



**BALCOMBE C.E. (VC) PRIMARY SCHOOL**  
**Minutes of the Full Governing Body Meeting**  
**Held on Thursday 17<sup>th</sup> February 2022 at 7pm via TEAMS**

*In all that we do we are guided by God*

**Present:**

Ian Tremble (IT) Chair	Janina Clark (JC) Vice Chair	Liz Bendall (LB)	Wendy Millbanks (WM)	Rosy Telford (RT)	Lara Power (LP) Bursar
Mostyn Field (MF) Ex-officio	Jill Dawson (JD)	Rob McIntyre (RMc)	Oliver Smith (OS)	Rose Carr (RC)	

**Apologies:** Carolyn Rolph (CR), David Paul (DP), Julia Fairweather (JF)

**In attendance:** -Claire Cleverton

Minute reference	Formal actions identified	Status	By
16-2020/21	IT to review 20 questions document and circulate to FGB	In progress – (awaiting NGA publication)	IT/JC
<i>14<sup>th</sup> October 2021</i>			
8.2 - SIP	AP4: meetings to be arranged with governors regarding continuity planning	In Progress	IT
9.6 – Monitoring – Sports Premium	AP7: New pupil premium strategy and impact from 2020/21 to be discussed at the December FGB	In Progress	CR/CC
<i>17<sup>th</sup> February 2022</i>			
3.1 Board Membership	AP1: IT/JC continue to follow up with Clerk		IT/JC
3.2 Board Membership	AP2: JC/LP to advertise for Parent Governor vacancy		JC/LP
6.5 HT Report	AP3: IT and RMc to look into how we can line pathways		IT/RMc
6.8 HT Report	AP4: RMc to explore driver options for mini bus		RMc
9. School Development	AP5: IT/WM/JC to meet after half term for Ofsted planning		IT/WM/JC
9. School Development	AP6: IT to circulate documents for governors to read		IT
9. School Development	AP7: Governors to do the NGA webinar for Ofsted inspections		ALL
10.1 Monitoring	AP8: RC to prepare tracking of next steps from walks and follow up on actions		RC
10.2 Monitoring	AP9: IT to reach out to BCC members for contacts		IT
10.3 Monitoring	AP10: RMc/JD to do pupil conferencing		RMc/JD
10.4 Monitoring	AP11: IT/WM/JC to meet for parent survey prep		IT/WM/JC

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10.4 Monitoring	AP12: IT email all for parents evening availability		IT
12.2 Link Governor Reports	AP13: IT advise on a working group to drive forward E&S planning		IT
14.1 Chair's Business	AP14: WM/IT/JC/LP/PTA to meet for fair planning		IT/JC
15. Any Other Business	AP15: All to email any concerns to start 6:30pm on 31/3		ALL

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Confirmation signature to agree accuracy of minutes and official approval of the documentation for the files

	Item	Action
1.	<b>Welcome and Apologies</b>	
1.1	Apologies were received and accepted from Carolyn Rolph, David Paul, Julia Fairweather	
2.	<b>Declarations of Interest</b>	
2.1	None	
3.	<b>Board Membership Matters</b>	
3.1	<u>Membership:</u> IT officially welcomed OS to the team, with introductions of members. JF term due to end on 22 Mar 2022; it was agreed to allow JF to move from parent governor to co-opted from 23 Mar 2022 to provide safeguarding handover.	
3.2	Unfortunately our newly appointed Clerk advised that due to a change of circumstances she is no longer in a position to do the role.	AP1: IT/JC continue to follow up with Clerk
3.3	<u>Safeguarding Link Governor:</u> IT encouraged governors to think about taking on the safeguarding link governor role or if they know of any parent that would like to step forward. Parent governor role to be advertised after half term.	AP2: JC/LP to advertise for Parent Governor vacancy
4.	<b>Minutes and Matters arising from the meeting on 9<sup>th</sup> December 2021</b>	
4.1	The minutes were agreed as a true and accurate record of the meeting. Proposed RMc / Seconded LP.	

