

**THE GOVERNING BODY OF FLOCKTON CE (C) FIRST SCHOOL**

Minutes of the meeting of the Governing Body held at 6.30 pm at the School on Monday, 10<sup>th</sup> February 2020

PRESENT

Mrs H Boyle (chair), Mrs E Bulmer, Mr R Michael, Mrs S Pearson, Mrs S Rawling, Mrs J Metcalfe, Mrs E Hirst

In Attendance

Mrs A Sahota (Minute Clerk)  
Mrs S Latham (Associate Member)

Item	Minutes	Action
2853. APOLOGIES FOR ABSENCE, CONSENT AND DECLARATIONS OF INTEREST	<p>Apologies for absence were received from Mrs L Burnett (consent) and Rev V Keating (consent)</p> <p>There were no declarations of interest</p>	
2854. NOTIFICATION OF ITEMS TO BE RAISED UNDER ANY OTHER BUSINESS	<p>The following items was reported to be raised under Any Other Business:</p> <ul style="list-style-type: none"> <li>• Statement to support another school</li> <li>• Dog signs in school premises</li> </ul>	
2855. REPRESENTATION	<p>(a) <u>To Receive the New Instrument of Government</u></p> <p>Governors received and noted the amended Instrument of Government.</p> <p>(b) <u>Appointment of Co-opted Governors (1 vacancy)</u></p> <p>It was reported that it had been made official that Debbie Nouwen had left the Church. In light of this the clerk agreed to email her to try and ascertain if she wished to continue in her co-opted position on the Governing Body.</p> <p>Mrs Boyle reported that unfortunately the recent governor advert placed with Shelley College had</p>	

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	<p>attracted no interest.</p> <p><b>ACTION:</b> Mrs Boyle to pull together a list of local business/ addresses and draft a letter to try and attract some interest from within the local community to fill the vacant position(s).</p>	
2856. MINUTES OF THE MEETING HELD ON 25 NOVEMBER 2019	RESOLVED: That the minutes of the meeting held on 25 November 2019 be approved and signed by the Chairman as a correct record.	
2857. MATTERS ARISING	<p>(a) <u>Reports from Committees (Minute 2843(b) refers)</u></p> <p>It was highlighted that the action identified for Mr Wilby had not yet happened. This would be discussed further later in the meeting.</p> <p>(b) <u>Governors SDP Priorities (Minute 2844 refers)</u></p> <p>It was reported that at the last S &amp; E committee meeting governors agreed that the SDP priorities that Governors should focus on was the EYFS curriculum and provision in particular:</p> <ul style="list-style-type: none"> <li>• Phonics in Reception</li> <li>• Provision for fine and gross motor skills with regards to writing</li> <li>• Attendance particularly relating to Pupil Premium and Disability</li> </ul> <p>In addition, Mrs Lisa Burnett, in her Pupil Premium governor role, was given specific responsibility around attendance which also tied into the SDP.</p> <p>All other priorities would continue to be picked up within the remit of each individual committee in line with their terms of reference.</p>	
2858. REPORTS FROM COMMITTEES	<p>All available committee minutes had been placed on SharePoint in advance of the meeting.</p> <p>(a) <u>Minutes of the Resources committee meeting held on 27<sup>th</sup> January 2020</u></p> <p>It was noted that these minutes were overdue and were needed as a matter urgency to action some of the points raised at the meeting.</p>	

