

**Final Minutes Local Advisory Board: Hardingsstone & Stimpson**  
**8<sup>th</sup> July 2021 18.00**

**Meeting held virtually via Microsoft teams**

**The fourth LAB meeting of the academic year 2020-2021**

These minutes reflect the order of the agenda and not necessarily the order of discussion

Agenda item	Discussion	Action / Information
1. Present.	<p><b>Zoe McIntyre</b> (Executive Headteacher Hardingsstone and Stimpson)  <b>Luci Clapton</b> (Stimpson Head of school)  <b>Julie Stevens</b> (Head of school Hardingsstone)  <b>Paul Wilkinson</b> (Staff Governor Hardingsstone)  <b>Sue Neighbour</b> (Hardingsstone and Stimpson SENCo lead)  <b>Adrian Lett</b> (Staff Governor Stimpson)  <b>Ruth Cross</b> (TB Appointed)  <b>David Hood</b> (Potential new governor)  <b>Jolene King</b> (TB Appointed)  <b>Claudia Wade</b> (Chair TB appointed member)  <b>Nicky Wilson-Everett</b> (Elected parent)  <b>Jo Daniels</b> (TB Appointed)  <b>Jeremy Bird</b> (Academy Improvement Partner)  <b>Suzanne Fairey</b> (Co-Opted Governor)  <b>Monica Juan</b> (EMAT Compliance / Governance)  <b>Paul Wheeler</b> (Finance and Operations Director &amp; Chief Financial Officer)  <b>Joshua Coleman</b> (CEO: EMAT)  <b>Paul Osborne</b> (Clerk – Minutes)</p> <p>Introductions were made. CW reminded the board that all items discussed at this meeting remain confidential until such time as the minutes are approved and signed off.</p>	<p>DH joined at 18.10</p> <p>JD joined at 18.08</p> <p>PW joined at 18.07</p>
2. SF update	<p>SF thanked the board for their support and wished them and the schools all the best for the future.  All thanked SF for her commitment and support and wished her well for the future. SF resigned from the board and left the meeting 18.05</p>	
3. Apologies.	<p>Apologies received and accepted from <b>Alan Edge</b> (Co-opted Governor).</p>	
4. Quoracy.	<p>The meeting was quorate.</p>	
5. Declarations of interest.	<p>There were no declarations of interest pertaining to this agenda that had not already been declared on the annual register of interests.</p>	

6. Minutes from the last meeting.	The minutes of the meeting held on the 22 <sup>nd</sup> of April 2021 were agreed to be an accurate representation. CW signed these electronically on GovernorHub.	
7. Action Log from the meeting held on the 22 <sup>nd</sup> of April.	<p>i. CW to arrange a meeting with ZM between meetings to discuss catch up funding and report back to the board the impact. <b>CW advised that feedback for this was presented at the last S&amp;P meeting.</b></p> <p>ii. PW to investigate if the EMAT school arranged health and safety visits can be shared with governors. <b>Ongoing.</b></p> <p>iii. LC to send JK the link to her NPQH presentation. <b>Done.</b></p> <p>iv. ZM to add the learning rubric to GovernorHub for governors. <b>Done and also added to Teams.</b></p> <p>v. LB to report back at a future meeting an update regarding pupil voice. <b>ZM advised that the Pupil questionnaire has been completed, and the results have been collated. JS noted for Hardingstone “I know how to safe on the internet” is a focus area following the questionnaire.</b> <b>LC advised for Stimpson “pupils feeling safe in the playground” received the lowest score and will be a focus area with work already underway with it being highlighted in assemblies and with class teachers and lunchtime supervisors.</b></p> <p><b>A governor asked when is the next survey due.</b> LC / JS advised during the Autumn term.</p> <p><b>The governors asked for feedback from the Autumn survey to be added to the applicable LAB agenda.</b></p> <p>vi. ZM to invite CW to the next meeting with DS. <b>ZM advised that DS will not visit this term, however, we have arranged for CW to complete a visit in September linked to pupil premium.</b></p> <p>vii. 7. MJ to check CW has received an invite to the PP forum. <b>Done.</b></p> <p>viii. JS to upload the Forest school policy onto GovernorHub. <b>JS to send the policy to PO.</b></p> <p>ix. 9. Forest school’s policy to be added to the next LAB agenda. <b>Done.</b></p> <p>x. ZM to upload the safeguarding report completed by NW-E onto GovernorHub/Teams. Ongoing PO to check.</p> <p>xi. CW to upload her CV-19 catch up visit form onto GovernorHub before the end of May. <b>Done with a verbal report given at the last S&amp;P meeting.</b></p>	<p style="text-align: center;"><b>PW</b></p> <p style="text-align: center;"><b>PO</b></p> <p style="text-align: center;"><b>JS</b></p> <p style="text-align: center;"><b>PO</b></p>

