



**MINUTES OF ROSEHILL INFANT AND NURSERY SCHOOL**  
**FULL GOVERNING BOARD/RESOURCES COMMITTEE**  
**HELD ON THURSDAY 21<sup>st</sup> MARCH 24 – 5.00 PM START**  
**VIRTUAL MEETING**

Present : Karen Clark, Ian Whitehead, Rahma Salah, Andrea Hewitt, Maria Fowkes, Helen Kelk (Head Teacher), Sara Tennant, Lisa Hopwell (SBM), Yasmin Akhtar (Clerk).

		Action
1.	<p><b><u>Apologies for Absence</u></b></p> <p>No apologies received</p>	
2.	<p><b><u>Declarations of Interests</u></b></p> <p>K Clark – Governor at St James’ Junior School.</p>	
3.	<p><b><u>Minutes and Matters Arising from the last FGB Meeting</u></b></p> <p>The Minutes were uploaded onto Governor Hub prior to the meeting.</p> <p>The Chair went through the minutes with Governors page by page for any inaccuracies. None recorded.</p> <p><b><u>Resources Committee</u></b></p> <p>Action:-</p> <ul style="list-style-type: none"> <li>• Review of Membership – to be discussed in agenda item 4</li> <li>• Priority attendance - this will be discussed in agenda item 13.</li> <li>• Well-being discussed in agenda item 14.</li> <li>• KC met with parent with regards to the request for leave and the shared the governor’s decision – KC informed governors that the parent was very understanding.</li> </ul> <p>The minutes were agreed and ratified.</p>	
	<b>RESOURCES COMMITTEE – I Whitehead – Chair of Committee</b>	

4.	<p><b><u>Review of Membership</u></b></p> <p>The clerk informed governors that we have received 3 applications for the position of parent governor. Governors read through the applications and felt that they were all viable candidates. The Clerk will send out information to all parents with regards to the voting process. Governors will be informed of the outcome at the next meeting.</p>	Action: Clerk to update governors at the next meeting with regards to position of Parent Governor
5.	<p><b><u>Skills Audit</u></b></p> <p>The skills audit was uploaded onto Governor Hub prior to the meeting.</p> <p>The Chair asked if governors had any updates on any training they have attended. MF attended the safeguarding training – the clerk will speak to J Hadfield for a copy of the certificate. The Skills Matrix will be updated accordingly.</p>	Action: Clerk to update the Skills Matrix
6.	<p><b><u>Policies:-</u></b></p> <p>The following policies were uploaded onto Hub prior to the meeting:</p> <p>IW – Chair went through each policy highlighting key points/changes:-</p> <p><b>Attendance Policy</b> – Any changes were highlighted in yellow. The changes were with regards to the legal framework and authorised absences and absences with relating to shopping and birthdays. Missing education was highlighted and this was relating to children not registered and not receiving suitable education in a setting other than a school. Governors were informed that the registration closing time has now changed to 9.15am. The parents of the children who have below 90% attendance have a formal meeting with the Attendance Office and the Chair of Governors. Parents are asked to give evidence of illness by showing appointment cards/text messages. If families have moved area then a home visit is completed to confirm this. Persistent absenteeism is referred to Derby Priority Education Investment and our school is part of a pilot scheme for DEPIA and any children highlighted for support will receive a 6-8 week programme which is delivered by the Child Practitioner - Lisa Flowers. ST informed governors that we can only refer the family to this organisation but if the parents did not wish to participate in the programme then we cannot do anything.</p> <p><b>Best Value Statement</b> – no change – Statement agreed</p> <p><b>Bereavement Policy</b> – no change – Policy agreed and ratified</p> <p><b>Emergency Business Continuity</b> – This was brought to the governors meeting after school audit took place. <b>KC asked about appendix 3 have school got clear procedures for partial/full lockdown? – LH informed governors that these procedures were carried out annually. IW will also hold a copy of this document.</b></p> <p><b>Freedom of Information</b> – Legal Framework update – agreed and ratified</p> <p><b>Freedom of Information Publication Scheme</b> – agreed and ratified</p> <p><b>Information Security Policy</b> – key points in the policy are the responsibility for the protection of data. How school handle data breaches and the clear use of hardware/software at school. Password security and the security of physical documents. Parental and pupil contact i.e phones. Policy agreed and ratified.</p>	