4.2	<p><u>Matters Arising</u> Per previous meeting actions:</p> <p>IT to review 20 questions document and circulate to FGB; In progress - NGA are publishing an updated set of questions later in the year; aim is to complete this by end of the academic year</p> <p><u>14<sup>th</sup> October 2021</u> AP4: meetings to be arranged with governors regarding continuity planning - In progress AP7: New pupil premium strategy and impact from 2020/21 to be discussed at the December FGB - In progress</p> <p><u>9<sup>th</sup> December 2021</u> AP1: LP to investigate website link issues (PTA) - Completed AP2: Meeting with governors and PTA for comms and future fundraising - In progress AP3: WM / LP to investigate if/when change to funding - Completed AP4: IT and RMc to meet with JM to see how we can help - Completed; awaiting for the grounds to dry out before works can commence AP5: JD to sign up the school to Charter - Completed AP6: JD to email on behalf of FGB to staff with thanks for their hard work and flexibility - Completed AP7: WM, IT and foundation governors to meet to discuss diocese meeting outcomes in more detail - Completed AP8: RT/JC to illustrate results in chart format for publishing on website - In progress; some questions to go through with WM and then publish on website AP9: WM to compile parents survey to be issued before Easter break - In progress AP10: JF to do safeguarding audit presentation for FGB - in progress; to be carried forward to March meeting AP11: IT/WM/CR to meet in the new year if no response from SALT - Completed AP12: RMc to do website audit - In progress AP13: All send introduction email - Completed AP14: IT to email RC on update - Completed AP15: RMc to investigate docs and report at next meeting - Completed</p>	
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5	<p><b>SEND Presentation</b> (from Claire Cleverton - Balcombe Primary SENCO)</p> <p><u>Numbers in school:</u></p> <ul style="list-style-type: none"> <li>• 129 on roll and 22 on SEN register = 17% of pupil population</li> <li>• SEN support (on register without EHCP) is 15% compared with national average of 12.2%</li> <li>• We have EHCP at 2 % and national average is 3.7%</li> <li>• Recently we have a new EHCP application and a further application in planning</li> <li>• Areas of need and how we identify the pupils is through - 62% on SEN register have communication and interaction as their primary need, they are the children with speech and language need or diagnosis of autism or some form of social communication disorder; and next is cognition and learning need at 29%</li> </ul> <p><u>SEN register:</u></p> <ul style="list-style-type: none"> <li>• The SEN register is fluid, but with intervention, pupils can come off the register; pupils may also join the register when coming from another school.</li> <li>• Pupils are monitored for 2 terms before going on the SEN register.</li> </ul> <p><b>Q: Were there any communication issues due to lockdown?</b>  There are gaps in Reception or Nursery with speech and language.  Temporary intervention is helping and meeting targets and then aiming to be discharged from the service.  We are also seeing increased diagnosis from external reports.</p> <p><u>Our provision:</u></p> <ul style="list-style-type: none"> <li>• Every pupil on the SEN register will have an Individual Learning Plan (ILP) which is targeted or broader as needed and this is mapped across the school;</li> <li>• For monitoring we track what interventions pupils are receiving and track attendance, individual booklets, pupil view forms - what they feel is going well, support with, how better - for one page profile and also forms for parent voice;</li> <li>• Where a pupil is not at expected standard, we are looking at smaller steps for progress, developing case studies for each teacher;</li> <li>• CC Link governor role is to develop and oversee the SEN policy; advise and support the teachers, parents and outside agencies.</li> </ul> <p><b>Q For interventions that are put in place, how do you go about deciding on those? And how do they work?</b>  We have 2 teams in WS which provide review (CALM) meetings for pupils and the teams advise on interventions;  The learning behaviour advisory team recommended a specific dyslexia intervention which we have now adopted, to see if it having an impact which it appears to be;  One a year there is a planning meeting with the education psychologist and they will recommend interventions we can use, i.e. the friendship formula for social and emotional needs;  Social and communication team recommends the 'Zones of Regulation', highly endorsed by them, which we would implement this;  There is also a review the education endowment foundation - for pupil premium pupils they will endorse particular ways of working with costing and we bear this mind for planning and taking forward.</p> <p><b>Q How does your day work, particularly having to be split time between pupil/teacher?</b>  I do not work specifically with the children at the moment; my role is more about advising teachers and TAs as I am only there one day per week; days are very different and can depend on what is needed on the day;  For example for an annual review for a pupil with EHCP, then 2 days preparing paperwork, then holding meeting and writing up report;  For EHCP applications and assessments, this takes several days to gathering evidence, writing reports and pulling all the paperwork together;  I meet with/speak with parents which is really important to keep that communication going;  And meeting with the Social and Communication team each term; so each week is very different.</p> <p><b>Q What makes the role difficult, and achieving inclusion for children with SEN? What is the greatest challenge in school?</b>  Teachers do a brilliant job in making sure they have inclusive classrooms;  Mostly time is the biggest challenge; it is always difficult to do other things when time is taken for meetings.</p>	
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	<p><b>Q Can you highlight some of the successes, since you have been back?</b>  I confidently know the children and their needs; I feel that every child has profile, case studies, and genuinely feel that each child is getting the provision they need and they are receiving that; Also success is working with outside agencies, despite challenges, they are engaging and we have received support from them.  IT offered support from governing body for any issues, and thanks to those where services are received</p> <p><b>Q CR is the SEN link governor, how do you feel the role is working?</b>  It is very positive, great support and having a SEN voice on GB is important; learning walk was a good experience to show governors how things are implemented and how they work.</p> <p>IT thanked CC for all her hard work and supporting the teachers;  IT encouraged governors to read the SEN learning walk report;  IT asked WM to pass on FGB thanks to staff for supporting the SEN children.</p>	
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6	<b>Headteacher matters – verbal report</b>	
6.1	<p><u>September pupil projection</u></p> <ul style="list-style-type: none"> <li>• 20 first preference (which is our PAN); but likely to have a few changes before starting</li> <li>• 2 pupil leaving after Easter to go to private; may have new pupil for year 1; family returning from abroad in Summer and may need 1 place.</li> </ul>	
6.2	<p><u>Spring term attendance</u></p> <ul style="list-style-type: none"> <li>• Overall from Sep to Feb is 94.09%; Ofsted looking for 95% and above;</li> <li>• Lowest attendance is year 3 at 91.47%; then year 6 at 91.9%;</li> <li>• Best attendance is Reception at 96.6%;</li> <li>• In terms of classes, lowest is Mill is 92.85% and best is Lake is 96.01%;</li> <li>• Track pupils with less than 95% for other than Covid - 3 in each class and less as you move up the classes; confirmed they are genuine reasons and WM tracking this closely.</li> </ul>	
6.3	<p><u>Additional funds for catch up</u></p> <ul style="list-style-type: none"> <li>• 2 types of funds - school led tutoring and recovery premium of approximately £2k;</li> <li>• Funds have been allocated to supply in Coombe and Spring classes to allow teachers to work with small groups or individuals to focus on gaps;</li> <li>• Received £2k donation from member of the community; specifically for children falling behind with reading; CC is doing additional hours for 10 weeks to work with pupils for reading; for Lake class a TA is doing extra hours for 1-2-1 early reading skills.</li> </ul> <p><u>Swimming</u></p> <ul style="list-style-type: none"> <li>• Year 4 and 5, with the plan to do it every other year; it is then cheaper for us and parents;</li> <li>• Covid has had an impact on swimming; National curriculum expectation is to be able to swim 25m unaided in deep water; only 8 children can do this; plan is to continue after half term and reassess at end of term.</li> </ul>	
6.4	<p><u>NatureNinjas</u></p> <ul style="list-style-type: none"> <li>• Advert is out for a leader issued today; interview third week after half term;</li> <li>• Sticking point is a letter from the land agent (Mr. Greenwood) asking for a contribution of half towards the cost of lease (£1250 to draw up a lease); WM battling with LA and Diocese to support but no help is available;</li> <li>• WM is seeking permission to use an interim document (as it is an informal agreement), but the land agent wants the lease for 10 years and would consider waiving (£1 per month) rent in exchange;</li> </ul>	
6.5	<p><b>Q Should we pay it? Would we not have more to lose by not moving forward?</b> It was agreed to, but with the condition to ask for a longer tenure of 20 years, not 10 years</p> <p><b>Q Can the BPC help?</b> No; a bid to BPC has gone in for 2 items - websites (£4k) and the other for Nature Ninjas (which they declined due to previous funding of Forest School);</p> <p>Logs have been removed; request was for some logs to be used to line pathways.</p> <p><u>Link Advisor Visit</u></p> <ul style="list-style-type: none"> <li>• Liz Chaplin met with SLT advising on the new grading system for schools, 6 or 7 point grading system;</li> <li>• Our estimate grade is between 2-3; but agreed with 3 as we get more support, i.e. Ofsted prep</li> <li>• Highlighted areas key for Ofsted such as diversity, show that we have appropriate books, show we are language rich environment across the school, cultural capital - introducing pupils to philosophers, artists, visitors with different cultures, ethnicity, religion etc., make sure our pupils can articulate what they are learning; Governors can help with pupils preparing, reasoning in Maths and subject Leadership;</li> </ul> <p><u>Safeguarding</u> - audit to ensure all policies and procedures are in place; safer internet day in school; updated leaflet for safeguarding;</p>	
6.6	<p><u>Other items:</u></p> <ul style="list-style-type: none"> <li>• New scheme for teaching phonics - all teachers trained; LB leading;</li> <li>• School council - up and running with focus on outdoor learning and play;</li> <li>• Extra curriculum activities - external visitor (Bart G), musical ensemble for juniors;</li> <li>• Coming up is World Book day, Commit Relief and Science Week;</li> <li>• Parents Evening scheduled for 10th and 15th March;</li> <li>• Website - updated on home page for Church school information.</li> </ul>	AP3: IT and RMc to look into how we can line pathways.

	<p><b>Q Ofsted's target for attendance is 95% - is that their normal or does it allow for covid?</b> It is their normal target.</p> <p><b>Q Do you do an audit of story books in classes to take into account diversity and feed into the curriculum, planning the coverage of the books?</b> We do have a lot of books that are suitable; a lot of books have also been donated, so not a lot of money spent on classroom books; money has been spent for reading scheme and library books; with the curriculum map, we need to allocate key texts to include multi cultural themes;</p> <p><b>Q With the difficulty in getting children to swimming, have you considered hiring the Handcross mini bus for a low sum?</b> We did look at this previously, but we may have had to provide our own driver</p>	AP4: RMC to explore driver options for mini bus
7	<b>Teaching and Learning</b>	
7.1	<u>Pupil data presentation</u> - to be carry forward to the next FGB	
7.2	<p><u>Data update on outcomes from assessment:</u></p> <ul style="list-style-type: none"> <li>• New tracking system will save us a lot of time with collecting, recording and presenting data; it will allow for more time to analyse the data;</li> <li>• Last data capture was before Christmas and we collect once per term; baseline data was collected in September;</li> <li>• Data collection is for R/W/R Years 1 to 6, along with teachers letting us know where children are; data for December is not as strong as previously, due to disruption over last few years and hence figure not as healthy as they would normally be;</li> <li>• Whole school (Years 1 to 6) are working within or above the expected level: <ul style="list-style-type: none"> <li>• Reading 66%</li> <li>• Writing 51%</li> <li>• Maths 61%</li> <li>• Teacher have been cautious with their judgements;</li> </ul> </li> <li>• Breaking data into year groups, where they are working within or above the expected level: <ul style="list-style-type: none"> <li>• Y1 17 pupils - reading 61%, writing 41%, maths 59%</li> <li>• Y2 reading 62%, writing 48%, maths 67%</li> <li>• Y3 reading 68%, writing 68%, maths 79%</li> <li>• Y4 reading 69%, writing 38%, maths 62%</li> <li>• Y5 reading 69%, writing 54%, maths 64%</li> <li>• Y6 reading 82%, writing 69%, maths 62%</li> </ul> </li> <li>• Lower than we would like, but baseline comparison shows the numbers have gone up;</li> <li>• We are expecting numbers to be higher after Easter data capture.</li> </ul> <p><b>Q With the ongoing assessment planned, will that provide evidence of catch up being done?</b> We have also take a baseline assessment before this period of assessment and we will check at the end of the assessment period; e.g. in Coombe we are looking at phonics and sounds, also reading tests for age and rate score, before and after interventions; providing a clear picture of what children have gained in that time;</p> <p>End of November phonics screening check for Year 2s (as not done at end of Year 1), 5 pupils didn't reach the standard; completed a practice phonics check this week and the data shows improvement.</p> <p><b>Q What stage do you let parents know children are failing behind and to what extent would you give support to those parents to provide their children with additional assistance they need after school?</b> Parents evening is the opportunity to show parents a picture of where we are at and what they can do to help their children; we now have a good picture of where children are and where they need to be;</p> <p><b>Q How much time do you think it should take for a child to catch up on average?</b> This is very difficult to answer as every child is different; it is hard to calculate how long a child will take to catch up; When the intensive support is in place, then children make good progress, but some pupils are higher up the school who are still having some difficulty and that could be as they have an additional need or dyslexic or may not see themselves as a reader; but it does depend on each individual pupil and how much support they get from home.</p>	



8	<b>Mental Health and Emotional Wellbeing</b>	
	<ul style="list-style-type: none"> <li>• JD advised that she was in school this week and feedback from staff is that they are all tired;</li> <li>• One member of staff mentioned the responsibility they felt they are having to take on, e.g. no break in the morning when previously there would be an assembly, allowing a classroom break;</li> <li>• Staff would welcome Friday assemblies returning (collective worship);</li> <li>• Also mentioned what some more SLT time at lunch time to support the TAs;</li> <li>• Plan having to be adapted at last minute due to staff absence is also challenging;</li> <li>• Where pupils are off due to Covid, then they need extra catch up time when they return;</li> <li>• Staff feel that mental health is a priority</li> <li>• It was also mentioned that parents are concerned that their child is not working at home when they have Covid;</li> <li>• It should be noted that children returning may also be tired and that we need to make allowances;</li> <li>• Staff feel that mental health is a priority;</li> <li>• It was also raised that the pace needed to get pupils back to the levels they should be at may be detrimental to their welfare but recognise that this is a National issue;</li> </ul> <p>LP advised that breaks are in place where possible, but as a small school we all have to help out; but understand that this can be unsettling;</p> <p>JD suggested that it is worth acknowledging the situation to the staff (i.e. at a staff meeting), and if there are any solutions they could suggest etc.</p>	
9	<b>School Development</b>	
	<p><u>Ofsted</u>  We estimate our inspection to be either the Autumn or Spring term for the next academic year; As such, we need to start doing more work to prepare ourselves; this includes preparing the new SIP with the support of Liz Chaplin for the Autumn term;  IT will pull together a smaller group to work with SLT; this will also enhance governors knowledge on what will be required of us from Ofsted when they visit;</p>	<p>AP5: IT/WM/JC to meet after half term for Ofsted planning</p> <p>AP6: IT to circulate documents for governors to read;</p> <p>AP7: Governors to do the NGA webinar for Ofsted inspections</p>
10	<b>Monitoring</b>	



10.1	<u>Learning Walks</u> <ul style="list-style-type: none"> <li>• These are nearly complete; with juniors after half term; infants, EY and SEN are done;</li> <li>• All documents can be found on dropbox;</li> <li>• IT thanked RC for her detailed report;</li> </ul>	AP8: RC to pre-prepare tracking of next steps from walks and follow up on actions
10.2	<u>Pupil Conferencing (Collective Worship)</u> <ul style="list-style-type: none"> <li>• RT and MF have received good feedback from their pupil conferencing; children provided good evidence of links with school and church;</li> <li>• MF added a summary that the pupils knew the values, open the book very popular, Denise and Charles visits are popular; Bart's visit hugely popular, along with the visit from Andrea with her olympic medal; like that the whole school is together; prayers are popular, like singing and church visits; school prayer not used very often;</li> </ul> <p><b>Q With the diversity point raise, can we revisit using the collective workshop sessions for other religious backgrounds?</b>  Yes, but it is so hard to find someone that is willing to come in, but we are still looking;</p>	AP9: IT to reach out to BCC members for contacts
10.3	<u>Spring Term - Pupil conferencing / survey</u> This will focus on safeguarding and follow up on online safety;	AP10: RMc/JD to do pupil conferencing
10.4	<u>Parents Survey (Easter timing)</u> Aim to link in the parents survey with the parent evenings; Governors to note 10th and 15th for presence at one of the parents evenings;	AP11: IT/WM/JC to meet for parent survey prep  AP12: IT email all for parents evening availability
11	<b>Policy Review</b>	
	<u>Update on review progress</u> A number of policies due for review, however due to staffing issues and other work commitments, this will be carried forward to the next FGB;  Noted that the Pay policy has been reviewed and signed off at the Finance committee; not required for sign off at FGB as it is a WSCC model policy;	
12	<b>Reports from Committees/Link governors</b>	

12.1	<p><u>Finance - RT (verbal)</u></p> <ul style="list-style-type: none"> <li>• Current position is that we are aiming to carry forward £49k (maximum allowed) and we are on track;</li> <li>• Meeting with County to discuss 3 year budget to allow for extra additional hours of SENCO and deficit budget forecast;</li> <li>• Some supplementary funding available from 22/23 onwards and ongoing to recognise extra expenses;</li> <li>• Estimate net affect for our school would be approximately £15k per year; significant to deficit reduction;</li> <li>• County also raised that funding based on 126 pupils, but our cost base is that of 150 pupils, and hence why we are so tight on funds, but nothing can be done in short term;</li> </ul>	AP13: IT advise on a working group to drive forward E&S planning
12.2	<p><u>Community and Stakeholders - RMc (written)</u></p> <ul style="list-style-type: none"> <li>• Schools have a crucial role in achieving environmental sustainability and the NGA, together with the National Association for Environmental Education (NAEE) have produced a guide to help governing boards take this further with their schools.</li> <li>• Environmental sustainability is a priority issue for the NGA in 2021/22 and we need to consider how best to engage with this.</li> <li>• We need to consider whether our existing values support environmental sustainability or whether they need updating.</li> <li>• We need to consider whether environmental sustainability should be one of our strategic priorities, and therefore will become part of our annual strategy review.</li> <li>• A whole school approach to environmental sustainability, by definition, should encompass all aspects of school life, learning and management.</li> <li>• This would be Curriculum (teaching &amp; learning), Campus (buildings, energy &amp; grounds), Community (inside &amp; out), Culture (caring &amp; respect).</li> <li>• We need to consider all these aspects of the school, decide how best to achieve this goal, and who should be involved in the process.</li> </ul> <ul style="list-style-type: none"> <li>• IT added that the DfE are producing a strategy for this to be include in curriculum and then included in Ofsted in the future;</li> <li>• WM added that we need to be mindful of work load and focus on one aspect and roll out in the future as limited staff;</li> <li>• IT thanks RMc for the work that he has done so far on this; also added that we already do some things without capturing it under the Environment and Sustainability heading, which is something to look at properly recording in future;</li> </ul> <p><b>Q Is there any money available?</b> Not as yet, but maybe in the future.</p> <p>LP added that we have had a surveyor for an environmental audit on work that County are going to do and fund; but no final outcome as yet, however one item is new windows.</p>	
12.3	<p><u>Health and Safety - DP (verbal presented by IT)</u> DP provided a written summary of his meeting with AG per below:</p> <ul style="list-style-type: none"> <li>• we ran through his files including looking at the latest sheets for his inspection checks - when last completed and any action done or in system to be finished etc.</li> <li>• jointly signed off a progress sheet ( entitled - 'Governor's Premises Check' ) - which notates specific items ( ie water temperature check - monthly ) with any marked observations + action.</li> <li>• working on putting in place a 'planned maintenance yearly check' - outside companies - underway but needs input of SSC.</li> <li>• some matters of note             <ol style="list-style-type: none"> <li>1.fascia/soffits &amp; gutters - ongoing but full work in Sept/Oct.</li> <li>2.moles - awaiting contractor.</li> <li>3.locks / doors - good progress on repairs / workings.</li> <li>4.broken steps to back of school + hall - some immediate repairs done - discussed further work and AG to complete.</li> <li>5.some early rot in play structures at far end of field ( not considered dangerous ) but will be regularly reviewed.</li> <li>6.felt replacement in roof - under control ( David Western).</li> <li>7.ideally at some stage would like an additional area for composting.</li> <li>8.AG manages to do his daily checks before breakfast club.</li> </ol> </li> <li>• I would report that in my opinion AG is fully on top of his work with the administration / paper-work all in good order. He is extremely careful on maintaining the schedules (including sign off) on the designated dates and periods.</li> <li>• A very useful walk round; We have agreed the next visit - 3<sup>rd</sup> May at 8.30am.</li> <li>• H&amp;S inspection 4th April by WSCC</li> </ul> <p><b>Q - Have the moles been treated?</b> Traps are due to be put in place tomorrow.</p>	

13	<b>GDPR, Cyber and Physical Security</b>	
13.1	LP reported there are no breaches since the last report; there is a log available on dropbox	
14	<b>Chairs Business</b>	
14.1	<u>Vision update</u> IT circulated amendments on the Vision based on input from Diocese; positive feedback received; providing staff are happy with the Vision this should now be published on the website;	AP14: WM/IT/JC/LP/PTA to meet for fair planning
14.2	<u>Village Fete 16th July</u> <ul style="list-style-type: none"> <li>Looking to have a school presence with a mixture of Staff and PTA; the focus will be on Nature Ninjas and environmental aspects;</li> <li>Summer fair date is to be confirmed; meeting with PTA to discuss in more detail</li> </ul> <p><b>Q Could we combine the Open Day as well?</b> Agreed that this is a good idea - Covid pending</p>	
14.3	<u>Skills audit</u> Forms have been sent out and should be used as aid to identify knowledge gaps; this is something Ofsted will look at our own development.	
15	<b>Any other business</b>	
	<ul style="list-style-type: none"> <li>RC reminded all that Sunday 20th March is the Bull Run and to bake/donate a cake if possible;</li> <li>LP update to date training timetable is on dropbox;</li> <li>RMc advised that revised prospectus is being worked on in time for village fete; 2nd April for working party around the school;</li> <li>IT mentioned that the next meeting is likely to be longer than 2 hours.</li> </ul>	AP15: All to email any concerns to start 6:30pm on 31/3
16	<b>Date and time of next meeting</b>	
16.1	The next meeting will be held on Thursday 31 <sup>st</sup> March 2022 at 7pm	