

**BOUGHTON-UNDER-BLEAN AND DUNKIRK (METHODIST VOLUNTARY CONTROLLED) PRIMARY SCHOOL
MINUTES OF A MEETING OF THE FULL GOVERNING BOARD
HELD ON MONDAY, 13th MARCH 2017 AT 1.00 p.m.**

PRESENT:

Mr M Baybutt	Mr J Bennett
Dr. J Boyle (Chair)	Mrs J Collett-White
Mr A Cummins	Mrs T Mayne
Mr S Way (Headteacher)	

IN ATTENDANCE: Mrs D Stryzyk (Clerk to the Governors)

1. Quorum

The meeting was established quorate.

2. Apology for Absence

Apologies for their absence had been received from Mrs K Bachelard (delayed in Australia on a family matter), Mrs J Dawes (maternity absence following birth of son), Reverend J Everingham (hospital appointment), Miss S Holness (illness), Mr R Kerrell (flat tyre) and Reverend H Letley (daughter poorly). The governors' apologies were accepted.

The Headteacher advised that Mrs D Creigh would be updating governors on Pupil Premium initiatives in place of Miss S Holness.

3. Governing Board Membership

There were currently no governor vacancies to report.

4. Declaration of Business Interests

a) Declarations

The governors were afforded an opportunity to declare business interests against any of the agenda items for the meeting. None were forthcoming.

5. Minutes of the Previous Meeting

The minutes of the meeting held on the 16th January 2017 were agreed as a true record and were signed on behalf of the governors by the Chair.

6. Matters Arising from the Minutes

a) School Uniform Provider

The Headteacher undertook to update governors at the next meeting following a discussion at the previous meeting when it had been suggested that the school should look into alternative school uniform providers to secure best value.

Initials:

Page 1 of 13

Action: HT to update governors at the next meeting following investigations into alternative school uniform providers.

7. Presentation by Staff Members

Mrs D Creigh joined the meeting at 1.05 p.m.

a) Pupil Premium

The governors extended a warm welcome to Mrs D Creigh (Year 6 teacher/joint Pupil Premium Lead), who was invited to share details of the Pupil Premium Team's initiatives.

Mrs Creigh (DC) advised that she and Miss Holness had been leading Pupil Premium in the school; their focus had been on diminishing the difference in the attendance of disadvantaged and non-disadvantaged pupils. They had established a three point action plan to:

- Raise the profile of Pupil Premium children
- Monitor the effectiveness of the provision for disadvantaged children
- Enrichment opportunities for disadvantaged children

DC explained that the first action - to raise the profile of Pupil Premium Grant (PPG) children was well on the way; expectations have been shared with staff at staff meetings. Staff have been asked to create groups on Classroom Monitor to enable the Pupil Premium leaders to access the data for PPG children. Pupil Premium profiles have been created for all of the PPG children. Each child has a profile sheet which includes key information in terms of their strengths, weaknesses, needs, interventions, interests and information from lead professionals as to what the barriers are to the children's learning.

A governor stated presumably some PPG children may not have any 'needs' and just need to be pushed to accelerate progress and improve levels of attainment. DC agreed, conversely there were also children who do have needs.

DC explained that the teaching staff had worked with teaching assistants on producing profile sheets; this had afforded staff an important opportunity to gather information on the children. The interventions and measures were constantly being evaluated and the profile sheets adapted. The gathered data would be useful for the staff at the end of the year when children transfer to their new class teachers who will have information about the children.

A governor asked if the profile sheets also included progress data. DC responded that the profile sheets provide key information about the child, but not their progress data which was stored on the Classroom Monitor assessment system.

A governor asked if the profile sheets would be updated at certain points in the year or on an ad hoc basis. DC explained that the updates would be on an ad hoc basis as updated by teachers these would be colour coded for different members of staff.

A governor asked if the PPG children were involved in the information gathering. DC responded that children were not.

A governor enquired if PPG children know that they are PPG. The Headteacher responded that in most cases they do. DC added that it was important that the children are not labelled as such, so the term Pupil Premium

Initials:

Page 2 of 13

was not used. Their peers will not know who the PPG children are. The Headteacher stated that they would not be seen as in a different group for education. He added the school had a number of PPG eligible pupils because their parents had been out of work for a limited period. The children attract additional funding through what is known as Ever 6 (the child may have been eligible for free school meals for a short period, but attract PPG funding for a period of six years). Those children were likely no longer disadvantaged. The Headteacher continued, a lot of PPG children were disadvantaged before they started at the school (lack of life experiences, access to books etc); the school does everything it possibly can to make a difference to those children.

