

**MINUTES OF THE MEETING OF THE
MAYVILLE SCHOOL GOVERNING BODY
HELD ON WEDNESDAY 24 JANUARY 2018
AT 6:30PM
AT THE SCHOOL**

Present: Mr Walter Harding (Chair) Trustee

Trustee's

- Ms Lorraine Barella
- Mr Rasheed Dauda
- Mr Alex Opoku-Boateng
- Ms Carnett Russell
- Mrs Ann Smart

Clerk to the Governors: Ella Coulson

Also, present: Alison Varndell, Teacher

Summary of agreements and actions:

Minute reference	Formal agreements and/or actions identified	Named person(s) for action(s) identified	Completion date
4.2	Ms Lorraine Barella to speak to Brown & Jacobson to draft the paragraph for the break clause. Bring to the next meeting to be agreed.	Governor	ASAP
4.2	Skills audit to be sent to Ms Lorraine Barella.	Governor Services	ASAP
5.5	Alison Varndell to find out the percentage of pupil premium at greater depth compared to those who are not.	Governor	ASAP
6.2	Identify if it was down to the direct marketing or word of mouth that has increased the number in children on role. School to send out a questionnaire to parents who joined the school about the marketing outcomes.	School	Next GB
6.5	Alison Varndell to bring the system to the next Governing Body to show governors (every single child, every single activity, after school club, extras, morning clubs).	Governor	Next GB
6.7	Send a survey out to the whole school to find out how many can swim, how many cannot to register straight away the children who can and cannot swim.	School	Next GB
6.10	Governors to read the Spiritual, moral, social	Governors	Next GB

Chair's Initials:

WCH

	and cultural development training pack.		
6.10	Governors to look at the website and specifically the curriculum area to see how the school can improve.	Governors	Next GB
6.10	Governors to be aware of the "Read Write inc." approach to phonics ahead of the next governing body.	Governors	Next GB ✓
9.1	Link governors to come in to the school more often and to challenge the school.	Governors	Next GB ✓
9.1	Governors to attend the school and go through the Single Central Record with Ms Lorraine Barella.	Governors	ASAP ✓ <i>Josh to come</i>
11.1	School to add a consent part onto the blue forms. Keep blue forms for 7 years then destroy. School to send out a letter to all parents and put a note in the newsletter. Lorraine to attend the next GDPR training session.	Governors/School	ASAP ✓

1. WELCOME AND APOLOGIES FOR ABSENCE

- 1.1 The clerk welcomed all those present to the meeting.
- 1.2 Apologies for absence were received and accepted from Mrs Chindo Singh.
- 1.3 The Clerk confirmed that the meeting was quorate with 8 governors present.
- 1.4 There was one confidential item to be discussed.

2. DECLARATIONS OF INTEREST

- 2.1 There were no declarations made pertaining to any of the agenda items for this meeting.

3. MEMBERSHIP

- 3.1 Clerk to confirm Governing Body membership
The clerk confirmed that there is currently one trustee vacancy and that no governors would come to their end of term this year.
- 3.3 To consider disqualification due to non-attendance
The clerk advised that no governors were eligible for disqualification due to non-attendance.
- 3.4 The clerk confirmed that DBS checks have been completed by all governors and details are held on file by Governor Services

4. MINUTES

- 4.1 Governors received the minutes of the governing body meeting held on 4 October 2017 and agreed these to be an accurate record of the meeting. Mr Walter Harding signed a copy of the minutes and these were retained by the school.
- 4.2 **Matters arising:**
Minute 6.5.12: There are new children coming in Year 1 and Year 2 so there is not enough time to get them to greater depth by the end of KS1.

Chair's Initials:

Q: How is the school going to address the KS1 weaknesses?

A: The children who were in Year 2 have now gone into Year 3. The two experienced teachers are now working in Year 2. The Saturday school and extra support is now being given to the year group to aid progress.

Minute 4.4 was agreed.

AGREED The school have now received legal advice and it was agreed that teachers are not permitted to leave the school for 2 years from the date they complete any training. This was agreed by governors.

Q: How much do courses cost?

A: It depends on the course, can be between £3,000 - £4,000. The courses last between a year to 18 months. If staff want to professionally develop then the school will help but something must come back to the school. Mayville is not stopping anyone's professional development, they give a lot of CPD, send a lot of staff on conferences, courses and are involved in Optimus education.

Action: Ms Lorraine Barella to speak to Brown & Jacobson to draft the paragraph for the break clause. Bring to the next meeting to be agreed.