	<p>xii. ZM to give an update on the perimeter fencing at Stimpson. <b>ZM advised that the plans for the fencing would require planning permission. This information has been passed onto EMAT Head Office.</b></p> <p>xiii. Priority 4 lead governor to be added to the next LAB agenda. <b>Done.</b></p>	
<p>8. A. Head of schools report to include:</p> <p>i. Safeguarding ii. Curriculum iii. Attendance iv. Behaviour. v. Risk register vi. H&amp;S update.</p> <p>B. Performance report for information and questions only</p>	<p><b>A.</b> LC/JS highlighted the following from the H&amp;S LAB report; <u>Safeguarding</u>. Stimpson.</p> <ul style="list-style-type: none"> <li>• EHA pupils and parents receiving full support.</li> </ul> <p>Hardingstone.</p> <ul style="list-style-type: none"> <li>• EHA pupils and parents receiving support primarily regarding attendance.</li> </ul> <p><u>Curriculum and Subject Leadership</u> Both schools.</p> <ul style="list-style-type: none"> <li>• Subject leaders have completed Ofsted readiness subject interviews with Jeremy Bird, AIP.</li> <li>• Subject leaders have been trained in the use of the online audit tool.</li> <li>• Subject leaders have been allocated time to complete monitoring activities. Invites to SLT meetings and feedback on findings.</li> <li>• English leads from Stimpson Avenue Academy, Hardingstone Academy and Castle Academy to meet to prepare a presentation on reading to be delivered during the training day.</li> <li>• EYFS Leads from Stimpson Avenue Academy, Hardingstone Academy and Castle Academy have met to compile planning for the next academic year.</li> <li>• There are plans for the nursery teachers from Stimpson Avenue Academy, Hardingstone Academy and Castle Academy to meet to plan for next academic year.</li> <li>• Teaching staff have attended a maths CPD session led by Fran Watson. (Maths consultant).</li> </ul> <p><b>The governors asked if JB could provide an update on Ofsted readiness at the next LAB meeting.</b></p> <p>Stimpson.</p> <ul style="list-style-type: none"> <li>• English Review completed – highlighted the need to continue to raise the profile of reading, including engaging book corners, promoting class texts. This is the same for Hardingstone also.</li> </ul>	<p><b>JB</b></p>