DC advised that monitoring had taken place, SH and she had looked at the children's books, planning, conducted teaching and learning observations and learning walks. At the end of February they had selected at least two PPG children from each class. They had looked at those children's books to make a comparison between their work and non-disadvantaged pupils and their progress from September to date. DC was pleased to report that the quality of the work and progress data for disadvantaged pupils was in line with their non-disadvantaged peers; a positive outcome. **A governor sought clarification, that following monitoring; the disadvantaged pupils were at least in line with their non-disadvantaged counterparts in terms of both progress and attainment.** DC confirmed that in terms of progress and attainment, of those PPG randomly selected, they were in line with their non-disadvantaged peers. Currently there were 47 x PPG children in the school (none in Year 1, but seven in Year 6).

Governors stated that they were pleased that from the evaluation, the interventions being deployed in the school were paying off and the additional resources and support have been successful.

A governor enquired whether there would be further monitoring sessions throughout the year. DC confirmed that there would. The Pupil Premium Team had also planned a PPG day. They intended to complete a learning walk throughout the school at varying times to look at different subject areas, these would be preceded by looking at the data to enable the PP Team to target specific areas. They would also speak with the PPG children about their learning journey and barriers to their learning to enable the school to gather their views of the school. In addition, the PP Team would look at the planning to ensure that it supports PPG children to move forward in their learning.

The third action, to increase enrichment opportunities for PPG children to ensure that they have opportunities to attend trips, extra-curricular activities and have responsibilities within the school. **A governor enquired if the school had established that there was a difference.** DC responded that children were not disadvantaged in that they do attend school trips, the objective was more around particular responsibilities in the school. The Headteacher explained that some children had recently attended a hymn writing workshop, some had been PPG children. DC explained when choosing children for opportunities outside of the classroom, PPG children were being given those opportunities. The Headteacher added, PPG children were less likely to have had opportunities to do things outside of school; the school was looking to increase those opportunities.

A governor enquired whether any Year 6 disadvantaged children had received help with the cost of the residential trip to enable them to attend. DC confirmed that all Year 6 pupils had attended the residential visit; she was unsure the level the school had subsidised the trip. **Governors were pleased to note that disadvantaged children were being given opportunities.**

The Headteacher advised that the school had helped a Year 6 child who would be going to grammar school with the cost of additional school equipment (e.g. uniform, PE kit and equipment).

The governors recognised the benefit of having a Family Liaison Officer to make decisions on a case by case basis.

Initials:

Page 3 of 13

Governors wished to place on record their thanks to DC for taking the time to meet with governors to explain the initiatives the Pupil Premium Team were implementing in the school.

DC left the meeting at 1.27 p.m.

The Headteacher advised governors that parents were aware that the school received funding from the DfE to support their child. Parents have to provide evidence to support a claim for free school meals (or child in care/child of service family) in order to secure PPG funding.

The Finance Governor stated that the Inclusion Manager/SENCo had to be able to show where PPG funds were going. The Headteacher stated that the PPG funding comes into the school's budget, monies are set aside in the Pupil Premium cost centre for costs associated with, for example, school trips, new shoes, dyslexia testing. PPG funding was also used to pay for teaching assistant support within classes which benefitted PPG children and other pupils in the class. He added, previously the school had tracked each PPG child and every penny spent; the system had changed slightly the school's approach was more about PPG as a whole. If children need extra support they receive it. The Inclusion manager tracks the money.

A governor enquired whether the school had evidence that over the course of recent years, the gap between disadvantaged and non-disadvantaged pupils had diminished. The Headteacher responded that the gap remained too large (he referred to the school's attainment and progress data for 2016; the data for disadvantaged pupils had been weak). He explained that this year's outcomes would provide a more accurate reflection from the end of KS1 to end of KS2 and enable the school to compare the progress and attainment of PPG with non-PPG pupils. He assured governors that he, the Deputy Headteacher and Pupil Premium Team were carefully tracking the data to ensure that the gap is diminished.

A governor enquired whether there were any children in care who attend the school, because it was they who were most disadvantaged and difficult to help. The Headteacher confirmed that the school had pupils who were currently in the care system and the school was aware that those children have high levels of emotional needs.

b) E-Safety Ambassadors

Governors welcomed Mrs J Godfrey (Deputy Headteacher) to the meeting. She was invited to explain the role of the E-Safety Ambassadors.

