



ST MARGARET'S CE JUNIOR SCHOOL

DRAFT MINUTES OF ST MARGARET'S CE JUNIOR SCHOOL LGB MEETING  
HELD ON THURSDAY 26 JANUARY 2023 AT 09:45

1. **Welcome and Apologies for Absence led by the Co-Chair and a prayer by the Ethos governor.**

**Present** –Chrissy Hornby (Co-Chair), Natalie Liddiard, Gill Mond, Malcolm Neville, Davina O’Brien, Laura Probert (Co-Chair), Sarah Jane Warren, Lenny Williams (HT)

Natalie Hobbs (Clerk)

**Apologies accepted** – Emma Perkin (it was confirmed that Emma Perkin had tried to attend virtually however was unable due to MS Teams issues), Tristan Thorpe

**In Attendance** – Matt Burchett (Inclusion Manager)

2. **Approvals:**

**Declarations of Interest (Item 3)** – No new declarations of business interests were declared.  
**Governing Body Membership (Item 4)** – There were no changes in Membership discussed.  
**Chair’s Correspondence (Item 5)** – Passed to the Clerk  
**Minutes of the Meeting (Item 6)** on 24 November 2022  
**Policies (Item 14):** MAST Complaints Policy & Procedure, MAST Freedom of Information Policy, MAST Whistleblowing Policy, MAST Privacy Notices (ALL)  
**Date of Next Meeting (Item 18)** – 30 March 2023 \*This will be a full Governor Day  
**Confidentiality** – See Confidential Minutes

3. **Challenge:** (in direct response to governor questioning)

<p><b>Minutes of the last LGB Meeting 24 November 2022 (Item 6)</b></p>	<p><i>Q – A Governor queried that the minutes state that “chemical and combustible materials have been removed”. Does this mean the non-conformance items noted in the H&amp;S Audit in October have been resolved?</i></p> <p>A – The HT confirmed it did.</p> <p><i>Q – A Governor asked in Nov’22 ‘failed brickwork’ holding the handrail to external steps on the southside was noted as not being listed in the Audit. What action has been taken?</i></p> <p>A – The HT responded that it had been fixed by the caretaker.</p>
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HELD ON THURSDAY 26 JANUARY 2023 AT 09:45

<p><b>Matters Arising from LGB Meeting 24 November 2022 (Item 7)</b></p>	<p>The following actions were carried forward to the March meeting:</p> <ul style="list-style-type: none"> <li>- Meeting to be arranged with Co-Chair and Ethos Governor to go through SIAMS Update Transcript</li> <li>- HT to check with the office to ensure Co-Chairs receive newsletters</li> <li>- HT to contact Website Governor after meeting with PrimarySite re Compliance</li> <li>- Meeting to be arranged with Ethos Governor to look at Prayer Walls (this has been amended to not include the previous Ethos Governor)</li> </ul> <p>All other matters had been actioned.</p>
<p><b>Headteacher Report (including Staff Survey) (Item 8)</b></p>	<p><b>HT REPORT</b></p> <p>The HT provided a full report prior to the meeting. The following questions were raised:</p> <p><u>Challenges for next term</u></p> <p><i>Q – A Governor asked how can LGB support/assist with staff wellbeing/morale?</i>  A – The HT discussed with the Governors the idea of a ‘Wellbeing Committee’ which would consist of 1 Teacher, 1 TA, 1 Governor and possibly Rev. Nathan Ward from St Margaret’s Church. The Committee would meet for 30 minutes every fortnight. Additionally, the HT said a written response from the Governors to the Staff Survey would be good to highlight that the LGB have heard what was said and are working with the school on supporting wellbeing and ensuring it is a priority.</p> <p><i>Q – A Governor asked if the HT thought a governor being on the Committee would stop people talking freely?</i>  A – The HT responded that he thought that staff would like to see a Governor presence. In previous meetings they have welcomed Governor input.</p> <p><i>Q – A Governor asked do you think there are members of staff who would be reluctant to attend a Wellbeing Committee meeting?</i>  A – The HT confirmed he did however he thought the Committee would be a useful starting point to give people an additional voice if they have something they want addressed.</p> <p><i>Q – A Governor asked if the HT thought this is what the staff would want?</i>  A – The HT responded that he thought some will welcome it and others might not.</p> <p><i>Q – A Governor asked what is meant by Global Advocacy and why will it be a challenge?</i>  A – The HT responded that the Global Advocacy was part of the Global Neighbours Accreditation which the school was aiming to achieve. It is a big piece of work – hence the challenge. The Upper School Phase Leader was leading on this for the</p>