	<ul style="list-style-type: none"> <li>• Identify subject leaders for MFL and DT. Hardingstone.</li> <li>• The International Award application is now ready to submit. Aspects shared with parents in Newsletter.</li> <li>• Assemblies planned for subject leaders to address areas identified from the pupil questionnaire (PSHE and Computing).</li> <li>• Handover for Art and DT subject leader planned.</li> </ul> <p><u>Attendance.</u> Stimpson.</p> <ul style="list-style-type: none"> <li>• Teaching staff absence continues to be low at only 1% for Summer 1. (YTD 1.7%)</li> <li>• HLTA absence has been high at 15.2% but this is due to an extended period of absence for our Family and Pastoral Lead.</li> <li>• Monitor attendance of identified members of support staff – meetings have been held with those staff who have reached the 10-day absence period.</li> <li>• Persistent absence: This has decreased from Spring Term (12.63%) Actions that have been supported. SLT completing late gate, home visits to PA pupils weekly. Letters home and parenting contracts created. Reintroduced late slips.</li> </ul> <p><b>A governor asked why the SEN attendance figure was so low (91.67%).</b> LC advised that the primary reasons are due to one pupil on a part-time timetable who will be leaving in July and another pupil on a part-time table with multiple vulnerabilities. The SEN pupils in this category are at the top of the attendance offices priority list.</p> <p><b>A governor asked if at a future meeting or between meetings LC could elaborate on the legal status for pupils on a part time timetable regarding injury, safeguarding.</b> LC will speak to SN and report back. ZN confirmed that the local authority is aware of the pupils on the part time timetable.</p> <p>Hardingstone.</p> <ul style="list-style-type: none"> <li>• The teaching assistant's absence is high at 10.4%. This is also the case for unqualified teachers, this is 13.3%. All of these absences relate to bereavement. Our unqualified teacher spent several weeks away from school to come to terms with the loss.</li> </ul>	<p style="text-align: center;">LC</p>
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	<ul style="list-style-type: none"> <li>• Ensure that all staff who are mental health and first aid trained remain extra vigilant when it comes to the wellbeing of all staff, especially those who have suffered a loss.</li> <li>• All groups are broadly in line with national average or above. We now need to improve the attendance of those pupils who have a special educational need and or PP. Both of these groups percentages have been affected by one family with social service support. SEN - 94.08% PP -94.84%. Whole school 97.04%</li> </ul> <p><u>Behaviour.</u></p> <p>Both schools.</p> <ul style="list-style-type: none"> <li>• Sue Green continues to deliver nurture sessions across both schools.</li> <li>• Reading role model and remarkable reader introduced to promote positive reading behaviours.</li> <li>• Celebration Assemblies have continued to celebrate success.</li> </ul> <p>Stimpson.</p> <ul style="list-style-type: none"> <li>• Class teachers have shared key information about pupils with new class teachers to assist with transition.</li> <li>• Behaviour continues to be positive across the school, with very few incidences of Immediate 3s.</li> <li>• 16 places obtained for 2021-22 year 6 pupils to join the Ride High programme in the Autumn Term.</li> <li>• Ensure transition plans are in place for identified pupils.</li> <li>• Family and Pastoral Lead and SENCO to meet with families regarding transition arrangements to ensure</li> </ul> <p>Hardingstone.</p> <ul style="list-style-type: none"> <li>• The PE lead has changed the structure of the play equipment and shared this with all class teachers and pupils.</li> </ul> <p><b>A governor asked if this includes the outdoor equipment.</b> JS advised it does in bubbles.</p> <ul style="list-style-type: none"> <li>• Breakfast club is enabling the most vulnerable pupils to have a positive start to the day.</li> <li>• There has been one half day exclusion, this has resulted in the child's behaviour improving in light of this. The family are now engaging with an Early Help Assessment.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Transition staff meeting completed, this has incorporated those concerns relating to pupils' behaviour.</li> <li>• To evaluate the impact of nurture support (SG) on outcomes (attitude and engagement)</li> <li>• Look at how to offer a homework option as part of breakfast club provision to support the most vulnerable children.</li> </ul> <p>Risk Register Both schools.</p> <ul style="list-style-type: none"> <li>• The risk register has been completed by AD and MM.</li> <li>• ZM, LC, and JS have attended a session alongside the admin team to gain a more in depth understanding of the risk register process and allocation of responsibility.</li> </ul> <p>Stimpson.</p> <ul style="list-style-type: none"> <li>• A more recent risk has resulted in leadership taking on more safeguarding cases and attending additional child protection, child in need and early help meetings. The attendance of this member of staff is being monitored closely.</li> <li>• A new deputy Headteacher will pose a risk, however, support provided by LC will ensure a smooth transition and accountability.</li> <li>• Monitor attendance of, and support Family and Pastoral Lead with regard to all safeguarding updates.</li> <li>• The expectation is following the recent section 8 some/most of the ambers will move to green and will be moved.</li> <li>• Retention of and recruitment of governors is a risk. ZM advised that discussions are ongoing regarding using social media to engage with potential governors. MJ advised that parent elections will take place from September and will be added to the September LAB agenda.</li> </ul> <p>Hardingstone.</p> <ul style="list-style-type: none"> <li>• Information from the current SENco to the newly appointed SENco will be crucial in ensuring that this is a smooth transition so that pupils, parents and class teachers are supported with regards to SEND.</li> <li>• JS to secure stronger relationships with parent's post CV-19, through parental engagement activities.</li> <li>• Continue to raise the profile of the school partly due to falling pupil numbers.</li> </ul>	PO
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	<p><u>Health &amp; Safety.</u></p> <p>Both schools.</p> <ul style="list-style-type: none"> <li>• Both schools are now using the portal to log works for estates and IT.</li> <li>• Lockdown procedures in place for both schools with an assembly delivered for Hardingstone and planned for Stimpson.</li> </ul> <p>Stimpson.</p> <ul style="list-style-type: none"> <li>• Arranging contractors to quote new Wetpour flooring and covered area.</li> <li>• Furnishing the new 'Hub' with cupboards, tables, chairs and is used throughout the day.</li> <li>• Get planning permission for fences at the front of school.</li> <li>• Investigations continuing with the local community to help utilise some of the schools outside space.</li> </ul> <p>Hardingstone.</p> <ul style="list-style-type: none"> <li>• KS2 trim trail needs to be replaced probably have to close the whole unit in September. The PTA is being utilised to help raise funds for its replacement/repair.</li> <li>• EYFS outdoor area – new surfacing to be laid.</li> </ul> <p><b>B. The governors had no questions to raise regarding the performance report.</b></p>	
<p>9. SEF. To present the SEF highlighting any concerns or Info the board should be aware of.</p>	<p>ZM highlighted the following from the School Self Evaluation 1-page document.</p> <p><u>Quality of Education</u></p> <ul style="list-style-type: none"> <li>• Address the intent of learning in classes, is this subject specific or a themed approach. The AIP will be approached to support this.</li> <li>• Ensure the Senco visits classes to identify the adaptations being made for those pupils who have specific needs.</li> <li>• Monitor the provision of phonics and Reading and ensure that staff have regular training updates.</li> </ul> <p><u>Behaviours and Attitudes</u></p> <ul style="list-style-type: none"> <li>• Monitor types of behaviour more closely and provide the safeguarding governor with regular updates, termly.</li> </ul> <p><u>Personal Development.</u></p>	

