

**DRAFT MINUTES OF THE MEETING OF
WALTHAMSTOW SCHOOL FOR GIRLS FULL GOVERNING BODY
HELD ON TUESDAY 19 OCTOBER 2021 AT 6.30 PM (at the School)**

Present: Gillian Barker (Chair) Co-opted Governor

Headteacher

Helen Marriott

Staff governor

Ronnie Simpson

Parent governors

Mari Paz Balibrea

Peter Saunders

Edyta Ballantyne

Aneela Shah

Sami Urrehman

Co-opted governors

Hannah Cheston

Alexandra Wills

Lucy Hutchinson

Rizwaan Malik

Also present: Romi Jalil, School Business Manager
Marianna Philippou, AHT
Kristine Pratt, AHT
Romi Jalil, SBM (remote access)
Jane Snowsill, DHT (remote access)
Dave Shackson, AHT

Clerk to the Governors: Jacky Potts

Summary of agreements and actions:

Minute reference	Formal agreements and/or actions identified	Named person(s) for action(s) identified	Date
2./5.1	To complete all declarations including Business interests on GovernorHub.	ABG/RMN	Immediate
3.2	To update GovernorHub on the DBS details for RSN	Governor Services	Immediate
3.5	Governor Services to note the election of Lucy Hutchinson and Rizwaan Malik as Co-opted governors.	Governor Services	Immediate
4.1	Governor Services to note the election of Chair.	Governor Services	Immediate

4.2	To circulate a role description for the Vice Chair position	GBA	Immediate
4.2	Election of Vice Chair deferred to the next FGB	Governor Services	Immediate
5.2	To complete the Skills Audit	All Governors	Immediate
5.2	Skills Audit analysis deferred to the next FGB	Governor Services	Immediate
7.2	The school to consider a correlation of socio-economic backgrounds when analysing results of the first tranche of mock exams.	HMA/DSH	Spring Term
7.4	To provide a review of the revised iPad strategy, to include impact on learning and pedagogy.	School	Spring Term
5.3	Governors APPROVED the updated Code of Practice 2021-22		
9.1	Governors APPROVED the SIP		
9.2	Governors RATIFIED the Teacher Performance Development Policy		
12.	Governors RATIFIED the appointment of the new Deputy Headteacher		
14.	Governors AGREED the Headteacher's Performance Review Panel to be GBA; ABE; PSA		
14.2.4	Governors APPROVED the ToR for the Curriculum and Resources Committee subject to any changes made at review by the committees. Governors APPROVED the Pay Committee and Headteacher Performance Review Panel ToR		
19.	DATE AND AGENDA ITEMS FOR THE NEXT MEETING 7th DECEMBER 2021 <u>Agenda Items</u> Election of Vice Chair Skills Audit		

1. WELCOME AND APOLOGIES FOR ABSENCE

- 1.1 The Chair welcomed all those present to the meeting and Edyta Ballantyne as a newly appointed parent governor.
- 1.2. Apologies for absence were received from Aktar Beg and Rhys Morgan.
- 1.3 The Clerk confirmed that the meeting was quorate with ten governors present and the Headteacher.

2. DECLARATIONS OF INTEREST

- 2.1 Governors were reminded to complete their declarations of interest on GovernorHub. Entries for Aktar Beg and Rhys Morgan are still outstanding.
ACTION: AB; RM
- 2.2 Helen Marriott, Alex Wills and Ronnie Simpson declared interests as members of staff.

3. GOVERNING BODY

- 3.1 The Clerk confirmed that there were currently vacancies for three co-opted governors. Rhys Morgan's term is due to expire in the spring term.

- 3.2 The Chair confirmed that two governors' DBSs were due for renewal and were being actioned by the school (Aneela Shah and Rhys Morgan). Governor Services have been asked to update GovernorHub with the details for Ronnie Simpson as these had been supplied previously.

ACTION: Governor Services

- 3.3 There were no governors considered for disqualification due to non-attendance.

- 3.4 The Chair confirmed that, as of 19 October the details provided to the Secretary of State via GIAS were up-to-date.

- 3.5 Following statements received and informal interviews with the Chair and Headteacher, Lucy Hutchinson and Rizwaan Malik were recommended to governors for election as co-opted governors. Governors unanimously voted to appoint both candidates as co-opted governors. They both joined the meeting and were welcomed onto the Governing Body.

ACTION: Governor Services to note the election of Lucy Hutchinson and Rizwaan Malik as co-opted governors.

