



**Minutes of the meeting of the Local Board
of Holderness Academy
Monday 18 October 2021 at 5.00pm**



PRESENT: Mr S Gallant (Chair, SG), Mrs K Batty (KB), Miss S Fellows (SF), Mr M Kitching (MK), Mrs S Laud (SL), Mrs J Millard (JM), Mr S Wilson (Headteacher, Holderness Academy, SW), Mr P Woods (PW)

ALSO IN ATTENDANCE:

Mr T Briggs (TB), Mrs E Buckley (EB), Miss G Hansom (GH)

Miss H Gale (Clerk to the LGB)

Throughout these minutes a question is indicated by Q followed by the initials of the questioner and a comment is marked by C.

18 WELCOME

SG opened the meeting

19 APOLOGIES

Apologies had been received from Mr C Jones & Miss R Veitch

20 PE CURRICULUM LEADER PRESENTATION

G Hansom began by explaining the following targets -

- Improve outcomes in Cambridge National PE
- Improve the Extra Curricular provision for our learners

G Hansom then went on to refer to the PE Development plan.

Traditional GCSE courses used to be 60% practical and 40% theory, which meant the practical minded students did well. They could get a good grade, before sitting exams. The new specification is 30% practical and 70% theory. Cambridge National is a new qualification which other Schools use. This does not have practical elements to it and is 4 units of work. One of these is a short exam, with shorter questions & the option to resit. We filter students into the different courses. After looking at the results, there were areas that needed attention. We have focused on the following - Quality of Education, Tracking of data, Affective Interventions.

Quality of education's interventions -

- Default strategy of cold calling in all lessons
- Exams questions every lesson to improve exam technique
- Internal & External, CPD
- Seating plans (HA & MA students buddied up to work together)
- Course Restructure

Tracking of data interventions -

- Improved tracking systems introduced
- Earlier in house intervention classes for GCSE and CNAT (Cambridge National)
- Sistra Analytic training

Affective Interventions -

- SLK files used to split up students with poor behaviour
- Classes made smaller
- Revision guides to all students
- After school interventions classes
- CNAT re entered into weakest unit
- More extra curricular activities available
- Increase drop-ins on theory classes

More faculty time has also been given.

Extra Curricular -

- Improved internal systems for tracking and rewarding extra curricular engagement (Class charts)
- Increase the profile of extra curricular using the HA website, Twitter and PE learning journey.
- Enter National and regional competitions
- Deliver more intra curricular PE to peak interest
- New branding (Team kits updated from SHTC to HA)
- Assess gaps at the end of this year and discuss target groups to grow on next years numbers
- 221 students have been involved in extracurricular activities since September.

Q(SG): *Has the restructure put strain on the department?*

(GH): *We have moved one staff member onto CNAT, who is currently not in school as unwell. S Barley - a cover supervisor has stepped up and taken on their lessons.*

Q(SG): *What Sports are you entering into the Regional competitions?*

(GH): *Football, Rugby, Netball, Cross Country. Will move onto Rounders, Athletics, Soft ball in the Summer term.*

Q(SF): *It is great to see Extra Curricular back. What do you do when things get cancelled? Possible Safeguarding issue, especially with the Year 7's.*

(GH): *Can be frustrating when things get cancelled. A back up team would be great.*

Q(KB): *CNAT resits - what is the percentage?*

(GH): *100% resit. The new tracking document will be great to track learners' grades.*

Q(KB): *Faculty meetings - how often are they compared to before?*

GH: *Not having a faculty meeting in the first half term can cause barriers.*

C(SW): *Far more Faculty time has been calendared.*

Q(SG): *Now GCSE is more Theory based, is this a better foundation for those going into A Level?*

GH: *Really proud of the A Level results. Great to imbed these types of questions early.*

C(SW): *Support has been put in place to raise outcomes. G Hansom has resigned, and will be looking to appoint a PE Curriculum leader over the next couple of weeks.*

Q(KB): *Is there anyone internally appropriate?*

SW: *Would not discount anyone internal. Extra curricular within the Academy could be fantastic, students want to do it, very few students without kit etc. A strong curriculum leader would make this go strength to strength.*

C(SF): *If activities are on the timetable, they need to happen*

(SW): *It is frustrating. Fixtures should be shared and results feedback and shared. Key thing for successful candidate to improve and increase offer of extra curriculum*

Q(KB): *Great to see other staff involved. Is it worth asking any other staff in school to take the teams to fixtures?*

SW: *Need to be communicated within the Academy. So much going on with Extra Curricular, not*

just sports (E.g Quad club, STEM club etc)

Q(PW): Multiple times fixtures have been cancelled.

SW: Unfortunately this is going to happen, there may be 1 staff member who looks after 4 teams.

C(SF): Safeguarding with Year 7 's if clubs get canceled it needs to be communicated.