	<p><b>Records Management Policy</b> – Update on managing records relating to child abuse. Policy agreed and ratified.</p> <p><b>Statement of Internal Control</b> – Highlights the majority of audit issues LH</p> <p><b>Imprest Policy</b> – Action from the School Audit – The spend limit was lowered to £100 – Policy agreed and ratified</p> <p><b>Remit and Terms of Reference</b> – Linked to the Statement of Internal Control/<b>Imprest Policy</b> – agreed and ratified</p> <p><b>Nursery Fees</b> – Updated the fee in line with the DFE recommendations.</p> <p><b>The Governing Board agreed to adopt all DCC Policies.</b></p> <p>All policies agreed and ratified.</p>	
7.	<p><b><u>Finance Update</u></b></p> <p><b><u>Documents were uploaded onto Governor Hub prior to the meeting</u></b></p> <p><b><u>Finance update</u></b></p> <p><b><u>Monitoring</u></b></p> <p>LH reported that the predicted C/F is now £80,555 and was previously £53,998.</p> <p>LH informed governors that she has accumulated monies within the small budgets that we will not be spending. In addition to this the budget for the visitors signing in system has been moved in to 20224/5 for the amount of £5,000.</p> <p>LH reported that she is unsure of when we will receive the costs for the repair to the flat roof of approximately £15,000 plus which will be an over spend of approx. £3,000. So this has been added to the carry forward and entered into the budget for 2024/25.</p> <p><b><u>Budget</u></b></p> <p>LH informed governors that the total allocation is £1,041,603 compared to £930,679 with a difference of £110,924.</p> <p>LH reported that there has been an Increase of £98,524 in the schools block with 9 extra children.</p> <p><b>Plus the increases in allocations:</b></p> <p>Primary children £168 extra per child</p> <p>FSM allocation £10 extra per child</p> <p>FSM Ever 6 £115 extra per child</p> <p>Other bands except A are a £5 increase per child and band A is £10</p> <p>Low prior attainment £15 per child</p>	

EAL £10 per child

Mobility £15 per child (7)

The maintained schools additional grant has been incorporated into the above.

Teachers pay award grant will be paid throughout the year as 3 block payments.

The amount to be received has been estimated and entered into the budget

Increase of £10,192 in the nursery block the same predicted number but an increase per hour of 55p per hour per child.

### **Budget 2024/5**

The planner has predicted the following:-

Estimated uplift 3.5% for teachers (September)

Estimated uplift of 4% for support staff

Uplifted budgets from year 2 onwards at 2 1/2%

### **Budget setting**

It was reported that we have increased general pots to incorporate inflation

Teachers pension contributions increase from 23.6 to 28.6% (cost RHI £9,000)

Increase in midday supervisors' budget Midday supervisors – 3 play workers (HH, GH, AM SEN)

New positions – HLTA 3 days a week

Level 1 FT Teaching assistant

Buildings includes roof and overspend as these costs are not in 2023/24

Small budget for supply £2600 compared with £15,000

Electricity – increased budget of £11,000

Gas – increased budget £9,000

Agency teacher supply

Agency teaching assistant supply £1,000

To balance year 2 onwards supply positions have been removed

This budget allows a balance of £1,488 year 1 £8,015 year 2 £9319 year 3

### **Pupil numbers as of 18.03.24**

<p>Reception – 52</p> <p>Year 1 – 51</p> <p>Year 2 – 53</p> <p>Total 156</p> <p><b><u>SFVS Audit</u></b></p> <p>All actions added to statement of internal control and are as follows:-</p> <p><b>Point 3</b></p> <p>Governors received 5 budget monitoring reports from January 2023 – December 2023 (12 months) would not accept the meeting we had on 25<sup>th</sup> January and the gap from July to October was too long – <b>This has been rectified I have sent them the planner for the next year with the dates and finance is a standard item (6 meetings).</b></p> <p><b>Point 6</b></p> <p>The budget 2023/24 predicted small deficits for the following three years.</p> <p><b>This has been rectified (as discussed) due to the predicted rise in pupil numbers and the extra funding from the government. This could not be relied upon when the budget was set in 2023 despite asking for advice. It was the financial strategy of the governing board to continue to monitor closely and put changes into place if necessary.</b></p> <p><b>Point 8</b></p> <p>The school has an emergencies in schools booklet, relevant named person. All have a copy and have signed a document however it had not been approved by governors.</p> <p><b>This has been rectified this meeting</b></p> <p><b>Point 9</b></p> <p>The 5 year budget planner completed for 2023/24 showed a balanced budget for the current year but planned deficits for the following years.</p> <p><b>As per rec no 6 this has been rectified</b></p> <p><b>Point 15</b></p> <p>The Head teachers performance review had not been presented to FGB.</p> <p><b>This has been rectified this meeting</b></p>	
--	--