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	<p>Mr Michael highlighted that the following areas were discussed by the committee:</p> <ul style="list-style-type: none"> <li>• Standard scrutiny of the budget and financial reports</li> <li>• Housing update</li> <li>• H&amp;S visit undertaken, and the review carried out prior to this</li> <li>• A lengthy discussion was also held regarding the profitability, or not, of the out of core hours provision and whether it was feasible for the After-School Clubs to be put together with the After-School Provision and the Breakfast club and for them to be all run as one entity with a view to maximising running costs. The committee acknowledged that although the After-school club was running at a loss they recognised the importance of this provision continuing to be available to parents going forward. It was agreed to look at all costs together and for the committee to carry out a deeper dive into other options available at their next resources committee meeting with a view to bringing a recommendation to the full governors in Summer 1 for approval</li> <li>• Financial Benchmarking was considered, and it was found that the position had not changed significantly</li> <li>• Fencing was discussed – Mrs Bulmer reported that this had now been lowered and was now waiting for the temporary fencing to be removed</li> </ul> <p>(b) <u>Minutes of the S &amp; E Committee meeting held on 5 February 2020</u></p> <p>Mrs Boyle reported that the following key areas were discussed by the committee:</p> <ul style="list-style-type: none"> <li>• EYFS and Attendance Policies were reviewed, and a recommendation agreed for approval of these policies at full governors this evening</li> <li>• Change to KLP – Due to changes in personal circumstances Mr Raven-Hill would no longer be supporting the school. Fiona Denham has been assigned by the LA as the new KLP</li> <li>• Governors priorities and monitoring were discussed at length</li> <li>• New Friday Assembly plans – changes to be implemented to make assemblies more accessible to parents were discussed. It was agreed that once every half term parents would be invited to celebrate what was happening in school and also children would be presented with awards. Other opportunities for parents to be involved in school celebrations were also being considered.</li> </ul>	
2859. HEAD TEACHERS REPORT & GOVERNORS QUESTIONS	A copy of the report had been made available to governors, via Sharepoint, prior to the meeting. Mrs Bulmer highlighted that most of the points within the report mirrored the areas covered and discussed at the last S & E committee meeting. The following points were highlighted:	

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	<p>(a) <u>Safeguarding</u></p> <p>Mrs Bulmer advised governors that she had written the report there had been a safeguarding incident which occurred outside of the school.</p> <p><b>Q: What is the process to be followed in this situation, what does the school have to do?</b></p> <p><b>A: We record and file the incident under the child’s record. The incident reporting form has recently been changed. The reporting officer completes the form and then there is a section for the DSL’s response which is completed along with any follow up action which may be required.</b></p> <p><b>Q: Is there a requirement to inform the safeguarding governor?</b></p> <p><b>A: There is no requirement for the safeguarding governor to be informed. The safeguarding governor’s role is to know that the school has a safeguarding policy in place and that this has been followed to deal with the incident as well as making sure that the evidence is correct.</b></p> <p><b>Q: Do things get treated in isolation or is that once an incident happens a child is considered to have an open safeguarding record which you continue to look at or is it once you have taken all responsible action it concludes (or concludes until the next time)?</b></p> <p><b>A: We always watch every child when it comes to safeguarding. However, if we have filed a blue form for a child we know there are some concerns and do remain extra vigilant around them. If there are any further follow ups or further incidents related to the same child, this gets recorded in the same way and added to their file.</b></p> <p><b>Q: How often do you monitor?</b></p> <p><b>A: The teacher of that child and any other adult working with that child (on a need to know basis) is aware. Michelle Hodges recently advised that although it was good practice having 4 DSL’s in a school once they have reached level 3 the DSL may wish to consider going on a course to specialise in a certain area of safeguarding. This is something we will consider next year.</b></p> <p><b>Q: Do you have a contemporaneous log which shows incidents in a prescribed period?</b></p> <p><b>A: No. We are a small school, so it is not really necessary as we do not have that many safeguarding logs. That would be particular useful in a bigger school.</b></p> <p><b>Q: What happens to the record when a child leaves, what is the data retention policy?</b></p> <p><b>A: Their records go with them to the next school.</b></p> <p><b>Q: Is that written in our fair processing notice?</b></p>	

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	<p><b>A: Yes, it should be included already (ACTION: Mrs Latham to check)</b></p> <p>It was noted that the school was currently supporting one family on a TAF.</p> <p>Governors were advised that Mrs D Shanga had attended the Working Together training as recommended from the recent Safeguarding audit. Prevent training had been scheduled for the 26.2.2020 at 3.45pm. This training was open to all staff and Governors.</p> <p>There were currently 15 pupils on the SEN register (this included 1 pupil with an education, health and care (EHC) plan.</p> <p>There had been no fixed term or permanent exclusions taken place since the last report.</p> <p>(b) <u>Premises and Health &amp; Safety Matters</u></p> <ul style="list-style-type: none"> <li>• A Health and Safety audit had been carried out with Mr R Michael. As a result, SL was making enquires regarding the removal of the log cabin and relocation of benches. The benches caused the walk-way to narrow and as a result a lot of collisions occurred around this area. Once this had been completed discussions on future plans for this area could be considered by the Resources committee</li> <li>• Mrs Bulmer advised that she had met with Jason Shirazi (Principal Emergency Planning Officer – Kirklees) to discuss 'invacuation'/Lockdown, this had been a very positive meeting and provided some useful communication pointers for staff to use with pupils. He had agreed to come and deliver a staff meeting regarding invacuation procedures. Governors were welcome to attend; date 11.3.20 at 3.15pm</li> <li>• Flooring in the corridor had lost its grip and children/staff often fall up the steps. When wet it was obviously worse. SL was obtaining a price to replace the existing flooring from Geckops</li> <li>• The work around the culvert was complete. Barratt Homes had built up the area in front of the pipe to ensure water could now flow rather than accumulating in the bottom. After much negotiation, the railings had been fitted and now lowered. Dean Morgan (Carter Trust) had carried out a H&amp;S assessment on 4.2.20. The school was happy with the new railings but needed to replace the missing topping stones. A parent was helping with this.</li> <li>• The toilets were due to be refitted – work to commence on Friday, 14.2.20. They would repair the damp on the back and side walls, re-plaster, paint and fit new sanitary units. A new flooring would come out to the entrance door after the staff room. The woodwork would also be re-painted.</li> <li>• Boiler room – Evidence of asbestos found in boiler room. EB and SL had attended a meeting with Asset Management regarding its removal. Access to the boiler room was restricted and the</li> </ul>	

