

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, 25 November 2019

PRESENT

Mrs H Boyle (chair), Mr N Cappleman, Mr R Michael, Mrs S Pearson, Mrs S Rawling, Mrs J Metcalfe, Rev V Keating and Mrs L Burnett

In Attendance

Mrs A Sahota (Minute Clerk)
Mrs E Bulmer (Observer)

Item	Minutes	Action						
2838. APOLOGIES FOR ABSENCE, CONSENT AND DECLARATIONS OF INTEREST	Apologies for absence were received from Mrs S Latham (consent) and Mrs E Hirst (consent) Mr R Michael, Mrs Pearson and Mrs Burnett declared an interest with FOF and agreed to leave the meeting if there was any discussions involving this.							
2839. NOTIFICATION OF ITEMS TO BE RAISED UNDER ANY OTHER BUSINESS	The following item was reported to be raised under Any Other Business: <ul style="list-style-type: none"> • Annual Governance Statement • Impact Statement • SEF –update • Photocopier contract 							
2840. REPRESENTATION	<p>(a) The following matters of representation were noted</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Appointment Name</u></th> <th style="text-align: left;"><u>Category</u></th> <th style="text-align: left;"><u>With Effect From</u></th> </tr> </thead> <tbody> <tr> <td>Debbie Nouwen</td> <td>Co-opted</td> <td>10.10.2019</td> </tr> </tbody> </table> <p>(b) <u>Appointment of Co-opted Governors (3 vacancies)</u></p> <p>Mrs Boyle advised that despite many attempts made to attract potential governors the school had not</p>	<u>Appointment Name</u>	<u>Category</u>	<u>With Effect From</u>	Debbie Nouwen	Co-opted	10.10.2019	
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	<p>been very successful and were struggling to fill the remaining vacancies. A discussion ensued and the following actions agreed:</p> <ul style="list-style-type: none"> To amend the instrument of Governance from 14 to 12 governors (reducing the number of co-opted seats by 2) A letter be sent to local businesses ie: Synygenta Huddersfield, FMG , Local solicitor/legal firms, Banks and Flockton Forward community page Mrs Pearson to place a Facebook post linking this to the school website and details about the role of governor If necessary, Mrs Boyle to consider swapping seats from a parent governor to a co-opted governor which will enable the school to run another parent election to attract some of the new cohort of parents Governors Skills audit to be a live document and kept regularly updated with any additional skills obtained by governors through governor training or in their professional capacity. 	
<p>2841. MINUTES OF THE MEETING HELD ON 10 SEPTEMBER 2019</p>	<p>RESOLVED: That the minutes of the meeting held on 10 September 2019 be approved and signed by the Chairman as a correct record subject to the following amendments:</p> <p>Minute 2834 The addition of Mrs J Metcalfe having attended the Safeguarding training and also the getting Ready for OFSTED</p>	
<p>2842. MATTERS ARISING</p>	<p><u>Appointment of School Council Governor (Minute 2820 refers)</u></p> <p>Mr Cappleman advised that unfortunately to date there had been no uptake from within school to undertake this role. This had been discussed at the Children and Families committee and it was felt that there was a possibility that a member of support staff may be interested.</p>	<p><i>Mr Cappleman to follow up</i></p>
<p>2843. REPORTS FROM COMMITTEES</p>	<p>All minutes had been placed on SharePoint in advance of the meeting.</p> <p>(a) <u>Minutes of the S & E Committee Meeting held on 9 October 2019</u></p> <p>Mrs Burnett, chair of the committee, provided a summary of 2 key discussion points from the meeting:</p> <p>Minute 156 – Agree EYFS and KS1 Targets for 2020</p> <ul style="list-style-type: none"> There had been lots of questions raised by the committee regarding this, in particular around the number of pupils that had joined early years below age expected level and how out of 15 pupils only 4 pupils were ready. 	