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## ST MARGARET'S CE JUNIOR SCHOOL

### DRAFT MINUTES OF ST MARGARET'S CE JUNIOR SCHOOL LGB MEETING HELD ON THURSDAY 26 JANUARY 2023 AT 09:45

	<p>School. The HT further explained that Global Advocacy is about a child's awareness of their place in the world and how they impact on the lives of others.</p> <p><i>Q – A Governor asked can you explain Instructional Coaching and how this benefits staff?</i></p> <p>A – The HT explained that Instructional Coaching was a cycle of mentoring and peer observations, sharing of objectives/targets, providing support and coaching to teachers. It benefits teachers as they learn from one another.</p> <p><i>Q – A Governor asked if teachers are confident at saying they are good at a particular skill or is the HT placing people with certain teachers?</i></p> <p>A – The HT confirmed that the teachers have been paired up according to certain strengths with the hope they will become more confident about others skills etc.</p> <p><i>Q – A Governor asked can you provide more information about the school led tutoring program?</i></p> <p>A – The HT confirmed that this year the programme will get 50% back and the focus is on reading and writing. There are teachers in school who will be able to deliver this.</p> <p>A Co-Chair commented that it was good to hear and recognise that an HLTA is moving on to become a teacher and that a teacher left at the end of last term on gaining promotion. The HT added that the HLTA was going to another Trust school so we were still keeping her skills within the Trust which is good news.</p> <p><u>Staff Survey feedback</u></p> <p><i>Q – A Governor asked is there a different process or procedure needed to deal with behaviour incidents that have been referred to?</i></p> <p>A – The HT confirmed that the process is outlined in the policy, however staff are finding it a challenge to follow with regards to behaviour incidents with SEND pupils. Consequence and Red cards still can be used. The HT gave an example of a child taken out for nurture time and others seeing this as a reward for poor behaviour. Staff need to be supported as this is a change. Teachers need to develop a behaviour plan for how to support SEN children.</p> <p><i>Q – A Governor asked if teachers are supported in cases of behaviour incidents?</i></p> <p>A – The HT confirmed they are supported - children may be taken out of the class and in a case recently they were offered the opportunity to go home.</p> <p><i>Q – A Governor asked what are the next steps and how can the LGB support?</i></p> <p>A – The HT suggested that a response could be drafted, another survey conducted, maybe with a wellbeing focus, and a Wellbeing Committee suggested as additional support.</p> <p><i>Q – A Governor asked if the survey was for teachers and TAs?</i></p>
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RESPONSIBILITY



## ST MARGARET'S CE JUNIOR SCHOOL

### DRAFT MINUTES OF ST MARGARET'S CE JUNIOR SCHOOL LGB MEETING HELD ON THURSDAY 26 JANUARY 2023 AT 09:45

A - The HT confirmed it was for all staff.

*Q – A Governor asked if there needs to be some training around Inclusivity?*

A – The HT confirmed he thought that might be a good idea.

#### Standards

*Q – A Governor asked what is a reading carousel?*

A – The HT explained that it is a guided reading programme. The children are split into 5 groups in the class and they rotate over the course of the week.

#### Data

*Q – A Governor asked what additional support is in place for low attainment?*

A – The HT confirmed they have been discussing curriculum content in classes where attainment is low. More moderation will be planned to ensure consistency in approach and focus on the end of the year results and being on track. From looking at the data, many children have achieved 'expected' in 2 out of the 3 areas which is why the Combined figure is lower.

*Q – A Governor asked if the composition of the classes is relevant to the variation in class results?*

A – The HT responded that the classes were mixed at the end of the last year.

#### SDP

*Q – A Governor asked what CPD is planned for writing and when is it taking place?*

A – The HT responded that CPD has been added to the Term 4 staff meeting schedule. The sharing of writing research has been added to these meetings.