	<p><b>Point 19</b></p> <p>The senior leadership team had not received the benchmarking results</p> <p><b>This has been rectified AB has been e-mailed copies</b></p> <p><b>Point 28</b></p> <p>The was no evidence to show that staff had read the whistleblowing policy</p> <p><b>Audit require staff to sign. This will be done on the inset day in September</b></p> <p><b>Point 29</b></p> <p>Issues with Cia</p> <p><b>Audit recommend the school continue to liaise with the city Council</b></p> <p><b>Point 30a</b></p> <p>The imprest limit of £200 does not agree to DCC schools financial regulations limit of £100</p> <p><b>Rectified - Policy and remit and terms changed this meeting</b></p> <p>Governors thanked LH for all her hardwork and input in completing the audit – the auditor was very complimentary.</p> <p>Governors thanked LH and were happy with the budget information.</p>	
8.	<p><b><u>GDPR Update</u></b></p> <p>LH reported no breach.</p> <p>Governors were informed that this is due to be audited within the next few weeks.</p>	
9.	<p><b><u>Health and Safety Update</u></b></p> <p>It was reported that there have been no serious accidents to report but a staff member was hit by an SEN child and a risk assessment was carried out.</p> <p>Governors were informed that a Health and Safety Audit will take place on the 5<sup>th</sup> June.</p>	
10.	<p><b><u>Headteachers Performance Management</u></b></p> <p>This agenda item was re-visited- all governors are aware of targets and outcomes and are in agreement with the Performance Management Committee.</p>	
11.	<p><b><u>Equalities Incident Report</u></b></p> <p>Nothing to report – also included in the Headteacher’s report.</p>	
12.	<p><b><u>Single Central Record</u></b></p>	

	LH informed governors that the single central record is all up to date and has been signed by the Chair of Governors.	
13.	<p><b><u>Relevant Changes and Updates</u></b></p> <p>Staff update – 2 jobs HLTA and level 1 TA struggled to recruit both positions. HLTA has been offered as a temporary role until the summer term when the position will be reviewed. Level 1 position has been offered to a current volunteer on a temporary basis until the summer term if suitable.</p>	
	<b><u>FULL GOVERNING BOARD – K Clark – Chair</u></b>	
14.	<p><b><u>Budget 2024/25</u></b></p> <p>As discussed in Item 7 the Governing Board agreed and ratified the budget. The carry forward and final position will be posted on the Governors hub in due course.</p>	
15.	<p><b><u>Heads Report</u></b></p> <p>The report was uploaded onto Governor Hub prior to the meeting.</p> <p>HK went through the report:-</p> <p><b>Summary update since the last report –</b></p> <p>HK gave a comprehensive summary since the last H/T's report.:-</p> <p>HK informed governors that we have recently reviewed our school's development plan to ensure that we are taking all necessary actions to achieve our priorities. To monitor our progress. Maxine Bull, our school advisor, will visit the school and work with governors linked to each priority we have set for this academic year. In the autumn term, Maxine conducted a review of Writing, and this term she has done a review of SEND (Special Educational Needs and Disabilities) as well as a deep dive into Early Years Foundation Stage (EYFS), focusing on identified areas of concern.</p> <p>The areas of concern are:- Communication, Language, and Literacy (CLL) in Nursery and Mathematics in Reception.</p> <p>HK uploaded her report onto Governor Hub for reference and highlighted some of the strengths identified in the report:- SEND Review Leadership and Management</p> <p>The strengths identified were:-</p> <ul style="list-style-type: none"> <li>• A strong leadership team working closely together for the best interests of the children.</li> </ul>	

- The headteacher taking on the SENDCo role has enabled a deeper understanding and control of SEND processes and practice.
- The headteacher/ SENDCo has detailed knowledge of what has been implemented and why, links to other aspects of developing the whole child.
- Systems, including safeguarding and support for the disadvantaged, are fully integrated.