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	<p>localised clean had now taken place. No works would be carried out in this room at present. A full clean should take place in the summer holidays prior to the boiler update. As the boiler was due to be updated in this financial year, Asset Management had now to secure funding to carry out the work in the next financial year. At present this had been verbally agreed but were awaiting written confirmation. All costs to remove asbestos would be paid by Asset Management.</p> <ul style="list-style-type: none"> <li>• New photocopiers/printers had been installed – Mrs L Burnett had supported the school with the installation and removal of old photocopiers/printers.</li> </ul> <p><b>Q: Did we end up paying anything for the removal of the old photocopiers.</b>  <b>A: No</b></p> <p>(c) <u>School Performance and Standards</u></p> <p>The following headlines were provided by Mrs Bulmer:</p> <ul style="list-style-type: none"> <li>• All children were currently working towards expected age related expectations at this time of year. Mrs Bulmer was in the process of updating assessments to help school to track progress more closely; especially those who did not reach age expected targets at the end of the year.</li> <li>• EYFS was still exceptionally low. DRH set the GLD target at 47% currently EYFS was 40% expected to make GLD (26% on entry). Every effort was being made to increase this figure</li> <li>• Phonics screening – Year 1- 67% were expected to pass phonics screening and Yr 2 - all 3 children who need to take the test were expected to pass.</li> <li>• Year 2 SATs were in line with the targets set by the KLP (see Primary targets Standard and effectiveness committee).</li> <li>• The Kirklees Learning Partner (KLP) David Raven-Hill had visited the school in December and met with EB and NC. David Raven-Hill had stepped down as Flockton’s KLP and had been replaced by Fiona Denham. Fiona would be visiting Flockton on the 1.4.20. A summary of the KLP’s recommendations were listed in the report.</li> <li>• Progress had been made on the school development plan however it was felt it was rather chunky and more a longer-term plan. Mrs Bulmer was in the process of prioritising key areas for action upto the end of the summer term (this to be discussed with Head teacher support on 12.2.20). There were some areas on the SDP that the school was not at a point to develop (EEF research). Going forward Mrs Bulmer advised governors that her plan was to initially invest time in to simplifying the school vision. After a meeting with Rupert Madeley who was happy to lead on this and work with staff and Governors in ensuring the vision was one that reflected the community of Flockton. Once this had been developed the rest of the SDP would follow on.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• EYFS – Mrs Bulmer advised that she had asked Fiona Denham, new KLP, for support in developing the EYFS provision. Mrs Denham had agreed to this alongside Kirklees EY specialist</li> <li>• Support staff (AC) was due to attend phonics training – Phase 1 phonics.</li> <li>• DW and SH would deliver phonics training in-house to all ETA's. It had been a while since any phonics training had been delivered to staff.</li> <li>• Support staff (AC &amp; LH) were due to attend Speech and Language Therapy. This would help with support the large number of EYFS with poor communication skills.</li> <li>• SIAMS – Mrs Bulmer advised governors that Rupert Madeley was no longer available to facilitate the half day training session on 14.2.20</li> <li>• CM and EH would attend training on spirituality and collective worship over the next half term. EB, VK &amp; SR would attend SIAMs Governor Training. All courses were led by Rupert.</li> </ul> <p>(d) <u>Staffing and School Organisation</u></p> <ul style="list-style-type: none"> <li>• Miss Hough's temporary contract in Apple Class had been extended to August 31st, 2020. In addition to this her mornings had been increased (T, W, TH) to help support Apple Class.</li> <li>• Mrs Oliver and Mrs Delaney were on compassionate leave. Mrs Delaney would be back after the half term holiday. Mrs Morris and Mrs Bulmer had been covering. Mrs Hurst had been absent with sickness. Cover supervisors have helped with 1st day cover. Unfortunately, insurance cover did not cover compassionate leave.</li> <li>• Cover supervisor – 3 interests were shown in the cover supervisor role when previously advertised. The role had been offered to all 3 to provide temporary cover in their own class. When covering another ETA would support in the class and be paid on Cover Supervisor rate. This had been a successful way of covering adhoc sickness or meetings.</li> </ul> <p><b>Q: The enquires for 8 places is that separate to admissions?</b>  <b>A: These are all the enquires we've had all together. Unfortunately, nothing has really materialised from these enquires</b></p> <p>(e) <u>Head Teachers Wellbeing</u></p> <p>Mrs Bulmer was asked about her wellbeing and responded by advising governors that the first few weeks in role were a little overwhelming; however, the situation had now started to improve as she was settling into school and her new role. She was looking forward to the half term break.</p> <p><b>Q: Have you managed to take any Dedicated headship time?</b></p>	