*Q – A Governor asked if the school was still taking part in Zone moderation?*

A – The HT responded no they were not – it was cross MAST moderation.

*Q – A Governor asked if there were opportunities to moderate outside of the Trust?*

A – The HT responded that there are other schools to explore in terms of moderation.

*Q – A Governor asked about Lexia, as it is implied it will be extended across all year groups. Has this been the case? If not why not?*

A – The HT confirmed it was in all year groups however some classes particularly in the upper school need to be reminded.

*Q – A Governor asked if the school was taking on Reading Volunteers?*

A – The HT confirmed they were and any interested individual should contact the school.

*Q – A Governor noted that the SDP mentions the possibility of more devices - please elaborate?*

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RESILIENCE

RESPONSIBILITY



ST MARGARET'S CE JUNIOR SCHOOL

DRAFT MINUTES OF ST MARGARET'S CE JUNIOR SCHOOL LGB MEETING  
HELD ON THURSDAY 26 JANUARY 2023 AT 09:45

	<p>A – The HT confirmed there were enough devices for each child on a rotation basis, with the computer suite timetabled for Lexia use as it doesn't work on the tablets.  <i>Q – A Governor asked did the pupil survey highlight any concerns?</i>  A – The HT confirmed the Pupil Survey did not take place.</p>
<p><b>SEND and PP (Item 9)</b></p>	<p>The Inclusion Manager gave a presentation regarding the SEND aspect of an Ofsted Inspection and the work the school has undertaken to ensure all children are receiving the support they need. The Inclusion Manager had provided a number of documents in advance and the following questions were asked:</p> <p><i>Q – A Governor queried a part of the report which mentions school readdressing what SEND is and how we support those pupils. There is an experienced team of teachers and TAs so what has changed?</i>  A – The Inclusion Manager responded that one of the key focus areas is how the curriculum is being taught for ALL pupils, not just SEND. It is important for teachers to adapt the curriculum for SEN children so they can access it. This is done with scaffolding and differentiation. The Cornerstones curriculum provides key guidance on how this can be done, with input from the Inclusion Manager. Ofsted see the role of SENCO / Inclusion Manager as a strategic one and this is a culture shift and so teachers / TAs have a different experience now than previously. Needs of the children have changed and so has SEND provision.  <i>Q – A Governor asked how many EHCPs did the school have and how many were the school waiting on?</i>  A – The Inclusion Manager confirmed there are 6 pupils with EHCPs, with 7 pending acceptance (at varying stages of completion).  <i>Q – A Governor asked if TAs attend Pupil Progress meetings?</i>  A – The Inclusion Manager responded that the TAs do not attend the pupil progress meetings, however he is aware they want to do more. He confirmed he would be conducting termly meetings with the TAs to discuss interventions and progress so they are having an input.  <i>Q – A Governor asked if the TA Monitoring Sessions happen (per the Monitoring schedule)?</i>  A – The Inclusion Manager confirmed they did and there would be a follow up meeting soon.  <i>Q – A Governor asked if the In-School Review paperwork been completed?</i>  A – The Inclusion Manager confirmed it has.</p> <p>The SEND Governor asked the following questions in her report.</p>

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ST MARGARET'S CE JUNIOR SCHOOL