Action: Skills audit to be sent to Ms Lorraine Barella.

5. ALISON VARDELL REPORT

5.1 Progress

The minimum was set to ~~85%~~ ¹⁰⁰. The reading across the school is going to plan. Maths is not going to plan in terms of year 4 and 5. SPAG is fine apart from Year 1. Writing is okay.

5.2 The school has worked out where they want the children to be by the end of Summer 1. The progress might be slightly different, the children might look ^{like} they are ^{not} on track but might have started from a lower starting point. Maths is one of the weaker subjects as is the spelling and writing in terms of progress. Year 5 maths is a priority.

Q: Maths has always been a strength, what has changed?

A: In terms of year 5 they didn't have the coverage and there was instability in Year 4. The teacher was an NQT who left half way through the year. The expectations are higher in year 5 and the new teacher is getting a lot of support from Mr Ali. The school have put a lot of strategies in place so that the next half term assessment should look better than it does now. There are both morning and afternoon booster's sessions. Mayville have introduced 'Mathletics' which is an online maths programme that the children are accessing at home to help support them with their maths. Assessment 2 brought out the weakness in Year 4 and 5 so support has been put there to address this. The system that has been put in place highlights it earlier as opposed to the end of the year. All the children will securely be in national standard at the end of Summer 1. If there are any who have not made the progress have the last half term to get there. Equally the school can very quickly see if children are falling behind. There is a list of children who need boosters and interventions which is sent out to the teachers in the holiday. The teachers are then expected to sort out boosters and write a vulnerable group action plan. Those who were in boosters are

then looked at to see if they have made progress. Year 1 shows there was only 1 child who was not working at expectation for reading.

Q: In Math's are the children given timed test papers?

A: Yes, it is timed and some children do need longer. The Year 5 class have a newly qualified teacher. Mr Ali is working with her with a lot of support and strategies are in place to bring her up to speed to get the children working faster. The school feel confident that by Spring 2 they will get to where they should be through his guidance. Mayville use both national standards and 'Mayville standards'. Most schools only stick to national standards. Every year the national expectations change, if the school only stuck to national, the children will fail. Mayville has two standards and the Mayville standards are higher than national to push the children to be higher. The Mayville standards will always be higher than national.

5.3 Attainment

The school is evolving the system in terms of the data. The aim is to be working at national standard by the end of the year but this is happening already by the end of Autumn 2. The children are meeting the targets and the school will then hit a higher percentage of children at greater depth.

5.4 The spelling and writing are an issue. The Mayville standards have a lot of 'working at' which means there are children who are working towards Mayville standards. The disadvantaged children are out performing.

5.5 Pupil premium is good. Mayville have bucked the national trend.

Q: What is going to happen with the children who are not achieving, what strategies are in place?

A: The way the school spend the Pupil Premium money is in accordance to what has been identified as the reasons and barriers for the child. For example, the boosters before school, after school, extra support in class, related extra activities and mentoring support. The school will work out what the child needs to accelerate the progress they need to make.

Q: Looking at the SEND apart from Year 6, are there any strategies in place?

A: The school need to look at the starting points of the SEN. They have a new data system and most children are starting from below zero. Many of the SEND children tend to make slower process. It does depend on the child but there is and has been intensive support which is evaluated regularly. There are speech and language groups and the children are now receiving 10 minutes every single day.

Q: What are they doing differently in Year 6?

A: Mr Ali and ^{Mrs Pechi - 175} ~~she~~ are disseminating their best practice throughout the school including SEN so it should cascade down.

Q: What is the difference of support from SEN and pupil premium?

A: If there is no SEN for a child on pupil premium it could be something to do for their aspirations. Therefore, the school will look more at enrichment and motivating ^{life}

~~support whereas a child for SEN will need some form of learning type barrier put in place for them to overcome their access. You can have SEN and pupil premium.~~

Q: Do children ever come off SEN?

A: Yes, it is a thorny issue and children can argue that they were misdiagnosed with SEN. Children who are identified early with speech and language can overcome it. If they are correctly diagnosed with dyslexia or cognitive ability it will not go away so it is the schools job to improve access to curriculum and teach them strategies to get around the difficulties.

Q: How many more able students are pupil premium?

A: 67% of pupil premium children met the national standards. 85% of the disadvantaged children met the standard. 27% met the higher level in 2017.

Action: Alison Varndell to find out the percentage of pupil premium at greater depth compared to those who are not.

