

**Learning, Enjoying & Succeeding Together**

**The Local Governing Board of**

# **Bearwood Primary & Nursery School**

**Minutes of Local Governing Board Meeting**  
**Held on Thursday, 11<sup>th</sup> May 2023 at 6:30 p.m.**

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**Present:**

Mrs Ann Harris (Chair)

Mrs Laura Bennett (Headteacher)

Mrs Nicola Best

Mrs Harriet Blake

Mrs Rebecca Bridger

Mr Simon Hart

Miss Shauna Mansbridge

Mr Ben Sergeant

**In Attendance:**

Mrs Patricia Rushton (Clerk)

<p><b>1. Welcome and Apologies</b></p> <p>1.1 Mrs Harris welcomed Governors to the meeting. It was noted that all Governors were present.</p>	
<p><b>2. Appointment of Co-opted Governor</b></p> <p>2.1 It was proposed by Mrs Bridger that Mr Sergeant is appointed as a Co-opted Governor. This was seconded by Mrs Best and agreed by Governors. Mr Sergeant was welcomed to the Governing Board. Mrs Harris advised that it was intended that Mr Sergeant is elected as Chair of Governors from next year.</p>	
<p><b>3. Declarations of Interest</b></p> <p>3.1 There were no declarations of interest made at this meeting.</p>	
<p><b>4. Minutes of the Last Meeting</b></p> <p>4.1 Governors agreed that the minutes of the meeting dated 16<sup>th</sup> March 2023 were an accurate reflection of that meeting.</p>	
<p><b>5. Matters Arising</b></p> <p>5.1 <u>Meeting on Attendance and Single Central Record (minute 5.17):</u> Mrs Best confirmed that this action had been completed.</p> <p>5.2 <u>To Check Schedule and Responsibilities for the Term (minute 5.18):</u> Mrs Harris advised that the schedule had been revamped and would be shared later in the meeting.</p> <p>5.3 <u>Headteacher Appointment:</u> Governors were advised that a new Headteacher had been appointed for September.</p> <p>5.4 <u>NGA Membership:</u> Governors were advised that the Board had joined the NGA. It was established that Governors had received logins. Mrs Harris advised that she had been sent a Chairs' Book and this would be passed to Mrs Bennett.</p>	

## 6. Headteacher's Report

- 6.1 *A question was raised about Stormbreak and what do 'mentally healthy movements' look like, what they are and how they fit into the day.* Mrs Bennett advised that Stormbreak is a universal offer which all children access. It was explained that in some of the movements we may talk about running movements, nature movements, etc. Mrs Bennett advised that it was not about providing brain breaks but about building up an aspect of the children's learning, e.g. resilience. Governors were advised that Stormbreak is being done twice a week at present, although it is promoted as a programme which should be done daily.
- 6.2 *It was noted the report stated that children have benefited from Stormbreak and questioned how the school knew this and whether this benefit was for all children or having more of an effect on some, e.g. those with challenging behaviour or specific educational needs.* Staff are responsive to the needs of the children and the school is able to see how the staff are using Stormbreak. It was felt that PHSE is more important than ever given the increase in mental health issues amongst the children.
- 6.3 SM explained that in her class she has Stormbreak timetabled for a Tuesday afternoon after lunch to support the children to be ready for learning science. She considered her children to be enjoying the breaks and that teachers are seeing it in the children in their readiness for learning.
- 6.4 Governors were advised that videos come with the Stormbreak pack so it is self-resourced and teachers can use the clips or use their own resources. Data is gathered and whilst it is early days it was felt this resource was needed and in time will become an everyday part of school, although may be not formally so.
- 6.5 *It was asked whether the school purchased Stormbreak.* Mrs Bennett confirmed that the school had and it is currently in lots of schools. Mrs Bennett explained that she was a bit sceptical at first but had seen other schools doing it advising that as a universal offer it 'did what is said on the tin', although the school needs to still do bespoke sessions for those individual children with specific needs.
- 6.6 SM advised that Year 5 look forward to their Stormbreak sessions, explaining that active/brain breaks had been replaced by Stormbreak which calms the children and focuses them. SM advised that Stormbreak has a physical element as well as an emotional aspect and gave the example from this week when the children were shown a video of different animal actions for each letter of the alphabet and then the children had to remember them. This was an activity focused on resilience as it was challenging to remember all the actions. The Stormbreak session then moved on to breathing and focusing the children's minds. Governors were advised that this term the school has been focusing on resilience.
- 6.7 *It was questioned how the VIP red jumper had been received across the school. A Governor explained that their child in Reception was thrilled, but was unsure whether her Year 6 child had worn it at all, although he was secretly pleased to have been awarded it. It was asked whether the children were part of the consultation on the VIP project.* Mrs Bennett advised that the idea of the VIP red jumper was bought to School Council to find a way of rewarding the 'always children', i.e. those who are always doing the right thing and are always in the right