4. **APPOINTMENT OF OFFICERS**

4.1 Election of Chair for the academic year 2021/22

The Clerk welcomed nominations for the position of Chair. Gillian Barker was nominated by Sami Urrehman to continue as Chair, this was seconded by Pete Saunders and Aneela Shah. Governors unanimously appointed Gillian Barker as Chair for the academic year 2021/22. GBA chaired the remainder of the meeting.

ACTION: Governor Services to note the election of Chair.

4.2 Election of Vice Chair for the academic year 2021/22

The Chair welcomed nominations for the position of Vice Chair. She agreed to circulate a role description to enable governors to consider the role. The election of Vice Chair was deferred until the next FGB meeting.

ACTION: GBA/Governor Services

5. **GOVERNANCE ITEMS**

- 5.1 Governors were reminded that the required declarations and confirmations on GovernorHub have to be completed. Aktar Beg and Rhys Morgan have yet to complete their returns.

ACTION: A Beg and R Morgan

- 5.2 Governors were reminded to complete their Skills Audit, the link for which was circulated on the 1st October. The Chair explained that this is a newly revised skills audit from the NGA, so everyone needs to complete it. (*Also available on GovernorHub (WSfG, Noticeboard tab, with guidance on completion in the Documents tab.*) Deferred to the next FGB meeting.

ACTION: All Governors/Governor Services

- 5.3 The Chair advised that she had updated the Governing Body's Code of Practice in line with the NGA's latest Code of Conduct. She summarised the newly added items for governors.

APPROVED: Governors approved the Code of Practice for 2021-22.

6.0 **MINUTES**

- 6.1 Governors received and approved a copy of the minutes of the Full Governing Body meeting held on 6 July 2021, subject to the following amendment:

- Page 9 11.8 should read Clarissa Chubb Trust Fund.

The Chair will sign a copy of the minutes electronically.

6.2 Matters arising

Minute reference	Formal agreements and/or actions identified	Named person(s) for action(s) identified	Date
<i>Minute 8 18.5.21</i>	The Chair to confirm with Governor Services whether governor training details had been updated on GovernorHub.	GBA	Completed
2.1	Ronnie Simpson to complete Register of Business Interests and return to Governor Services.	RS	Completed
4.	Minutes of Curriculum Committee dated 22 June 2021 and Resources Committee dated 29 June 2021 to be deferred to next FGB for approval.	Governor Services	Agenda item
6.2	Draft Development Plan for Governing Body deferred to the next FGB, once the skills analysis is available.	Governor Services	7 th December
9.	To progress arrangements for link governor visits from the Autumn Term.	GBA/HME	Agenda item
14.1	INSET days to be included on the school calendar	JSN	Completed
14.2	Discussion on the 2022/23 and 2023/24 school calendar to be deferred until the next FGB	Governor Services	Agenda item

6.3 Minutes of Curriculum Committee 22 June 2021 (available on GovernorHub)
Noted.

6.4 Minutes of Resources Committee 29 June 2021 (available on GovernorHub)
Noted.

7. **HEADTEACHER'S REPORT**

- 7.1 The report was available in advance of the meeting on GovernorHub. The Headteacher highlighted the following key items and invited questions from governors:
- Education Recovery Measures and Impact in 2020-21
 - Education Recovery Measures in 2021-22
 - LA Education Recovery Plan –focus for secondary schools will be maths, reading, diversity and inclusion. Awaiting further details of the final plan from the LA
 - Vaccinations – all parents have been written to regarding the arrangements/consents for Covid-19 vaccinations for 12-15 year olds. These will be administered by Vaccination UK on 22 November.

Q. How did the LA choose the particular areas of focus for the recovery plan?

A. The LA had appointed a consultant, who had conversations with Heads and senior leaders. Schools were asked for their preferences.

7.2 The FFT 2021 KS4 Dashboard was available on GovernorHub in advance of the meeting. DSH presented his report on the analysis of summer 2021 GCSE grades and highlighted the following:

- Due to the lack of moderation, results from schools vary greatly nationally
- FFT dashboard results are averages based on data only from those schools contributing to FFT and not all schools nationally
- FFT data not intended to be used for external accountability
- KS4 attainment 8 and English & Maths Grade 4+ higher
- Summaries of higher and lower performing pupil groups
- Progress 8 is lower than previous years
- DSH explained the process for calculating Progress 8
- Lower performing subjects tended to be practical and creative subjects as students were being assessed in the same way as normal yet had not had the same access to school due to Covid-19 lockdowns
- Some subjects seem to have achieved higher grades than in the past but these are based on TAGs rather than exams
- Progress for FSM pupils was similar to non-FSM pupils, but progress for PP FSM pupils was lower in comparison to PP non-FSM pupils. Again, possibly due to the impact of the pandemic.