	<ul style="list-style-type: none"> <li>• Ensure that literature includes aspects of LGBT and that pupils have a deeper understanding and tolerance of this.</li> </ul> <p><u>Leadership and Management.</u></p> <ul style="list-style-type: none"> <li>• Governors to gain a deeper understanding of the key priorities, by visiting the school and meeting with relevant staff, completing learning walks and talking to staff and pupils.</li> </ul> <p>ZM advised that the AIP priorities are Curriculum, Parental Engagement, Leadership, MLT and School Marketing. Pupil outcomes will be discussed once data has been analysed.</p> <p>ZM noted there is a three-year plan in place for the nursery and if the nursery can get 10 or more children it will start to generate an income.</p> <p>JS noted that the Forest school has made a good start with plans in place from September 2021 to roll this out across the whole school.</p> <p><b>The governors agreed that governance should be a priority and there is a need to monitor the AIP priorities and will be discussed in more detail during the first LAB meeting of 2021-22. Post-meeting note actioned. PO</b></p>	
10. SEND annual report	<p>SN highlighted the following from the Hardingstone SEND in a nutshell report;</p> <ul style="list-style-type: none"> <li>• 18 pupils on register.</li> <li>• One pupil has been removed and is being home schooled.</li> <li>• Rewording of % Children achieving Progress to target. This will now state children on track to meet progress.</li> <li>• Children are on track to meet progress. Maths 83%, Reading 61% Writing 78%.</li> </ul> <p><b>A governor asked what are these pupils measured against.</b> SN advised it is based on early years and KS1 outcomes using FFT. The results have been good and the majority of the SEN pupils were in during lockdown.</p> <p><b>A governor asked if in the Autumn term LAB meeting SN could expand how the targets are generated.</b></p> <ul style="list-style-type: none"> <li>• Areas for Development are under constant review.</li> </ul>	SN