#### **Efficient Use of Resources**

Strengths:-

- Organisation and deployment of staff who are well trained and adopt an inclusive culture.
- SLT commitment to quality CPD internally and externally where needed.
- SLT commitment to a graduated response in line with the LA expectations.
- Minimum teaching outside of the classroom unless it is deemed more suitable for the core purpose.

#### **Quality of Education**

Strengths:- Staff knowledge of the children's needs.

- Inclusion at an age-appropriate level.
- TAs are confident in their roles and fully engaged with learners.
- Children's resilience and behaviour for learning strategies to work together and to seek help if needed.

#### **EYFS key findings:-**

Leaders present- Helen Kelk (ExecHT), Miss Asia (DHT), Kam Hardy (English Lead)  
The review included discussions with leaders and learning walks for Communication and Language in the Nursery and for Mathematics in Foundation 2.

Leaders have high ambition for all children in communication and language and mathematics. They have good subject knowledge and take every opportunity to access research and best practice. Staff have good subject knowledge and develop provisions that enable learning. Children showed engagement in a range of tasks.

HK informed governors that this half term, we have been focusing on ensuring high-quality Early Years continuous provision and moderation across the school. Harrington Nursery School has partnered with Early Excellence, a leading provider of Early Years CPD Training in the UK, and all their Derby City training is now conducted at Harrington. HK and senior leaders attended training on leadership in the EYFS, and the nursery teacher also received training on continuous provision. The senior leaders are now sharing their knowledge with the rest of the early years team and will deliver an inset day on high quality provision. Next term, Rosehill has been approached to be their partnership school



for key stage 1 events and training.  
Our curriculum leads have updated their action plans and shared them with the staff and Senior Leadership Team. We have recently conducted pupil progress meetings and internal moderation meetings in maths and writing with the EYFS and Key Stage 1 teams. As part of this process, we used our new assessment books, which will accompany the children throughout their educational journey at our school.

KC commented that it was good to be updated with regards to the Harrington Nursery situation and was very pleased that Early Excellence have requested that Rosehill become a KS1 partner.

### **School Development Plan Update**

HK updated governors on the SDP:-

#### **Objective - English**

Governors were informed that the focus is on Phonics Reading and writing across the school.

We are focusing on raising attainment in writing and reading – with a focus on vulnerable groups across the School.

Intended outcome summary:-

The teaching of writing and the quality of writing will improve across the school, resulting in better outcomes.

Spring Term, we have made significant progress in a few areas. Firstly, we conducted English moderation throughout the school to ensure consistency in teaching and assessment. Secondly, we held Phonics workshops for parents of children in EYFS and Year 1, which were well-received and well-attended. Lastly, we spent £3000 on new reading books for Reception to Year 2, which are now linked to our Twinkl DFE Phonics Scheme.

Mrs. Hardy organized an amazing Book Week event that featured several exciting activities. The event included a visit from an author, a dress-up day, writing competitions, a family craft morning, and a pyjama day that emphasized the importance of bedtime stories. Parents were also invited into the classrooms for hot chocolate and to read stories to their children.

#### **SEND**

To ensure that pupils from all vulnerable groups (SEND, PP, EAL) make good or better progress from individual starting.

Intended outcome summary:-

High-quality, personalised teaching that meets the individual needs of children.

A SEND review was carried out by Maxine Bull when the report arrive HK will share this with staff and governors. The overall experience was positive and supportive with only minor suggestions for improvement.

Please note the following update on our progress in the Spring term:-

We have received the SEND report, which acknowledges the effectiveness of our leadership and inclusion team. We are currently addressing the areas for