DRAFT MINUTES OF ST MARGARET'S CE JUNIOR SCHOOL LGB MEETING  
HELD ON THURSDAY 26 JANUARY 2023 AT 09:45

	<p><i>Q - Is there scope for longer appointments for parents if requested?</i> A – The Inclusion Manager confirmed there was and additionally there were SENCO Surgeries in place. The aim is to involve teachers more.</p> <p><i>Q - Has the register been reviewed this academic year? If not when is it due?</i> A – The Inclusion Manager confirmed it had been – it is reviewed three times a year.</p> <p><i>Q – A Governor asked if the Coffee Morning had been rearranged?</i> A – The Inclusion Manager confirmed no, due to speaker availability. He will confirm the new date with the SEND governor once arranged.</p> <p><i>Q – A Governor asked how engagement was being measured for SEND?</i> A – The Inclusion Manager responded that all SEND pupils have access to after school clubs and activities. Evidence is collated in a tracking document.</p> <p><i>Q – A Governor asked if an EHCP stays with the child throughout their time in school?</i> A – The Inclusion Manager advised that it can do, as long as annual reviews take place.</p>
<p><b>Safeguarding / Online Safety (Item 10)</b></p>	<p><i>Q – A Governor asked have all governors completed the GDPR, Safeguarding and Prevent training? (Forward training certificates)</i> A – All Governors confirmed they had.</p> <p><i>Q – A Governor asked will the website now be reviewed by Primarysite at regular intervals or will it be an annual review? Would it be correct to assume this includes reviewing the effectiveness of the ‘filtering’ that is in place?</i> A – The HT responded it was a review of the compliance of the website and they will review annually.</p> <p><i>Q – A Governor asked has Online Safety training been scheduled for governors?</i> A – After discussion amongst the Governors it was agreed that this would be the next National College module that the Governors would complete. The Co-Chair agreed to ask the Training Governor to find and share the link.</p>
<p><b>MAST Update (Item 11)</b></p>	<p>The MAST Director provided a brief update. The AAR has been submitted and the CEO is about to complete the Land and Buildings Collection tool on behalf of the Trust. The new CFO starts with the Trust on the 6 Feb which everyone is looking forward to. Industrial Action has been discussed and planned for as much as the Trust can. Boiler and roof issues have blighted St James however this is being rectified. Staff sickness is having an impact at All Saints.</p>

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RESPECT RESILIENCE RESPONSIBILITY



ST MARGARET'S CE JUNIOR SCHOOL

DRAFT MINUTES OF ST MARGARET'S CE JUNIOR SCHOOL LGB MEETING  
HELD ON THURSDAY 26 JANUARY 2023 AT 09:45

<p><b>Governor Monitoring Visit Reports (Item 12)</b></p>	<p><u>Christmas event</u></p> <p><i>Q – A Governor asked how many invites were issued relative to the attendance?</i> A – The HT responded that 40 invites had been issued, with about 25-30 people attending.</p> <p><u>Creative Curriculum/Cornerstones</u></p> <p><i>Q – A Governor asked how does the school-based planning ‘dovetail’ within the new scheme? If at all?</i> A – The HT confirmed it is a completely new curriculum, with new content. Some aspects a teacher may have used before, but others will be new. Teachers have been given the freedom to adapt the curriculum as long as the objectives are covered so progression is seen across the year groups.</p> <p><i>Q – A Governor asked is there an over emphasis on a ‘comprehension-based approach’ thereby disadvantaging some children?</i> A – The HT responded that he didn’t think so as it is such an important part of the curriculum and the Key Stage 2 SATs.</p> <p><i>Q – A Governor asked isn’t it a ‘given’ that work will always need to be differentiated by teachers, to enable all children to be able to access the learning?</i> A – The HT confirmed it is an expectation of Teachers’ Standards.</p> <p><i>Q – A Governor asked is guidance available within the scheme for those non specialist teachers to be able to deliver the curriculum with some degree of knowledge?</i> A – The HT confirmed that Cornerstones gives you the vocabulary and definitions along with a clear definition of the subject knowledge.</p> <p><i>Q – A Governor asked how will impact be measured?</i> A – The HT confirmed it would be the outcomes for children and also monitoring of pupil voice in terms of previous knowledge retrieval.</p> <p><i>Q – A Governor asked has there been a marked increase in the amount of photocopying/printing this term?</i> A – The HT confirmed there has been a significant increase however teachers have been reminded that they do not need to print everything.</p>
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RESPECT RESILIENCE RESPONSIBILITY



## ST MARGARET'S CE JUNIOR SCHOOL

### DRAFT MINUTES OF ST MARGARET'S CE JUNIOR SCHOOL LGB MEETING HELD ON THURSDAY 26 JANUARY 2023 AT 09:45

*Q – A Governor asked if staff have concerns or are having difficulty with aspects of the scheme, is time being given to support them? Are there opportunities for all staff to work alongside their colleagues to develop their planning?*

*A – The HT responded that help is offered in Staff Meetings and Phase Meetings. There is also a 'Help function' in the scheme that teachers can utilise.*