place and often may go under the radar. The idea was discussed with staff and it was agreed it would be implemented. The VIP is chosen by the class teacher and there are no caveats as to which children are chosen, so it is not something where teachers need to ensure that all children are selected.

- 6.8 *It was asked who took on the role of the mysterious teacher.* Mrs Bennett explained that the mysterious teacher is chosen each week.
- 6.9 Governors were advised that the children are thrilled about it, although some of the Year 5 and Year 6 children do not want to wear the red jumper so the school may find a different way of recognising these children, e.g. a band.
- 6.10 *It was asked who purchased the jumpers and how does the school allow for the different sizes of pupils in year groups, especially in KS2.* Mrs Bennett advised that the jumpers cost £238 to purchase two of each size. The school has two sets of jumpers and one set is taken home by Mrs Bennett for washing each week. Mrs Bennett advised that the children love it and it is a great opportunity to celebrate those children that can sometimes go under the radar.
- 6.11 *A Governor advised that she loved the curriculum enrichment slides and asked whether these could be updated each year. It was felt that the slides recognised the different groups and the experience of the previous year.* Mrs Bennett advised that the slides can be changed each year and that their purpose was to show the breadth of the curriculum and help parents to budget for the trips the school would like them to contribute towards and what the school pays for. It was commented that it was a lovely visual representation of the enrichment curriculum. It was also felt that it was good for parents to see what was on offer for each year group and for parents to remember what their children had done in earlier year groups.
- 6.12 *It was questioned whether parents are expected to finance all enrichment opportunities and whether Pupil Premium children have the cost covered.* Mrs Bennett advised that the school cannot afford the cost of everything on offer so have to ask parents to contribute. The school currently has a cut-off point of 85% whereby activities are cancelled if less than 85% of contributions are collected. Governors were advised that one parent generously donated £500 for a trip so that it would not be cancelled. Mrs Bennett advised that Hamwic are concerned about what can be done to make trips more affordable, e.g. the use of minibuses which can be borrowed from other schools and for the school to cover the cost of petrol.
- 6.13 *It was felt that the information on subject deep dives was very interesting and questioned which subjects are going to present the biggest challenge.* Mrs Bennett advised that RE was a challenge due to the change in curriculum this year. It will be a focus next year. The latest monitoring showed that the pupils know the knowledge but not the why.
- 6.14 *Mrs Bennett was congratulated on the dark green rating for the curriculum and it was noted that French was also dark green. It was questioned as to how this had been achieved.* Mrs advised that the deep dive on French was a strongly evidenced and hence came out as dark green which was reflective of the focus. *It was questioned whether this was a true reflection of French* and Mrs Bennett

confirmed that it was. Mrs Bennett explained that she talked to the curriculum lead for French about the kind of questions that she would need to be able to answer and the need to know the starting points for each year group. The French leader had bought books to share with Mrs Bennett and had a folder of evidence. Mrs Bennett advised that the teacher clearly knew her subject well. She shared the outcomes for Year 6 French with Mrs Bennett and when looking at the books it was not possible to tell the difference between the work produced by SEND children and the other children. Mrs Bennett advised that she was really confident about French.