JG advised that six x Year 5 pupils had attended an on-line safety day with other schools in the Faversham Collaboration. The school had selected pupils who would be willing to take on the role and were confident to talk to the school's community about e-safety. The on-line safety day had comprised a morning of activities (games to take to classes), a summary of on-line safety - What happens when things go wrong? What would their advice be?

JG advised that for the adults who had attended the event, it had been interesting to learn about the dynamics and to learn what children were actually doing on line.

During the afternoon, the focus had been on action planning, which had been led by the children; to draw up an action plan and identify the target audience. JG stated that the children had been very keen to have an opportunity to meet with the teachers. They realised that not many teachers were also parents so they were keen to talk with the staff about the apps and games they were playing and the risks associated with them.

Governors indicated that they were impressed that the initiative was being driven by the children. JG advised that the children wished to educate the staff about apps, road blocks, Musically and Snapchat – they also wished to educate parents. The On-line Ambassadors also wished to produce a Guide to Parents for when their children

Initials:

Page 4 of 13

were having on-line time on devices – here are some questions. They wanted to alert parents to age limits. JG stated that the children were being very mature about it.

JG advised that the first step would be for the Ambassadors to go into KS1 (KS1 pupils have less digital lessons; in KS2 children use the Internet a lot more). JG showed governors the books the children had selected for the school library.

JG explained that from KS2, children were educated about social media sites, they talk through the problems before they arise. A list of SMART rules will be drawn up and a list things to do before they go wrong.

JG advised that the Ambassadors have been provided with booklets. The Headteacher explained the aim was to empower and to provide children with the right choices.

JG advised that the school was trying to encourage children to get off their computers and the children wished to encourage parents to turn off their mobile phones when in school. A governor suggested that the school may wish to consider providing the On-line Ambassadors with opportunities to contribute articles for the school's newsletter from time to time; to provide the children with a voice.

The Headteacher referred to the homework tasks the school had set for the half term break (available on KLZ), which had been set by the Deputy Headteacher to encourage children to go digital free. JG added, before the summer holidays the plan was to tell parents what children are likely to be getting up to during the holiday and what may be done to keep them safe.

In response to a governor's question, JG advised that more children will be trained up to ensure succession planning.

A governor enquired whether the Faversham Collaboration had planned to schedule a further session to allow the Ambassadors from the schools to discuss what they have done.

The governors thanked JG for her presentation. She left the meeting at 2.05 p.m.

8. Headteacher's Report

The Headteacher's report had been available for governors on KLZ, the governors' sharepoint, in advance of the meeting. He expanded upon his report:

a) Staffing and Leadership & Management

The Headteacher advised that in terms of staffing and leadership and management the focus had been on the teaching and learning, the teaching assistants and the structure of the school moving forward. The school needed to ensure good value for money from its resources, to ensure that training is kept up to date and that staff are doing more within the school. The school had invested significantly in teaching assistants. Teaching assistant meetings now take place fortnightly and led by the Headteacher; meetings have a structured agenda – to help them be accountable and to be empowered.

i) Non-Teaching Staff's Pay Awards

The Headteacher advised that KCC had published the pay awards for 2017. He reminded governors that last year staff were awarded a pay rise commensurate with achieving Good. He advised that this year the aim was to provide non-teaching staff with the standard achieved rate (1.8%). He advised that he was currently in the

Initials:

Page 5 of 13

process of completing staff's performance appraisals. Governors noted from the Headteacher's report that the Headteacher expected to award all staff the standard achieved uplift of 1.8%. **Governors indicated that they wished to be assured that staff had met their appraisal targets and that objectives have been achieved and that the systems for staff's performance appraisal were robust.** The Headteacher assured governors that any under-performance is addressed during the appraisal cycle; all staff were doing fine. Staff were given support where needed. He explained that non-teaching staff's targets had been linked to effective questioning plus one personal area for development (which the school supports). There was an expectation that the staff will meet their targets.

Governors urged the Headteacher to ensure that staff are aware that their performance is linked to pay. The Headteacher advised that interim review meetings would be taking place before pay decisions were made.

Following an in depth discussion, governors received assurance that targets were being achieved, but in general staff will achieve in the same way and understood the Headteacher's rationale for awarding a collegiate pay award for support staff. Governors suggested that moving forward staff could be given 'stretch' targets.

