

FINAL Minutes Standards & Performance: Hardingstone & Stimpson
26th November 2020 18.00
Meeting held virtually via Microsoft teams
The first S&P 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>Zoe McIntyre (Executive Headteacher Hardingstone and Stimpson)</p> <p>Luci Clapton (Stimpson Head of school)</p> <p>Julie Stevens (Hardingstone Head of school)</p> <p>Paul Wilkinson (Staff Governor Hardingstone)</p> <p>Adrian Lett (Staff Governor Stimpson)</p> <p>Alan Edge (Co-opted Governor)</p> <p>Nicky Wilson-Everett (Elected parent)</p> <p>Ruth Cross (TB Appointed)</p> <p>Suzanne Fairey (Chair/Co-opted Governor)</p> <p>Katy Russell (Head of School Development EMAT)</p> <p>Claudia Wade (Chair TB appointed member)</p> <p>Monica Juan (EMAT Compliance / Governance) +</p> <p>Joshua Coleman (CEO: EMAT)</p> <p>Paul Osborne (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>	
2. Apologies.	<p>N/A.</p> <p>PO updated the board that Nigel Hunt (Parent Governor) had resigned.</p>	
3. Quoracy.	The meeting was quorate.	
4. Declarations of interest.	There were no declarations of interest pertaining to this agenda that had not already been declared on the annual register of interests.	

5. Minutes from the last meeting.	The minutes of the meeting held on the 13 th February 2020 were agreed to be an accurate representation. CW agreed to sign these electronically on GovernorHub. <i>Post meeting note actioned 3rd December.</i>	
6. Action Log from the meeting held on the 13th February 2020.	<p>i. PO to ensure all governors have completed their declarations of interest and signed to say they have read and understood the KCSiE and code of conduct. Done for 2019-2020.</p> <p>ii. ZM to investigate the data for year 5 boys in Reading and report back as Reading is low but Writing is good (Males 92% on track or above Females 75%). ZM highlighted that this will be covered during this meeting. ZM noted that reading for pleasure started just before the 13th February meeting and progress is being made.</p>	
7. School Context: Attendance Achievement: Baseline (2020/21) EYFS Data Phonics Data KS1 National Curriculum Test Report NTS Outcomes Year 3-5 KS2 National Curriculum Test Report	<p><u>Stimpson.</u></p> <p>LC informed the governors that the contextual data was correct as of October 2020 and there had been high mobility in the Autumn term with most pupils being new to county/country with a lot being EAL.</p> <p>LC highlighted the following from the SAA Autumn report;</p> <ul style="list-style-type: none"> • SEN figure is likely to increase – SENCO is currently reviewing SEN identification. • Attendance 95.83% for the last three weeks' attendance has been above 96%. • Lowest attendance areas are SEN and PP. Some SEN pupils are on a structured part time table and/or have health needs. • Procedures in place to ensure attendance is as high as 	On GovernorHub

	<p>possible including phone calls on the first day of absence with priority given to the vulnerable pupils.</p> <p>A governor asked if CV-19 has had an effect on absence including looked after pupils. LC advised that some pupils have isolated due to track and trace but this is limited. For look after pupils the attendance is lower and is on the attendance officer's focus list.</p> <p>A governor noted the persistence absence (PA) figure is relatively high. LC noted that the attendance officer has been working from home but is now back in the school and has started communicating with parents and will be arranging meetings to investigate the PA. There are approximately 6-8 pupils who are PA. Some of the PA pupils are on the child protection register.</p> <p>The governors thanked LC and her team for the work around absence as the figure is very good.</p> <p><u>EYFS this term- up to 17/11/20</u></p> <ul style="list-style-type: none"> • Mobility has seen 6 pupils leave and 12 new pupils join, with another on the list to join. • We have a rich and diverse cohort with 53 pupils on role. Out of 53 pupils 41 are EAL (77%). 30 boys and 23 girls. 13 Pupil Premium children, which is 25% of the cohort. • Of our 10 White British 7 are Pupil Premium, 5 with external agencies involvement. 	