	<p><b>A governor asked if SN has been able to go into classrooms to ascertain if the curriculum meets the needs of the SEN pupils.</b> SN noted that she complete class visits and if she had any concerns these would be raised with the class teachers. From September deeper investigations into the planning will be conducted to see what support can be offered.</p> <p>SN highlighted the following from the Hardingstone Annual SEND Report;</p> <ul style="list-style-type: none"> <li>• 18 pupils on the register and more have been referred.</li> <li>• One pupil on an Education, Health and Care Plan (EHCP).</li> <li>• Zero applications for High Needs Funding.</li> <li>• Any significant changes in the SEND profile since last year? More children are currently being assessed to identify need and will possibly be placed on the register.</li> </ul> <p>Areas of need.</p> <ul style="list-style-type: none"> <li>• Cognition and Learning including SPLD 11 pupils.</li> <li>• Communication and Interaction. Zero pupils.</li> <li>• Social, and Mental Health 6 pupils.</li> <li>• Sensory and/or Physical 3 pupils.</li> </ul> <p>Impact of Covid-19.</p> <ul style="list-style-type: none"> <li>• Leaders have responded by being more focused on recognising any possible learning needs. This has been followed up by a rise in the number of referrals to SENCo which in turn has been quickly turned around to bring in outside agencies should the need dictate.</li> <li>• Monthly meetings of support staff have taken place enabling them to have ownership in their learning and development by requesting training in areas of need that will benefit the children. This has enabled support staff to become more confident when teaching children with needs.</li> <li>• ZM highlighted the benefit being seen in the investment SN has made with the TAs with training and general support in both schools.</li> </ul> <p>Attendance and exclusions of SEND pupils.</p> <ul style="list-style-type: none"> <li>• Attendance has increased which is partly down to the attendance officer. One SEN pupil was on a part time timetable during lockdown.</li> <li>• Persistent absentees 1.21%.</li> </ul>	
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	<p><b>A governor asked if the PA figure is for SEN pupils or the whole school.</b></p> <p>SN advised it is SN pupils only and this relates to three pupils.</p> <p>SEND Funding.</p> <ul style="list-style-type: none"> <li>• No changes in funding currently. However, the County Council have a shortfall and are looking to stop further funding in any areas. All HNF currently in place must be reapplied for before September. However, as the last meeting of panel is 25th June, it would seem sensible to try and have all applications in before this date in order for there to be no ceasing of funding.</li> </ul> <p>Staff SEND CPD in the last 12 months.</p> <ul style="list-style-type: none"> <li>• To develop their confidence and skill all TA's completed at least one online course.</li> <li>• Introduction to new Files for all TA's working with SEND children.</li> <li>• Training session completed this week focussing on the basics.</li> </ul> <p>SEND Provision</p> <ul style="list-style-type: none"> <li>• We have been offering more Emotional Health and Well-Being interventions.</li> <li>• There has not been enough time for impact as we have only been back in school since the middle of March and have since had Easter holidays and the Summer term holiday. Impact is expected to be observed more widely from September.</li> <li>• Meet and Greet Interventions have worked extremely well as they help to calm the children who have this and prepare them for the day.</li> <li>• 1:1 Interventions focusing on Writing, Spelling, Reading and Maths concepts.</li> <li>• Pre-Post Teaching.</li> <li>• Short, concentrated Phonic sessions.</li> <li>• Social &amp; Emotional is working well including staff offering numerous clubs.</li> <li>• We have had Outside agencies come in and assess children with possible ASD. This has helped with planning a curriculum to meet the needs of specific pupils.</li> </ul> <p>Complaints relating to SEND.</p> <ul style="list-style-type: none"> <li>• One complaint has been resolved.</li> </ul> <p>SEND Self-evaluation summary.</p>	
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	<p>Strengths</p> <ul style="list-style-type: none"> <li>The SENCO, SLT and governors have a clear and ambitious vision for SEND curriculum provision and outcomes in the school based on a culture of high aspiration for all pupils. The child's opinion is always sought and taken into account. All staff understand their responsibilities towards pupils with SEND. The performance management system is used to improve outcomes for pupils with SEN and an appraisal process is in place for teaching assistants. There is a clear process in place for early and accurate identification and criteria on what constitutes SEND is shared and understood by all. Class teachers, teaching assistants, parents and other professionals are involved in the identification process, where appropriate.</li> </ul> <p>Identified key priorities and actions for development.</p> <ul style="list-style-type: none"> <li>SN to revisit the use of provision outcomes element of Edukey with staff and ensure staff start to use this to record outcomes of any interventions. This will enable SLT to evaluate the impact of interventions and consider value for money.</li> <li>Start to use SIMs as the master SEN register so information will transfer directly into the new EMAT SEND Dashboard and the school census will be accurate.</li> </ul> <p><b>A governor noted that the overall % of pupils identified with SEN (7%) is still significantly lower than the national average and asked if there is any cause for concerns with this figure.</b> SN noted that there is an extensive identification process in place and she doesn't have any concerns with this figure. SN noted other needs are starting to be seen more frequently including wellbeing.</p> <p>SN highlighted the following from the Stimpson Annual SEND Report;</p> <ul style="list-style-type: none"> <li>Pupils are keen to learn and the parents are very supportive.</li> <li>31 pupils on the SEN register.</li> <li>3 EHCP's going forward and 3 HNF continuations.</li> <li>Two pupils on an Education, Health and Care Plan (EHCP).</li> <li>Currently, there are 5 children in Nursery and 12 children in Reception who will be moving onto the</li> </ul>	
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	<p>Register by September 21. The Nursery provision allows for the earlier identification of SEN pupils.</p> <p>Area of Need.</p> <ul style="list-style-type: none"> <li>• Cognition and Learning including SPLD 4 pupils.</li> <li>• Communication and Interaction 16 pupils primarily autism.</li> <li>• Social, Emotional and Mental Health 6 pupils.</li> <li>• Sensory and/or Physical 5 pupils.</li> </ul> <p>Attendance and exclusions of SEND pupils.</p> <ul style="list-style-type: none"> <li>• Persistent absentees 1.76%.</li> </ul> <p>SEND Funding.</p> <ul style="list-style-type: none"> <li>• No decrease anticipated.</li> </ul> <p>Staff SEND CPD in the last 12 months.</p> <ul style="list-style-type: none"> <li>• TA's upcoming training includes Better Readers planned for the 15<sup>th</sup> of July.</li> </ul> <p>SEND Provision.</p> <ul style="list-style-type: none"> <li>• Very similar to Hardingstone.</li> </ul> <p>Complaints relating to SEND</p> <ul style="list-style-type: none"> <li>• None.</li> </ul> <p>Strengths.</p> <ul style="list-style-type: none"> <li>• SIMs are being used and is working well.</li> </ul> <p>SN pointed out that some of the data on the SEND documents didn't pull through properly and will update this and send the governors the correct information.</p> <p>SN left the meeting at 18.50</p>	<b>SN</b>
<p>11. Policy Updates;</p> <ul style="list-style-type: none"> <li>• Forest school's (Hardingstone)</li> </ul>	<p>JS asked if this item could be moved to the first LAB meeting in September.</p> <p><b>The governors agreed.</b></p>	<b>PO</b>
<p>12. Management Accounts for information</p>	<p>PW highlighted the following; <u>Stimpson.</u></p> <p>The budget is showing a surplus which will continue into May the budget is well managed.</p> <p>Over the last 12 months' investment include IT, a new roof, library, and new artwork. The budget for next year is complete and balanced.</p>	Reports on Teams