Governors understood that when the budget is set, the assumption was that everyone will achieve the standard. Governors were of the view that the Pay Policy was not specific for support staff. The Headteacher assured governors that the procedures adopted in the school were robust; the school was not rewarding under-performance. Governors were equally aware that the school was not rewarding exceptional performance. The Finance Governor stated that the budget should not determine levels of staff's pay, but he recognised that there were financial challenges. It was recommended that the governors and Headteacher look again at the Policy and DfE Guidance to ensure that the Pay Policy is more practical and appropriate for the school.

Governors understood that the objective of the school was to educate the children, but that they also have a duty to employees.

Action: HT and governors to review the school's Pay Policy to ensure that it is robust, practical and appropriate for the school.

b) Profile of the Quality of Teaching and Learning

The Headteacher advised that he had completed 'unannounced' observations in all classes except one. He was pleased to report that the profile of the quality of teaching and learning observations reflected the 'announced' visits earlier in the year; he was pleased to report that he had observed high quality learning. **A governor sought assurance that staff were provided with positive and developmental feedback.** The Headteacher confirmed that staff were given formal feedback.

A governor asked what the current profile of the quality of teaching was across the school. The Headteacher responded, from October, there had been no change. One of the lessons he had observed had been borderline outstanding, but he did not wish to change the grade from good to outstanding until the grading had been triangulated (observations, book scrutiny and data). He explained that when observing teachers he referred to the teacher's performance appraisal target and also the areas for development highlighted from the previous observation. In each case the teachers have either met or were addressing those issues. In all but three lessons he could not think of any ways of improving lessons.

A governor referred to the School Plan 2016/17, the target for the end of the academic year was for 70% of classroom teaching to be outstanding. The governor asked how far off the school was from achieving that target. The Headteacher advised that when he had completed the teaching and learning audits, he would update governors at the next meeting. **Governors indicated that they would welcome receiving an update on**

Initials:

Page 6 of 13

the profile of the quality of teaching and learning so that they may monitor the school's progress towards achieving the objective for 70% of classroom teaching to be outstanding.

Action: HT to provide governors with the profile of the quality of teaching and learning (percentage of RI/Good/Outstanding teaching) at the term 5 meeting.

c) SIAMS

The Headteacher advised that the SIAMS Governor had contacted him to express the view that he had been too harsh in his assessment of SIAMS. The Governor had reminded the Headteacher that the Methodist Collaboration was really strong, collective worship was also strong, the links with the different churches and the various people coming into the school were all really positive. The Governor was of the view that things were going really well.

The Headteacher advised that he, the SIAMS Governor and the KS1 Leader were due to meet after Easter to discuss how to move forward and formulate an action plan.

The Headteacher cited examples of those areas which needed a refreshed approach e.g. classroom Walls of Reflection; the displays have not been updated. In most of the classes pupils say grace before lunch. He was also aware that observations of collective worship had not been carried out.

Governors stated that they looked forward to receiving the SIAMS Action Plan to help the school to move towards outstanding.

The Headteacher advised that the school needed to give children more opportunities to have an active role in collective worship.

Governors welcomed that the school was reflecting on and evaluating its practice.

A governor referred to objective 3.4 in the School Plan: To raise the profile of Methodist aspect of school through minister speaking to staff and collective worship focus. She asked the Headteacher if a date had been arranged for this to happen. The Headteacher advised that the SIAMS governor (a Methodist minister) was coming into school on the 5th June to discuss Methodism with the whole school staff. The governor stated, therefore, the impact would not be felt during this academic year. The Headteacher added, staff understand the school's values, but not Methodism hence the training.

Action: SIAMS Action Plan to be included upon the agenda for the term 5 meeting.

d) Personal Development, Behaviour & Well-being

i) Attendance

Attendance as at the 1st March 2017 was 96.5%. The Headteacher advised that there remained an issue with persistent absenteeism. The school had taken on a number of new children. The school was continuing to try to engage with families to ensure their child's attendance. The school had tried to arrange a second formal meeting with the parents of a child, but the meeting had not taken place.