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	<ul style="list-style-type: none"> • We have 20 pupils receiving NELI language intervention- 4 are WB. • We have a fine motor skills intervention group, Draw and Talk and Phonics/Reading for 5 H/A pupils. • 10 pupils have poor attendance which has made gathering evidence for Baselines very challenging. Most absences are due to illnesses; the families are being monitored to avoid this becoming an issue. <p><u>EYFS wellbeing and involvement level.</u></p> <ul style="list-style-type: none"> • Almost half of pupils have a high wellbeing score with a very low number of pupils with a low score. One of these pupils has no prior school experience and is currently on a part-time timetable The other pupil is new to country, with very limited language and communication skills. • Almost a third of pupils display high levels of involvement, with 2/3 at a medium. Very few pupils (3) have low levels of involvement. These are the same pupils as listed above another pupil with significant communication and language needs. <p><u>EYFS strengths.</u></p> <ul style="list-style-type: none"> • Managing feelings and behaviour. <p><u>EYFS areas for development.</u></p> <ul style="list-style-type: none"> • Technology / Science / People and communities. • Autumn Term – large focus on wellbeing and involvement, speaking and listening and 	
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	<p>communication skills. All the above areas for development have been identified as target areas for observations and provision. Although technology is more of a challenge the children are showing their skills accessing Teams and muting the mic The EYFS environment has been adapted to the needs of the pupils, including the development of the outdoor area and the use of the garden area. Interventions are in place. Continuing to develop the EYFS provision, including the creative area in line with feedback from Chris Merrick EYFS specialist.</p> <ul style="list-style-type: none"> • Comparisons made with last year and Speaking, Reading and Numbers has improved and shows the provision set up is working and the focus areas are known. <p><u>Phonics data report (baseline)</u> figures already improving</p> <ul style="list-style-type: none"> • 36% on track as of baseline (17 pupils) • Whole class phonics has been introduced into EYFS allowing stretch. • Key Stage 1 have been able to group across 4 (due to Covid-19) ability groups – this means that there is a wide range of ability within some of these groups and will be closely monitored. • Use of Neli and the home-school books is used to support reading in EYFS and Key Stage 1. 	
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	<p><u>Phonics Attainment.</u></p> <ul style="list-style-type: none"> • PP highest performing and have a lot of home support and engage well with school. SEN lowest performing. <p><u>KS1 National Curriculum Test Report.</u></p> <ul style="list-style-type: none"> • Pupils sat these mock SATs 3 weeks into the term, having missed a considerable ‘chunk’ of their Year 1 education. Same for Hardingstone. • The first 2 weeks of the term, class teachers followed the Recovery Curriculum planning – this differs from our usual curriculum, and had a large focus on wellbeing. • Girls are performing significantly better in Reading than boys. • EM performing similarly to non-EM in reading and slightly better in Writing and Maths. • EAL performing similarly to non-EAL in Reading and slightly better in Writing and Maths. • PP performing similarly to non-PP in Reading and Writing, but non-PP performing significantly better in Maths. <p><u>KS1 Attainment - Progress from EYFS.</u></p> <ul style="list-style-type: none"> • Interventions are be-spoke to each pupil to ensure the best outcome. • New data in February will show if these interventions are working. <p><u>NTS Outcomes Year 3.</u></p> <ul style="list-style-type: none"> • 48% E or above in Reading. 36% E or above in Maths. No comparison to KS1 due to SATs non-completion in Year 2. 	
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	<ul style="list-style-type: none"> • Boys performing significantly better in reading (59%) than girls (40%). • Attainment in reading is better overall than in Maths across the different groups. • EAL and EM groups are performing in line with non-EAL and non-EM in both reading and Maths. • Disadvantaged pupils in Year 3 are not performing as well as non-PP reasons for this. <p>A governor asked what strategies are going to be implemented to improve the girls Reading figure. LC will meet with the English lead next week to discuss strategies.</p> <p>A governor asked for reasons why the PP pupils are performing so well. LC advised it is down to the pupils themselves and the support they receive at home and school.</p> <p><u>NTS Outcomes Year 4.</u></p> <ul style="list-style-type: none"> • 55% E or above in Reading and 41% E or above in Maths. • Girls performing significantly better in reading (75%) than boys (34%). Pupil progress will be used to 'unpick' the attainment gap between boys and girls in Reading. ZM highlighted the revamp around the library, raising the profile of Reading in the classroom and the new skeleton books that have been chosen to entice boys into Reading. ZM advised the possibility of a book vending machine being installed which will be used as a reward. 	