- 6.15 Mrs Bennett advised that Hamwic have written some curriculum subjects for schools and the new Headteacher for Bearwood may want to look to see what works and what does not work for the children of Bearwood. As these curriculums have been developed by Hamwic, Mrs Bennett is confident that they will be fit for purpose.
- 6.16 Mrs Bennett advised that in the English and Maths deep dives it was evident that the school needed a policy for writing numbers. Mrs Bennett explained that she was looking at the basics in these subjects and that as a whole the subject areas came out very strongly. The fill report will be shared at the next governors.
- 6.17 Mrs Bennett advised that Art was strong and explained that she would bring some books to the next meeting to share with Governors which show the children's journey in art and their writing of critiques of artists.
- 6.18 Mrs Bennett advised that Geography came out less strong and is an area for development. This subject is led by an ECT at present who has a degree in Geography and will be supported in developing this subject area. It was considered that the curriculum currently had too much content. A look was taken at the knowledge organisers. It was felt that some were different to others so a generic one will be adopted to help with continuity.
- 6.19 *Looking at British Values it was considered that individual liberty was an interesting one in the current climate. It was questioned whether the children have had the opportunity to debate whether or not protestors should have been allowed to protest at the Coronation.* Mrs Bennett acknowledged this was an opportunity that seems not to have been used specifically relating to the debate around the coronation. Governors were advised that recent debates have focused on topics such as healthy eating. It was felt that the current tone on individual liberty is one worthy of debate in the context of the Coronation.
- 6.20 *It was noted that Escapeline had been contacted after work had been undertaken with two classes. It was questioned whether the school were aware of examples of child exploitation or was it more to do with attitudes.* Mrs Bennett advised that it was a bit of both. There were conversations about how much children should know and noted that staff had not received CPD on this subject recently. Both staff and children have stated that the work with Escapeline was excellent. Mrs Bennett advised that it cost £180 for an assembly, workshops and a staff meeting which was considered to be good value. Governors were advised that the sessions were really informative.

- 6.21 *With regard to Flashback 5, it was questioned how the school balanced the subjects checked using Flashback 5. It was asked whether it is done as a whole school theme or as a class theme.* Mrs Bennett advised that the use of Flashback 5 is personal to the class. Its use is interchangeable and so can be used at the beginning of a lesson or after lunch for example. Flashback 5 can be used to look at anti-bullying or used to revisit key knowledge or giving connectedness to learning. Mrs Bennett advised that the new headteacher will monitor Flashback 5 to see if it is as good as we think it is and all leaders will be doing an impact analysis.
- 6.22 *It was questioned whether it was easy for a teacher to get stuck in an area when there may be other areas that should be a priority.* Mrs Bennett advised that this could be possible.
- 6.23 *Mrs Bennett was congratulated on reducing the number of persistently absent children from 69 last year to 24 this year and it was felt that the interventions were obviously paying off. It was asked what was in place to support the 24 persistently absent children.* Mrs Bennett advised that six weekly plans are in place and meetings are held with families. It was felt that sickness bugs have been an issue although parents are clearly trying given support. Governors were advised that the work with families can be hard, but there is a need to persist with those parents of persistently absent children.
- 6.24 *It was asked what would happen at the end of the six week period.* Mrs Bennett gave the example of a child yesterday whose attendance had improved marginally, but there were still sporadic illnesses and the school offered to collect the child from home if this was an issue. When the child arrived in school they received a sticker and again at the end of the day. Mrs Bennett assured Governors that all the positive reinforcement work was being done, but with some families there will still be barriers.
- 6.25 As another example, Mrs Bennett advised that one child in Reception is always late and yet has now managed to be in school on time every day for the last six weeks. A further example, is a family who was running late and it was suggested that they leave earlier with the result being that the child is in school on time every day; the child receives a sticker for being on time.
- 6.26 *It was questioned whether parents taking holidays in term time were being fined.* Mrs Bennett advised that holidays are a real issue, but parents are fined when holidays are taken. It was felt that the school was doing all that it could.
- 6.27 *It was asked what support was put in place for pupils who had been excluded.* Mrs Bennett advised that reintegration meetings are always held and an analysis of need is done. Staff look at the child's behaviour plan and identify any triggers to prevent further reoccurrences. Consideration may be given to putting an extra adult in the room if this would support.
- 6.28 *It was felt that Mrs Coles sounds amazing and asked whether the school was looking to extend her hours due to the needs of the pupils.* Mrs Bennett advised that Mrs Coles has a carefully crafted timetable. Governors were advised that any child at Child Protection, Child in Need or Early Help or who give cause for concern are supported by Mrs Coles. The school looks at priorities and trends. Lego therapy may be used for six weeks and then if further support is needed this is

tweaked rather than re-done. Checks are made to ensure that the strategies are applied in the classroom. Governors were advised that Mrs Coles supports children to behaviour appropriately. Mrs Bennett advised that Mrs Lyster picks up the higher needs children. Mrs Bennett advised that Mrs Coles' role has taken lots of training but it has grown.