21 TEACHING AND LEARNING PRESENTATION

E Buckley began her presentation by explaining the following rationale -

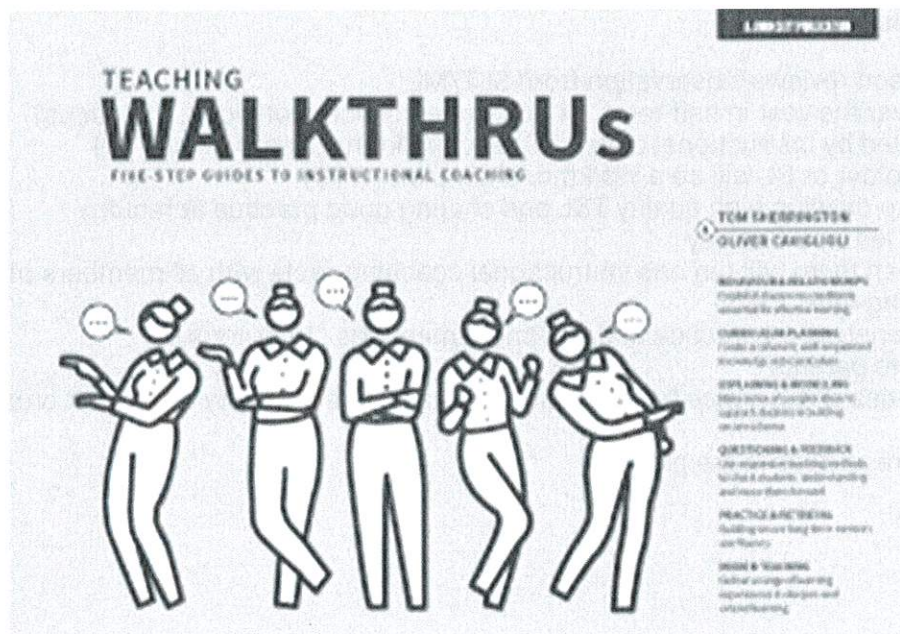
- To improve the quality and consistency of teaching and learning all groups of students to at least good progress through the development and embedding of the core principles of Instructional Teaching.
- This links with Ofsted's model of outstanding teaching: Feedback, retrieval practice and assessment are prioritised.
- Do students know more, remember more, do more?

21a Key Actions

- To introduce Instructional Coaching as the key driver to creating consistent and improved classroom practice.
- A model to move professional learning beyond training sessions into adaptation, practice, feedback and the establishing of new habits.

21b Walkthroughs Package

Tom Sherrington and Oliver Caviglioli team up to present 50 essential teaching techniques, each with five clear and concise illustrations and explanations. It forms a truly unique repository of key teaching methods, valuable to any classroom practitioner in any setting. Decided as a team this is the avenue the Academy would like to go down for the next 2-3 years. The book offers practical tips that can be taken as a coaching model.



21c Curating techniques

- Teachers don't have access to a comprehensive collection of the professions most

- effective classroom techniques
- With this omission, a great deal of time and effort is wasted in re-inventing the wheel and being distracted by fads and fashion.
- Other Professions have established agreement on, and practical resources for, their most effective methods. So can we.

21d Professional Learning: One system; three streams

- Whole School Process
 - Whole school CPDL in the first two weeks of each term. One Hour launch of the Walkthrus and themes.

QUESTIONING - MODELLING - PRACTICE

Questioning is being worked on this term. launched with cold calling, with this being the sole focus so all staff are exposed to instructional coaching and sharing practices.

- Team Processes
 - Faculties who have increased faculty time this year will explore the Walkthrus and themes and the evidence based research that sits behind them and work to contextualise it to fit the faculty, student and individual needs.
- Individual Processes
 - Instructional Coaches will work with identified faculties delivering 3 CPDL training sessions across the year on the 3 key themes - Questioning, Modelling, Practice.
 - Identified TLR holders or Curriculum Leaders will support as the Walkthru Champion in each department.
 - All teachers will complete 3 Walkthrus Cycles over the year

21e Professional Learning: 21-22

- Removal of Lesson reviews/observation from SLT/ML
- MED 3 cycles over the year in half term 2,4 &6 (student voice, work look, T&L focus)
- Process supported by Instructional coach (IC) and Walkthru Champions (WTC)
- Identified TLR holder or CL will be a Walkthru champion (WTC)
- IC & WTC work to develop high quality T&L and sharing good practice at faculty/curriculum level led by E Buckley
- IC & WTC between them will run one instructional coaching cycle with all members of the department during term 2 & 3.
- WTC lead on sharing good practice at department meetings (1 per term)
- T&L Newsletter to parents
- English, Humanities and Science have a coach from a different faculty to support cross curriculum.
- Building usable resources in the process

21f Milestones

Term 1 Autumn	Term 2 Spring	Term 3 Summer
All teaching staff to have completed one Instructional Coaching peer led cycle focused on Cold Calling.	All teaching staff to have completed either an independent Walkthru on Modelling or an IC cycle on Modelling with an instructional coach or Walkthru Champion.	End of the Year all teaching staff will have completed 2 instructional coaching sessions and one independent Walkthru covering the 3 key areas - Questioning - Modelling - Practice

Clustering -

- 10 strategies - HOF and instructional coaches will look at the range on offer & decide what is the modelling focus for a particular faculty.
- Bespoke at Faculty level to suit staff's strengths and weaknesses.

