

FINAL Minutes Local Advisory Board: Hardingsstone & Stimpson Academies
30th September 2021 18.00
Meeting held virtually via Microsoft teams and in Hardingsstone Academy
The first LAB meeting of the academic year 2021-2022

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

Agenda item	Discussion	Action / Information
1. Present.	<p>Zoe McIntyre (Executive Headteacher Hardingsstone, Stimpson and Castle academies) Luci Clapton (Stimpson Head of school) Julie Stevens (Head of school Hardingsstone) Dan Lugg (Head of school Castle) Adrian Lett (Staff Governor Stimpson) David Hood (Co-Opted governor) Jolene King (Co-Opted governor) Claudia Wade (Chair TB appointed member) Jeremy Bird (Academy Improvement Partner) John Lawson (EMAT Head of Education) Nattria Dhana (Finance Business Partner) Monica Juan (EMAT Compliance / Governance) Joshua Coleman (CEO: EMAT) Paul Osborne (Clerk – Minutes)</p> <p>Introductions were made. CW reminded the board that all items discussed at this meeting remain confidential until the minutes are approved and signed off.</p>	
2. Apologies.	Apologies received and accepted from Jo Daniels (Co-opted Governor) and Paul Wilkinson (Hardingsstone staff governor)	
3. Quoracy.	The meeting was quorate.	
4. 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> <p>CW reminded the governors to complete this year's declarations of interest as a matter of urgency and return to PO no later than Friday 8th October.</p>	All governors
5. Minutes from the last meeting.	The minutes of the meeting held on the 8 th of July 2021 were agreed to be an accurate representation. PO to arrange for these to be signed once in-person meetings commence.	

<p>6. Action Log from the meeting held on the 8th of July.</p>	<p>i. PW to investigate if the EMAT school arranged health and safety visits can be shared with governors. JC advised that DU Head of Shared Services has noted this should be possible and will be actioned. Post-meeting note done and to shared at the next LAB meeting.</p> <p>ii. 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. LC advised that the pupil survey will be sent out during the second half of the Autumn term and will be shared once completed, along with an update on pupil voice. Ongoing. JS advised that as per Stimpson the school council is up and running and the survey will be completed towards the end of the Autumn term. Ongoing.</p> <p>iii. JS to upload the Forest school policy onto GovernorHub / Teams and send to PO. On today’s agenda.</p> <p>iv. PO to check NW_E safeguarding report has been loaded onto Teams/GovernorHub. Done and added to Teams.</p> <p>v. JB to provide an Ofsted readiness update at the next LAB meeting. Done on today’s agenda.</p> <p>vi. LC to elaborate on the legal status for pupils on a part time timetable regarding injury, safeguarding at a LAB meeting or between meetings. LC advised that the application has been put in.</p> <p>vii. PO to add parent elections to the September LAB agenda. Done.</p> <p>viii. SN to expand on how the targets are generated for SEN pupils at the first LAB of 2021-22. LC advised that FFT, end of key stage and prior attainment are used.</p> <p>ix. SN to update her SEN presentations with the correct information and forward onto PO. Ongoing LC to send to PO.</p> <p>x. PO to add Forest school’s policy (Hardingstone) to the September LAB agenda. Done.</p> <p>xi. CW to send MJ/PO her written Chairs report. Done.</p> <p>xii. PO/CW to review the Summer term LAB meeting dates. Done. Post-meeting note proposed new date to be shared at the next LAB meeting.</p>	<p>ii. LC/JS</p> <p>ix. LC</p>
<p>7. i. Stimpson Academy Ofsted report dated 16th of July.</p>	<p>i. The governors noted how positive the report is and demonstrates the hard work all staff members have done.</p> <p>A governor asked if there has been any parental feedback regarding the report.</p> <p>LC advised that the feedback received has been very positive.</p>	