Q. *What does the colour coding mean?*

A. *Anything right of the vertical line is positive. Green is statistically significant, whereas grey is not.*

Governors noted that of the pupil groups, Pakistani students, who make up almost a third of the school, had not done as well this year. The school is looking at why this might be, i.e., did lockdown affect them disproportionately, do they perform better in a high stakes exam process? However, for this year's Y11, teachers are predicting that this group's results should improve in their mocks and they will revert to being the highest performing group. This is helping to allay any concerns the school might have, but action will be taken if the results from the mock exams suggest otherwise.

Q. *How do the results compare to last year?*

A. *Pakistani pupils compared with White British was a sudden shift. Teacher Assessment Grades (TAGs) this year were slightly different compared to last year when results were driven by a nationally applied algorithm.*

Q. *Do you have data on how many students from these groups overlap with other pupil groups? Is there a correlation?*

A. *In terms of overall, the proportion of FSM students would be consistent with the overall school.*

ACTION: The school to consider a correlation of socio-economic backgrounds when analysing results of the first tranche of mock exams.

Q. *Do we have any feedback from students themselves in terms of their results? It would be interesting to see what they think might have changed.*

A. *No. It might be worth having this as an area of focus following the mocks. We did survey to find out what access they had to IT during lockdown. In hindsight, we should*

have asked how many siblings in the household shared access to the internet/devices. Should we go into lockdown again, we would be asking this question.

Q. *Was there unconscious bias in terms of teachers?*

A. *It didn't appear so. We had one potential case of unconscious bias which went to appeal but this wasn't upheld.*

Q. *Can we compare trends with other schools who have a similar pupil population?*

A. *We are going to share data with Connaught to see if they had a similar experience.*

Q. *Why has history had a downturn?*

A. *Grades were in line with previous grades and identical to patterns in previous years. Other history faculties in other schools experienced comparatively higher results. We cannot be certain how this compares to their previous results, or what their standardisation process was like.*

Q. *Have these grades disadvantaged any students in relation to their chosen destinations?*

A. *It is difficult for us to access this information and statistically we do not have the information. We had a process whereby students could come in and talk to us about their results. Some students did have concerns, mainly around maths. Overall, most students would have got higher grades this year than they would in exam years. My concern now is that students completing their GCSEs over the past two summers might be disadvantaged because they received their grades through an algorithm or the TAGs process, rather than in a high stakes exams process and this comparison with other year groups could follow them through their adult lives.*

7.3 Marianna Phillipou presented her report on the Teaching School Hub which was available on GovernorHub in advance. She updated governors on key points:

- Vision and core aims and values
- Progress against KPIs, which were set by HMA, using the framework from the DfE. We have already exceeded many of our targets.
- EYFS CPD course has proved extremely popular and was oversubscribed
- Successes – website has been well received with positive feedback
- Project managers meet fortnightly – PMs are from schools in Waltham Forest, Haringey and Redbridge
- Large network of schools and other organisations engaged, including some out of the Hub area
- Next steps – the evaluation and quality assurance systems need to be put in place to ensure high quality delivery and measurable impact
- ECF Update: ECTs and mentors have been registered; induction conference has taken place and the second module begins after half-term
- NPQ Update – We are offering the full suite of NPQs, including to some schools in Islington; the first cohort will start at the end of November; our next step is to engage hard-to-reach schools
- CPD Update – SEND course had a low take up, as there was an associated cost. The TSH has approached the LA to determine if the course can be offered free of charge in line with the EYFS course. The SEND steering group is meeting to plan a new offer, based on feedback from the group.

Q. What is the role of UCL?

A. UCL is our delivery partner. This means that they provide the courses which we deliver. This has attracted schools within Islington who wish to continue their association with UCL.

The Chair advised governors that the Governing Body is responsible for the governance of the Teaching School Hub. This is set out in the TSH's Governance Handbook which HMA was required to produce for the DfE.