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	<p><b>A: No, I have not managed any dedicated headship time, but I did manage for the first time since being in post to switch off at the weekend.</b></p> <p>Governors encouraged Mrs Bulmer to try and diarise some dedicated headship from Easter onwards when it was hoped she would become more settled in school.</p>	
2860. SAFEGUARDING	<p>This had been covered as part of the Head teachers report.</p> <p>Mrs Boyle advised governors that she had completed the safeguarding audit with Mrs Bulmer and the one point identified had now been actioned.</p>	
2861. FINANCIAL MANAGEMENT AND MONITIRING	<p>This had been covered under the recent resources committee and summarised under reports from committees earlier.</p> <ul style="list-style-type: none"> <li>• The budget was on track and continued to be a positive budget going forward</li> <li>• Staff cover had been identified as one area of concern – However cover supervisors had now been appointed which enabled the school to deal with any unexpected absence going forward.</li> <li>• The appointment of cover supervisors was felt to be a positive move as it not only provided staff with development opportunities it provided the school with additional support in classrooms and continuity in the classroom for pupils</li> </ul> <p><b>Q: How does the lesson planning work in this situation?</b>  <b>A: Cover supervisors just pick up whatever the classroom teacher has already planned. HLTA role does include the responsibilities for lesson planning.</b></p>	
2862 HOUSING DEVELOPMENT UPDATE	<p>Mrs Bulmer provided governors with the following update:</p> <ul style="list-style-type: none"> <li>• Mrs Bulmer advised that she had managed to get in touch with one of the building sites. Hazelmear – who advised her that they had finished building, in total 47 houses and no more planned, they anticipated to be finished by July 2020. They had sold 20 out of 47 (20 lived in)</li> </ul> <p><b>Q: How many need to be sold for the Section 106 money?</b>  <b>A: 50%, this does not include the housing association, therefore only sold 12 out of 39</b></p> <ul style="list-style-type: none"> <li>• She had been unable to get in touch with Rouse homes</li> <li>• David Wilson homes – she had not managed to speak to them however on their website the interactive map showed 18 houses still for sale. It was not clear if they had finished building.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• It was highlighted that David Wilson homes had planned to build in 2/3 phases and the Section 106 money did not name the school</li> <li>• Mrs Rawling advised that she had delivered 67 welcome packs in total to date</li> </ul> <p><b>Q: How do get hold of the section 106 information?</b>  <b>A: It is available on the website under planning permissions</b></p> <p><b>Q: Do the welcome packs have school information?</b>  <b>A; No, nor the any information on the playgroups. I only include details regarding Cricket, Football, the Church, the Community Centre and what is happening in the village on the daily basis.</b></p> <ul style="list-style-type: none"> <li>• Mrs Bulmer advised governors that details regarding in year transfers or applications for places to the school could be accessed online – the following details were shared: <ul style="list-style-type: none"> <li>➤ the waiting list for reception last year 20 applied, 15 were accepted and 5 withdraw their application</li> <li>➤ YR 1 – 2 on list one child was admitted and one withdraw</li> <li>➤ YR2 – one withdrawn application</li> <li>➤ YR3 – admitted 4 last year plus one withdrawn application</li> <li>➤ YR4 – 2 on waiting list (in year transfer)</li> <li>➤ YR5 – 2 on list and one withdraw</li> <li>➤ YR2 and YR5 were rejected</li> <li>➤ All applications were now in – not looking great</li> </ul> </li> <li>• Mrs Bulmer advised governors that a gentleman had shown some interest on Friday who had applied for places (YR4 and YR5) at the school and was rejected – he had been advised to go to appeal.</li> <li>• Someone else had also been in with a form from Parkside for places in YR2, YR3 and YR5 - unfortunately the school were not in a position to take any more in Mrs Hurst's class</li> <li>• If pupil numbers created a bulge in YR3 – consideration could be given to separating YR2 and YR3 and take some from the bottom and fill YR2 which would allow YR3 to grow a little. The downside to this was that families would always be looking at neighbouring schools.</li> <li>• Capacity in neighbouring schools – Emley First had similar issues; low in other year groups in YR2 and YR3 where they were full. This was also the situation at Grange Moor furthermore they only had 6 applications for first preferences in Reception for September 2020 and Flockton had 8</li> <li>• Mrs Bulmer highlighted that if they decided to split YR3 now due to a potential increase in numbers</li> </ul>	