<p>ii. JB to provide an Ofsted readiness update</p>	<p>LC highlighted the following from the report;</p> <ul style="list-style-type: none"> • The school should take further action to; <ol style="list-style-type: none"> 1. <i>Make sure that all staff are following the school's agreed approach to teaching phonics, including using the pure sounds when teaching.</i> Training is already in place with the Deputy Headteacher and Phonics lead leading this along with ensuring the monitoring of phonics is robust. 2. <i>Check that teachers adapt the curriculum effectively to meet the needs of pupils with special educational needs and/or disabilities (SEND).</i> Programme of action in place with support from SN Vulnerable Pupils' Lead and SENCo. <p>The school was aware of these areas before the visit.</p> <p>The governors agreed to monitor these actions.</p> <p>ii. JB noted the importance of the school improvement plan ensuring it is rigorous/robust with clear areas of improvement highlighted and actions to improve these identified. This has/is being done and will help the schools be Ofsted ready. This work was in evidence during the July Ofsted with the subject leaders being confident and competent.</p>	
<p>8. Management Accounts for information.</p>	<p>ND highlighted the following;</p> <p>Stimpson.</p> <ul style="list-style-type: none"> • Performance is very strong with no major concerns and is currently running with a small surplus. • A proportion of the CV-19 budget was released to be used for intervention time along with subscriptions to make pupils learning easier. • Extra monies were spent for midday supervisors to assist with general cleaning and tidying up due to CV-19. • PP spend is as per budget. • An investment was made into playground markings. • Catering costs are lower than budget due to provision. • Insurance costs are lower than budget. <p>Hardingstone.</p> <ul style="list-style-type: none"> • Break-even figure achieved at the end of July and the school is in a strong financial position with the budget well controlled. 	

	<ul style="list-style-type: none"> • The figure received from NCC for Capacity Funding for pupil growth funding was less than expected and investigations are ongoing to rectify this. • Private Sector Funding Donations received, examples are the children in need collection, the NHS Fundraiser and red nose day these will be passed on. • Letting income received as per budget. • A proportion of the CV-19 budget was released to be used for intervention time along with subscriptions to make pupils learning easier. • Staffing expenditure close to budget. • Investments have been made into books, equipment, improving the EYFS play area, a new pathway and 60 laptops. • Catering costs on budget. <p>CW asked if the reports show the budgets are well managed with expenditure in line with expected and all of the items the governors are accountable for are all being spent appropriately.</p> <p>ND confirmed they are.</p>	<p><i>ND left the meeting at 18.27</i></p>
<p>9. Constitution of Board: i. Allocation of Lead roles:</p> <ul style="list-style-type: none"> • SG (safeguarding) Yearly schedule for monitoring safeguarding on Teams. • SEND (Special Educational Needs and Disability) Yearly schedule for monitoring due October. • Pupil Premium (PP) Inclusion (EAL/CV-19 catch up) • Wellbeing • PE • AIP priority monitoring. <p>Stimpson & Hardingstone</p>	<p>i. PO advised the board that the lead roles for 2021-22 need to be allocated for the following areas.</p> <ul style="list-style-type: none"> • SG (safeguarding). Governor lead DL. • SEND (Special Educational Needs and Disability). Governor lead • Inclusion (inc Pupil Premium/ EAL/CV-19 catch up). Governor lead JD. • Wellbeing. Governor lead JK. • PE. Governor lead. JK • EYFS. Governor lead. DH. • Phonics / Early Reading. Lead governor. <p>MJ asked if this was a good time for her to elaborate on the plan to federate the Hardingstone and Stimpson board to the Castle board.</p> <p>CW agreed.</p> <p>MJ reminded the governors she recently sent out a paper explaining why the proposal has been put forward including the fact that ZM is the Executive Head at Castle, Hardingstone and Stimpson and the similarities in intake / local community between Castle and Stimpson and a Federate board gives a greater opportunity for the sharing of best practice and will benefit all of the pupils across the schools. MJ asked if the governors had any questions/comments regarding this.</p>	