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	<ul style="list-style-type: none"> Discussions were held around how this would impact on the behaviour in the classroom and how it may make it difficult for the YR1 pupils to learn. <p>Q: Did we know about these pupils before they arrived?</p> <p>A: We did know about them however not in as greater detail as we got when we carried out the baseline assessment.</p> <ul style="list-style-type: none"> A discussion was also held around how most children come from a pre-school setting and in one term the school identifying the impact on YR1 and the upstairs classroom was being used as much as possible to bring the YR1 children in to learn away from that environment. This highlighted other concerns around how this was being staffed. Mr Cappleman agreed to look into staffing and budgeting and whether it was possible to provide the staff to support the pupil's needs. Mr Cappleman advised that he had arranged a meeting to bring job share teachers and job share support staff together to discuss the reception children's needs which was unfortunately cancelled due to OFSTED – this would be re-arranged It was already very clear that the reception cohort needed a lot of support. – ACTION: look at how this can be staffed and supported going forward. The statements and targets received from the recent OFSTED inspection had helped and provided a baseline in terms of where the inspectors also thought there were areas of need arising – these needs had already been identified by the school prior to the inspection. Another member of support staff had been brought in for Early Phonics and Speech and Language support for some of the pupils in this cohort. A small group had been set up and these pupils were now receiving extra support developing their Speaking and Listening, Vocabulary and Sound formation. This was already seen to be having some impact and pupils showing some signs of progress. This would be reviewed after Christmas. The majority of the pupils the school were working with were summer born boys with poor speech and language skills. <p>Q: Is it impacted by the fact that there are more boys that are summer born – do those 2 things together explain the situation??</p> <p>A: Yes it has impacted this year (it's not always the case as we have had some bright summer born boys) the situation is that this group are summer born, not learning ready and disadvantaged therefore hitting a few of the targets across the board and we need to find ways of supporting their learning needs.</p> <p>Minute 157 – Review of School Curriculum</p> <p>Mrs Burnett highlighted that the committee had held discussions around :</p> <ul style="list-style-type: none"> if the school could get the curriculum right this would reduce the need for interventions eg: if phonics 	

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	<p>was taught from the start this would reduce the need for so many reading recovery schemes</p> <ul style="list-style-type: none"> • Maths Mastery – same day interventions in the classroom and the quality first teaching which was having a positive impact – the question had been raised whether this approach could be applied to Reading and having book clubs etc • Mr Cappleman advised that this linked in with curriculum reviews - looking at individual Cohorts and tailoring curriculum to pupil needs by looking at prior learning and their progression of skills <p>Q: Is there anything that can be changed at pre-school?</p> <p>A: We have done a lot of work with pre-school in the past on the teaching of phonics, they took this on board and this helped a lot. We now need to make them more aware of teaching of numeracy and look at some of the activities we have been doing and also looking at growth and motor control activities.</p> <ul style="list-style-type: none"> • a change in demographics had been noticed with people moving into the village – seeing children coming from a broader number of settings – previously pupils had mainly come from pre-school • Governors acknowledged the importance of the support being in place for pupils at the beginning otherwise when they started school the gap sometimes became wider. • OFSTED had expressed no concerns in this area - felt these issues were really cohort specific and plans had been put in place to address the areas of need <p>Q: Would summer born pupils have less time at pre-school?</p> <p>A: Yes they would. A summer born would only get access the September after their 3rd birthday (not the term after) so they would only receive a year of pre-school funding however if disadvantaged they would be entitled to additional support from 2 and a half however it depends on whether a parent takes up the offer. There is no mechanism in place at pre-school to do anything about this.</p> <p>Q: Can a child be kept in nursery longer than they should if it's felt it would benefit the child learning by staying "behind"</p> <p>A: They don't have to take up their reception place, if they didn't start in reception they would start in YR1 which would set them back even further.</p> <p>(b) <u>Minutes of the Resources Committee meeting held on 11 November 2019</u></p> <p>Mr Michael highlighted the following areas were discussed by the committee, some of the points linked with some of the discussions held by S & E and above:</p> <ul style="list-style-type: none"> • Lots of discussions held around the PAN – the school was at or above PAN in every year across the school 	