*Q – A Governor asked are many staff finding that they are working longer hours in order to deliver this new scheme?*

*A – The HT responded that he hasn't had any direct feedback, however potentially they have had to work a little later due to printing.*

*Q – A Governor asked do all classes have equal access to devices?*

*A – The HT responded that access to the computer room and laptop trolley is timetabled. The PTA have kindly donated 31 laptops.*

*Q – A Governor noted that a member of staff mentioned a H&S concern regarding the power supply in her classroom. Has this been addressed?*

*A – The HT confirmed that this is being investigated but has proven to be a complex situation.*

#### Book Look

Writing appeared to be very structured, sometimes in tabular form, or reflecting a 'comprehension' approach to a text.

*Q – A Governor asked how are other genres explored?*

*A – The HT confirmed it was planned in the curriculum statement how all genres were covered.*

*Q – A Governor asked what opportunities do pupils have to write freely? At length? And creatively?*

*A – The HT responded that both English lessons and Creative Curriculum lessons have more writing than ever.*

*Q – A Governor asked does the Marking Policy continue to encourage the pupils to comment on their own work?*

*A – The HT confirmed it does, as a reflective piece written by the pupil.*

*Q – A Governor asked why were there so few examples from Lower phase classes?*

*A – The HT confirmed this was a miscommunication regarding how many books the governors wanted to see.*

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RESPECT

RESILIENCE

RESPONSIBILITY



ST MARGARET'S CE JUNIOR SCHOOL

DRAFT MINUTES OF ST MARGARET'S CE JUNIOR SCHOOL LGB MEETING  
HELD ON THURSDAY 26 JANUARY 2023 AT 09:45

	<p><i>Q – A Governor asked can you clarify HA and LA – is it higher and lower attainment?</i>  <i>A – The HT confirmed this was correct.</i></p> <p><u>Attendance Data Report</u></p> <p><i>Q – A Governor asked is training included in CPD for all staff?</i>  <i>A – The HT responded that it will be from Term 4. The Pastoral Lead and HT attended relevant training on this recently.</i>  <i>Q – A Governor asked does the Trust share effective practice to improve attendance?</i>  <i>A – The HT confirmed it is discussed by HTs at their regular meetings.</i>  <i>Q – A Governor asked has the school signed up to share our daily attendance with the DfE?</i>  <i>A – The HT confirmed it had.</i></p> <p><u>Lexia Report</u></p> <p><i>Q – A Governor asked what progress has been made with the 70 pupils having Lexia support?</i>  <i>A – The HT responded that the Accelerated Reader data had been used to get a Reading Age which shows progress. The usage aspect is greater in lower school than upper school.</i>  <i>Q – A Governor asked if the HT thought the lower usage in upper school was down to willingness to use it or confidence?</i>  <i>A – The HT responded he thought it was a bit of both so encouragement will be provided.</i></p> <p><u>School Tour</u></p> <p><i>Q – A Governor stated three visual timetables were seen. Do all classes now ensure that these are in place?</i>  <i>A – The HT confirmed that these are in place.</i></p>
<p><b>LGB Impact (Item 13)</b></p>	<p>We had excellent <u>governor</u> attendance at our recent Governor Day, which enabled us to monitor some important priorities and issues. Newer governors were able to tour the school with the help of students and governors carried out a detailed 'book look' to look at access to the whole curriculum. There were sufficient governors for us to see different aspects of the school simultaneously as the high</p>

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RESPECT RESILIENCE RESPONSIBILITY