- 6.29 *It was questioned whether Mrs Coles' role is funded, e.g. through Pupil Premium, or is it funded through the school budget.* Mrs Bennett advised that the role is funded by Pupil Premium and the National Tutoring Programme.
- 6.30 *It was noted that the results from the parent questionnaire was very positive and questioned how many parents responded.* Mrs Bennett advised that 101 out of 106 parents responded which was really pleasing. Hamwic suggest that school undertake regular timely surveys as often parental surveys can trip schools up in an Ofsted inspection.
- 6.31 *It was questioned whether it was common for survey responses to be named.* Mrs Bennett advised that it can be frustrating for the school when concerns are raised which cannot be addressed. A Governor felt that named responses reduced flippant comments by parents but allows honesty in a non-confrontational way. Mrs Bennett advised that where follow up is needed, parents will be contacted. Governors were assured that the school is proactive in responding to comments on surveys.
- 6.32 *It was noted that previously Governors have discussed Your Time and its use for all children with no-one missing out. It was questioned how Your Time was going and whether there has been a positive change in behaviour of those that do lose time.* Mrs Bennett advised that the children absolutely love Your Time. Mrs Bennett gave the example of one child who could not deal with the thought of losing time. Now Your Time has changed so that it is not possible to lose time he is a different child. Governors were advised that Your Time is utilised to give time for adults to talk to the children and build relationships.
- 6.33 *Looking at the children under Early Help, it was questioned whether the support made a difference and how the Navigator/school are supporting.* Mrs Bennett advised that the role of the Navigator is getting round to parents, with some reluctant parents coming in. Parents are made to feel comfortable around her and Mrs Bennett considered the school lucky to have the Navigator it has.
- 6.34 *It was asked whether the LA and Social Workers have been supportive of the school and is communication good.* Mrs Bennett advised that the school is vigilant to concerns and escalates cases where it feels necessary. The school recognises that Social Care is under pressure. Governors were advised that when Mrs Bennett did a recent tour of Social Care she was concerned to see only 12 Social Workers on duty and that often they were expected to be on duty and also attend meetings at the same time. The school continues to work with Social Care.
- 6.35 *It was asked how staff are supported when working with children who are on a Child Protection Plan or are a Child in Need.* Mrs Bennett advised that most of the work is done as SLT level but a teacher is informed if the school receives a domestic violence alert and teachers are requested to monitor the child.

- 6.36 *It was noted that My Concerns have dropped to 61 compared to 156 in the Autumn Term. It was asked whether the school felt this drop was due to staff not recording or something has changed.* Mrs Bennett advised that the drop in My Concerns is due to staff adding to existing My Concerns to maintain the chronology and not look at individual concerns. It was expected that concerns would remain at its current level.
- 6.37 *It was asked how this compared to Spring last year.* Mrs Bennett advised that last Spring there were 119 concerns. Governors were advised that concerns tend to increase in the Autumn Term when the children come back into school in September.
- 6.38 *It was asked whether the school uses the Safer Schools Police Team.* Mrs Bennett advised that the school tends to use the Safer Schools team, but the school is classed as a 'green' school, so they come when there has been a serious incident. The team is reducing in size and the police want schools to bring this type of education in house.
- 6.39 *It was asked whether the school and the Year 5 teacher need further support for developing the LGBTQ+ curriculum and what are the next steps to be taken.* Mrs Bennett advised that the school has looked at buying resources for Years 5 and 6 which fit the context of our children. It was considered that society has changed and there are an increasing number of children who do not understand how they feel. It was explained that parents can opt out, but the rationale is shared with them as to why we teach it and the school makes parents aware that children will talk about it and may have misconceptions. Parents are made aware that they may need to pick up on any misconceptions at home.
- 6.40 *It was asked whether some of this is based on Tik Tok.* Mrs Bennett advised that there are some misconceptions around gay people having certain traits. It was explained that staff talk about celebrities and ask whether they are gay or not gay. It was felt that this is a tough topic to deal with and to decide how to ensure that the children are appropriately educated. Mrs Bennett advised that in Year 1 the children look at differences, e.g. mum, dad, adopted brother. It was felt that maybe things would be different when the current Year 1 children get to Year 5 given the changes in society.
- 6.41 *It was asked whether there was a correlation between those that hold the stereotypical view and withdrawal from lessons.* Mrs Bennett advised that some parents were from religious backgrounds. It was explained that the school also sends out letters about sex education and withdraw their children, but missed the LGBTQ+ letters. Governors were advised that staff also respond to the children if they feel uncomfortable about tough discussions. It was felt that the school was able to justify the decisions it had made around LGBTQ+ education.
- 6.42 *It was asked how many children had been withdrawn from sex education and LGBTQ+.* Mrs Bennett advised that two children had been withdrawn from Year 5 and two from Year 6. One of these children was withdrawn because the parents felt their child was too young. Where parents have withdrawn their children, discussions are held with the parents and they are offered sight of the materials. Governors were advised that this was not a statutory element of the curriculum.