5.6 In Year 1 there is a big gap between girls and boys in Math's.

Q: Is there any particular reason why the girls are doing poorly in reading in year 6?

A: They are doing well; the boys are just doing better. This is at Mayville standards which suggests they are already meeting above national. The year groups are aware of individual performance and priorities.

Q: Does Mr Ali teach Year 5?

A: Yes, and he tends to support now and again in philosophy.

5.8 The threshold of the recent Math's test papers was set very high. The children 60% to get working towards and 70% to get working at. Mayville are alternating the tests so over a term they can iron out the weaknesses.

Q: Is there a reason why certain ethnic groups not shown?

A: The next report will all other groups so governors are aware. Ofsted are now not looking at detailed groups, they are looking at the wider groups where there are more than 5 children. The major concern is disadvantaged and their progress is becoming far more of an issue.

5.9 Looked After Children (LAC)

The looked after children are doing better than last year. There are still two looked after children. One in year 2 was academically good and is doing better this year. The Year 3 girl is undergoing a lot of intervention is now making accelerated progress.

Q: How much money does the school receive for a looked after child?

A: About £1800.

Q: What is the Virtual School?

This is how you apply for funding for LAC and

A: It is an online education so children can access what they need academically. The money comes from the government and they give permission for funding if they feel there is a learning objective.

Put all expenses on the virtual school

Q: Are looked after children above or below national average?

A: One is doing better and one is below but making accelerate progress.

Q: What is the funding specifically spent on?

A: The looked after children receive all the enrichment and have both benefited from Saturday school. They receive a lot of learning support and specialist mentoring.

Q: What proportion of the funding is spent on the children?

A: The girl receives a lot of interventions. The school receive £3482 for every single child and then the pupil premium on top. (£10,000 -£15,000) has been spent on the girl which includes all trips.

5.10 The SEND report updates the year groups with both national and local comparisons. There seems to be a serious funding issue with SEN in terms of the borough which is affecting the school. The child in Year 2 who is being educated in nursery is autistic. There are no special school places in the borough and the child in Year 2 is 7 years old and has only just come out of nappies. The child has made massive progress but is not supportable for main stream school. The child has been accepted by another school but there is a transport issue.

5.11 Ms Alison Varndell has completed a massive amount of work for the child who came straight from Albania without any paperwork for England. The school received the EHC plan by August but have been waiting since august for a school. The school has spent a lot of money on the child because the child can never be left alone.

Q: Where is the school that has accepted the child?

A: It is an academy in Redbridge. The school have offered the child a bus pass and to fund the dad's petrol money. The child is not capable of getting on the bus. Alison Varndell has helped the family with the Disability Living Allowance form.

5.12 There is a delay with CAMHS. They have currently stopped the register apart from children who are at risk of harm. Children can wait up to two years for a diagnosis and without that they are unable to get a EHC plan.

Q: Are there children with SEND who have diabetes?

A: There are 2 children with diabetes, it affects their education so they are considered SEND.

Q: What is a young carers association?

A: It is where they are caring for someone else in the family.

Q: What is the percentage of overall children with SEN in the school?

A: 21% at the time of the report.

Q: What percentage is normal compared to national?

A: National is 13.4% within primary schools. Waltham Forest is 19.4% but that includes 0-19 (PRU). Mayville is higher and has a much higher level of deprivation with 33.7% of every 6 children compared to local schools.

Q: What defines deprivation?

A: For pupil premium the parents will be on less than £17,000. Parents could earn £18,500 and they will not qualify for free meals. School gives all the clubs for free. If the school was to charge for club's children would never take part. The school has no choice but to give it for free for equal opportunity.

Q: Is £17,000 the cut off for SEN nationally?

A: Yes, it is the national cut off. Pupil premium is under £16,950. People who are not able to claim housing benefit then cannot claim Pupil Premium.

Q: What other support does the school give to educating the children?

A: The support comes from the school. Uniform has been given to families in the past. A lot of parents now get 30 hours free childcare.

Alison Varndell left at 20:21.

6. HEADTEACHERS REPORT

6.1 The number on role in September was 401. The number on role in December was 417.

Q: Did the school get anywhere with the penalty notices for absence without authority?

A: They have not come through yet. If the parents do not comply with the EWO then they are asked for a reason why with medical certificates to support. If they say they are ill on holiday, the school ask to see the tickets to see what date they were due to come back. The EWO is very good and she chases things up.