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	<ul style="list-style-type: none"> • Admissions – demand for school places had increased; expecting more requests and appeals for admission outside of catchment and possibility of the school having to accept these • Discussions held with Mr Wilby and Mr Gearing at the LA around how these places could be resourced and funded going forward. Potentially areas recognised for expansion in existing building to support increase in pupil numbers • One option for consideration S106 funding – Discussions held with Mr Wilby on how opportunities could be maximised – these had already been scoped out by governors previously and shared with Mr Wilby. Advised S106 monies could be used for capital works as long as it supported basic need for more pupil places • Buildings – a commitment had been received from builders to build a fence. Mr Cappleman had sent out a reminder email today to follow up • Committee had also highlighted how they were mindful that the 3 year budget plan had not been reviewed in a while – the difficulty was that the National Funding Formulae was due to change and at this stage there were too many unknowns. The LA were currently in the process of obtaining clarity and once received schools would be advised accordingly • The Budget was well run - the school was in a fortunate position as they had a small surplus • Mr Cappleman advised that he had held discussions with Mr Wilby around the number of in year admissions and how the schools budget was based on the number of pupils in school on census day. No additional money was received for pupils admitted after this date therefore a potential risk of in year admissions using up the schools surplus. Advice had been received that there was some funding available from the LA if a school received a bulge of in year admission. <p>ACTION: Mr Wilby follow this up with Mr Gearing on the schools behalf and to let the school know what number is classed as a “bulge” to enable the school to receive additional funding</p> <ul style="list-style-type: none"> • The Admissions team had agreed to contact the school before putting a child on to an appeal to try and prevent bulging numbers • Mrs Latham had carried out an analysis of what the break-even number of pupils needed to be able to fund an additional Teaching Assistant or a full teacher. <p>Q: Do we have to communicate our increased numbers with Scissett middle school? A: Although I discuss place planning as part of our regular pyramid meetings it would only be a requirement if we increased our PAN. Advice from the LA is for the school not to change the PAN for the reasons we have already shared.</p> <p>RESOLVED: That the Terms of Reference of the Resources committee be amended TO INCLUDE breaches and purges be put to this committee to review.</p> <p>(c) <u>Minutes of the C & F committee meeting held on 6 November 2019</u></p>	

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	<p>Mrs Pearson highlighted that the following areas which had been covered by the committee:</p> <ul style="list-style-type: none"> • Governor Recruitment • School Council • Acknowledging the work of the Ethos and Worship group who had been really busy with: School values, Introduction of reflection areas across the school and making the Reception area more welcoming • Facebook and the Newsletter (now a School blog) – the need for more regular posts • Mr Rupert Madeley – New Diocesan Advisor • A number of polices had been reviewed and recommended for approval - including the online safety policy – It was agreed to invite new parents into school again for online safety training • Invitation to Mrs Bulmer to view online school prospectus • Mr Cappleman advised that since this meeting he had attended the pyramid church schools meeting and provided the following update: <ul style="list-style-type: none"> ➢ the school paid into the Diocesan SLA which provided access to Mr Madeley for training purposes – it was agreed by the pyramid to pool training needs and future training for staff or governors be opened up to each school within the pyramid and hosted by one of the schools. suggested training included: Spirituality training and Collective Worship training for staff (to be hosted by Flockton) and The Role of Governor Supporting SLAM in Spring 2 at Scissett • Community Hubs – A new community co-ordinator had been allocated - Mr L Dodd. It was reported that schools within the Bridge Community Hub had received sugar tax funding of £20K for Physical and Mental Health in the community. Mr Cappleman advised that it was suggested this money be used to fund a pyramid wide Sex and Relationships resource (JIGSAW) which all schools within the pyramid could use. There was a working party already looking into this. It was reported the JIGSAW was very comprehensive resource which linked into the new guidelines and not only covered sex and relationships but also included wellbeing and physical and mental health 	
<p>2844. HEAD TEACHERS REPORT & GOVERNORS QUESTIONS</p>	<p>Mr Cappleman advised that a lot of the areas he would normally raise as part of his Head Teachers report had already been addressed within the appropriate committees meetings and summarised above along with relevant updates. In light of this it was agreed to focus discussion under this item around the SEF and SDP. Both of these documents were live documents and available for governors to access within SharePoint.</p> <p>Mr Cappleman highlighted that he had reviewed both documents in line with the new OFSTED framework and areas of action which had been identified by the recent OFSTED inspection.</p>	<p>(a) <u>SEF</u></p>