<p>Reading SPAG, Writing. Hardingstone only Phonics.</p> <p>ii. Governor visit expectations including frequency of visits. The following is from EMAT's guide to governance "Governors should arrange to visit the Academy in between governance meetings, focussing on an aspect of the Academy Improvement Plan or Governors statutory duties."</p> <p>iii. To note all governors are members of the S&P committee.</p> <p>iv. Community engagement.</p>	<p>DH noted that he thinks it is a good idea and makes complete sense.</p> <p>AL noted the benefit of sharing best practices across the three schools and see's the advantages of the proposal.</p> <p>JK thanked MJ for the advance notice and understands the ideas behind the proposal.</p> <p>All of the governors agreed with the proposal.</p> <p>CW suggested if a review of the skills audit should be done before lead roles are allocated for the new Hardingstone, Stimpson, Castle board. Prioritising on the statutory roles.</p> <p>All agreed.</p> <p><i>Post-meeting note PO sent the skills audit to CW on the 21st of October.</i></p> <p>DL was asked by MJ and agreed to remain as the safeguarding lead until a replacement is allocated at the November S&P meeting if not before.</p> <p>MJ/CW noted that all remaining governors to remain in the roles they held in 2021-22 until the November S&P meeting.</p> <p>ii. CW reminded the governors of the importance of completing monitoring visits at least once a term and quoted the following "Governors should arrange to visit the Academy in between governance meetings, focussing on an aspect of the Academy Improvement Plan or Governor's statutory duties."</p> <p>CW advised governors to link up with their school counterparts once new roles are allocated in the November S&P meeting. MJ highlighted the governor visit document compiled by PWS and will share this with ZM and CW. In the meantime, monitoring visits are encouraged.</p> <p>iii. CW advised the board that all members will automatically be on the S&P board.</p> <p>iv. MJ advised that community engagement had been added to the governance handbook and encouraged the LAB to start arranging regular community engagement with HTs support, ensuring that systematic arrangements are in place to hear and respond to the voices of all stakeholders (Pupils / Parents / Staff). This will be especially important after CV-19.</p> <p>The governors asked if the Heads of schools could supply dates to the board for pupil and staff surveys, parent</p>	<p style="text-align: center;">MJ</p> <p style="text-align: center;">LC/JS/DL</p>
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	<p>questionnaires, parent evening and all similar events. This will enable the board to use a you said / we done approach.</p>	
<p>10. JB to go through the new SEF. Highlighting the judgements, the schools have.</p>	<p>JB highlighted the following;</p> <ul style="list-style-type: none"> • The SEF has to be fit for purpose with the school taking ownership to make the SEF work for them. LC/JS have done this and can distill the evidence provided and use it to show strengths and weaknesses. • Some of the keywords used are ambition, empowerment and ownership. • Be clear about what we want the provision to look like. This will enable the stakeholders to ascertain if they are happy or unhappy with what they see. • Distribution of leadership is key to empowering the staff to reflect on their areas of responsibility. • This empowerment will allow teachers to deep dive into the curriculum to see if it's suitable for all pupils and can they access it correctly and make progress. • The schools have a distributed leadership module. • The challenge is to quality assure the evidence coming through. • For governors with the evidence it will help them ascertain the effectiveness of the curriculum, how well the policies are working, and enable constructive challenge. <p><u>Stimpson.</u> LC noted that all of the subject leaders were involved in the process and they had their own individual curriculum/subject SEF's. This evidence along with the SLT own monitoring fed into developing the whole school SEF. At the end of the year, this data was adapted for the current SEF which easily highlighted focus areas for monitoring. For each area that links to the curriculum, key questions have been devised to assist with monitoring.</p> <p><u>Hardingstone.</u> JS noted that she followed the same process as Stimpson. At the end of last year, all subject leaders completed an audit to ascertain the questions for this year and monitoring areas.</p> <p>A governor asked how the subject leaders responded to the accountability and empowerment and do they feel supported. LC noted that the vast majority of the staff embraced the document and made it work for them. The SEF has helped the</p>	