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	<p>in YR3 the low reception numbers coming in would drop numbers to 88. In light of this they could not split numbers</p> <ul style="list-style-type: none"> <li>• Financial considerations – intake of pupils in YR5, the school would not receive any money however YR4 and YR5 would make the class to 34 and would be a hard stretch for teachers</li> <li>• There were not enough numbers expected to force a bulge</li> <li>• Looking at the low numbers Mrs Bulmer anticipated what Mr M Wilby's response would be if he was contacted regarding a potential bulge in pupil numbers</li> </ul> <p><b>Q: What are we going to do about YR3, YR4 and YR5 at the moment in terms of if we get any more pupils in there it is not sustainable?</b></p> <p><b>A: Unfortunately, we are not getting high numbers like 5 or 6 applying otherwise we could build a strong case; it is really difficult with only one or 2 and the possibility some withdrawing therefore it is not enough to split the year group especially with just 8 in Reception. It is a very difficult position.</b></p> <p><b>Q: In terms of managing a large number – I recognise that you can't split the class for a variety of reasons eg can't afford another teacher is there another way of managing it eg a HLTA or temp contract?</b></p> <p><b>A: We have considered several potential options; even splitting the class in the morning only and in the interim using a HLTA but when the class comes back together in afternoon it would still be a large class to manage</b></p> <p><b>Q: Can we put something in place on a temporary basis which could just sort out the problem at the top end of school whilst we have the issue and consider reception in isolation later?</b></p> <p><b>A: If we look at it in terms of splitting the 2 3's if the numbers we expect came in we would only end up with just one more in YR2 (currently 16 YR2's and 17 YR3's) which would give 18 YR3 and 16 YR2 leaving some flexibility in taking some YR4's and creating 3 groups. The problem is only one child wants a place so the logistics of all this is not proportionate for the low number and we would not be really any further forward as well as financially be in deficit.</b></p> <p><b>Q: Do we need to change tact in terms of how you manage the pupils in School by exploring if we know of anyone that has been in a similar position and found creative ways, other than splitting classes to lower the stress and burden on each class teacher?</b></p> <p><b>A: We can explore this. However, there is an added complication here as we have 2-year groups in one class (2 key stages). We have considered taking students and also another way is having a SCITT student which work really well and a positive is that the school does get paid for having a SCITT however they are out of school for one day a week. We have sent off for an application.</b></p>	