Q. *What are some of the challenges of evaluation?*

A. *We are unable to evaluate the UCL courses, so we want to evaluate impact and process. We will want to quality assure those who are facilitating the courses and to make sure everything delivered is of a high quality. We are going to ask other local Hubs what processes they have in place for evaluation and this will also be discussed further at our forthcoming planning day.*

7.4 The WSfG Coaching Strategy

MPH (AHT) presented the WSfG Coaching Strategy (available on GovernorHub in advance) and highlighted:

- One of the school's SIP targets
- Overall project aims
- What is coaching?
- What has happened so far?
- Next steps – two strands
- Governors were appraised of the coaching application process and who had been successful
- Information on coaching sessions
- Measuring impact

Q. *You have adopted the 'Train the Trainer' philosophy. How often will you retrain the trainers?*

A. *We haven't decided yet. While they are coaching others, the consultant will have regular meetings with them to provide support. This could form part of the evaluation process.*

Q. *What is the baseline survey?*

A. *Personal assessments, which will be repeated again in the summer.*

Q. *How will you measure impact on students?*

A. *Part of this will come from the coaching trios. We will be applying coaching among ourselves, before rolling this out to students to do peer coaching. This will come at a later stage. It is initially about every student having the best teacher. Teachers will reflect on their own practice.*

The ambition is that everyone in school will learn coaching skills which they can embed in their daily lives. The skills and ethos will impact on the whole school. This is an ongoing project and the school will need to consider sustainability.

Q. How were applicants chosen for the one-to-one coaching?

A. There are 4 SLT members and 4 places were open to anyone in the school who had a leadership role. They were required to complete a pro forma application and applicants were selected from those.

Q. How long is the relationship with Kanevolve?

A. We have committed for this year.

Governors were pleased to hear that there had been positive buy-in from all staff in response to the way the coaching strategy has been structured and coaching behaviours have already started to embed. Although there is no accredited coaching qualification, staff are trained by John Kane who is accredited and very experienced.

7.4 iPad Strategy

This update from Jane Snowsill (DHT) was available on GovernorHub in advance. JSN summarised the current position in relation to the iPad strategy and the reason for the decision taken to not continue with the rollout at this stage. The school were concerned about the financial impact on parents which had been highlighted by the low buy-in from new Y7 parents, but also that it could potentially create an adverse admission criteria, which goes against the ethos of the school.

The school is now planning to have two iPad trolleys, each of which will have a bank of 30 iPads, to be used mainly by Y7. It is hoped that this resource will increase over time, particularly if there is scope to obtain sponsorship or additional finance.

Governors requested a review of the revised strategy at the spring term FGB meeting, to include the impact of iPad use on learning and pedagogy.

ACTION: School

8. **SAFEGUARDING**

Kristine Pratt (AHT and Designated Safeguarding Officer) presented her safeguarding report to governors and highlighted the following:

8.1 KCSIE 2021

Governors received a summary of the changes made to the DfE's statutory guidance effective from September 2021 and those particular aspects of which governors need to be aware including:

- Online as well as offline abuse
- Added vulnerability of children with: health conditions, mental health needs, living in offending families, at risk of honour-base abuse, or who are persistent absentees from school
- Abuse within relationships between children
- Risk factors in relation to involvement in serious violence
- Safeguarding issues: child abduction, modern slavery and cybercrime
- Immediate action needs to take place where there are any concerns about sexual violence or harassment.

These areas will be covered in more detail at the training which will be delivered at the next FGB meeting in December.

The Chair reminded governors that they are all required to read the whole document this year at the request of the Borough's LADO.

- 8.2 Results of the S11 School Audit (June 2021) rated the school as 1 in the majority of areas, with one aspect: Harmful Sexual Behaviour and Trauma Informed Practice - which was rated 2 by the school and agreed by the LA. KPR has spoken to the LA regarding what support they could offer and they are compiling a framework for a separate policy.

Governors noted the responses to the questions asked of students. Of concern was that 54% of students felt unsure who to speak to in school about an issue. However, 60% of students felt confident that an issue would be taken seriously. There was a discussion around the impact of lockdowns and their impact on communications and trust between staff and students which the school was already working to address.

Q. How are other schools rated?

A. We don't know as results are not shared. The LA only reports on overall trends.

- 8.3 School's response to S11 audit

KPR set out the actions that the school had taken since the start of this academic year in addition to the annual safeguarding training, including staff training on Prevent and on reporting safeguarding concerns on Safeguard, resumption of safeguarding/interventions meetings, expansion of safeguarding team, the Tender online safety workshop and information evenings for parents, PSHE recovery day for years 8 to 11, KS4 drop-down session on personal safety and RSHE, Y11 advocacy sessions, student leadership/voice SIP focus this year, longer tutor time to build relationships with students, 'Who can I talk to' posters around school.