Initials:

Page 7 of 13

ii) Racial Incidents

The Headteacher advised that there had been one racial incident (not serious). He advised that the school's Policy and procedures had been followed and the incident had been registered with the Local Authority.

iii) Exclusions

The Headteacher reported that there had been no exclusions since the last meeting. However, one child was attending a respite centre in Canterbury for this term. The provision was 3 children to 3 adult supervisors; the staff at the centre deal with difficult situations.

e) School Roll

The Headteacher was pleased to report that the school would be full in Year R for September 2017. There had also been a number of in-year admissions in different year groups. The school roll now stood at 225.

The Headteacher expressed his disappointment that the school had lost an appeal for a child in Year 4, the school had been directed to admit the child which meant that there were now 33 pupils in Year 4. Governors added their concern and wished to express their support for the Headteacher in the matter. It was suggested and agreed that a letter be sent to KCC's Admissions Section to express the governors' collective concern and dismay that the school had been directed to admit a child in a class which was already over PAN (published admissions number).

Action: CoG to write to KCC's Admissions Section to express governors' collective concern at losing an appeal for a Year 4 place.

f) Academisation

The Headteacher advised that the Faversham Collaboration of schools were anxious to move forward and were in the process of investigating options. He urged governors to give the matter urgent consideration. It was suggested and agreed that a working party of governors would be formed to explore various options. The working group would report back to the governing board with their findings.

Action: Chair to liaise with governors to determine their willingness and availability to be on a working party formed of governors and the Headteacher to look into potential options for the school.

9. School Plan and Self Evaluation Form

a) Receive Updates Against School Plan Objectives

The Headteacher had annotated the School Plan with updates which had been uploaded to KLZ.

Initials:

Page 8 of 13

b) Governors' Monitoring Reports

Governors' monitoring visit reports were available for governors to view on KLZ, as follows:

i) Monitor the Effectiveness of Strategic Leadership & Management (JD/HL)

The governors had joined key stage meetings with teachers and teaching assistants which had focused on discussion and implementation of the Pupil Premium Plan. There were no key issues arising from the monitoring visits.

ii) Monitor the Quality of Teaching, Learning and Assessment (JCW/AC)

The monitoring visit had focused on the quality of teaching, learning and assessment to ensure progress for all children. 2.8 – Smart use of time to ensure wider subject coverage including and varied opportunities for literacy skills. Wider writing opportunities across curriculum. 2.9 – Clear guidelines to teachers about homework with focus on spelling. Impact on spelling from class focus and homework.

The governors had undertaken to continue to measure progress and outcomes in writing and spelling for all abilities. To monitor averages in spelling against those of punctuation and grammar.

iii) Monitor the Effectiveness of Provision for Pupils' Personal Development, Behaviour & Welfare (TM, JE, JB)

Governors had attended the school, their visit had focused on the promotion of British Values within the context of the Methodist ethos, values and vision. Governors would return to the school to talk to the group of children following British Values week in June.

iv) Monitor School Outcomes – Data Tracking (KB/JB)

Governors had met with the Deputy Headteacher to look at combined data and tracking procedures and in-year assessment procedures.

The governors agreed actions following the visit:

- To familiarise themselves with the ROL data summary sheets on KLZ
- Undertake a monitoring visit on the 28th April to meet with the DHT to evaluate the impact of the term 4 PUMA/PIRA and other school tests

v) Monitor Progress Against PE Subject Plan and Ensure Appropriate Spending of the PE and Sports Premium (JB)

There were no key issues arising from the governor's monitoring visit. The governor had arranged to meet with the PE Leader in the summer to evaluate the progress against PE targets.

vi) Website (SH)

Governor's report was carried forward for discussion at the next meeting.

Action: SH to update governors at the term 5 meeting following monitoring of the school's website to ensure compliance and that all required information was available on the school's website.

Initials:

Page 9 of 13

10. Finance Report (MB/RK)

The finance governors' report was available for governors to view on KLZ. The Finance Governor referred to his report. The Finance Governors were due to next meet with finance personnel on the 28th April to discuss the setting of the three year budget plan.

Governors were referred to the summary produced by the DfE Schools and High Needs National Funding Formulae.

a) Latest Budget Monitoring

As at February 2017, the expected outturn = £52,329. The governors wished to place on record their appreciation to the finance team for their prudent management of the school's budget.

b) LA Feedback to Nine Month Budget Monitoring

There had been no issues or concerns raised from the nine month budget monitoring submission by the LA.

c) Schools Financial Value Standard

Governors unanimously agreed the Schools Financial Value Standard submission for 2017.

d) Financial Competencies Matrix

The Financial Competencies matrix had been completed by the Chair of Governors, the Vice Chair of Governors/Finance Governor, and a copy of the document was available for governors to view on KLZ.

e) Review of Business Continuity Plan

The Finance Governors had reviewed the Business Continuity Plan.

f) Review of Banking Signatories and Corporate Card Holders

The Finance Governor had completed a review of banking signatories and corporate card holders.

g) Review of LA Contracts and Services

The Finance Governor confirmed that there had been a review of LA contracts and services.