Q(SF): *Very supportive and gives a chance for development without being judged. Is there still some accountability?*

(EB): *Need to establish whether they are not complying, or don't know how too. The key is HoF building the links. Range of monitoring, data and student voice - there are different options. Higher level coaching option or there are two mentors in place who are not members of SLT for informal support. More than 2 mentors are needed.*

Q(JM): *The cycles - how have you chosen which to focus on each term?*

EB: *Capacity issue, would love to have everyone coached for each one. TLR holders get management time, coaches have been given 1 additional period a fortnight to help support. We also have internal staff delivering training on Friday which is very positive.*

SW: *Every TLR Holder has got this as an appraisal objective.*

Q(SF): *If you are covering one on Friday, when will you cover the other 3?*

(EB): *Staff will have an option of multiple training sessions on Friday, they can pick. They will then give feedback in faculty time in the afternoon. If different members of the faculty go to separate sessions they can build and share practice and resources. This model also gives them time and structure.*

Q(KB) *Have you found this has been positively received by staff?*

EB: *Very positive, they have welcomed the flexibility and welcomed the opportunity to be working with colleagues within faculty.*

SW: *Meeting with staff individually to see how they feel and they all seem very positive.*

22 ASSISTANT HEADTEACHER CULTURE & CLIMATE PRESENTATION

T Briggs began by handing out examples of reward postcards and pin badges.

Whole school priority - Consistently instil high expectations of Students behaviour and conduct, ensuring consistency and understanding expectations leading to a further reduction in low level disruption.

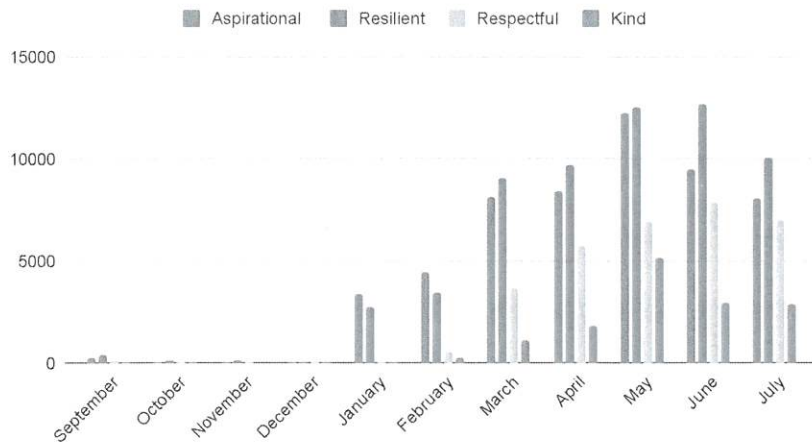
2020/21 -Updates to PD

Rationale- to raise standards and reduce low level disruption

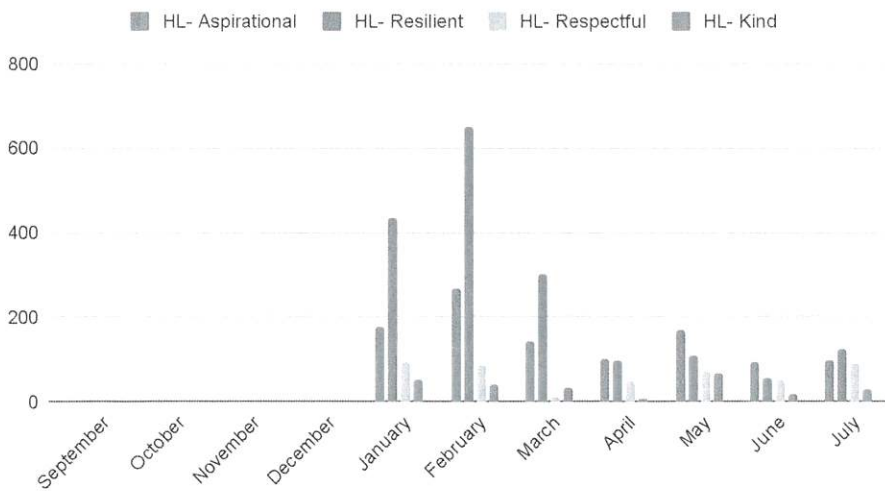
- Removal of a classroom warning to receive a faculty remove
- Change to 5 warning threshold for a detention
- Change to 7 warning threshold for Reflection
- C-19 warnings introduced (x2 in a week Reflection)

