary FGB on 28th April at the next meeting.</p>	CW
3.2	Governors are requested to complete and submit Governor Self Evaluation Forms to the chairs of their committees over the next month	All
	<p>Q. A governor asked about the possibility of increasing feedback to pupils in the form of sending intervention letters The item was passed to the chair of the Curriculum Committee.</p> <p>Q. A governor questioned the status of the review of setting at the school. The subject will be included in the Headteacher interview questions.</p> <p>Q. A governor asked whether there had been any progress in increasing the media visibility of the school. There has been some coverage of the current Head moving on but it has quietened again. It was agreed that there should be a more active PR approach for the school, but this should be in conjunction with the new HT once in post.</p> <p>Q. A governor asked whether Mumsnet is reviewed by the school to keep abreast of the perception of the three schools in Winchester. (ST) to propose ideas to increase visibility in the community and related Headteacher interview questions to present at the next FGB.</p> <p>Q. A governor asked for clarification to ensure we have consistency across policies and how they link in with Health and Safety guidelines. (CW) and (ML) to discuss at bi-weekly meeting and respond at next FGB.</p>	<p>JR/ST</p> <p>CW</p> <p>CW</p> <p>ST</p> <p>CW/ML</p>
4.1.3	Q. A governor asked for the Premises Committee to be kept abreast of the emerging parking proposals resulting from the Osborne Plan.	IP
	<p>Q. A governor asked about getting feedback from pupils and parents about how they are feeling given the Covid situation and virtual schooling. It was agreed that feedback should be sought.</p>	

	<p>(SB) to send (SG) the questionnaires used at Twyford School for surveys of pupils, parents and teachers.</p> <p>(GC) to send questions she used in questionnaires to (SG).</p> <p>(SG) to propose questions;</p> <p>a. Survey to pupils will come from the school and (ML)</p> <p>b. Survey to parents will come from governors in conjunction with (ML)</p> <p>(SG) to coordinate and to share feedback with FGB asap</p>	SG
4.3	(CW) to update FGB on the Head Teacher recruitment on an ongoing basis.	CW
5.1	<p>Q. A governor asked how staff are rotating at school and how the pupils and staff can be broken up into smaller social 'bubbles'.</p> <p>(ML) to propose a strategy.</p>	ML
5.8	<p>Review of Home School Agreement</p> <p>It was agreed that this is not the right time to review it and it would be done in a year's time</p>	CW
5.9	<p>Year 10 parents evening</p> <p>The proposal is to identify a 2 weeks period for teacher/parent phone calls to review performance. Another idea is to hold an Academic Review Day with parents.</p> <p>Add this and the Year 10 return to school strategy to the Curriculum Meeting agenda.</p>	RJ/ST
7.0	<p>Head Teacher Selection; (CW) to inform (NM) who attended.</p> <p>Governors were requested to inform (NM) if Governor Service Reports are not up to date.</p> <p>Governors were requested to complete their Individual Governor Review Forms and submit them to (NM).</p>	<p>CW</p> <p>All</p> <p>All</p>
8.0	<p>Policies –</p> <p>NTQ Policy to be reviewed at July FGB meeting.</p> <p>The FGB approved the policy with a caveat that (SB) should review it and raise any issues if relevant at the next FGB</p>	<p>CW</p> <p>SB</p>
9.0	<p>AOB</p> <p>(ML) undertook to consider contacting pupils directly about morale and welfare as opposed to academic issues. One teacher governor reported that they had made contact with their class through SMHW and had a 70% response back from pupils.</p>	ML

Signed:

Date: