

MINUTES
of the meeting of the Local Governing Body of
Teignmouth Community School, Mill Lane
held on Thursday 26 January 2023 at 5 pm
in the Headteacher's Office at TCS Mill Lane

| Present: | | |
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| Name | Title/Role | Initials |
| Luke Marchant | Acting Headteacher/Staff Governor | LM |
| Pat Henchie | Co-opted Governor | PH |
| Mark McCarthy | Co-opted Governor and Chair of Governors | MMc |
| Samantha Tribble | Parent Governor | ST |
| Rachel England | Co-Opted Governor | RE |
| Jackie Jackson | Co-Opted Governor | JJ |
| Maggie York | Co-Opted Governor and Governor Responsible for SEND | MY |
| Rachel Hill | Local Governance Officer | LGO |
| Sarah Dudley | Deputy Headteacher | SD |
| Apologies: | | |
| Rebecca Haines | Parent Governor | RH |
| Absent: | | |
| None | | |

Key to acronyms

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|------|---------------------------------------|--------|---------------------------------------|
| DSL | Designated Safeguarding Lead | IET | Ivy Education Trust |
| LGB | Local Governing Board | TCS ML | Teignmouth Community School Mill Lane |
| GH | Governor Hub | T&L | Teaching and Learning |
| PE | Physical Education | LGB | Local Governing Board |
| PSHE | Personal, social, health and economic | SENCo | Special Educational Needs Coordinator |
| RE | Religious education | EY | Early Years |
| MFL | Modern foreign language | LGO | Local Governance Officer |
| DT | Design & Technology | PP | Pupil Premium |
| CPD | Continuing professional development | SIP | School Improvement Plan |
| SLT | Senior leadership team | RR | Risk Register |
| ECT | Early career teacher | EAL | English as an Additional Language |

The meeting opened at 5 pm. MMc welcomed all present and thanked governors for their time and contribution to the school. Sarah Dudley, Deputy Headteacher was thanked for joining the meeting.

| Item | Content | Action |
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| 0.1 | <p>Update on Teaching and Learning. Sarah Dudley, Deputy Headteacher.</p> <p>Notes of SD's presentation and the booklet titled Teaching and Learning at Mill Lane, Expectations and Guidance, were handed out to governors following the meeting and uploaded by LM to Governor Hub (GH). Progress and plans for the following actions were presented by SD.</p> <p>1. Embed current teaching and learning approaches for new staff and ensure all staff are adhering to the guidelines (Tom Sherrington)</p> <p>ECTs and mentors have attended induction training, weekly meetings and Teach First modules.</p> <p>Q: What does ECT stand for? ECT is an early careers teacher. They now have two years training. We have two new members of staff who attend training sessions who are not ECT.</p> <p>A Teaching and Learning Guidelines and Expectations document has been produced.</p> <p>Q: Are the T&L learning guidelines for everyone? Yes. I will leave copies for governors.</p> <p>A new timetable has been rolled out. Previous to this year staff were teaching across topics and as a result certain subjects did not get the in-depth teaching required. This year subjects have a weekly slot. It is quality assured through deep dives. LM added that last year if a child was ill they could miss a topic but with this new system it does not happen.</p> | |

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| | <p>Q: How do you manage this within the curriculum? Is it rolled out across the school? It depends on the topics. Some subjects are taught every other term, the remainder every term. LM noted that in the past RE was known as a 'Cinderella' subject but due to the new system it is more exploratory and pupils can build on their knowledge. Some of the Tom Sherrington walk-throughs have been used and they are visually clear. Deep dives in reading, maths, humanities, English and science have taken place. Next half term the school is looking at lesson studies. Deep dives are planned in computing and music followed by PE, PSHE and RE, MFL, art and DT.</p> <p>2. Ensure there are robust systems for assessments in foundation subject that identify gaps in learning so that pupils are supported to build up their understanding over time (Ofsted target).</p> <p>Progress so far is that a new timetable has been rolled out. CPD on improving end of unit outcomes has taken place. Staff have begun to use target tracker for foundation subjects. A different assessment system has been developed and the school has looked at retrieval practice. Plans going forward include working on end of unit outcomes and continued support using retrieval practice and target tracker.</p> <p>It had been decided against using a scheme for writing as it was more about improving the teacher's ability to produce a sequence of writing. Transcription sessions are timetabled and the school has bought into Letter-join to improve handwriting. Quality non-fiction tests have been planned in. The Trust has held a moderation writing event which SD attended with knowledge gained being brought back into school. SD has also gained Local Authority moderating skills which require a high standard and is a great asset for the school.</p> <p>Going forward, lesson studies with writing are planned. Teachers will be paired up and meet weekly for a half term with the aim to observe, feedback and create a partnership. This worked well in maths last year. Further writing CPD will take place. There is a need to focus on spelling CPD. A continual review of the curriculum will take place.</p> <p>Q: What is different with target tracker? We assess more foundation subjects and it provides a system.</p> <p>Q: Is there time for teachers to get together as this is so beneficial? We have shaved some of the Wednesday CPD time in order to be able to do this. There is an expectation for subject leads to support other teachers and this is a rich culture in the school.</p> <p>Q: How do you cascade the information to TAs? We include TAs at the Wednesday CPD meetings. It is also about communication and we hold fortnightly meetings with them. There is a TA page in the T&L documents which they helped to create. It isn't statutory to have formal assessments with TAs.</p> <p>Q: Has the anxiety brought about by Covid moved on? Is it a particular year group? Probably a bit of both.</p> <p>Q: With the induction of new staff – is it a feedback cycle? Do staff receive mentoring training? SWIFT provide a day of induction for mentors, then online modules are taken.</p> <p>Q: Are there particular strategies that you are reviewing in relation to greater depth in maths? We are rolling out White Rose and using it in all lessons. We would like to hold a deep dive to look at NCETM teaching, a curriculum prioritisation in primary maths. Questions should be asked in all lessons to ascertain whether pupils are working at greater depth.</p> <p>Q: Do you use your stronger maths teachers to co-teach? We certainly signpost teachers to observe other teachers where there is a strength.</p> <p>Q: Have you done this with the Trust yet and would you? Yes. LM has taken a lesson and we enable other staff to watch us.</p> <p>Governors noted that maths is a challenging subject for pupils across Devon and that the Trust is aware of this. It was agreed that maths in Early Years and the transition were important.</p> | |
| 0.2 | <p>Update on SEND. Charlotte Gobel.</p> <p>Charlotte Gobel had sent her apologies as she was unable to attend the meeting. It was agreed to postpone Charlotte's presentation to the May LGB so that she could share her work in depth. It was agreed to ask Becky Emery to update governors on Early Years at the March meeting.</p> <p>Action: LM to invite.</p> | <p>Agenda items for March and May meetings LM</p> |
| 23/3/1.1 | <p>Welcome and Apologies:</p> | |

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| | <p>Apologies from Bec Haines were received. BH, due to work and family commitments, has handed in her resignation to the local governing board. This has left a vacancy for a parent governor role.</p> <p>Q: How can we raise the profile of what governors do to gain greater interest and understanding from children and parents? LM advised that he produces a half termly newsletter which could include a governor section. The LGO suggested advertising for the parent governor position at the same time. LM agreed to write a paragraph which would include the diversity of the board.</p> <p>AW suggested that there could be a noticeboard around school for the children. MMc suggested creating a communication channel to the school council as this would also demonstrate that they are heard. MY suggested governors take part in a pupil gathering, even if they remote in.</p> <p>Action: LM write a paragraph about Governors for the Newsletter.</p> | LM |
| 23/3/1.2 | <p>Declarations of Interest: None declared.</p> | |
| 23/3/1.3 | <p>Proposed new staff Governor, Andrew Webber:</p> <p>The Chair advised that following a full nomination process staff have appointed Andrew Webber as the non-teaching Staff Governor.</p> <p>AW introduced himself and gave a brief summary of his experience to date. His current role is to look after the business element of the school.</p> <p>Q: Have you been involved in governance before? No.</p> <p>The Chair asked AW to step outside the meeting room. It was proposed/seconded PH/RE for AW's appointment to be considered, upon full recommendation from the LGB, at the Trust Board meeting on 21.02.23.</p> <p>Governors agreed that AW's knowledge of school and the wider community would be invaluable. AW was invited back into the meeting and invited to stay for the remainder as a guest.</p> <p>The Chair advised that AW would not be able to be involved in finance or risk management decisions of the local governing body due to his business interest. AW would be able to make contributions in these areas but add nothing that influenced the decision of the board.</p> | |
| 23/3/1.4 | <p>Review progress against Governance Improvement Plan (GIP):</p> <p>The GIP had been RAG rated by the Chair for progress to date. The Chair asked for any questions or suggestions and thoughts on best practice to manage the cycle of business and hearing of the staff and parent voice.</p> <p>LM noted that governor visits have given good feedback for staff and provide ongoing quality assurance.</p> <p>Q: It would be helpful if a governor could meet parents when they are invited in. Is this possible?</p> <p>Action: LM to ask staff for dates of events so that he can dovetail this with invitations to parents and governors.</p> <p>Q: Could the cycle of business include a strand to develop the relationship between parents and the wider community who are part of the school?</p> <p>AW added that the school was currently looking at community engagement. LM noted that this will be developed further next term and added that the SIP makes links with the community.</p> | LM |
| 23/3/1.5 | <p>Review governor succession planning:</p> <p>MMc advised that it was his intention to retire as Chair and a governor in May 2023 with the 04 May meeting being his last. MMc suggested governors use the 22 June meeting to vote in the new Chair. This could be a shared role and training opportunities are available.</p> <p>Q: What happens if no-one puts them self forward for the position of Chair? The Trust will become involved at this point.</p> <p>MMc advised that the LGB can recruit new governors and that it would be beneficial to recruit a person with governance experience.</p> <p>LM thanked MMc for his time and noted that the school was very grateful for all that he has done.</p> <p>Q: If one were found, could you help with the induction of a new Chair? Yes. The new Chair would also be supported through the Chairs' committee of the Trust. The Devon Association of Governance have a Chairs' group which is useful. The Trust is supportive of training and it can be worked as a shared role, but does require commitment.</p> <p>Q: Do you have any suggestions on how we can recruit? Advertise for the parent governor.</p> <p>Action: MMc to check if IET has access to NGA or Inspiring governance for recruitment suggestions.</p> <p>RE suggested using local social media. MMc advised there could be ways to make the role easier at the planning stage.</p> <p>Action: MMc to note that election of a new Chair could be a potential issue.</p> | MMc MMc |

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| | It was noted that all Governors have now registered with Governor Hub. PH was experiencing interaction issues with documents due to her tablet. | |
| 23/3/2.1 | <p>Matters Arising from meeting held 17.11.22:</p> <ul style="list-style-type: none"> The LGO has uploaded general reference documents to Governor Hub. Governors to advise the LGO if there are other key documents they would like to be uploaded. The LGO has produced a skills matrix audit. There are gap areas around accountability and strategic leadership. The Chair proposed that the LGB invite Jon Newman to present to the Board on school funding and budget management with an ongoing action to discuss this at school level. MMc encouraged an action for all governors to link through to areas on the matrix to review recommended NGA resources. MY to liaise with SEND link governor, Polly Cox, at Exeter Road. This has not yet been actioned. Action: MY to contact Polly Cox. RE has undertaken a learning walk around Behaviour and policy. Updates to fire safety and site security policies. LM has spoken to Katy Quin. The Health & Safety Policy is now owned at Trust level. The Fire Policy has become a procedure and the Site Security Policy should be reviewed at school level. | <p>All</p> <p>MY</p> |
| 23/3/2.2 | AGREED that these minutes are a true and accurate record of the last meeting. | |
| 23/3/3 | <p>Chair's Update:</p> <p>MMc advised that he had attended the Chairs' committee meeting on 15 December and raised noted issues from the previous LGB meeting.</p> <p>Items fed back from Trust as follows:</p> <ul style="list-style-type: none"> Staffing and energy costs remain a significant risk. There is some additional funding support for primaries but the Trust is looking for windfall or potential savings within year. There are Trust-wide concerns around attendance and exclusions. Strategies for these concerns are activities that could reduce the number of exclusions. Staff safe on CPOMS has been launched. LM advised that it had been updated at school level. It was mainly a tool for himself and AW to log capability, conduct or any other concerns with staff. AW noted that it also pulls in training and gaps can be monitored. MMc noted that it has a potential use for staff wellbeing. <p>The Chair asked for any comments.</p> <p>Q: Regarding the cost of living and energy. Can we make the buildings more efficient?</p> <p>MMc advised that this had not been discussed at the meeting. It was still an intention of the Trust who were working with external consultants. AW noted that staff have been made more conscious of energy saving around school.</p> <p>Q: Could the school advertise about how the Community Larder could help families since the rise of energy, fuel and rent costs in conjunction with income remaining static? Action</p> <p>JJ to email to LM about this. LM added that the school is noticing a trend in concerns raised by children about tensions at home. AW noted that staff were aware of affordable trip planning and spreading the cost for parents who were struggling.</p> | <p>JJ/LM</p> |
| 23/3/4 | <p>Headteacher's Report/Update:</p> <p>MMc advised that the Headteacher's report had been available for all Governors to read on GH and asked for any questions.</p> <p>Teaching and Learning:</p> <p>The school is seeing positive progress with the curriculum. The parents survey had been well supported with 71 returned. Responses had been overwhelmingly positive with 99% of parents saying they would recommend the school to others. 99% were happy with the curriculum. One aspect of this is that communication with parents is improving and the school would like to build on it further. A question raised by parents was how could they do more to support the children. As a result of this, the Safeguarding Lead has started workshops for parents to attend, in conjunction with a coffee morning. The school is promoting trips and experiences and subsidising transport costs and is being marketed as open for children post-covid. Staff are seeing progress in core subjects. Teachers are being supported when necessary and the school is embedding new approaches for new staff. Behaviour and attitudes are developing with children engaging well. The pupil voice is strong.</p> <p>Behaviour:</p> <p>Seventy-two per cent of negative behaviour came from 10 students. The SLT has worked closely with staff on this and co-ordinated with the SENCo and Safeguarding Lead. Early help has been</p> | |

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| | <p>offered to families. Devon Education withdrew educational psychologies funding in the autumn term, advising it would be delayed to late Spring. It is now not being allocated for the rest of the year. The school has children with a huge range of needs and is now having to support families and the children as best it can. It is hoped that as a Trust the school can get some linking support.</p> <p>Attendance: The school had a large number of persistent absentees however, attendance has improved this term and a multi-strand approach is being undertaken. There is the accountability aspect; the school is holding attendance meetings in a diagnostic way and categorised those with a serious barrier. The core SLT are putting into place actions to help the child. The school also involves staff who interact with the children daily and has led CPD with TAs on attendance who have put in actions accordingly.</p> <p>Action LM to update on persistent absentees at the next LGB meeting.</p> <p>Q: Can you include some persistent absentee monitoring within the HT report? Yes, this is possible.</p> <p>Q: Is there a way of tracking patterns? Yes, this is achieved through tracking and the attendance certificate.</p> <p>Q: Do you track lates? Yes, we send warning late letters. We also have arrangements with parents for support. Breakfast club has helped.</p> <p>Q: Does persistent lateness match behaviour in Years 1,2 and 4? Not necessarily. There is one overlap and we have spoken with the parents.</p> <p>Q: Is there a link between safeguarding and persistent absence? When children drop below a certain level it a case for concern. Two children require early help.</p> <p>EAL: Charlotte Gobel, the Acting SENCo is now co-ordinating EAL. Numbers are at nine and were three or four at the start of the year.</p> <p>Q: Can these pupils communicate in English? It is mixed. Welcome packs have been made up and the school has had them translated.</p> <p>Governors agreed that these families might not have much in way of possessions. There was also the trauma of migration and loneliness due to communication barriers.</p> <p>PH suggested the school spent time getting the child's life story. Once the story is told it is amazing how other children react to it.</p> <p>Q: Do these children have sponsors? The parents of the children who have joined have host families who can translate quite well.</p> <p>Q: Is the EAL covering additional support needs? The EAL's role is more about tracking. We are currently refining processes for eg the fire alarm. This is new territory for the school but exciting to see it grow. MMc added EAL is more complex than a language issue.</p> <p>Action: Chair to flag up at the next Chairs' meeting the increasing uptake in EAL and the sometimes more complex needs around this.</p> <p>Q: are you able to budget for EAL? We received a small amount for Ukrainian families joining us but this stopped after the first influx of children. Nurturing groups takes time and resources.</p> <p>SEND: SEND has continued to develop with robust targets and the school is looking at patterns of trends met. Rigorous checking has been added so that children receive the provision they deserve.</p> <p>Pupil numbers: In December 2022 East Teign Nursery closed. TCSML's Nursery has now grown from 30 to 42 children. A new member of staff joined in January 2023 and the school has a fully qualified teacher for the whole week. Due to this growth we are looking at how we can expand the Nursery further. We are seeing children earlier who might need help and we are looking at wrap around care and working out the logistics and budgets for this. We have a model ready which could be trialled in the summer. It will make a great difference to single mothers. It is also fundamental in terms of growth for the school. Financially for parents we are not for profit.</p> <p>Q: Would you open during holidays? No, due to staffing</p> <p>Q: Have you thought about holiday clubs? We have been approached about this and it is an area we would like to explore.</p> <p>It was noted that the governing board was supportive of holiday-based provision.</p> <p>Rebranding of the school: The consultation to parents has gone out. Children have been asked to design a logo and a website company is going to make up a professional version of their designs. Pupils have talked with staff about what their logos represent, many of which had either a lighthouse or boat imagery, with the lighthouse being the preferred option. The designs will be presented to parents. Following</p> | <p style="text-align: center;">LM Agenda item</p> <p style="text-align: center;">Chair</p> <p style="text-align: center;">Noted</p> |

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| | <p>this the school can look at school uniform with an aim to start in September 2023. The budget is currently being developed. We have started the uniform transition already. Ties are now not part of the uniform. White polo necks are now included. The jumper is still expensive.</p> <p>Q: Could the school give the logo to parents to sew or iron onto shirts themselves? We need to ensure we consult with governors all along the way. Logo designs and uniforms might not occur within the cycle of meetings. All governors were asked to come in to keep abreast of the situation.</p> <p>A Trust wide staff wellbeing survey has taken place.</p> <p>There has been a suggestion for a governor to attend a pupil progress meeting to observe how the school uses data.</p> <p>Q: Could this be open to more than one governor?</p> <p>Action: LM to send out dates of progress meetings. LM re-iterated strongly that pupil progress meetings were not a forum to discuss individuals.</p> | LM |
| 23/3/5 | <p>SIP/SEF: Review progress against SIP with a focus on actions relating to curriculum implementation and intent. The Chair noted that governors had received a T&L review within agenda item 0.1 above. Thanks were extended to JJ for her December Visit Report which had been uploaded to Governor Hub.</p> <p>Q: Did you (JJ) have any issues which weren't answered from your visit? No. There were no further questions.</p> | |
| 23/3/6 | Feedback from Committee meetings and Link Governor Reports: | |
| 23/3/6.1 | <p>Performance and Assessment: MMc advised that he had compiled a summary, now uploaded to Governor Hub, drawn from discussion with LM around data.</p> <p>Q: At what point do you look at comparisons with regional and national data? LM replied. In terms of national data, Early Years and Years 2 and 6 are publicised annually. Data is not publicised mid-year. The school can look at targets and tracking to see if they are on line to exceed national data and previous years data. The attainment aspect is more about the progress of children, which the school also focuses on.</p> | |
| 23/3/6.2 | <p>SEND and Pupil Premium: MY updated governors verbally. MY had met with LM to discuss foci. Children are targeted and support needs were identified. Intervention is continuous. The largest percentage of lower attendance lies with PP children and multi-strand interventions are taking place to improve this. 112 PP children are on free school meals. MY asked for any questions.</p> <p>Q: Is the PP funding effectively spent? Yes. I am confident that the money is used well and the school identifies those who need the support.</p> <p>Q: Are there plans for monitoring in the coming term? I would like to meet with Charlotte Gobel to discuss this.</p> <p>ACTION: MY to arrange monitoring visit with Charlotte Gobel.</p> | |
| 23/3/6.3 | <p>Finance/People/Premises: Action MMc to approach Jon Newman and request that he presents to the local governing board in at their March or May meeting. ACTION: ST, MMc, LM, AW to meet and review budget and finances to date</p> | MMc |
| 23/3/6.4 | <p>Safeguarding: RE was thanked for her report which was taken as read, and asked for any key points.</p> <p>RE advised that she had reviewed the Behaviour Policy. The practice captures the vision but the policy reads more procedurally.</p> <p>Q: Is it an action at the next review of the Behaviour Policy to consider capturing the vision within it? The Chair confirmed that it was the Head Teacher's remit to write policy.</p> <p>Q: Does including the vision strengthen the policy? LM suggested the ethos could be included within the rationale.</p> <p>Q: Within new guidelines for governors it supports governors taking an active role? Does this need to be stated within the policy? LM replied that in terms of statutory requirements this was not captured in behaviour. MMc noted that with regards to pathways from extensions to exclusions, being able to evidence the interventions was valuable.</p> | |

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| | <p>Q: As part of the cycle of business could the SENCo and SEND link governor review behaviour so that trends can be identified early? Action: MMc to include within the cycle of business that a link governor provide a strategic view of behaviour within a term.</p> <p>LM advised that during the suspension process a written log is now kept and thanked RE for this suggestion.</p> <p>MMc advised that the safer recruitment training has been collectively met by governors. AW noted the expectation is that every three years governors complete a refresher course.</p> <p>RE advised that during her visit online recruitment had been discussed. RE suggested it would be useful for a governor to witness the processes in place from advertisement to recruitment from a safeguarding and T&L perspective.</p> <p>Q: Is there any quality assurance from the Trust? LM replied. Yes, both internally and externally. The Trust undertakes spot checks to ensure that the process is adhered to, as do the Auditors.</p> <p>RE noted that the safer recruitment procedure did not represent the document itself and that it might be worth considering the Trust policy.</p> <p>RE noted that she could not find information about safeguarding provision around school trips and breakfast club and asked if could she add it to her next visit? MMc advised that this information should be within the Outdoor Education Visits and Off-site Activities policy and reviewed by the policy review link governor. BH had undertaken this role but with her resignation from the board this link post is now unfilled. MMc suggested that if RE could review school trips and breakfast club from a safeguarding perspective within her cycle of visits, it would be helpful.</p> <p>Q: LM are you confident safeguarding is covered sufficiently within the curriculum? Year 2 pupils have confidence in their new teacher. We also use some of the catch-up tutor funding to boost children. The Year 4 group are working well with their teacher too. We need to ensure that Year 5 has quality teaching. As the curriculum embeds less intervention is required.</p> <p>Early Years PH gave a verbal update on Early Years. PH will review staff consistency and visit to see how curriculum plans are being used. PH has attended EY CPD.</p> | <p>MMc</p> |
| 23/3/7 | <p>Safeguarding:</p> | |
| 23/3/7.1 | <p>Safeguarding Report: Review progress against recommendations. This has been covered within 6.4 above.</p> | |
| 23/3/7.2 | <p>Behaviour: Monitor in school half termly behaviour data, including type, frequency and group. Consider action plan, if required. RE to have undertaken a learning walk around behaviour and policy (action from meeting 11.22)</p> <p>This has been covered within 6.4 above.</p> | |
| 23/3/8 | <p>Policies & Procedures:</p> | |
| 23/3/8.1 | <p>Fire Safety: LM advised that Fire Safety is now a whole school procedure. Governors approved the Fire Safety procedure. LGO to upload to school website.</p> <p>Site Security: Site Security is a school policy.</p> <p>Action LM to upload to Governor Hub for approval at the March LGB meeting.</p> <p>Health & Safety: Health & Safety is an IET Policy and for TCSML reference.</p> | <p>LGO</p> <p>LM</p> |
| 23/3/8.2 | <p>Admission Statements and Policy 2024-25 Admissions 2024-25. LM has completed the policy and DCC form and returned to GW as TGO. Governors recommended the Admission Statements and Policy 2024-25 to Trust Board for final approval on 21.02.23 Governors were made aware of the following information from County following the consultation:</p> | |

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| | <ul style="list-style-type: none"> There is no proposal to change the catchment schools recognised for transport purposes with the introduction in 2024 of a catchment area for Matford Brook Academy. | |
| 23/3/8.3 | Policies for Next Meeting: Medical and Site Security. | |
| 23/3/9 | Governor Visits and Training: Governor visits have been covered within agenda item 6 above. No training has been undertaken. | |
| | Date of Next Meeting: 16.03.23, 5pm | |
| | The meeting closed at 19.20 | |