	<p><u>Hardingstone.</u></p> <p>The budget is well managed and is currently showing a small deficit. The May accounts show a small surplus. The budget for next year has been done and is showing a small deficit, primarily due to fallen pupil numbers resulting in a lower income.</p> <p>Staff adjustments have been made to take this into account. Negotiations are ongoing with the local authority regarding the capacity funding. If these negotiations prove unsuccessful internal budgets will be used to support Hardingstone.</p> <p>Over the last 12 months' investment include an IT upgrade, building works, new path and extensive tree surgery.</p> <p><b>A governor asked if the projection for pupil numbers show a recovery in the coming years.</b></p> <p>PW advised that he expects the numbers to bounce back as there is extensive new housing being built in the local area with marketing go to these housing. The development of the nursery provisions should also help increase numbers.</p> <p>ZM noted that the numbers in years 3 and 4 are stable at 32. If this number increase by another 3-4 pupil's plans are in place to split the class but with no need not to employ new staff by using HLTA's.</p> <p>PW advised that for all schools an audit has recently been completed for the CV-19 catch up fund and the results show this is being well managed and the auditors will use EMAT plans as an example to other trusts.</p> <p>PW left the meeting at 19.10</p>	
<p>13. Governance review:</p> <p>i. Chairs report</p> <p>ii. Governance training</p> <p>iii. Priority 4 lead governor current vacancy</p> <p>iv. Teams Update</p> <p>v. Governance visits 2021-22</p>	<p>i. CW advised that due to not having the opportunity to meet governors face to face and being relatively new to the role of Chair she has not had the chance to complete a written report but will do one over the coming days. CW gave a verbal update highlighting the following;</p> <ul style="list-style-type: none"> <li>• Due to CV-19 it has been difficult to access the effectiveness of the board. This is a priority for 2021-22.</li> <li>• The skills audit highlighted the strengths and weaknesses of the board and demonstrated the board understands the difference between operational and strategic.</li> <li>• The board to develop further as a team is a priority for 2021-22.</li> </ul>	<p><b>CW</b></p>