<p>improvement as recommended in the report.</p> <p>Julie Fearn, our ASD advisor, conducted the first Parent Workshop, which was well received by parents. They have identified the focus for the next workshop.</p> <p>Our staff have attended specialist training on sensory circuits and Active Hands OT intervention training.</p> <p>HK and Amy Moon had a very productive meeting with the new LA SEND officer. It was discussed on how we can collaborate to support our high-level cases.</p> <p><b>Early Years</b></p> <p>The EYFS team has recently changed staff, and a new member will be joining after Christmas. Their goal is to maintain the same level of quality and ensure that all support staff in the year group have the necessary early years knowledge and skills. This will enable them to provide a curriculum that focuses on language, literacy, and communication, ensuring high-quality education for the children.</p> <p>Intended outcome summary:-</p> <p>A highly effective EYFS unit where children receive high-quality teaching and make excellent progress.</p> <p>Embed strategies and opportunities that improve progress and attainment in writing</p> <p>The new highly skilled reception teacher has hit the ground running and has been very proactive</p> <p>Our Early Years Adviser, Tara Pegley-Stanger, has been actively supporting the Senior Leadership Team with the curriculum and guiding and supporting Early Career Teachers in the Nursery.</p> <p>Spring Term Update:-</p> <p>Maxine Bull has completed an EYFS deep dive and identified many positives along with recommendations for improvement. The senior leadership team is currently addressing these recommendations.</p> <p>Asia and Tara have been working together to review EYFS progression documents and provision across EYFS in-line with the early excellence training</p> <p>All staff members have attended Early Excellence training, and teachers are attending a Music training program delivered by Derby Music Hub. which is having an impact on confidence and language</p> <p>I have been invited to participate in an EYFS panel at the Early Years conference on March 25th, and some of our staff will attend as well.</p> <p><b>Attendance</b></p> <p>To improve attendance for all pupils and reduce PA %</p> <p>Intended outcome summary:-</p> <p>Parents will understand what 'good attendance' looks like and the implications of poor attendance on achievement.</p> <p>Our PA will be in line with the national</p> <p>The Inclusion team recently had a meeting with Lisa Flower, the LA attendance support office. A parents' meeting was conducted and was attended by a good number of identified parents.</p> <p>Amy and Sara met with EWO Paul Johnson who had only good things to say about the work the inclusion team is doing and didn't think we could do anything more</p> <p>Amy and Sara have further broken down the attendance filters and updated the attendance policy. As per government guidance, the time for closing the registers has been changed which should hopefully result in few U's and improve attendance.</p>	
---	--

	<p><b>Safeguarding</b></p> <p>Clear procedures for reporting safeguarding concerns and preventing extremism are displayed in the staffroom. Lisa Hopwell, the School Business Manager, maintains a central register. We conduct an annual safeguarding audit, which informs our safeguarding action plan. The Deputy Designated Safeguarding Lead effectively communicates with the Child Protection Officer at St. James' Juniors to share information on families attending both schools.</p> <p>We now have 4 children at Cin Need (CIN) 5, on single assessments, and one family at TAF (with a family visitor )</p> <p><b>HK informed governors the website met the DFE guidelines – Maria Fowkes shared that she had been on the school website and she felt the website looked outdated and did not do the school justice HK informed governors that she has been in discussions with the website company and money has been set aside in the budget for next year to update the website and to also link this to the school dojo.</b></p> <p>Governors were informed that the pupil numbers have risen and HK has spoken to LA school admissions to accept a higher PAN in Reception and Year 1 which should also help with the budget.</p> <p>Governors were happy with the report.</p>	
16.	<p><b><u>Progress Reports</u></b></p> <p>Reports were uploaded onto Governor Hub prior to the meeting</p> <p><b>Data Analysis</b> <b>Spring Mid Term 2023/2024</b></p> <p><b>Reception</b> Key concerns following Spring Mid Assessment:- 26% children working on track for GLD at this moment in time. Word reading is the highest performing areas of learning with 48% working at ARE or above. Speaking is the most underperforming area with 30% working at ARE or above. (15/50 children) followed my numerical patterns with 38% working at ARE or above (19/50 children)</p> <p>Actions for Spring 2:- Speaking and listening to be encouraged in child initiated play with correct adult modelling focusing of developing and enriching language. Reasoning to be recorded in maths books and assessment to show mathematical thinking as part of numerical patterns.</p>	Action: KC to continue to analyse reception data

**Year 1****Reading**

Key concerns following Spring Mid Assessment

Girls and EAL children are the best performing groups.

Disadvantaged children are the most underperforming group

82.4% are working below ARE.

Actions for Spring 2:-

Plan a book week with a focus on reading with all children and encouraging parental involvement with PJ and hot chocolate morning and a story box competition. Parents to watch how teachers read.

Phonics meeting with parents.

Focused intervention groups for reading with disadvantaged children – opportunity to read twice a week with an adult.

**Year 1****Writing**

Key concerns following Spring Mid Assessment:-

41% children are working at ARE for this time of the year.

Disadvantaged (76.5% ) and SEND children are the most underperforming groups.

Actions for Spring 2:-

Phonics parent meeting for parents.