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	<p>The revised SEF was presented to governors on the whiteboard and a narrative provided on the following points:</p> <ul style="list-style-type: none"> • The same format as last year had been retained – new areas added and some new quotes included from the recent Inspection report • The SEF linked in with the work carried out as a school via committee meetings, INSET days and the recent Inspection • All areas had been reviewed – Historical context and current context of school reviewed – when the IDSR was received this was found to be out of date. • The SEF was Rag rated – these would be reviewed in Spring and Summer for each of the 5 areas • Behaviour and attitudes of pupils was judged as exemplary (1) this year along with Personal Development (1/2) • Mr Cappleman agreed to upload the OFSTED Handbook to the SEF and link this to enable cross referencing • Quality of Education was split up into the following sections: <ul style="list-style-type: none"> • INTENT – “<i>what you want the curriculum to offer</i>” – in the recent inspection this focused on cultural capital (what the school was doing above and beyond the everyday curriculum) this was geared to National curriculum expectations and what else the school was offering the pupils (especially the disadvantaged pupils) and how the school was further developing those areas which were not developed. eg: PE and Science. A lot of work had already been done around this. There was lots of information around the 4 corner stones however this just needed to be brought together and embedded • IMPLEMENTATION – “<i>What you’re doing and what does the scheme look like</i>”. A lot of the schools work was linked to the National curriculum and White Rose Maths. The school had created progression ladders for Reading, Writing and Maths, History, Geography and Computing and this had been shared within the pyramid. Assessment was looked at and how this was used to support/ further develop teaching and Learning. Workloads had been reviewed – planning and this could be made more effective and less time consuming. Mr Cappleman and Mrs Bulmer had also looked at who was in charge of each subject area – it was felt each area needed to be supported by someone with strong knowledge in that subject who could support other staff with developing their knowledge in that area. In general- identifying the areas that needed improving and just maintaining those which were working well. • IMPACT – Impact would be evident in standards and outcomes <p>Current journey - currently fine turning the INTENT – from that identified work needed around IMPLEMENTATION and from that would come the IMPACT on the pupils learning</p> <ul style="list-style-type: none"> • There were alot more actions under INTENT • It was reported that each of these 3 areas had links to the SDP and what needed to be done for the school to move towards outstanding (or maintain outstanding if already in this area) 	

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	<ul style="list-style-type: none"> • Some of the areas would still be linked to last year's SDP – what completed and what outstanding. Some areas linked to the OFSTED report and some linked to the exercise completed by Mr Cappleman and Mrs Bulmer. • Outstanding statements were linked to OFSTED handbook • Some of the language in the SEF had been changed to OFSTED language • Behaviour and Attitudes – This would need to be revised and hyperlinks added • Personal Development – this had now been split – there was much more of a focus in this area especially around Behaviour • Quality of Teaching – this now had a big curriculum focus rather than being outcomes focussed – (continued to look at Spiritual, Moral, Social and Cultural, British Values, RSE, PSHE and Equality, Character Education which linked in with SMSC and British values) <ul style="list-style-type: none"> ➢ Pupil Health and mental wellbeing was a key focus area now along with Staff well-being and staff workloads ➢ Pupil voice – was very strong in School • Leadership and Management – This was mostly interwoven with other areas. Governors SEF was a key area which needed to be added to the SDP when completed • Quality of Education in Early Years – this now had its own area, however a lot of information was covered in other areas and was found to be a little repetitive • Overall Effectiveness – this tied everything together <p>Mr Cappleman concluded by highlighting that all these areas helped and provided him with the information he needed to review the SDP.</p> <p>(b) <u>SDP</u></p> <p>Mr Cappleman presented the revised SDP and provided a brief narrative on the changes as follows:</p> <ul style="list-style-type: none"> • Retained the same format – changed areas in line with new OFSTED framework • Suggested SEF and SDP be interlinked even more next year (to include links from SEF rather than written information and duplication) • Changes had been made to staffing structures • Awaiting LA key priorities following their data collection exercise – this would be presented at the LA briefing meeting tomorrow and then added in • HT and Mrs Bulmer were due to meet with the KLP at the end of term and if there were any recommendations these would be also included into the SDP • ACTION: Governors to identify which priorities would be included on the governors Agenda 	<p><i>Item on next agenda</i></p>