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	<p>ZM highlighted the importance of embedding Reading which will help pupils in all subjects.</p> <ul style="list-style-type: none"> • EAL and EM groups are performing in line with non-EAL and non-EM in both Reading and Maths. • PP pupils are performing better (66%) than non-PP (55) in Reading and are in line with non PP in Maths. • Review reading provision across the year group. <p>A governor asked is the fact that Reading is performing better than Maths going to impact significantly on the combined Reading, Writing and Maths scores with potentially pupils meeting expectations in one or two but not all three.</p> <p>LC noted that identification has already taken place and as the Maths curriculum hasn't changed significantly lessons are being adapted to close the gap.</p> <p>KR noted that across EMAT Maths has shown regression compared to Reading the latest test data though shows Maths is improving.</p> <p><u>NTS Outcomes Year 5.</u></p> <ul style="list-style-type: none"> • 48% at E or above in Reading. • 39% at E or above in Maths. • PP pupils performing significantly better than non-PP in Reading. (75% PP – non-PP – 48%) • EAL and EM groups are performing in line with non-EAL and non EM in both Reading and Maths. • Actions include identifying pupils who were E at KS1 who are now WT – these need to be 	
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	<p>included on the Y5 pupil progress intervention list.</p> <p><u>KS2 National Curriculum Test Report</u></p> <ul style="list-style-type: none"> • KS2 Attainment – Test Attainment Maths 28% (last year 21%). Reading 18% (lower than last year). SPAG 15% (in line with last year) • Pupils sat these mock SATs 3 weeks into the term, having been involved in home learning from March. • Boys are performing better in Maths than girls. • PP pupils are performing in line with non-PP pupils. <p><u>KS2 Attainment - Progress from KS1</u></p> <ul style="list-style-type: none"> • Reading, identify 12 pupils at E at KS1, currently at WT for intervention/catch up. Review scaled scores and look at most recent Year 5 results to assess 'likelihood to achieve. 9 pupils had a scale score of 98-99. • Maths, 5 pupils at GD in KS1 who are now expected. Two of these are 105 or above, the other three will get the required grade. <p>LC informed the governors new data is in the process of being collated and is confident progress will be seen.</p> <p>The governors asked if at the next meeting if the data shared at this meeting can be compared alongside the latest data shared. LC agreed and will action.</p> <p>The governors noted the success seen with the PP data and asked if best practice could/is shared with other schools and thanked LC for the level of scrutiny shared.</p>	<p>LC</p>
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	<p><u>Hardingstone.</u></p> <p>JS informed the governors that the contextual data was correct as of October 2020.</p> <ul style="list-style-type: none"> • 228 pupils on role. • 12% PP / 11% EAL / 7% SEN. SEN lead reviewing to ascertain if any pupil needs removing or adding. • Attendance 96.7%. Consistently above 96% over the last three weeks. • SEN lowest attendance. JS went through the reasons for this. <p>A governor asked what work is going into getting PP attendance (92.69%) in line with non PP.</p> <p>KS advised that tools used include close monitoring, regular phone calls, doorstep visit and regular check in's.</p> <p>A governor asked how many pupils the PA represent.</p> <p>JS 3-4 pupils, who receive attendance letters and additional support</p> <p>The governors thanked JS and her team for these attendance figures especially in the current climate.</p> <p><u>EYFS Data.</u></p> <ul style="list-style-type: none"> • Pleased with baseline beginnings for wellbeing and involvement with 92% of pupils in the high category for wellbeing and 94% for involvement. JS went through the ongoing work for the pupils not in the high categories. • Children settled incredibly well this year and not setting up activities in provision has led 	
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	<p>to children choosing learning freely and independently.</p> <ul style="list-style-type: none"> • Relationships with parents are stronger this year due to the amount of communication that is provided. • For actions our main focus will be to settle the children back into school life focusing on PSED levels and wellbeing and involvement scales. Also Characteristics of Effective Learning, behaviour for learning and expectations. To develop exploration and questioning through: <ul style="list-style-type: none"> • Cooking sessions – once per half term. • Planters have been delivered – look at a planting schedule. • Observation coaching for TA’s to continue to strengthen practice. <p>A governor asked if wellbeing involvement is done on teacher assessment and what is the criteria. ZM advised that the criteria are the same across both schools and is done through observations. Levels of engagements in this cohort are very strong and come from child led learning. Best practice used at Hardingstone has been shared and implemented at Stimpson.</p> <p>The governors thanked ZM for the feedback and are encouraged best practice is being shared.</p> <ul style="list-style-type: none"> • Strengths in EYFS include managing feelings and behaviours • listening understanding and speaking • moving and handling • health and self- care. 	