	<p>subject leaders understand what they are seeing and what they want to see next. Those that require support are receiving it.</p> <p>JS advised that the teachers who are flourishing are those who embraced the SEF. Those that require support are receiving it. ZM agreed that any teacher who requires support is receiving it and for some it's a matter of confidence.</p> <p>ZM highlighted the benefit of subject leaders knowing what the current focus areas and what they are doing to help move these forward.</p> <p>JL asked how are the subject leaders going to have an outlook of empowerment and self-improvement.</p> <p>LC/JS advised that the subject leaders are clear on their actions. Some leaders will update their own SEF and feed this back to LC/JS seeking out areas to improve on and own. As this process becomes more embedded the expectation is for all leaders to be at this level of empowerment.</p> <p>A governor noted that the SEF is a living document and for it to be purposeful for the board it needs to identify current risks, and how will this be highlighted to the board for them to monitor.</p> <p>JB highlighted the importance of the evidence being rigorous and robust allowing for informed decisions and identifies the school's focus areas. This would feed into the school's improvement planning. It is important the governors receive a high level overview.</p> <p>JL and noted the importance of governors asking the appropriate questions in meetings and during monitoring visits showing they are setting the correct priorities and the strategic aims of the school.</p> <p>A governor noted the importance of the information being presented is strategic and links into the school's improvement priorities.</p> <p>A discussion followed regarding the importance of the monitoring cycle of the school, governors being in sync and the right questions being asked and it was agreed that a task and finish group be set up to clarify the process giving examples to help governors.</p>	<p>ZM/MJ/CW/JB</p>
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	ZM agreed with this and highlighted the benefit of governors visiting the schools to see how the SEF is working and highlighting the key areas.	
<p>11. Governance;</p> <p>i. NGA reminder of the training available.</p> <p>ii. 21st October SG/SEND/EAL forum more info to follow.</p> <p>iii. Board housekeeping as per the 27th August email</p>	<p>i. PO reminded the board that EMAT has purchased the gold-level subscription for the NGA site which has a vast suite of training materials and encouraged governors to view the site and complete any training they feel would be beneficial. PO reminded the board that any training completed on NGA is not automatically recorded with EMAT and asked governors to inform him of any completed training so it can be recorded on governors individual training records.</p> <p>ii. PO advised the Safeguarding forum will be on the 19th of October and the Inclusion forum will be on the 21st of October and any governor who would like to attend to let him know ASAP.</p> <p>iii. PO reminded the governors to complete the actions included in the housekeeping email sent on the 27th of August.</p> <p>iv. MJ advised that the parent elections should take place before the October half term.</p>	
<p>12. Head Teachers Report:</p> <p>i. Performance report to include;</p> <ul style="list-style-type: none"> • Staffing & Organisation • Attendance • Curriculum • Teaching & learning • Early Years Foundation Stage • SEND / EAL / Disadvantaged • Leadership & Management • Safeguarding <p>ii. School events (governors to be</p>	<p>i.</p> <p><u>Stimpson.</u> LC highlighted the following; <u>Staffing and Organisation / Attendance.</u></p> <ul style="list-style-type: none"> • New Deputy Head. • 1 RQT who has settled in very well. • 2 new ECTs. Supported by GT and school ECT programme, along with external ECT support • Teaching staff 95.5%. This was one member of staff with CV-19. <p><u>Hardingstone.</u> <u>Staffing and Organisation / Attendance.</u> JS highlighted the following;</p> <ul style="list-style-type: none"> • 1 new ECTs – supported by SL /PW (LKS2 Lead) and school ECT programme, along with external ECT support. • 2 staff new to Key Stage Lead role and are receiving appropriate support. • 1:1 TA and 1 HLTA is currently off. • HLTA position advertised with three applications received. 	

<p>invited) Link to Sway on Teams</p> <p>iii. SCR update</p> <p>iv. Parent governor vacancy to be conducted before Oct half term.</p>	<ul style="list-style-type: none"> • Lunchtime supervisor position. <p>A governor asked if the ECT are being fully supported and their workload is appropriate.</p> <p>ZM advised they are being fully supported and there is a robust induction programme that is simple to follow to ensure they are not overloaded and help them to succeed.</p> <p><u>Quality of Education.</u></p> <p><u>Curriculum</u></p> <p>ZM highlighted the following for both schools;</p> <ul style="list-style-type: none"> • Training day focus – Cognitive Load, reading for pleasure and reading across the curriculum. The bottom 25% of pupils have been identified and are receiving intensive support. • All year groups have completed maths training led by a maths consultant. • National Tutoring Programme is continuing with pupils from Years 1-6. • After investigations the outcomes in the foundation, subject books were not as expected. JS has conducted a staff meeting and LC will do the same at Stimpson to rectify this. JS noted that during W.C 11th October a review will be done to ensure the improvements required are in evidence. <p><u>Stimpson.</u></p> <p>LC highlighted the following;</p> <ul style="list-style-type: none"> • Northants County Cricket has worked with Year 3/4 • Swimming is now able to go ahead – targeting two-year groups (Y3/4). • The next steps include Section 8 feedback – ensure implementation matches the intent. • Trails of knowledge to showcase pupils’ work to start this term. <p>A governor asked for more information regarding the trails of knowledge.</p> <p>LC advised that it will replace the shared assembly for parents and will highlight pupils work with full pupil engagement. Any parents unable to attend a member of the SLT will step in.</p> <p><u>Hardingstone.</u></p> <p>JS highlighted the following;</p> <ul style="list-style-type: none"> • Swimming started for Yr5. • Learning walks focusing on learning environments 	
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	<ul style="list-style-type: none"> • A parent support session for parents attended by 16 families including three SEND and two PP families. <p><u>Teaching and Learning.</u> ZM highlighted the following for both schools;</p> <ul style="list-style-type: none"> • Lesson observations have been completed across both schools with LC/JS nominating the staff they would like ZM to observe. Full support is given post-observation where required. <p>A governor asked if there are any staff on a performance plan. ZM noted there isn't.</p> <ul style="list-style-type: none"> • Writing moderations sessions are planned SAA, HA and CA. <p>A governor asked if the open door policy is an actual open door for all classrooms across both schools. LC/JS advised it is.</p> <p><u>Stimpson.</u> LC highlighted the following;</p> <ul style="list-style-type: none"> • GT leading on teaching and learning – very active approach – early intervention/informal coaching/learning walks. • SENCO to visit lessons and provide practical advice and strategies to support pupils with SEND. <p><u>Hardingstone.</u> JS highlighted the following;</p> <ul style="list-style-type: none"> • SENDCo has been actively getting to know the children and building positive relationships with parents. • SEND parental drop in held this week with four parents in attendance with two parents with pupils in year 3 one from year 2 and one from year 6. <p><u>Early Years Foundation Stage.</u> ZM highlighted the following for both schools;</p> <ul style="list-style-type: none"> • The early year's teams from Stimpson Avenue Academy, Hardingstone Academy and Castle Academy have met to map curriculum progression from nursery to reception. • Baseline assessments are currently being completed. <p><u>Stimpson.</u> LC highlighted the following;</p>	