Q: Does the pressure contribute to higher attendance?

A: Yes, the curriculum, warmth of the school and general good behaviour makes the children want to come to school.

Q: Has the attendance been affected since introducing the new prospectus?

A: No, it has increased in the last 5 years. Children are happy to come into school. The breakfast club is crowded and the children cannot wait to get into school. The Year 6 come in at 8:30 and go to the Year 6 block. Some come in at 8AM and queue outside to go upstairs. Out of the 45 children in Year 6, 30-40 will be out the front at 8am. There are many factors that have put in place that has helped with attendance such as the curriculum and clubs.

6.2 There are 422 children on role and last year there was 369. The census determines the funding so it is an up from last year. There are 52 in nursery now compared to 14 last year.

Action: Identify if it was down to the direct marketing or word of mouth that has increased the number in children on role. School to send out a questionnaire to parents who joined the school about the marketing outcomes.

6.3 The attendance is at 96.4% which is very good.

Q: How does the school monitor attendance?

A: Lisa who works in the office gets the register by 9:30AM. If a child is away she will call the parents straight away and states that the child needs to be in school. She is very persistent. If the child has a hospital appointment the parents must bring in the proof. If the child is not well and they have a sibling then the other child should still be in school. This is turning the mindset of the parents to let them know they should make every effort. If a child misses out of 5% of attendance they go down a level in attainment and by the time they get to year 6 there will be a gap in their learning.

Q: Is the attendance results published in the newsletter?

A: A poster went out highlighting the figures and it was included in the handbook for the children. It showed how the children's grades would drop.

6.4 Strategies have been put in place for the pupil premium children and it will really come to fruition by the end of the year for everyone. Things are in place such as Saturday school, morning boosters and after school boosters. The school pay support staff over time if they work 9:00AM - 3:30PM. They are paid an extra hour from the Pupil Premium money which covers the early morning boosters and after school.

6.5 The pupil premium money is spent on enrichment activities, to help the children get the skills to later get the knowledge for reading, ^{writing and maths.} The children get karate free and the school is looking at fencing. They have chess club for free to widen their knowledge.

Q: Is it supplemented by the support system on top of enrichment?

A: It is for all the children not just pupil premium, the school is considering a research approach to teach reading.

Q: In the booster session is there any calculation approach?

A: When the children come for booster sessions, the school is using another approach to support them. It is more detailed and proven to support children who are under achieving.

Q: Is the school spending more than they receive?

A: Yes, the school always spend more and could never spend to the exact amount.

Q: For a lot of the interventions, most are not eligible for Pupil Premium. If the school is asked to be strictly accountable, how much would be defined for Pupil Premium children?

A: The school have a spreadsheet that shows every single child and every single support they receive. The data is there and it shows that the child has had so many activities and support and if the school need to cost it per child they can. The school can be reassured that all the pupil premium funding is being spent on pupil premium

children. The chart shows how many hours per week they are having interventions and all the groups they are in. The school only receives £3,400 per child and it costs the school so much more.

Action: Alison Varndell to bring the system to the next Governing Body to show governors (every single child, every single activity, after school club, extras, morning clubs).

Q: If there is a child who is not pupil premium, not SEN, not LAC but is average does that mean there is a possibility that there is nothing in place to push them up?

A: If the child has the potential to do better the school will give them extra boosters. The aim is for every child to not be average. Every single child gets access to different clubs. An average child may not need speech and language but may be getting average in expected for their age so the focus would be a booster session. The school can see every single child at some point has had some extra booster whether it is academic or social to boost their child learning, not only academic. Academic alone will not give you the child an all-round education. The child will have some sort of enrichment to support their learning for the future. Mayville believe in enrichment as well as academic and without the enrichment it would not support the wider learning. Wider learning supports children equally as much as sitting down and learning tables.

6.6 The government has expanded the Sports premium and now every single child must be able to swim 25m by the end of Year 6. The school take the children to swimming lesson, but irrespectively if they cannot swim or not they finish. Now they must be taken until they can swim 25m lengths by the end of Year 6. A lot of schools are boosting the swimming lessons in year 6. The school receive £18,870 funding for the sports pupil premium.

6.7 Mayville are going to bring the focus down to Year 5 but will start in Year 2 let them get a taster for swimming. They will be taken in the summer term to encourage Parents to continue swimming throughout the holidays. The children will then start again in year 4 and after they finish SATS in year 6 they will go to a booster. The school will keep hammering the message to parents and it will go out in the newsletter to encourage the children. The school can be penalised when Ofsted come.