	<ul style="list-style-type: none"> <li>• The challenges facing the board include governor recruitment to spread the workload and assist in triangulate the data presented by the school with the help of the AIP.</li> <li>• Future proof the board concerning the position of Chair/Vice-Chair with training in place and a succession plan.</li> <li>• The board to have a clear narrative for the areas of improvement for each school</li> <li>• The board to challenge leaders if the difference/impact discussed is not being seen and discuss a different approach if required.</li> <li>• The board has a strong open and trusting relationship with school leaders and each over.</li> </ul> <p>MJ thanked CW for taking on the role of Chair at short notice and advised the governors there will be training in place over the coming months including the role of Chair to get more governors ready for this position.</p> <p>ZM advised that she will use the feedback CW had supplied to feed into the schools SEF.</p> <p>ii. MJ advised that there will be training pathways which will include some compulsory models and some additional training i.e. Chair. These will be in place from September along with current online training available via the NGA.</p> <p>iii. The governors agreed to discuss this during the first LAB meeting of 2021-22 when all priorities governor roles are allocated. <i>Post meeting note, PO added this to the agenda.</i></p> <p>iv. MJ noted that all Teams emails and passwords have been sent and all future information will be hosted on Teams.</p> <p>v. MJ advised that from the start of the 2021-22 academic year in school visits should be possible. A program of visits will be compiled to assist the governors.</p>	
<p>14. Any other business</p> <p>i. SF and RC update</p> <p>ii. 2021-2022 meeting</p>	<p>i. <b>All of the board thanked RC for her commitment and the support she has given over the last two years.</b></p> <p><b>RC thanked the board for their kind words and wished the board well for the future.</b></p>	

	<p>ii. PO advised the board that the meeting dates for 2021-22 are attached to the agenda and Teams invites will be sent out before the end of July. <i>Post meeting note, done.</i></p> <p><b>CW asked if the dates of the LAB meetings in the Summer term could be reviewed. PO/CW</b></p>	<b>PO/CW</b>
15. Dates of meetings for the year:	<p>LAB</p> <p>22/09/21 18.00 hrs. 19/01/22 18.00hrs 25/05/22 18.00hrs 06/07/2022 18.00hrs</p> <p>S&amp;P</p> <p>09/09/21 18.00hrs * emergency S&amp;P 24/11/2021 18.00hrs 24/11/21 18.00hrs 16/03/22 18.00hrs 20/07/22 18.00hrs</p>	Calendar appointment to be sent

The meeting closed at 20.06

<p>Minutes agreed as a true representation and signed</p> <p>Signature</p> <p>Print Name</p> <p>Date</p>
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#### **Actions from the virtual meeting for Stimpson & Hardingstone held 08/07/21**

Action	Owner
1. PW to investigate if the EMAT school arranged health and safety visits can be shared with governors. Page 2.	PW
2. LC/JS to report back at the first LAB meeting post the autumn pupil voice survey highlighting the progress made for Hardingstone "I know how to safe on the internet" and Stimpson "pupils feeling safe in the playground. Page 2. POI to add this to the agenda. Page 2.	LC/JS/PO

3. JS to upload the Forest school policy onto GovernorHub/Teams and send to PO. Page 2.	JS
4. PO to check NW_E safeguarding report has been loaded onto Teams/GovernorHub.	PO
5. JB to provide an Ofsted readiness update at the next LAB meeting. Page 3.	JB
6. LC to elaborate on the legal status for pupils on a part time timetable regarding injury, safeguarding at a LAB meeting or between meetings. Page 4.	LC/PO
7. PO to add parent elections to the September LAB agenda. Page 6.	PO
8. SN to expand on how the targets are generated for SEN pupils at the first LAB of 2021-22. Page 8.	SN
9. SN to update her SEN presentations with the correct information and forward onto PO. Page 12.	SN
10. PO to add Forest school's policy (Hardingstone) to the September LAB agenda. Page 12.	PO
11. CW to send MJ/PO her written Chairs report. Page 13.	CW
12. PO/CW to review the Summer term LAB meeting dates. Page 15.	PO/CW