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	<ul style="list-style-type: none"> • Development areas include shape, space and measures • number • writing. • For Maths we are using a combination of the White Rose overview and guidance and NCETM Numberblocks for planning sessions has enabled us to dive deeper into the children’s knowledge and understanding. These children have a true passion for mathematical learning and challenge. Within provision we have many open ended opportunities for the children to build on their mathematical skills. TAs assisting in focussed Maths groups and personalised skills. • For Reading extra focussed sessions on reading for those that need it. • For Phonics flexibility within Phonics groups has allowed for rapid movement and progression. • <p>A governor asked for those pupils on track for exceeding is there a likelihood that this will increase. JS is confident it will.</p> <p><u>Phonics Data Report on track.</u></p> <ul style="list-style-type: none"> • 62% on track as of baseline (16 children). • Key Stage 1 has been able to group across 5 ability groups – this means that there is a wide range of ability within some of these groups. • Year 1 and 2 – children have been identified for additional interventions based on their outcomes in recent assessment. 	
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	<ul style="list-style-type: none"> • Flexible groups for children to move before the next assessments. • Phonics training provided. • Learning walks show the pace of lessons are good and focused. • Lowest performing group is our SEN – one of whom has an EHCP and another SEND child is on a part time timetable. 7 out of the 10 pupils not on track are boys and 4 of these are PP. JS is working closely with the teachers with targeted interventions. <p><u>Attainment as expected standard against national.</u></p> <ul style="list-style-type: none"> • Highest performing group is female. (9 girls / 19 boys) • Lowest performing group is our SEN – one of whom has an EHCP and another SEND child is on a part time timetable. • ZM commented that the next step is to investigate parental engagement using best practice from Stimpson. <p><u>KS1 National Curriculum Test Report.</u></p> <ul style="list-style-type: none"> • The first 2 weeks of the term, class teachers followed the Recovery Curriculum planning – this differs from our usual curriculum, and had a large focus on wellbeing. • Boys are outperforming girls in Maths. Girls are outperforming boys in SPAG. • EAL children are performing less well than non EAL all are working at B or WT. • Greater Depth - 3 children left EYFS at EXC, now WT – 	
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	<p>Reading. 1 child left at EXP and is now B.</p> <p><u>KS1 Attainment - Progress from EYFS.</u></p> <ul style="list-style-type: none"> • <u>Reading.</u> Pupil progress will be used to identify the 15 children at E at end of EYFS – likelihood to achieve E? 1 child at E at end of EYFS who are now working at B – discuss during pupil progress meetings. • <u>Maths.</u> Pupil progress will be used to identify the 22 children at E at end of EYFS – likelihood to achieve E? (14 girls/8 boys). Identify 3 children who achieved EXC at end of EYFS through pupil progress meetings. • <u>SPAG.</u> Pupil progress will be used to identify the 18 children at E at end of EYFS – likelihood to achieve E? 8 children who left EYFS at E and are now WT? Review intervention timetable for Key Stage 1. <p>The governors noted how encouraging it is to see both schools working closely together and sharing best practices. With EAL is this same sharing being done.</p> <p>ZM advised that this is on the to do list with moderation between both schools looking at EAL outcome in books to be arranged even if this is done virtually.</p> <p>The governors agreed this is a good next step.</p> <p><u>NTS Outcomes Year 3.</u></p> <ul style="list-style-type: none"> • 52% working at GD in Reading and 19% in Maths. • Girls outperforming boys in Reading. 	