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	<p>Governors were reminded of each SDP objective as follows:</p> <ul style="list-style-type: none"> ➤ Quality of Education: Ensure the 'Flockton' curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points. ➤ Pupil Outcomes: To ensure pupils consistently achieve highly, particularly the most disadvantaged and pupils with SEND. ➤ EYFS Provision: The impact of the EYFS curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. ➤ Behaviour and Attitudes: Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupil ➤ Personal Development: <ul style="list-style-type: none"> ○ Ensure the school continues to provide a rich variety of experiences in a coherently planned way, in the curriculum and through extra-curricular activities, so as to further strengthen the school's offer. ○ Ensure the mental health of our pupils and staff is a high priority for all staff and senior leaders ➤ Leadership and Management: Leaders ensure that all curriculum leads are able to support other staff with clear subject knowledge, progression of skills/concepts and planning/teaching of a sequence of activities <p>Mr Cappleman was thanked for all his hard work in reviewing both the SEF and the SDP and for bringing these key documents in line with the requirements of the new OFSTED framework.</p> <p>(c) <u>Safeguarding</u></p> <p>This had been covered under Children and Families</p> <p>(d) <u>Premises</u></p> <ul style="list-style-type: none"> • Mr Cappleman had been in touch with the builders to obtain a date for the works to be carried out. He was still awaiting a response. • Staff toilets – Renovation work in the staff toilets was planned to take place at February half term and to keep costs down it had been suggested, if possible, to keep the existing toilets. 	

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	<p>(e) <u>Parents and Community – key dates</u></p> <p>Apple class performance of "Upsidaisys Angel" - Wednesday, 11 December 2019 Christmas Lunch – Thursday, 12 December 2019 FOF Christmas Fayre – Thursday, 5 December 2019 Elder class and Sycamore class performance – Tuesday, 17th December afternoon and evening performances School Christmas Decorations – Tuesday, 3rd December 2019 Church Christmas Carols – 11 December 2019 KLP visit - 18th December 2019</p> <p>(f) <u>Complaint</u></p> <p>It was reported that a formal complaint had been received from a parent and an independent panel had been arranged to hear the complaint on 11th December 2019.</p> <p><u>Head Teachers Wellbeing</u></p> <p>Mr Cappleman reported that all was going well from his perspective. Mrs Bulmer highlighted that since her appointment there had been a lot to fit in since September with regards her preparation/handover however she was now looking forward to formally taking over as Headteacher at Flockton wef January 2020.</p>	
2845. SAFEGUARDING	<p>This had been covered as part of the Head teachers report.</p> <p>RESOLVED: That Mrs H Boyle to resume the responsibility of safeguarding governor.</p> <p>It was agreed that Mrs Boyle would come into school on 4th December to go through and complete the LA's safeguarding audit with Mr Cappleman and Mrs Bulmer.</p>	
2846. FINANCIAL MANAGEMENT AND MONITIRING	<p><u>School Fund Audit Report</u></p> <p>This had been placed on Sharepoint for scrutiny.</p> <p>It was reported that the accounts had been presented to the resources committee and a recommendation made for approval by the full GB.</p> <p>RESOLVED: That the Governors approve the school fund audit.</p>	

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2847 HOUSING DEVELOPMENT UPDATE	This update had been covered earlier in the meeting	
2848. POLICY REVIEW	<p>The following policies had been reviewed and made available to governors:</p> <ul style="list-style-type: none"> • Safeguarding Policy • Behaviour Policy • Governor Statement on Behaviour Principles • Online Safety Policy: • Supporting pupils with medical needs policy: Update to staff training records • Data Protection Policy • FOI Policy • Charging and Letting Policy • Staff Handbook and Induction Policy • Staff Capability Policy – LA model policy – no revisions made by the LA • Staff Code of Conduct Policy - no revisions made by the LA <p>RESOLVED: That the policies above be approved and adopted</p> <p>That the following policies be brought back to the next governors meeting for approval:</p> <p>(a) <u>Teacher Appraisal Policy & Teacher Pay Policy</u></p> <p>It was highlighted that the LA model policies were available on KBS. It was agreed that these would just need to be personalised to the school and brought to the next resources committee for approval in January.</p> <p>(b) <u>Supporting pupils with medical needs policy: Update to staff training records</u></p> <p>Although this policy had been reviewed and approved above further updates had been made available. This policy would be reviewed further in light of this and brought back for approval at the next meeting</p>	<p><i>Item on Resources</i></p>
2849. GOVERNOR TRAINING AND GOVERNOR VISITS	<p>(a) <u>Mrs Pearson and Mrs Metcalfe – Joint Curriculum Governors</u></p> <p>It was reported that an email had been sent out to all subjects leads however due to recent changes made to staffing responsibilities within school this would need to be sent out again in the new year with a view to arranging monitoring visit around the key focus areas for the spring term.</p>	<p><i>Item on Next Agenda</i></p>