Handwriting heroes competition to push handwriting in school

Writing interventions to be put into place following PP meetings

**Year 1****Maths**

Key concerns following Spring Mid Assessment:-

41.7% children are working at ARE or above for this time of the year.

76.5% disadvantaged children are working below.

Actions for Spring 2:-

Key leads to attend Mastering Number Programme meeting

Maths interventions to be put into place following PP meetings

**Year 2****Reading**

Key concerns following Spring Mid Assessment:-

65.2% boys are underperforming compared to 37% girls

Disadvantaged children are the most underperforming groups with 72.7% working below ARE.

Actions for Spring 2:-

Plan a book week with a focus on reading with all children and encouraging parental involvement with PJ and hot chocolate morning and a story box competition. Parents to watch how teachers read ·

Focused intervention groups for reading with disadvantaged children – opportunity to read twice a week with an adult.

Shared reading sessions with whole class to develop reading comprehension skills.

	<p><b>Year 2 Writing</b> Key concerns following Spring Mid Assessment:- 50% children are working at ARE or above 70% boys are underperforming compared to 44% girls</p> <p>Actions for Spring 2:- Handwriting heroes competition to push handwriting in school Writing interventions to be put into place following PP meetings Writing and sentence building focus every morning 8.50 – 9.10 am</p> <p><b>Year 2 Maths</b> Key concerns following Spring Mid Assessment:- 50% children are working at or above ARE. 61% boys are underperforming compared to 41% girls. Summer born are the most underperforming group with 75% working below ARE.</p> <p>Actions for Spring 2:- Key leads to attend Mastering Number Programme meeting Maths interventions to be put into place following PP meetings Arithmetic key skills with all children Mastering number programme to be used as intervention for LA</p> <p>KC was concerned about the lack of progress in reception. HK explained that the recent new children have had no prior schooling and this has brought the percentage down but this was being looked into. There was also a high number of complex SEND children who came from nursery.</p>	
17.	<p><b><u>Attendance</u></b></p> <p>ST shared the tracking sheet with governors and explained how it worked for children who were being monitored. It showed termly poor attendance was being tracked and the interventions which have been put in place. The tracker showed development and showed attendance was improving. Governors also looked through a breakdown of data. Governors felt the overall attendance summary was disappointing but could see that a lot was being done to address attendance issues. KC asked for a breakdown of ethnicity for the persistent absentees and also to look rigorously at persistent offenders.</p> <p>It was reported that the parent meeting with Lisa flowers from the LA was well attended.</p>	Action: Update on attendance at the next meeting.
18.	<p><b><u>Well-Being</u></b></p> <p>HK shared the up to date responses with regards to the staff/children’s well-being questionnaire and informed governors that they were looking positive.</p>	

19.	<p><b><u>Governor Monitoring Schedule</u></b></p> <p>Monitoring forms were uploaded onto Governor Hub prior to the meeting</p> <p>KC informed governors that she had completed monitoring visits – she felt that all the staff members were professional were able to talk about new developments and the whole school is constantly looking to improve provision. KC informed governors that during next term she will complete a walk round with an SLT leader and look at books and progression and report back to governors.</p>	Action: KC to complete walk round school to look at books and progression
20.	<p><b><u>Correspondence</u></b></p> <p>None</p>	
21.	<p><b><u>Date of next Meeting</u></b></p> <p>The date of the next meeting is Thursday 25<sup>st</sup> April 2024 – 5.00 via Governor Hub.</p>	
22.	<p><b><u>Determination of Confidentiality of Business</u></b></p> <p>No Items</p>	
23.	<p>What difference this meeting has made to our pupils:-</p> <ul style="list-style-type: none"> <li>• Parent representation on the GB keeps governors in touch with the community.</li> <li>• School continues to rigorously improve attendance to ultimately improve outcomes for all children.</li> <li>• School gives high priority to the well-being of staff and children.</li> <li>• Excellent CPD to ensure professional development for all staff members. This will impact on the quality of teaching and learning.</li> <li>• Governor monitoring ensures there is clear evidence that the school continues to evaluate and move teaching and learning forward.</li> <li>• Procedures have been tweaked to ensure outstanding practice. Budget created to ensure good value.</li> <li>• Provision constantly improving through continuing to develop progression of skills across the school.</li> <li>• Strong parent participation due to the vast variety of activities/session provided.</li> </ul>	

Meeting concluded 7.00 pm