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	<ul style="list-style-type: none"> All girls are achieving E (100%) in Reading and Maths and are outperforming boys in all areas. ZM commented that work is ongoing with the class teacher and is expecting boys to make progress. <p>A governor asked if there is any data to share for Writing. JS advised that no more marking has just been completed with positive results with the school and EMAT. The data mirrors the other results and teacher assessment have just been completed to be used alongside data.</p> <p><u>NTS Outcomes Year 4.</u></p> <ul style="list-style-type: none"> 14% working at GD in Reading and 18% in Maths. Support given to pupils working below. <p>A governor asked for future meetings if a Venn diagram can be used showing PP / SEN / EAL to demonstrate any overlaps to ascertain any combined barriers. JS/ZM/LC thanked the governors for the suggestion and will action.</p> <p><u>NTS Outcomes Year 5.</u></p> <ul style="list-style-type: none"> 23% working at GD in Reading and 14% in Maths. 57% working at expected in Reading and 50% in Maths. In Year 5 boys and girls are performing in line with each other. Girls' and boys' attainment in Reading are in line with each other. Targeted 1:1 reading for individual children with support at home via parental engagement. 	<p>JS/ZM/LC</p>
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	<ul style="list-style-type: none"> • Compare these results to Autumn 2 NTS assessments and Teacher Assessment. <p><u>KS2 Attainment – Test Attainment.</u></p> <ul style="list-style-type: none"> • Expected standards Reading 42% / Maths 23% / SPAG 13%. JS apologised that the tables shared had slightly incorrect information. • Pupil progress meetings completed along with GAP analysis to highlight next steps to help bridge the gaps. <p><u>KS2 Attainment - Progress from KS1</u></p> <ul style="list-style-type: none"> • There are 6 pupils who were working towards are currently expected in Reading / Maths and SPAG. These pupils are being targeted and supported. • <u>Reading.</u> Identify 12 children at E at KS1, currently at WT for intervention/catch up. Review scaled scores and look at most recent Year 5 results to assess 'likelihood to achieve' • <u>Maths.</u> Gap analysis completed – adaptations to planning made as necessary. • <u>SPAG.</u> Targeted interventions. <p>ZM highlighted that for SPAG boys are underperforming. English lead has investigated the reason why and spelling is an area of development which is being addressed.</p> <p>A governor asked for the pupils working towards who were greater depth what actions are in place to close this gap.</p> <p>JS advised that the teachers know who these pupils are and are the process of investigating what support is required including catch up and what they will need to achieve. Some of these pupils</p>	
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	<p>had limited involvement with home learning during lockdown.</p> <p>The governors thanked the Hardingstone and Stimpson staff and KR for the work they have done to collate the data.</p>	
<p>8. Measurement of Standards:</p> <p>i. Catch up funding</p> <p>ii. Target setting</p> <p>iii. Moderation arrangements</p>	<p>ZM updated the governors advising them;</p> <p>i. <u>Catch up funding.</u></p> <p>ZM and KR have looked at all of the providers on the national tutoring programme list and get a reduction for these services. Local providers have been investigated ruling out providers who only offer virtual support. The list has been narrowed to three. Meetings with two of these are planned before Christmas and the final provider to be seen ASAP. Ratio for tutoring is 1 to 3 at the most and is done over 30 or 60 minute sessions.</p> <p>Current plan is for the tutor to come in every day and work from 12.30-16.30 and beyond if required. The providers have advised that 15 hours per pupil and in the same groups is prudent. ZM highlighted the need for timetables to be carefully planned so the pupils aren't missing the same lesson.</p> <p>ZM noted that there are no plans to target a particular cohort and the data presented at this meeting will be used to ascertain where the catch up is targeted. The plan is to start after Christmas.</p> <p>ZM confirmed that booster sessions for year 6 will be run as per previous years.</p> <p>ZM pointed out the ongoing work to ensure pupils have a mixture of nurture and academic.</p> <p>The governors thanked ZM for the information and it shows the importance of GAP analysis.</p>	