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	<ul style="list-style-type: none"> • All children have been accessing the new iPads to record their learning and proud moments. All of the required apps have been installed on the iPads to support learning in all areas. • All staff are embracing the changes in the EYFS curriculum and enjoying the focus being on more quality time with the children and less paperwork. <p><u>Hardingstone.</u> JS highlighted the following;</p> <ul style="list-style-type: none"> • New outdoor flooring is being utilised very well. • Home visits were very positive and allowed parents the opportunity to discuss their child in depth. All children coming into school settled and excited for the day - morning routines and expectations are consistent. • Children are beginning to show independence within their learning and are gaining confidence with the adults and peers. A high focus on Personal, social and emotional development through the use of the Zones of Regulation, quality interactions and Jigsaw is enabling children to begin to think about self-regulation and keeping themselves safe. • The next steps include engaging with appropriate agencies to ensure provision meets the needs of all children including SEN. <p><u>SEND/EAL/ Disadvantaged.</u> ZM highlighted the following for both schools;</p> <ul style="list-style-type: none"> • The pupil premium strategy has been compiled for 2021/22. • Pupil premium impact strategy completed for last academic year. • CV-19 catch up fund impact being investigated. <p>CW noted as there is currently no PP lead governor she will review the catch-up fund during her next visit.</p> <p>The governors asked if the PP strategy and the impact strategy could be shared with PO who will add to Teams. ZM will action.</p> <p><u>Stimpson.</u> LC highlighted the following;</p> <ul style="list-style-type: none"> • Investigations into the impact of the school being open over the summer holiday for certain pupils are ongoing. • Rock Steady Music tuition has been procured. 	ZM
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	<ul style="list-style-type: none"> • Ride High programme has been booked for the year – allowing us to target 3 different year groups. The impact of this programme has been very encouraging and is expanding. <p><u>Hardingstone.</u> JS highlighted the following;</p> <ul style="list-style-type: none"> • Tutor working on basic skills. • Clubs are provided to support social development and target less-active children. • The next steps include Identifying children to attend the Ride High sessions. <p>Behaviour and Attitudes. ZM highlighted the following for both schools;</p> <ul style="list-style-type: none"> • The behaviour policy continues to be embedded and the nurture groups delivered by SG are enabling children to show positive behaviours for learning. • Now that the break and lunchtimes have resumed as normal, play leaders are in place and there are structured activities in place. • Hardingstone is applying to join the DFE behaviour hub programme if successful it will be a significant step forward for the school and EMAT. JS will share the timeline with the governors. <p>A governor asked if the Trust board agreed upon behaviour principles can be shared with the board.</p> <p><u>Personal Development.</u> ZM highlighted the following for both schools;</p> <ul style="list-style-type: none"> • Hotshot taster sessions have taken place. • Freestyle taster sessions have been completed. • Registration for Beat the Street was completed and shared with staff. <p><u>Stimpson.</u> LC highlighted the following;</p> <ul style="list-style-type: none"> • Year 3,4, 5 and 6 Bikeability course due to start (identified pupils) • Family Art club set up and is proving very popular. <p><u>Hardingstone.</u> JS highlighted the following;</p> <ul style="list-style-type: none"> • School council elections have taken place. 	<p>JS</p> <p>MJ/ZM</p>
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	<ul style="list-style-type: none"> • Currently looking at the children signed up for club's music and sports. Freestyle clubs are more popular this year with no bubbles KS1 or KS2 based. • Meet the teacher sessions were well received. • Many PTA events planned and the ones completed already proved popular. <p><u>Leadership and Management.</u></p> <p>ZM highlighted the following for both schools;</p> <ul style="list-style-type: none"> • Performance appraisal targets have been compiled and meetings planned. • Head of School Meeting planned for the 5th October including DL attending. • Reading session to be delivered by JL (Head of Education). • English leaders to complete monitoring visits in each school. • Self-evaluation updated with key questions. <p>Stimpson.</p> <p>LC highlighted the following;</p> <ul style="list-style-type: none"> • Sessions planned with AIP, particularly to support Subject Leaders and Ofsted readiness. (challenge questions). <p>Hardingstone.</p> <p>JS highlighted the following;</p> <ul style="list-style-type: none"> • Advertising for open mornings including Saturday's. A leaflet has been done and will be distributed within the local area. • Waiting on Nursery answer from DfE. <p><u>Safeguarding.</u></p> <p>Stimpson.</p> <p>LC highlighted the following;</p> <ul style="list-style-type: none"> • An update was given regarding domestic violence notifications, additional families needing the schools support, and working with Castle regarding their food bank. <p>Hardingstone.</p> <p>JS highlighted the following;</p> <ul style="list-style-type: none"> • Update given regarding the need to chase social services, increase in the support given for mental health, some online safety issues with advice and 	