The Finance Governor urged governors to engage with the training offered through the LA and GEL and that the contract be continued for a further year. The Finance Governor suggested that training be targeted to governors' roles and responsibilities as well as the wider governor role.

h) Review of Contracts and Tenders

The Finance Governor also confirmed that there had been a review of contracts and tenders.

Initials:

Page 10 of 13

i) Review of National Governors Association Membership

The Finance Governor recommended that the governing board's membership of the NGA be renewed for a further year. NGA membership afforded governors access to important information in respect of the governor role and responsibilities.

Governors agreed the Finance Governor's recommendations in respect of renewing the contract for governor training on CPD and GEL. Governors also agreed to renew NGA membership.

Action: CoG/VCoG to arrange for training to be targeted to governors aligned to their roles, responsibilities and wider governor role.

11. Safeguarding and Health & Safety

a) Issues or Concerns

The Headteacher, staff and governors were afforded an opportunity to raise any Safeguarding or H&S issues or concerns. None were raised.

b) Annual Safeguarding Report

Governors would be offered an opportunity to receive an update on actions highlighted in the safeguarding self review toolkit (term 2 discussion referred) at the next meeting.

Action: Update on actions highlighted in the safeguarding self review toolkit to be received at the term 5 meeting.

c) Single Central Record

No report at this meeting.

d) Health & Safety Site Inspection Report #2 of 3 (AC)

The Health & Safety Governor advised that he was due to complete a site inspection with the Premises Manager and would report to governors at the next meeting. He advised that he had completed H&S Governor training.

12. Policies for Review

Upon the recommendation of the Lead Reviewer, the following policies were unanimously agreed:

- a) Sex and Relationships Policy (JD)**
- b) Finance Policy (MB/RK)**
- c) Pupils' Acceptable Use Policy (AC)**
- d) Anti-Terrorism Policy**
- e) Domestic Abuse Referral Procedure**

Initials:

Page **11** of **13**

13. Governor Training and Development

a) Reports of Training Undertaken

The reports of governors' training and an overview of governors' attendance at training were available for governors to view on KLZ:

- RAISEonline and Inspection Dashboard training (JCW)
- Prevent E-Learning (JB)
- Health & Safety for School Governors (AC)

b) Training and Development Priorities for Governors

- New Governor Induction (SH/JE)

14. Correspondence

The following items of correspondence had been shared with governors via the Clerk:

- a) Spring Governor Briefing Notes – the notes were tabled
- b) Governor Services Monthly Update February 2017 – KLZ
- c) NGA Governing Matters magazine

Clerk in the Chair.

15. Election of Chair of Governors

The Clerk had sought nominations for Chair. All nominations received had been for Dr. J Boyle to resume the Chair. She left the meeting whilst the vote was conducted. Governors voted unanimously in favour of re-electing Dr. Boyle as Chair of Governors for a further one year term of office.

16. Any Other Urgent Business

A parent governor asked if there were any plans for the road to the car park to be repaired. An agreed action from the discussion was that a letter should be sent to the Village Hall Management Committee to request that urgent action be taken to effect repairs to the potholes along the length of the driveway and that representatives from the governing board would attend the annual general meeting which was scheduled to be held on the 12th April. The Headteacher undertook to advise the Clerk to the Village Hall Management Committee that the meeting would be attended by governors.

Action: HT to write to the Village Hall Management Committee to ask that urgent action be taken to repair potholes. Governors would be attending the annual general meeting on the 12th April.

17. Confidentiality

No items were deemed to be of a confidential nature.

Initials:

Page **12** of **13**

18. Dates and Times of Future Meetings

The dates and times of future meetings were confirmed as follows:

- Term 5 – Monday, 15th May 2017 at 1 p.m.
- Term 6 – Monday, 10th July 2017 at 1 p.m.

The meeting concluded at 3.10 p.m.

Signature: (Chair)

15th May 2017

Initials:

Page **13** of **13**