	<p>The Chair reminded the governors they are the accountable body to ensure this money is spent in line with the grant funding principles.</p> <p>PO to add to the next LAB agenda an item where governors can supply feedback regarding the catch up budget / how it's being spent and the impact.</p> <p>ZM pointed out to governors that she has a document using research from the endowment fund which includes a catch up action plan and high cost low impact and low cost high impact. ZM confirmed the schools will go with low cost high impact and will share this document with the governors.</p> <p>ii. Target setting.</p> <p>ZM informed the governors that the targets set are aspirational despite lockdown. This is based on prior attainment and the expectation is for pupils given catch up opportunities do catch up. ZM pointed out she has no intention of lowering the targets for pupils.</p> <p>FFT 20 will be used at both schools and these have been shared with the class teachers.</p> <p>The Chair asked if the governors feel confident with their knowledge of the FFT system.</p> <p>KR advised the governors that training is available if any governor would like to attend.</p> <p>The governors thanked KR for the offer.</p> <p>PO to contact governors to ascertain if they would like to attend FFT training.</p> <p><u>Moderation arrangements.</u></p> <p>ZM advised that the EYFS lead and team from Stimpson has gone to</p>	<p>PO</p> <p>ZM</p> <p>PO</p>
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	<p>Hardingstone to look at moderation and shared online profiling.</p> <p>On the 8th December a moderation meeting with NIA will take place with a subsequent one if required.</p> <p>Discussions ongoing with the other team leaders at SAA around building a standardised moderation file.</p> <p>KR advised for moderation across EMAT there are normally termly writing events with Covid-19 this has not been feasible. To manage this, in the Spring term there are plans for an online virtual moderation with EMAT's English adviser. A new English curriculum is in use this year and the assessment statements are being revised with training planned to upskills teachers with moderation incorporated.</p> <p>The governors thanked KR/ZM and their teams for the work they are doing in this area.</p>	
<p>9. Training reminder & Housekeeping</p> <p>i. Data training 7th January 16.00-18.00 via Teams.</p> <p>ii. EMAT Code of conduct 2020, Safeguarding Policy 2020 & Keeping children safe in education (KCSiE). Returns required for DOI & Disqualification forms.</p> <p>iii. Pen portrait</p>	<p>PO to contact all governors advising those still to complete</p> <ul style="list-style-type: none"> • EMAT Code of conduct 2020, Safeguarding Policy 2020 & Keeping children safe in education (KCSiE). Returns required for DOI & Disqualification forms. • Confirm attendance / non attendance for the upcoming training sessions. • Pen portrait. 	PO
<p>10. Any other business</p>	<p>ZM advised that the current externally provided preschool provision is coming to an end and went through the Hardingstone Academy Pre School Proposal. The main objectives are</p> <ul style="list-style-type: none"> • To increase Reception capacity so that there is an eventual intake of 60 pupils. 	

	<ul style="list-style-type: none"> • To ensure a smooth transition process into full time education. • To be recognised more widely for the provision we provide. • To further strengthen links within the wider community. • Potential income stream. <p>ZM agreed to consult with the governors before proceeding. <i>Post meeting note proposal plans added to GovernorHub on the 27th November.</i></p> <p>A governor asked what the Ofsted rating was for the preschool before it closed. ZM advised it was good.</p> <p>The governors think this is a fantastic idea and should be well received by parents/carers.</p> <p>The Chair closed the meeting by thanking all of the staff and governors for the hard work they have done this year.</p>	ZM
11. Dates of meetings for the year:	<p>21/01/2021 18:00 FB Stimpson 18/03/2021 18:00 S&P Hardingstone * 22/04/2021 18:00 FB Hardingstone 01/07/2021 18:00 S&P Stimpson * 08/07/2021 OR 22/07/2021 18:00 FB Hardingstone 18:00 ZM to confirm date</p> <p><i>* Due to uncertainty around the dates for next year's data drops the last two S&P dates may be subject to change</i></p>	

The meeting closed at 19.55

Minutes agreed as a true representation and signed
Signature
Print Name
Date

Actions from the virtual meeting for Hardingstone & Stimpson held 26/11/20

Action	Owner
1. LC to show the latest data alongside that shared at the 26 th November meeting. Page 9.	LC
2. Venn diagrams to be used showing PP / SEN / EAL to demonstrate any overlaps to ascertain any combined barriers. Page 15.	JS/ZM/LC
3. PO to add to the next LAB agenda an item where governors can supply feedback regarding the catch up budget / how it's being spent and the impact. Page 18.	PO
4. ZM to share with the governors her document using research from the endowment fund which includes a catch up action plan. Page 18.	ZM
5. PO to contact governors to ascertain if they would like to attend FFT training. Page 18.	PO
6. PO to communicate to all governors regarding training and housekeeping. Page 19.	PO
7. ZM to consult with the governors regarding the Hardingstone pre-school proposal before proceeding. Page 20.	ZM