ST MARGARET'S CE JUNIOR SCHOOL

DRAFT MINUTES OF ST MARGARET'S CE JUNIOR SCHOOL LGB MEETING  
HELD ON THURSDAY 26 JANUARY 2023 AT 09:45

	<p>number of reports testify. It was very satisfying to once more be in school for the entire day after the recent disruptions and we would like to thank the HT and all the staff who made our day so successful.</p> <p>The HT had recently presented to the Trust Board on the Standards at St Margaret's which was well received. This was confirmed by the MAST Director who also is part of the LGB. It was fed back how good it was to see the journey St Margaret's had been on since the last Standards presentation (in Nov 21) until now.</p>
<p><b>Policies (Item 14)</b></p>	<p><u>Complaint policy</u>  <i>Q – A Governor asked how many complaints were received in 2021/22?</i>  A – The HT confirmed that 5 written complaints were received. 2 were formal and all were resolved in meetings with the HT.  <i>Q – A Governor asked if the school had any complaints via Ofsted?</i>  A – The HT replied that he had not although he was aware of a parent going to Ofsted.  <i>Q – A Governor further asked how many complaints so far this year?</i>  A – The HT confirmed there have been 3 informal concerns raised which have all been resolved.  <i>Q – A Governor asked are there common themes with those received?</i>  A – The HT confirmed they were usually to do with SEND.</p> <p><u>FOI Policy</u>  <i>Q – A Governor asked does the school receive many requests?</i>  A – The HT responded not usually however 2 have recently been received.  <i>Q – A Governor asked does the school keep a log of time taken to respond to?</i>  A – The HT confirmed that emails are stored so dates received can be tracked.  <i>Q – A Governor asked are there common themes?</i>  A – The HT confirmed no. One concerns the bullying of children of South Asian descent (all schools in the area received this) and the other is about Covid funding (which was not covered under FOI).</p> <p><u>SEND Policy</u>  Minor typo on the policy regarding St Margaret's Infants and St Margaret's Juniors and the transition from Year 2 to 3.</p>

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RESPECT RESILIENCE RESPONSIBILITY



ST MARGARET'S CE JUNIOR SCHOOL

DRAFT MINUTES OF ST MARGARET'S CE JUNIOR SCHOOL LGB MEETING  
HELD ON THURSDAY 26 JANUARY 2023 AT 09:45

<p><b>Training (Item 15)</b></p>	<p>It was agreed that the Online Safety Module would be the module for completion by all Governors before the next LGB Meeting.</p> <p>Ofsted Readiness training will be taking place on the 7 February at 2pm (in St Margaret's) and at 6.30pm (online).</p>
<p><b>AOB (Item 17)</b></p>	<p><i>Q – A Co-Chair said that we have seen on the MAST website that it would appear St John's and All Saints now have a combined LGB. Is this the case? If so why has this happened?</i></p> <p><i>A – A MAST Director and the Clerk advised that this had been done to add strength and capacity to the governing bodies of each school as they had been carrying a number of vacancies. This arrangement has been in place for over a year now and works well.</i></p> <p><b>Industrial Action</b></p> <p><i>Q – A Co-Chair asked if there had been any confirmation of teachers/TAs striking?</i></p> <p><i>A – The HT responded he had received one confirmation so far and the plan is to fully open if they can. If they cannot, the school will open to vulnerable children and those of key workers.</i></p> <p><b>Meeting Times</b> – The LGB discussed the timings of future meetings as planned, and it was agreed to keep the start time at 9.45.</p> <p><b>School Timings</b> – The HT raised the intention of changing school timings, to finish the school day at 3.15pm and bring the start time forward to 8.40. The children will receive the same hours (32.5 hours a week).</p> <p><b>Possible link to school in Zimbabwe</b> – The Ethos Governor raised that the Rev Nathan Ward has links to a school in Zimbabwe and discussed with the HT if the school would be open to becoming a 'link' school with it. It was agreed that Rev Nathan should speak to HT regarding this.</p>

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## ST MARGARET'S CE JUNIOR SCHOOL

### DRAFT MINUTES OF ST MARGARET'S CE JUNIOR SCHOOL LGB MEETING HELD ON THURSDAY 26 JANUARY 2023 AT 09:45

#### 4. Actions:

ACTIONS:	Item	Who
Carried over: Co-Chair and Ethos Governor to meet to go through SIAMS Update transcript	7	CH / DOB
Carried over: HT to contact Website Governor after meeting with Primary Site reference compliance	7	HT
Carried over: Ethos Governor to look at prayer walls in the school	7	Ethos Governor
Carried over from SDP: Pupil Survey to be completed in term 4	7	HT
Training Governor to share link to the Online Safety training module on the National College.	10	Training Governor
Co-Chairs to draft a response to Staff Survey	8	Co-Chairs
HT to set up Wellbeing Committee	8	HT

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