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	<p>(b) <u>Mrs Rawling - SIAMS</u></p> <p>It was highlighted that Mrs Hurst had been emailed to arrange a date for a SIAM monitoring visit. Mrs Rawling agreed to follow this up.</p> <p>(c) <u>Mrs Metcalfe – Literacy visit with Claire Morris on 13th November</u></p> <p>The following feedback was provided:</p> <ul style="list-style-type: none"> • It was identified that literacy within the SDP had mostly already been covered. • Reported on findings of the English networking meeting – one concern was around boys were found not to be reading and writing enough and the strategies that needed to be adopted to address this 	
<p>2850. ANY OTHER BUSINESS</p>	<p>(a) <u>SEF</u></p> <p>Mrs Boyle reported that the steering committee were working on pulling together a governor SEF. They had met and started to work through the 20 questions from the KEY and to date managed to get through 4 question. It was agreed to arrange another meeting(s) to go through the remaining questions</p> <p>Q: Would it help to add a couple of questions to each full GB meeting agenda to discuss? A: Maybe, but it would still take a while to go through them all. It was a productive meeting, however now that we know what we are doing we may be able to get through a lot more questions in the next steering committee meeting.</p> <p>This continued to be work in progress and would be picked up again by the steering committee at their next meeting.</p> <p>(b) <u>Annual Governors Statements/Impact assessment</u></p> <p>Mr Michael reported that an Annual Governor statement was a report that set out information on a governing bodies effectiveness explaining how the governing board had fulfilled its responsibilities, particularly regarding the core functions including:</p> <ul style="list-style-type: none"> ➤ the governance arrangements that are in place, including the remit of any committees; ➤ the attendance record of individual governors at board and committee meetings; and ➤ an assessment of the effectiveness and impact of the board and any committees with details of any particular challenges that had arisen 	

	<p>This statement was not mandatory for maintained schools, however regarded as best practice.</p> <p>It was highlighted that this was currently undertaken annually however to be more effective and reduce workloads it was suggested to consider having a standard item on the end of each governors meeting to consider how effective governors had been at the meeting, the impact governors had made on the pupils/school as a result that meeting and the challenging they had provided during the meeting.</p> <p>RESOLVED: That the Governing Body agree to having a standard item to this effect to be included on their future agenda</p> <p>(c) <u>Photo Copier Quotes</u></p> <p>It was reported that the photocopier contract was due to expire, formal notice had been given to the current supplier and the contract would end in February 2020. Prior to the meeting Mrs Latham had placed on Sharepoint a breakdown of the costs from 3 quotes obtained.</p> <p>Q: Has photocopying reduced in school? A: No we do a lot of copying to print work books and resources for the pupils.</p> <p>Mrs Burnett talked governors through each of the quotes and highlighted the following points:</p> <ul style="list-style-type: none"> • Removal charge of £350 for existing copier needed to be discussed further with Xerox or negotiated with new supplier • Option to include a booklet maker on the device – size of machine would be bigger taking more space • Cost for ARENA would work out at potentially the same as RICHO due to the 10% increase per annum • RICHO was the better machine. ARENA was a local company which provided better customer service in terms of after care • Mrs Latham had already met with ARENA and was due to meet RICHO - following this meeting she would be opting for one of the two <p>RESOLVED: That the governors agree to Mrs Latham selecting either RICHO or ARENA photocopier contract for the school</p>	
2851. DATES OF FUTURE MEETINGS AND POSSIBLE	<p>RESOLVED: That the next meetings of the Governing Body be held at 6.30 pm at the School on :</p> <p>(i) 10th February 2020</p>	

Item	Minutes	Action
AGENDA ITEMS	(iii) 30 th March 2020 (iv) 11 th May 2020 (v) 29 th June 2020	
2852. AGENDA, MINUTES AND RELATED PAPERS – SCHOOL COPY	RESOLVED: That no part of these minutes be excluded from the copy to be made available at the School.	

Chair *Farroq Bate*
 18/12/2020