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	<p><b>Q: Are the children that require the extra input in EY in Reception?</b>  <b>A: Yes. This is positive as we will be able to give these pupils extra focus with such low numbers expected.</b></p> <p><u>Use of Gate to school playground</u></p> <p>It was highlighted that this was still classed as a private road as the developers had not yet finished the work; furthermore, access was also dependent on the developers finishing the club carpark and this would not be adapted until the last house was sold.</p>	
2863. POLICY REVIEW	<p>The following policies had been reviewed and made available to Governors:</p> <ul style="list-style-type: none"> <li>• Attendance Policy – reviewed and agreed by S &amp; E</li> <li>• EYFS Policy - reviewed and agreed by S &amp; E</li> <li>• Teachers pay policy – LA model policy which had been personalised to the school</li> <li>• Teacher Appraisal Policy - LA model policy which had just been personalised to the school</li> <li>• Supporting pupils with medical needs policy – this had been updated to include staff training and new heads details</li> </ul> <p>RESOLVED: That the policies above be approved by the governing body</p>	
2864. KIRKLEES FAIR ACCESS PROTOCOL (2020)	<p>Governors acknowledged that they had considered the draft Kirklees Fair Access protocols and had not identified anything to be feedback to the LA.</p> <p>RESOLVED: That the governors:</p> <ol style="list-style-type: none"> <li>(a) recognise that each local authority must have a Fair Access Protocol, agreed with the majority of schools in its area</li> <li>(b) formally agree to adopt the new Kirklees Fair Access Protocol dated: April 2020, to be implemented from the start of the Summer Term on Monday 20 April 2020.</li> <li>(c) recognise that if the decision made by the majority of schools is not to adopt the new protocol, the current Fair Access Protocol dated; April 2015 will remain in place until such time that a new protocol is agree by the majority of schools in Kirklees.</li> </ol>	

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2865. GOVERNOR TRAINING AND GOVERNOR VISITS	<p>The following was reported:</p> <ul style="list-style-type: none"> <li>• Sue Rawling had submitted 2 visit reports these were available on Sharepoint</li> <li>• Mr R Michael had carried out a H &amp; S visit and also attended a H &amp; S training session</li> <li>• Mr S Pearson had completed an online Governors visits to School module</li> <li>• Mrs Metcalfe and Mrs Pearson would look at arranging a meeting with Dione Weatherhead and Sarah Horwood</li> <li>• Mrs Rawling and Reverend Keating would be attending SIAMs Training</li> </ul>	
2866. ANY OTHER BUSINESS	<p>(a) <u>Support to another School</u></p> <p>Mrs Pearson advised the governing body that she had been asked by the LA to support another school with a staff Dismissal hearing. The meeting would take place at Southgate school on the 27<sup>th</sup> February 2020.</p> <p>RESOLVED: That the governing body agree to Sylvia Pearson forming part of an independent staffing dismissal committee for the above named school.</p> <p>(b) <u>Dogs on School Site</u></p> <p>Mrs Pearson reported that she had recently seen parents on school premises with dogs. It was highlighted that although the school did have signs displayed these were too high up and not easily visible; furthermore, one of the signs was a little misleading perhaps giving parents the impression the school allowed dogs on site as long as owners picked up after their dog.</p> <p>Mrs Bulmer agreed to include a reminder in the next newsletter to parents regarding dogs not being allowed on school premises.</p> <p>(c) <u>Carparking</u></p> <p>Mrs Bulmer advised governors that she was experiencing a few issues during morning drop off with parents either parking in the staff car park or driving up to the gates to drop off their child(ren). This was causing an inconvenience to staff and was also a potential risk to pupils safety due to the limited amount of space available.</p> <p>A lengthy discussion ensued, and a couple of solutions suggested:</p>	

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	<ul style="list-style-type: none"> <li>• Lock the staff car park gate</li> <li>• Lock the gate at the bottom of the drive so that parents are forced to use the drive to walk up to school.</li> </ul> <p>Mrs Bulmer agreed to place a reminder in her next parent’s newsletter that it was imperative that when parents visited the school either to drop off or pick up their children that they did so with due care and attention and not to put others at risk or park in the staff car park.</p> <p>It was agreed to try one or both of the suggestions above and closely monitor the situation.</p>	
2867. EVALUATION OF IMPACT	<p>It was noted that governors had made the following impact from this meeting:</p> <ul style="list-style-type: none"> <li>• Agreed statutory policies</li> <li>• Decision made to simplify SDP to make it more realistic and achievable</li> <li>• Explored further options available to the school in terms of the challenges the school faced with pupils numbers</li> <li>• EY drop off</li> </ul>	
2868. DATES OF FUTURE MEETINGS AND POSSIBLE AGENDA ITEMS	<p>RESOLVED: That the next meetings of the Governing Body be held at 6.30 pm at the School on:</p> <p style="padding-left: 40px;">(i) 30<sup>th</sup> March 2020  (ii) 11<sup>th</sup> May 2020  (iii) 29<sup>th</sup> June 2020</p>	
2869. AGENDA, MINUTES AND RELATED PAPERS – SCHOOL COPY	<p>RESOLVED: That no part of these minutes be excluded from the copy to be made available at the School.</p>	