<p>6.43 <i>It was asked whether there was a reason behind 71 days' absence for nine support staff.</i> Mrs Bennett advised that some support staff have specific illnesses and there are also the general Covid, colds, etc. It was felt that overall staff absence levels were good.</p> <p>6.44 <i>It was further questioned whether support staff are covered when absent and how teachers and TAs are covered when absent.</i> Mrs Bennett advised that generally absences are covered internally by working with TAs and HLTAs and occasionally the school uses supply agencies.</p> <p>6.45 <i>It was noted that 17% of children are working towards which was felt to be higher than in previous years. The reasons for this were questioned and also what interventions were in place to support the KS2 children.</i> Mrs Bennett advised that it was cohort specific and generally results are looking strong at around 80%. Progress wise the school should be in a good place. Governors were assured that the children were 'chilled' about SATS and the teacher is calm which is rubbing off on the children. Mrs Bennett reported that the children say that the SATS days have been the best days as they get extra breaks and biscuits!</p> <p>6.46 Governors were advised that the children are tracked throughout the year and interventions are put in place to close the gaps. Targeted work is being done and TAs cover the main concepts and revisit as needed. Children are given regular work to enable them to practice, especially Maths skills.</p> <p>6.47 <i>It was also noted that 23% of children in KS1 were working towards in Combined Reading, Writing and Maths which was also felt to be high. Again, it was questioned as to why this was so.</i> Mrs Bennett advised this was down to the children and in line with their starting points. It was felt that these results were lower than the school would like and there are a couple of cuspy children.</p> <p>6.48 <i>It was questioned whether these children were in Year R during Covid.</i> Mrs Bennett advised that Covid would have had an impact at some point in their lives, although the school sees a greater impact in Year 3, especially around social skills.</p> <p>6.49 Governors were advised that in phonics the school has six children who are likely not to pass and three who are cuspy. The school is aiming for around 80% to pass their phonics.</p> <p>6.50 Mrs Bennett advised that GLD is 83% which is good. These children are constantly tracked and have an extra adult so that interventions can be put in place as early as possible. It was felt that this was making a positive difference.</p>	
<p><b>7. Governance</b></p> <p>7.1 Mrs Harris advised that she had been involved in the appointment of the new headteacher. Two Zoom meetings had been held and also the Deputy Head role agreed. Mrs Bennett and Mrs Harris also discussed staffing and the disciplinary hearing that took place. Mrs Harris also undertook Mrs Bennett's mid-year appraisal review.</p> <p>7.2 <u>Governor Report – SEND:</u> Mr Hart advised that he had met with Mrs Lyster regarding SEND with a focus on transition arrangements. Mr Hart felt that Mrs</p>	



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Lyster had a really good understanding of the new cohort and was very passionate about her work.