22a Rewards

Aspirational , Resilient, Respectful and Kind

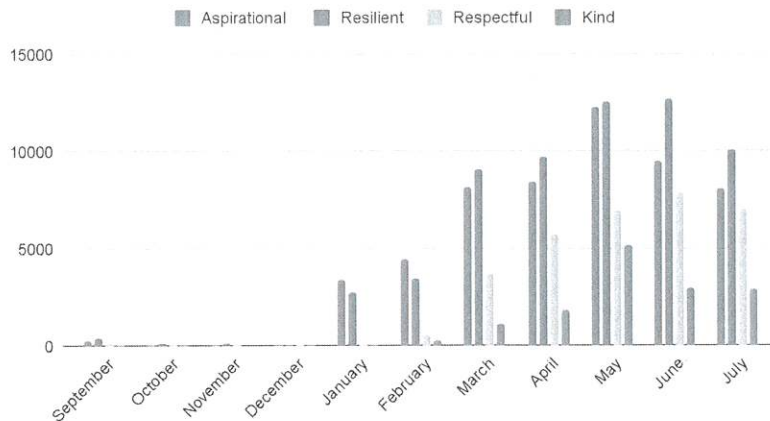


Holderness Learner Stamps (page 5 Audentia)



The jump reflects our introduction of Class Charts, we are now very data rich. The aim is to raise the profile of rewards with badges. There are more stamps for being Aspirational and Resilient, staff say this is due to being linked to academic progress. Doing things within the tutor programme to encourage students to be Kind and Respectful.

22b Stamps



	Aspirational	Resilient	Respectful	Kind	Total
September	260	437	118	57	872
October	79	95	61	41	276
November	86	101	65	17	269
December	45	38	22	71	176
January	3410	2739	66	59	6274
February	4461	3475	576	246	8758
March	8161	9042	3690	1086	21979
April	8452	9691	5763	1819	25725
May	12289	12563	6954	5173	36979
June	9494	12670	7877	2937	32978
July	8058	10077	6981	2867	27983
Total	54795	60928	32173	14373	162269

Analysis -

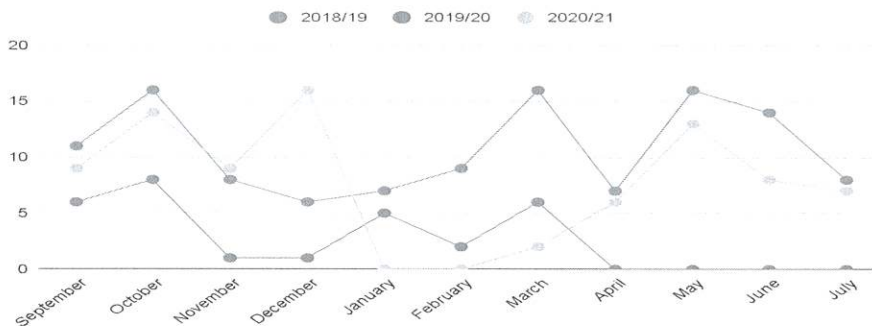
- Continued upward trajectory of positives until Year 11 left and then there was a slight dip
- In year move to electronic rewards due to covid
- First time Holderness Learner stamps have been rolled out across all year groups
- Covid-19 had an impact on stamping
- No previous data as this was not tracked electronically previously

Actions for the next academic year -

- Staff competitions via e-briefing
- Parent Classcharts app to promote positives
- Develop more opportunities students have to gain stamps and therefore live and breath the ARRK values.
- Personal development rewards to be launched
- Continue to promote opportunities for students to display acts of kindness- charities and community projects
- Pin badges for blazers

22c FTE (Fixed Term Exclusions)