The safeguarding governor's report from her visit at the end of the summer term, following the S11 audit, was noted. The Link Governor for Safeguarding thanked the school for all the work they were doing on safeguarding. Following her recent visit she was satisfied that all procedures were in place.

Safeguarding policy is being reviewed and updated in line with KCSIE 2021, but the school are waiting for the Harmful Behaviour & Trauma-informed Practice framework to come from the LA. It is hoped that more information will be available when the training for governors is carried out in December.

Q. Was the Tender Projects online safety workshop online?

A. Yes it was. We will review and consider running this again.

Q. 'Who can I talk to' posters. Can this be included in their planners?

A. Yes, we are looking to deliver this in a much friendlier way.

- 8.4 LADO Safeguarding Review Visit

- Governors were informed why the LADO team was invited by the school to carry out a review visit two weeks into the autumn term
- Whole day visit which involved speaking to staff, to 10 students per year group and the Yr11 advocacy group
- Verbal feedback was given at the end of the day to the Headteacher and DSL.

- A draft feedback document was received three weeks after the review visit and has been shared with the Chair of Governors. The Headteacher has sent the school's comments back to the LA regarding a number of inaccuracies and some points for clarification. Once the report is finalised, it will be shared with governors.
- Governors noted the safeguarding review feedback and actions that arose
- Consultation to be held about the uniform in order to gather students' views
- Student safeguarding team/ambassadors to be set up; students are keen to be involved
- Staff need to make sure they are keeping themselves safe: regular updates and reminders to embed knowledge and good safeguarding practice.

The Headteacher briefed governors on the current feelings of the Y11 students. Students felt that things had changed quickly this term and that student voice was being heard and listened to. The specific group of students who have left the school and who are now in another setting have been given the opportunity to speak to the LADO or send an open letter. The school is keen to respond appropriately and to ensure that all of the issues raised are being addressed. Students need to be able to trust staff and know that action will be taken if anything is reported to them.

8.5 Children's Society Good Childhood Report 2021

JSN presented a summary of the report, which is available on GovernorHub. This report highlights items which the school are considering as part of the wellbeing of students.

Governors noted the actions which had been identified from the report and thanked JSN.

9. **SCHOOL POLICIES AND ITEMS**

9.1 Final Draft of SIP 2021-24 Strategy and annual plan for 2021-22

The Headteacher highlighted the SIP's four key priorities which were:

- Student wellbeing
- Staff wellbeing
- To develop leadership and coaching to empower staff and student
- To develop pedagogy for achievement and progress

She stressed that this is a working document which would be continually reviewed, monitored and updated with data/evidence and presented to governors. Governors agreed this would be updated every half term.

APPROVED: Governors approved the SIP

9.2 Teacher Performance Development policy

Governors received the presentation from the Headteacher regarding the proposed changes to the school's Teacher Performance Development policy, and highlighted the following aspects, which are based on the model DfE and NAHT/NEU policies:

- A focus on teachers' professional development and on students' educational experience
- Why Performance Development? Key aims – fewer tasks; greater rigour
- Changes to the current policy: rationale; what will it look like
- Teachers are only expected to have two targets – target for SIP and target for CPD
- The third target is a leadership target which is for staff with responsibilities and those on UPS

This has been well received by staff, who were excited about the targets that they have set themselves. They were in favour of the non-judgemental approach to the appraisal process.

APPROVED: Governors ratified the Teacher Performance Development Policy.

10. OFSTED PREPARATION

Governors were informed of Ofsted's announcement that inspections of good and outstanding schools will be delayed by six terms due to the impact of the pandemic. WSfG's inspection window was due to open in June 2022, so this will now be delayed until June 2024. The exception is if as part of Ofsted's routine risk assessment process, it identified an inspection would be appropriate, eg. if a school experiences a substantial drop in its results. The school will continue to make preparations and will keep governors updated.

11. CHAIR'S ACTION

Change in the iPad policy was agreed as Chair's Action at the end of the summer term due to the urgent need for parents/carers to be informed by the school. Reported to governors immediately via email.

KPR, MPH, RJA, DSH and JSN left the meeting at 9.24pm

12. APPOINTMENT OF DEPUTY HEADTEACHER KS4/TSH DIRECTOR

The Chair summarised the recruitment process for governors, and recommended they ratify the appointment of Mr N O'Brien on the basis that the recruitment panel's decision was unanimous.

AGREED: Governors ratified this appointment.