- 7.3 Mr Hart advised that the school had one child starting in September with an EHCP and Mrs Lyster had discussed the options with parents to ensure that everything was in place for him to start. Mr Hart and Mrs Lyster also discussed the additional provision required for when children transition to their new class.
- 7.4 Mr Hart advised that it was recognised that there were some areas on which to improve in some year groups. Mrs Lyster has a well-being tracker which has been shared with staff.
- 7.5 Mr Hart advised that Mrs Lyster likes to meet with teachers to go over the things that may be unseen or which may have been missed in transition documentation. Mrs Lyster is aware of new staff for next year and how they may be supported. Mrs Lyster uses INSET days and induction days to meet with individuals to go through things.
- 7.6 Mr Hart advised that Mrs Lyster is studying the NASENCO course.
- 7.7 Mr Hart reported that Mrs Lyster is concerned about effective TAs moving on or retiring and the skills that may be lost. Mrs Lyster ensures that sufficient training is in place and plans for succession.
- 7.8 Mr Hart advised that his meeting with Mrs Lyster was very positive and he was really impressed.
- 7.9 Mrs Bennett advised that Mrs Lyster is focusing on transition for her dissertation for her NASENCO course.
- 7.10 Governors were advised that Mrs Lyster worked with Year 6 on 'what I wish my teacher knew'. Mrs Bennett advised that a number of responses were received such as, children being worried about disappointing their mum and dad if they do not do well enough or feeling unwell and being worried about being unwell in the SATs tests. It was considered that this approach enabled the children to relax and feel less worried about these things.
- 7.11 SATS Checks: Mrs Best advised that she did a check of the SATS cupboard yesterday and confirmed that all papers were being securely stored with the keys kept in the office. Governors were advised that when the cupboard is opened two people are always present and both sign a sheet to indicate they have entered the cupboard. Mrs Best advised that the test papers are checked against the delivery note. Governors were advised that when tests are opened, the pack is then resealed and signed across the tape when joined so it is secure. Mrs Best explained that the completed KS1 tests are kept at the top of the cupboard and others at the bottom. Mrs Best assured Governors that she was confident that all is secure around SATS.
- 7.12 Mrs Blake and Mrs Bridger both advised that they had undertaken a pre-SATS check.
- 7.13 Governor Roles: Mrs Harris advised that she had given Mr Sergeant a role so that he can begin to understand the process.

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<p>7.14 <u>Accountability Schedule:</u> Governors were advised that there was not a lot to be done during the summer term and Mrs Harris requested that Governors do their best to complete any tasks before the next meeting so the file can be handed to Mr Sergeant.</p> <p>7.15 Mrs Best requested that safeguarding is included on the accountability schedule to include a safeguarding audit and the annual safeguarding report. It was considered that the Single Central Record should be checked termly if possible.</p> <p>7.16 Mrs Bennett advised that she would also do a LAC report. <b>Action: Mrs Bennett.</b></p> <p>7.17 <u>Finance Report:</u> Mrs Harris requested that Mrs Bennett ask Mr Leddin to send future monthly reports to Mr Sergeant rather than to Mrs Harris. <b>Action: Mrs Bennett.</b> Mrs Bennett advised that the budget for next year is being confirmed and the final figures should be available in June. Governors were assured that the budget was not in deficit next year.</p> <p>7.18 <u>Health and Safety:</u> Mrs Harris advised that the Health and Safety Policy was checked last term so there is no need for Mrs Sergeant to check this document this term.</p> <p>7.19 <u>Website Check:</u> Mr Sergeant will do a website check. <b>Action: Mr Sergeant.</b></p> <p>7.20 <u>Sports Funding:</u> It was noted that Mrs Bridger should be contacting the PE Lead in respect of Sports Funding. <b>Action: Mrs Bridger.</b></p> <p>7.21 <u>Pupil Premium:</u> It was noted that Mrs Bridger would contact Mrs Bennett regarding Pupil Premium. <b>Action: Mrs Bridger.</b></p> <p>7.22 <u>GDPR:</u> Mr Hart was requested to contact Mr Leddin regarding data breaches and GDPR and ensure there is a procedure in place for reporting data breaches. <b>Action: Mr Hart.</b></p>	<p>Mrs Bennett</p> <p>Mrs Bennett</p> <p>Mr Sergeant</p> <p>Mrs Bridger</p> <p>Mrs Bridger</p> <p>Mr Hart</p>
<p><b>8. Policies</b></p> <p>8.1 Governors were advised that there were no policies to come to this meeting.</p>	
<p><b>9. Date of Next Meeting</b></p> <p>9.1 Governors were advised that the next meeting would be held on 13<sup>th</sup> July 2023 at 6:30 p.m.</p> <p>9.2 Governors were advised that the SATs data would be available for this meeting.</p>	
<p>Meeting closed 7:45 p.m.</p>	

**END OF MINUTES**

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**Actions:**

<b>Minute</b>	<b>Action</b>	<b>Governor</b>	<b>By When</b>
7.16	To complete the LAC Report	Mrs Bennett	July 2023
7.17	To request Mr Leddin pass on the monthly finance papers to Mr Sergeaunt.	Mrs Bennett	May 2023
7.19	To do a website check.	Mr Sergeaunt	July 2023
7.20	To meet with Sports Lead regarding Sports Funding	Mrs Bridger	July 2023
7.21	To contact Mrs Bennett regarding Pupil Premium	Mrs Bridger	July 2023
7.22	To contact Mr Leddin regarding data breaches	Mr Hart	July 2023