Action: Send a survey out to the whole school to find out how many can swim, how many cannot to register straight away the children who can and cannot swim.

Q: How much does swimming cost?

A: It costs £600 a term per class and will be £3,000 a year (not including boosters).

Q: Can the school set up a swimming club and seek external funding?

A: This will not target the non-swimmers. The children do not like getting wet and this culture needs to be changed. A swimming club will encourage the others to get involved.

Q: Are the children still using the outside gym?

A: Yes and they are still queuing up to use it. Most girls who would normally sit around and talk are the ones actively on the equipment.

- 6.8 Mayville have used some of the sports premium on the sports coaches to carry out the after-school clubs. Every single child then gets the benefit of an after-school club. On a Monday you will find the children in year 1, on a Tuesday you will find Year 2. Every single child benefits from sports premium through after school clubs.

Q: How many children do the ballet?

A: About 15 on a regular basis. It is a small number but it is 15 more than those who would not normally go. The school have a uniform which the parents must buy.

Q: How will these improvements be sustainable in the long term?

A: The gym will be there for more than 10 years so it is money well spent. The children get used to doing exercise and are enjoying it.

Q: How has the primary PE sport funding been affected?

A: A lot of children have been 1st and 2nd in competitions and games in the borough and school.

Q: Do SEN children use the sports equipment?

A: The Year 2 child uses the equipment which helps her become stronger. The child is taken out with supervision and it has helped improve coordination. There is a child in Year 3 with cerebral palsy who attends the after-school clubs. The school went to a football match and Mayville was the only school that took a child with SEN to a football match.

Q: How is progress assessed in PE?

A: The children are graded at the end of every term and carry out an assessment with them. The assessment report is then included in the general report. "I can" statements are taken from the national curriculum. They cover the curriculum areas for PE in the school.

- 6.9 All governors understand the sports premium and acknowledge the responsibility of the school.

Q: Is Mayville going down to 1 assistant head?

A: The school has advertised internally for an Assistant Head. They have received 1 application and the deadline is Wednesday 31 January 2018. They school is still aiming to have 2 assistant heads.

Q: What is the target for teaching?

A: 100% teaching graded good and at least 60% graded outstanding.

Q: How will Mayville achieve that?

A: The school is working on the percentage of teachers who still have areas for improvement to make sure they are at good. The school is working with other

teachers to get their teaching up to outstanding: Some of the teachers are new to the school and a few of them have gone into different year groups so it is a matter of tweaking their teaching. The school is confident that they will get there. Every ^{half} term Ms Carnett Russell calls the teachers in to go through books, data, progress, management and directs them to any CPD. All teachers have a programme for team teaching and observations. All teachers will have observed each other and given each other tips. Every Tuesday the teachers are in groups to learn different things.

Q: Is it part of the performance management?

A: ~~It is mainly to do with attainments.~~ ^{part of} The quality of teaching is ~~not in~~ performance management. ^{for some teachers} ~~The teaching is an expectation and not part of their performance management.~~

Q: Do teachers have an interim performance management review?

A: Yes, they are carried out at the end of term which incorporates performance management.

Q: What made Mayville choose the prospectus curriculum and how does it benefit children?

A: The school looked at the staff work life balance and the prospectus already had all the lesson plans written out.

Q: How much variation does the staff produce?

A: Every single year group is differentiated. All the thinking process has already been done. The prospectus was designed by 15 headteachers so work has already been done and a good graduation of the learning. It is much better than spending 2 hours working out from scratch how to approach the topic. It is a better quality of teaching and learning.

Six traits

Q: What are the key features of the ~~offer of growth?~~

A: The key features is that it has 6 different approaches plus 1 presentation. Word sense, grammar, composition, presentation, approach in teaching are all areas to make sure the children are fully aware of the skills they need to do their writing. The teacher used to focus on one area of teaching, now they have the approach of teaching all areas within the 1 lesson. The teachers have said they love it and love the approach.

Q: My daughter is always reading and her writing is excellent.

A: The writing in year 6 is fantastic. All the parents come back to say that the secondary schools have asked what schools the children come from.

Q: Last term the school introduced a no lining up policy, what spurred that and how is it working?

A: When the school put in playground equipment they changed the system to line up in the morning time on the field. They trialled it, the children come into the big playground, when the whistle blows they walk to their classrooms. This now happens in the morning, playtime and lunchtime. The children who go upstairs will have a

learning support assistant monitoring the stairs. There are no behaviour issues in the school, the whistle goes and they walk to their classes.