13. GOVERNING BODY ANNUAL CYCLE

13.1 Available on GovernorHub for noting. Governors **AGREED** the proposed annual cycle of business and the proposed policy review cycle for 2021-22.

13.2 Keeping Schools Safe: Monitoring priorities for governing bodies for autumn 2021 (NGA guidance) available on GovernorHub for this meeting.- The Chair proposed that the governing body make use of this document to help inform its work. Governors **AGREED** that the recommended monitoring priorities will be woven into the forward work plans for the relevant committees as appropriate.

14. GOVERNING BODY COMMITTEES

Due to the lateness of the hour, the Chair proposed that she would consult following this meeting with all governors on their committee and link governor preferences, then send the proposed membership of committees and link governor roles to all governors for agreement. Governors consented to this proposal.

14.1 Membership of Committees

Curriculum, Resources and Pay committee memberships to be agreed following email consultation with all governors and confirmed at next FGB.

All non-staff governors to remain in pools for pupil discipline (exclusions), staff disciplinary and dismissal panels, from which three or more governors would be drawn as appropriate.

14.1.1 Headteacher's Performance Review Panel

AGREED: Headteachers Performance Review Panel to be Gillian Barker, Aktar Beg and Pete Saunders. The Chair thanked all those governors who had volunteered and attended the recent governor training session to inform themselves about the process and requirements.

14.2 Terms of Reference (ToR)

14.2.1 The Terms of Reference for the Curriculum and Resources Committees will be reviewed at the first committee meetings next month. Governors agreed to the current ToRs to remain as they are until reviewed by the relevant committees.

However, due to issues with some meetings being inquorate last year, the Chair proposed the quorums for each committee be changed to:
Curriculum – quorum of four governors, three of whom must be non-staff governors
Resources – quorum of four governors, three of whom must be non-staff governors and 1 of whom must be the Headteacher or her representative
Governors agreed to this proposal.

14.2.2 There were no changes to the Pay Committee ToR.

14.2.3 The ToR for the Headteacher's Performance Management Review Panel had been amended to reflect the 2020 Headteacher Standards and updated references for source documents used.

APPROVED: Governors approved the current ToR for the Curriculum and Resources Committees subject to the reviews due by those committees. The Pay Committee and Headteacher Performance Management ToR were approved.

AGREED: Governors agreed the proposal regarding the quorums for the Curriculum and Resources Committees as set out above.

15. **LINK GOVERNORS**

15.1 Link governor responsibilities to be agreed via email following this meeting and confirmed formally at the next FGB. (See 14 above.)

15.2 The school had proposed some dates for termly link visit weeks, but some need to be changed as the visits need to be completed in time to report back to FGB meetings.

ACTION: Headteacher to provide amended dates and Chair to inform governors

16. **GOVERNORS TRAINING**

Governors were advised that any Governor Services training was uploaded to their training records on GovernorHub automatically now, which can be reviewed by Governors. Any other training that governors attend will still need to be reported to the Training Governor who will need to add these records to GovernorHub.

The following training had been attended this term:

Gillian Barker: Headteacher Performance Management/Appraisal

Aktar Beg: Headteacher Performance Management/Appraisal

Mari Paz Balibrea: Careers; Headteacher Performance Management/Appraisal

Pete Saunders: Exclusions – governors’ role; Finance – School Budget Monitoring;
Headteacher Performance Management/Appraisal
Sami Urrehman: Governors briefing; Headteacher Performance Management/Appraisal

17. ALTERNATIVE MEETING ATTENDANCE OPTIONS

Governors reviewed the options and agreed the following:

Governing Body meetings:	
Telephone conference calls	No
Video/conference calling	Yes

Proxy voting	No
Voting in advance of the meeting	Yes

Governors queried whether there was a possibility for hybrid meetings, but it was confirmed that this would prove difficult as the school would need two screens (one for papers and one for governors dialling in and there were no such facilities available in the school. .

Governors noted that FGB meetings will be held in person at the school and committee meetings would continue to be held virtually. However, this arrangement will be kept under review and governors consulted on any proposed changes.

18. ANY OTHER BUSINESS/CONFIDENTIAL ITEMS

18.1 No AOB items to report. See confidential minute.

19. DATE AND AGENDA ITEMS FOR THE NEXT MEETING

19.1 7th December 2021 at 6.30pm

19.2 Agenda Items
Election of Vice Chair
Skills Audit

AWI and RSI left the meeting at 9.46pm.

Meeting finished at 9.50pm

Chair (print)

..... (sign)

..... (date)