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	<p>support given to parents with an in-person session planned.</p> <p><u>Governors.</u> Stimpson. LC highlighted the following;</p> <ul style="list-style-type: none"> • Visit planned with DH (Autumn Term 1). • Weekly newsletters is being shared with governors to keep them updated. • The next steps include sharing the school events calendar and inviting governors to upcoming events. <p>Hardingstone. JS highlighted the following;</p> <ul style="list-style-type: none"> • Request sent to DH to arrange a meeting and tour for Early Years. <p>CW encouraged all governors to complete a visit ASAP. A discussion followed regarding Health & Safety visits and the agreement was EMAT Central Team would highlight any H&S issues during LAB meetings but there is no need for an H&S lead governor.</p> <p>ii. CW advised these are on Teams for governors to view and attend.</p> <p>iii. Safeguarding lead governor to report back at future LAB meetings with an SCR update.</p> <p>iv. PO/MJ advised that parent governor elections need to be carried out before October half term. <i>Post-meeting MJ sent all of the relevant paperwork to ZM/DL/JS/LC on the 1st October.</i></p>	
13. Policy / Policies for governor review.	<p>Hardingstone No changes other than date change.</p> <ol style="list-style-type: none"> i. Forest school. requested from previous LABs ii. Anti-Bullying. Governors to approve iii. Assessment Policy. Governors to approve iv. Homework. Governors to approve v. Inclusion. Governors to approve vi. Social media. Governors to approve <p>Stimpson No changes other than date change.</p> <ol style="list-style-type: none"> vii. Home learning. Governors to approve viii. Feedback and marking. <p>Governors to approve</p> <ol style="list-style-type: none"> ix. Attendance. Governors to approve 	

	<p>x. Behaviour in school.</p> <p>For governor information Hardingstone & Stimpson Safeguarding policy.</p> <p>xi. Hardingstone</p> <p>xii. Stimpson</p> <p>MJ advised that this policy has changed significantly including peer on peer abuse and is a robust policy.</p> <p>The governors unanimously voted for the policies.</p> <p>CW asked for all governors to read and sign KCSiE within 7 days.</p>	All Governors
14. Any other business.	<p>A discussion followed if an informal get together with the Castle, Stimpson and Hardingstone governors would be beneficial prior to the next S&P meeting, all agreeing it would.</p> <p><i>Post-meeting note this took place on the 15th November at Castle.</i></p> <p>CW reminded MJ to set up a working party to look at the SEF/SIP to aid governors to link to these strategic documents.</p>	
15. Dates of meetings for the year:	<p>11/01/2022 LAB 18.00 In school TBC</p> <p>15/03/2022 S&P 18.00 Location On Teams</p> <p>24/05/2022 LAB 18.00 In school</p> <p>05/07/2022 LAB 18.00 In school TBC. Stimpson TBC</p> <p>12/07/2022 S&P 18.00 Location On Teams</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 30/09/21

Action	Owner
1. All governors to complete their 2021-2022 declarations of interest and return to PO no later than Friday 8 th October. Page 1.	All governors

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.	LC/JS
3. SN to update her SEN presentations with the correct information and forward them to PO. Page 2.	LC
4. MJ to share the PWS governor visit document with ZM and CW. Page 5.	MJ
5. DL/JS/LC to supply dates to the board for pupil and staff surveys, parent questionnaires, parent evening and all similar events. Page 6.	DL/JS/LC
6. MJ to set up a working party with JL and JB to look at the SEF/SIP to aid governors to link to these strategic documents. Page 7.	MJ/JB/JL
7. ZM to send PO the PP strategy and the impact strategy who will add to Teams. Page 11.	ZM
8. JS to share the timeline for the behaviour hub programme. Page 12.	JS
9. MJ to share the Trust board agreed behaviour principles with the board Page 12.	MJ
10. All governors if not already done to sign the KCSiE document by the 8 th October. Page 15.	All governors