Q: How many NQT's are training at St Mary's?

A: Only 1.

- 6.10 **AGREED** Governors agreed for the Paris trip on the 19-21 May 2018.
Action: Governors to read the Spiritual, moral, social and cultural development training pack.
Action: Governors to look at the website and specifically the curriculum area to see how the school can improve.
Action: Governors to be aware of the "Read Write inc." approach to phonics ahead of the next governing body.

7. CHAIRS ACTION

- 7.1 Curing the last academic year, Mayville made further progress which moved the school up the ranking in Waltham Forest. Mayville is now the fourth highest ranking school in the area. The school is also in the top 3% in London on measures of progress, despite the reduction of the roll of pupils and reduction of funding.
- 7.2 The finance is well managed which the auditor's reports reflected throughout. The team managed to deliver the high standard of education in all areas of the curriculum resulting in one of the best results in the borough.
- 7.3 The school achieved considerable success in closing the gap between the diverse groups of pupils by providing equal access to the curriculum to all pupils including FSM and SEND pupils.
- 7.4 The pupil premium and sports premium were used to good effect and as a result at the end of KS1 And KS2, assessments were both above national and local.
- 7.5 The school has managed to maintain high level of expectation for both pupils and staff, in keeping with the ethos and the vision.
- 7.6 The governing body's role of supporting the management team and holding the school to account is working well and delivering the strategic function of the body and ensuring the ethos and vision of the school remains in focus always.
- 7.7 the governing body expects the school to not only continue with the level of success achieved so far but also to raise attainment and achievement of pupils even further. The school has the quality of leadership and the skillset for sustainable progress and for maintaining the environment in which the pupils will continue to thrive and work towards reaching their goal.

8. HEALTH AND SAFETY

- 8.1 A recent check showed there have been no major incidents.
- 8.2 There is one long term sickness since October 2017.
- 8.3 The building continues to be maintained to a high standard. Certificates supporting inspections are in place.
- 8.4 The new playground equipment is durable and in regular use. They have passed their safety inspection.
- 8.5 The CCTV cameras around the school are being upgraded to give a clearer image.
- 8.6 The children's behaviour around the school offers no threat to the safety of the school.
- 8.7 Mayville school is a safe environment for both pupils and adults.

9. LINK GOVERNORS

9.1 **Action: Link governors to come in to the school more often and to challenge the school.**

Action: Governors to attend the school and go through the Single Central Record with Ms Lorraine Barella.

9.2 AGREED Mr Rasheed Dauda to become the link governor for PE.

10. GOVERNORS TRAINING

- 10.1 Mr Walter Harding attended the Governors Briefing on the 23 January 2018.
- 10.2 Mrs Ann Smart is attending the Exclusions Training on the 7 February 2018.
- 10.3 Mrs Ann Smart is attending the Taking the Chair Training on the 21 January 2018.
- 10.4 Mr Alex Opoku-Boateng attended the Looked After Children Training on the 3 October 2017.
- 10.5 Mr Alex Opoku-Boateng attended the finance and update on national funding formula and budget prep training.
- 10.6 Mrs Ann Smart and Mr Alex Opoku-Boateng attended the Governors briefing on 1 November 2017.
- 10.7 Mr Alex Opoku-Boateng is going through the governance accreditation programme.
- 10.8 Mr Alex Opoku-Boateng attended the online safety and data protection training.

11. GENERAL DATA PROTECTION REGULATIONS (for action)

- 11.1 Mr Walter Harding handed copies of the GDPR training to Governors.
Action: School to add a consent part onto the blue forms. Keep blue forms for 7 years then destroy.
Action: School to send out a letter to all parents and put a note in the newsletter.
Action: Lorraine to attend the next GDPR training session.

12. COMMITTEES TERMS OF REFERENCE

- 12.1 No changes have been made. Mr Walter Harding signed the copies and these were retained by the school.

13. AUDIT & RESOURCES COMMITTEE

- 13.1 AGREED Figures from the audit and resources committee were agreed.

14. DATE AND AGENDA ITEMS FOR THE NEXT MEETING

- 14.1 Date of next meeting
Wednesday 21 March 2018
- 14.2 Agenda items:
Raise Online Data

The meeting closed at 11:30PM.

Chair: Walter Harding (print)

[Signature] (sign)

Date: 21/03/2018

Chair's Initials:
[Signature]