FTE Three Year Trend



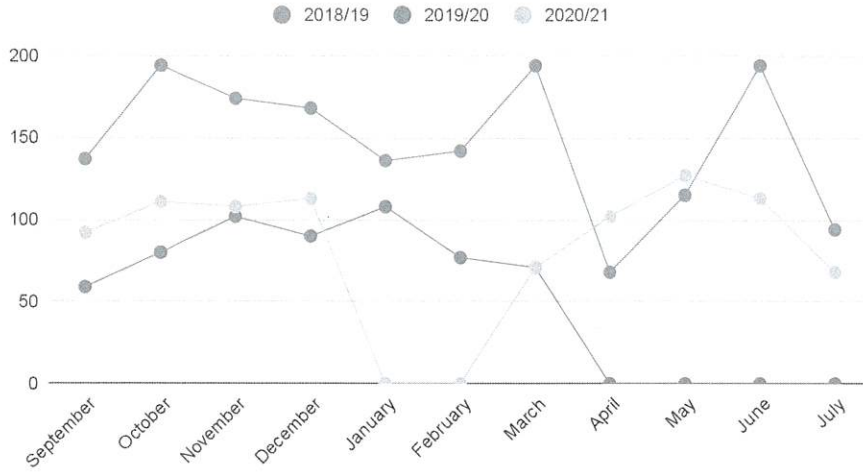
	2018/19	2019/20	2020/21
September	11	6	9
October	16	8	14
November	8	1	9
December	6	1	16
January	7	5	0
February	9	2	0
March	16	6	2
April	7	0	6
May	16	0	13
June	14	0	8
July	8	0	7
Total	118	29	84
Average	10.7	4.1	9.1
% of student group	9.26	4.85	7.3
National % of student group	9.4	7.4	9.4
		*Average taken	*Average taken

	Sept-Mar	not including Jan and Feb
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Decrease year on year. Below national and still reducing.

22d Reflection

Reflection (Isolation) Three Year Trend



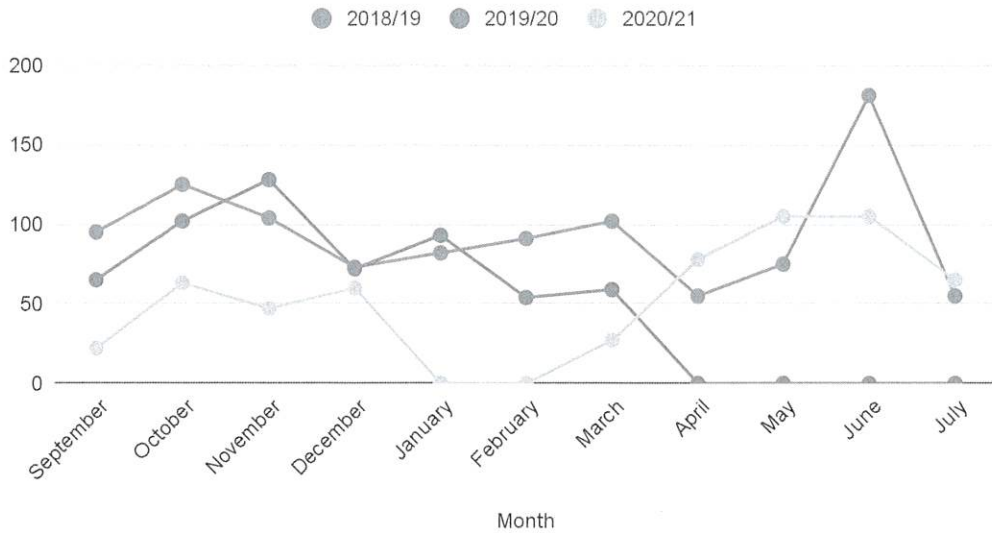
	2018/19	2019/20	2020/21
September	137	59	92
October	194	80	111
November	174	102	108
December	168	90	113
January	136	108	0
February	142	77	0
March	194	71	71
April	68	0	102
May	115	0	127
June	194	0	113
July	94	0	68
Total	1616	587	905
Average	146.9	83.9	100.6

Reflections are also reducing.

Signed by the Chair *S. J. [Signature]*
Date 2/3/23

22e Faculty Removals

Faculty Removal Three Year Trend



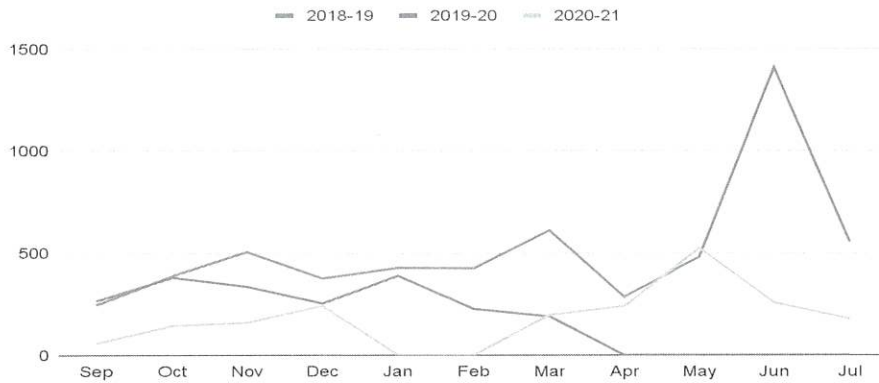
Month	2018/19	2019/20	2020/21
September	95	65	22
October	125	102	63
November	104	128	47
December	73	72	60
January	82	93	0
February	91	54	0
March	102	59	27
April	55	0	78
May	75	0	105
June	181	0	105
July	55	0	65
Total	1038	573	572
Average	94.4	81.9	63.6
		*Average taken Sept-Mar	*Average taken not including Jan and Feb

Signed by the Chair *S. G. Gubins*

Date 7/3/21

22f Detentions

Detentions Three Year Trend



- 50% reduction in detentions in 2020/21
- Increased number in December 2020/21 when historically there is an in year reduction

22g Written Warnings

Month	2019/20	2020/21 (Inc C-19)	2020/21 (Exc C-19)
September	1618	1215	847
October	2643	2233	1828
November	2265	1655	1350
December	1588	2159	1509
January	2590	9	9
February	1878	20	18
March	1580	1932	1744
April	0	2112	1931
May	0	2746	2521
June	0	2035	1852
July	0	1193	1021
Total	14162	17309	14630
Average	2023	1920	1623

Signed by the Chair *S. J. [Signature]*

Date 7/3/20

21h 2021/22 at first glance -

Updates to PD

- Update- Change 'lack of progress' to 'lack of effort'
- Rationale-To put the emphasis on the learner and not the teacher

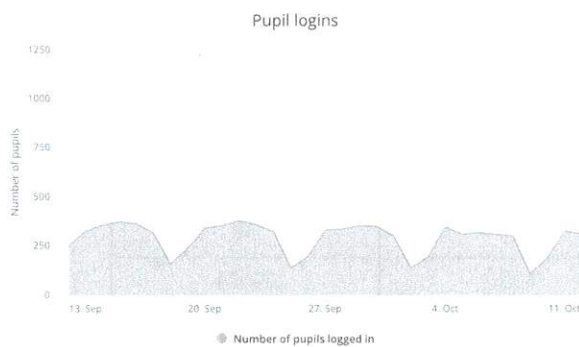
Rewards this year so far

	Aspirational	Resilient	Respectful	Kind	Total
September 2020	260	437	118	57	872
September 2021	19333	17045	13873	4745	54,996

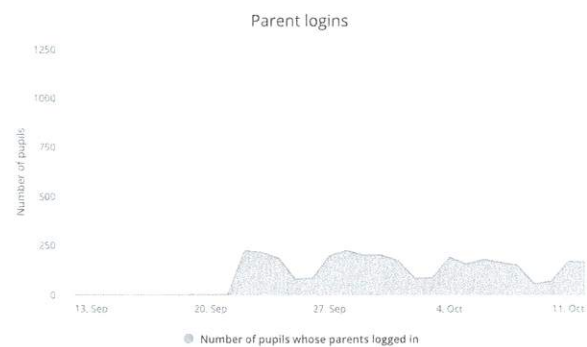
	HL- Aspirational	HL- Resilient	HL- Respectful	HL- Kind	Total
September 2020	0	0	0	0	0
September 2021	1080	410	15	265	1770

T Briggs gave a demo of ClassCharts

- 55% parents engage over last 30 days - great start
- Students engaging more in Classcharts because of online PD Shop



534 (46.8%) pupils logged in over the last 7 days
790 (69.2%) pupils logged in over the last 30 days



382 (33.5%) pupils have parents who logged in over the last 7 days
627 (54.9%) pupils have parents who logged in over the last 30 days

- Can promote charities via Classcharts by making it available to make a donation via the online PD shop (Positive Discipline Shop) - links to core values (Kind)
- Meal deals available on PD Shop
- School council helping with what to stock
- Working with students to see what would motivate higher year groups to use PD Shop
- Discount from the prom will be made available

- Personal development tracking - Extra curricular, music lessons, engaging in tutor programmes. This will be used for data purposes.
- Negative behaviours tracked.
- Students can access and see their points/behaviours as well as parents.

Q(SF): Have you had much feedback from students?

(TB): Pastoral teams are in the process of collating feedback.

Q(SF): What do the students want from the shop?

(SW): Conversations are taking place with the student council, also meeting with every learner in the school. Year 11 are not as active on the PD Shop as Year 7.

C(TB): The texts used in Year 11 (Eg Macbeth text) have also been added.

Q(SF): Big difference between kind and the other values. Are they just not being as kind as they could be?

TB: Aspirational and Resilient just lend themselves better academically

C(SF): With the figures, these questions will always be asked.

TB: Continue to push the other values by promoting in tutor programme and PD Lessons

Q(KB): Can you monitor staff engagement on Classcharts?

TB: Yes. Different staff can be notified by the system when alerts are raised. Alerts are raised by staff, the alert then gets sent to PD Manager, Progress & Pastoral Leaders, Hof etc.

C(SW): Safeguarding alerts (when a student does not arrive to class) are received by 2 people at all times, this will be raised straight away via radio which is picked up by Pastoral Managers and SLT who may be able to locate the student straight away. Low level disruption in comparison to last year. Written Warnings and Faculty Removals gone up, believe this is due to greater consistency with staff.

Q(KB): Written Warnings & Faculty Removals have gone up but Reflections lower. Is this due to not getting to that point?

TB: Historically, sending a student to a Faculty Removal - there was no way of tracking the student. They are now raised as an alert and picked up and taken. This is reducing the number of refusals. Now it is very thorough.

Q(KB): Other rewards like certificates in progress, are they still given?

TB: Yes, end of each term

Q(KB): Will trips to alton towers etc be offered? Could students use points towards the cost of the trip?

TB: Yes, end of year trips are something the Academy would like to return.

SW: Would like to get local business involved to subsidise the cost. Activities week in the last week are also being discussed. After Covid - things like this are more important than ever.

C(SW): Everything T Briggs is doing is the right focus. High level disruption while it exists is reducing.

23 DECLARATION OF INTERESTS

Nothing declared.

24 MINUTES OF THE LAST MEETING

- S Gallant noted that R Veitch was missing from the list of those present from the previous meeting

ACTION - H Gale to amend the minutes and add R Veitch to those present.

All other aspects of the minutes of the last meeting held 13 September were accepted as a true record and approved by the Chair.

25 MATTERS ARISING FROM THE MINUTES

- 25a **ACTION E Buckley & J Lovel to Present at the next meeting** - Action complete
- 25b **ACTION - G Hansom (PE - Curriculum Leader) to present at the next meeting** - Action complete
- 25c **ACTION - T Briggs to present at the next meeting** - Action complete
- 25d **ACTION - S Wilson to share live SEF document with Governors** - Action complete
- 25e **ACTION - H Gale to seek guidance on non link Governors coming into the Academy for visits.** - Action complete
- 25f **ACTION - H Gale to send out Skills Matrix with the minutes of the meeting** - Action complete
- 25g **ACTION - All Governors to complete the NGA Safeguarding module before the next meeting** - Action carried forward - R Veitch to complete ASAP.

26 HEADTEACHER SUMMARY OF FIRST HALF TERM

- Very positive response to the new academic year
- Coronavirus - Following Government guidance and focusing on hygiene, ventilation & testing. The risk assessment continues to be updated and the number of cases affecting staff & students is monitored daily. The contingency plan will be implemented should any threshold for cases be met.
- Staff back to their classroom base & learners back to full curriculum.
- STEPS programme of support continues, ensuring learners from all Key Stages have a support network. Outside agencies such as Tigers Trust and MIND to support identified learners.
- Year 6 Open Evening had lots of positive feedback with 220 young people and their parents attending.
- 20 October saw the first Open Leadership meeting with focus on 'Workload and Wellbeing'. All staff have been invited to share thoughts/suggestions in regards to this.
- Safeguarding - There has been a continued 'culture of vigilance' approach and all staff have completed training in KCSIE 21 updates. The safeguarding line has been enhanced with a fence line in upper school.
- Attendance - Attendance in first week back reached 98% - significantly above the national average. Despite a drop in attendance over the first 5 weeks, attendance remains above the national average of 90%. Current percentage is at 93.4%.
- Continue to see a drop in attendance from DA learners (90%).
- Attendance continues to be a whole school focus this year.
- Concerns/barriers - Issues with length of queues in the canteens. Some issues are due to technical issues which require a till update which is taking place. Outdoor servery to be installed after the half term. Sixth form students will provide extra staffing to alleviate issues.
- Students are positive about the new catering company - ABM.

Q(KB): *Do the students have somewhere to sit at lunch time?*

SW: *Yes. Canteen in both upper and lower with seating, Upper and lower playground with benches to eat outside & Year areas.*

C(SL): *A lot of them choose to eat outside*

C(SW): *Students are very respectful outside, no litter etc.*

Q(JM): *Is there less choice in the upper school canteen?*

SW: No, they are given the exact same offer.

(JM): Have been told there isn't a lot of choice for Years 10&11.

SW: Not had that feedback. Students love the food, but do not love the queues.

PAN (pupil admission numbers) -

- A lot of in year transfers previously
- Current year group might be 270 but only 260 in the year group which leaves us open.
- Working with LA to identify what numbers should be.
- Consultation process to change PAN for Year 7, next time we can change is 2023. We will change from 270 to 210.

SEF & ADP -

- Success criteria in ADP for July 22. To show a sense of urgency everyone who is on ADP has an implementation and impact sheet that says Autumn term 1 - actions to date, impact of actions and next steps. Next steps become actions for Autumn term.

C(SG): On the SEF, can see the progress steps.

27 REVIEW IMPACT OF PUPIL PREMIUM STRATEGY 2020/21

Mr D Wobbaka sent apologies for the meeting and was therefore unable to present. Mr Wobakka has recorded his presentation, and this will be sent to Governors and questions will be sent to H Gale to forward onto Mr Wobbaka.

ACTION - H Gale to send a recorded presentation to all Governors.

C(SF): Within the Pupil Premium Strategy, there is a lot to be carried forward. Due to Covid I understand there will be things carried forward, but at first glance it looks a lot.

C(SG): A lot of the 1-1 things could not be done last year.

28 RATIFY PUPIL PREMIUM STRATEGY

Mr D Wobbaka sent apologies for the meeting and was therefore unable to present. Mr Wobakka has recorded his presentation, and this will be sent to Governors and questions will be sent to H Gale to forward onto Mr Wobbaka.

C(SG): There are a few figures missing from this document. There is a need to demonstrate clearly what pupil premium funding is used for and what catch up funding is used for.

ACTION - Pupil Premium Strategy to be approved by email by 31 October 2021, once questions have been sent to D Wobbaka and missing figures have been added.

29 REVIEW OF CATCH UP FUNDING PLAN

Mr D Wobbaka sent apologies for the meeting and was therefore unable to present. Mr Wobakka has recorded his presentation, and this will be sent to Governors and questions will be sent to H Gale to forward onto Mr Wobbaka.

C(KB): My tutor programme - attendance of 48% is not great in terms of could more students be put on this. Less than half engaging.

SW: Issue with my tutor was taking place after school. It was not something that was in school, it was done virtually. Looking more at YipiYaps and Sixth Form mentored

C(JM): Attendance for yipipay worse

C(SW): If you get the right YipiYaps it does work. The tutors we have this year are working really

well.

C(KB): It is being aware of the right tutors and picking the right students. Ensuring they are going to be committed. If not committed, other students could have had the opportunity for improved grades.

Q(JM): Are they missing out on other lessons?

SW: they do not miss the same lesson every time.

30 GOVERNOR TRAINING AND SUPPORT

ACTION - R Veitch to complete NGA Safeguarding Module ASAP

ACTION - H Gale to chase Governors who have not completed and returned the Skills Matrix

ACTION - H Gale to set Governors up on National College to read the updated Keeping Children Safe in Education document.

Q(SF): Biggest thing in the new KCSIE document is peer on peer abuse, what are figures like here? Could Safeguarding lead present at the next meeting?

SW: K Ashbridge would love to present. We log this on CPOMS - currently no incidents.

ACTION - K Ashbridge to present at next meeting

31 GOVERNOR VISIT TO SCHOOL

There have been no visits to school this Term.

ACTION - All link Governors to arrange a visit within the term.

ACTION - H Gale to send out previous Visit Report from M Kitching.

32 POLICIES FOR REVIEW

The following policies were recommended for Approval by all Governors -

- Access to Education
- Appraisal 2021-22
- Assessment and Feedback Policy
- Communication and Numeracy Policy
- Critical Incident Policy
- Equal Opportunities Policy
- Provider Access Statement
- Homework Policy
- Literacy Policy
- Most Able Talented Learners
- SMSC Policy
- Behaviour for Learning Policy
- Teaching and Learning Policy

33 DATE OF NEXT MEETING

Monday 13 December 2021, 5pm

34 AOB

- Reading deep dive that took place last week with Richard Hill was very positive. Reading for pleasure has been well embedded, reading for purpose is the next stage.
- Newly appointed Library resource assistance starts next week, since September Library

lessons have not been taking place. Accelerated reader programme has been delayed because of this.

Q(KB): Great reading is promoted in other lessons. What impact is reading in other lessons having?

SW: It is tier 2 3 vocabulary. Ofsted focus is what interventions are in place to improve reading.

ACTION - A Lowery to present at the next meeting.

- Behaviour and Attitudes deep dive taking place next term
- Maths & SEND deep dive to be arranged.
- Ofsted prep meeting took place with Governors.
- Possible questions shared from Governors Ofsted Training session

35 ACTION POINTS

35a **ACTION** - H Gale to amend the minutes and add R Veitch to those present.

35b **ACTION** - H Gale to send a recorded presentation to all Governors.

35c **ACTION** - R Veitch to complete NGA Safeguarding Module ASAP

35d **ACTION** - H Gale to chase Governors who have not completed and returned the Skills Matrix

35e **ACTION** - H Gale to set Governors up on National College to read the updated Keeping Children Safe in Education document.

35f **ACTION** - K Ashbridge to present at next meeting

35g **ACTION** - All link Governors to arrange a visit within the term.

35h **ACTION** - H Gale to send out previous Visit Report from M Kitching.

35i **ACTION** - A Lowery to present at the next meeting.

Meeting closed at 7.27pm

