



THE CONSORTIUM  
ACADEMY TRUST

**Croxby Primary Local Governing Board Meeting**  
Croxby Primary Academy. Tuesday 28 January 2020 at 5.45pm

**PRESENT:**

Mr D Shaw (Chairperson, DS); Dr C Kemp (Vice Chairperson, CK), Mr C Ayre (CA); Mrs J Clemas (JC); Mrs E Mottershaw (EM); Mrs M Sykes (MS); Mr D Waterson (DW, Head);

**ALSO IN ATTENDANCE:**

Mr R Hill (SLT/English Lead, RH), Mrs K Mason (Assistant Head, KM), Mr D McCready (CEO, TCAT, DM), Mrs J Truran (Clerk, JT).

Throughout these minutes a question is indicated by Q followed by the initials of the questioner and a comment is marked by C.

**26 WELCOME AND INTRODUCTIONS**

DS welcomed everyone to the meeting.

**27 APOLOGIES**

MC was absent due to illness

**Resolved:** Consent was given for the absence of the above member of staff

**28 DECLARATION OF INTERESTS**

No conflicts of interest were declared.

**29 MEMBERSHIP AND APPOINTMENTS**

**29.1 Appoint a Vice Chair**

Expressions of Interest had been invited from all governors for the positions of Vice Chair. CK was the only candidate hoping to be considered for Vice Chair. All governors unanimously voted CK in to be Vice Chair.

**Resolved:** That CK be Vice Chair of the Croxby Local Governing Body for the 2019/20 academic year.

**30 MINUTES OF THE LAST MEETING (8 October 2019)**

**Resolved:** The minutes of the last meeting on 8 October 2019 were confirmed as a correct record,

**31 MATTERS ARISING FROM THE MINUTES**

**31a ACTION: To Vote for the Vice Chair position (minute 10.2).** Completed

**31b ACTION: JT to amend the minutes from 12 September 2019 (minute 11).** Completed

**31c ACTION: DS and MS to complete both mandatory NGA modules (minute 23).** Ongoing

### 32 STRATEGIC HT REPORT TO GOVERNORS

The report for the Spring Term 2020 shows the Indicator of Performance table, which as a result of rigorous and evidenced based self-evaluation the Leaders within the academy believe the academy to be Outstanding.

Indicator of Performance	SEF Grade	Insp Grade
The Quality of Education	1	4
Behaviour and Attitudes	1	4
Personal Development	1	3
Evaluating the quality of early years education	1	3
Leadership and Management	1	4

Overall Effectiveness	1	4
Date of SEF Review/last inspection	Sep 19	Dec 16

Early Years is identified as separate grade from the main academy by OFSTED but will contribute to the final 'Overall Effectiveness' Grade.

#### 32a Overall Effectiveness

The Key areas are the same as the last Strategic Termly Report produced for the Autumn Term 2019

- the vision at Croxby is to deliver a curriculum with a balance of knowledge and skills, which will enable all the children to achieve their academic, social and emotional potential.
- the children are now retaining the core knowledge to secure success
- children previously worked passively within their comfort zone, which led to a fear of taking risks
- the medium term plans ensure children benefit from progressive sequence of subject knowledge gains that build over time
- in the classroom children are acquiring and applying knowledge, children working together and taking calculated risks.

The 'Croxby Way' curriculum meets the needs of the children who attend Croxby.

The academy compliments 'The Croxby Way' with a number of educational visits (Please see table below)

Date	Venue	Objective
9-11/9/19	Robinwood	To participate in adventurous activities (Y6)
4/10/19	Bricknell Church	To attend and participate in a Harvest Festival (All)
16/10/19	Jorvik	To discover about the past (Y3)
5/12/19	Waitrose	To develop working with the wider community (KS2 pupils)
10/12/19	Sea Life	To understand about habitats (R-Y2)
17/12/19	Magnolia House	To develop working with the wider community (Y4)
19/12/19	Bricknell Church	To develop our understanding of Christianity (All)

**Q:** (DS) *The Graduate Award Programme is going very well, is this across all year groups?*

**DW:** *Yes, we originally took this on with Swinemoor Primary School and it is now being expanded. Croxby has had 50 pupils pass this term already, it helps the pupils to become self-regulated*

**C:** (DS) *It must be encouraging for the parents as well*

**Q:** (EM) *How much money has the academy raised up to now for the 'Butterfly Garden' for Esma?*

**DW:** *Above £400 at the moment, a grant application has also been put in with KCOM. The Head had a meeting with Leah Hallas regarding the 60 trees the academy will also receive from The Woodland Trust*

**32a QUALITY OF EDUCATION SUMMARY**

- Coaching CPD model, has proven to be successful
- Teachers have at least 2 sessions with their coach per half term
- Majority of staff see it as having a positive impact on their well-being and development
- Only 1 teacher highlighted that it hadn't improved their practice in a recent survey conducted
- Secure judgment of staff is made by learning walks in all subjects combined with looking at books as well as talking to the children and monitoring the data
- 1 member of staff on a 6 week support plan
- The academy is confident that all teaching staff will demonstrate at least good learning by the end of the year
- Using Kahoot quizzes in theme has enabled us to monitor the knowledge that the children have in Year 1 to 6. This has been helped by the Knowledge Organisers
- On average, pupils started with 35% of the required knowledge and increased to 62% at the end of the Autumn Term 1. Autumn Term 2 saw it rise to 79% of the knowledge secured

The table below shows the number of staff demonstrating an effective quality of education for their pupils at the end of the academic year 2018-2019 compared to the end of the Autumn Term.

	Number Of Staff Demonstrating an Effective Quality of Education 2018 -2019	Number of Staff Demonstrating an Effective Quality of Education Autumn Term 2019
Teachers	12 out of 13 85%	11 out of 12 92%
Unqualified Teachers	3 out of 5 60%	2 out of 3 66%
Newly Qualified Teachers		2 out of 2 are on track to meet the teaching standards 100%
Total	14 out of 18 77%	16 out of 17% 94%
No of Classes	10 ½ out of 13 81%	11 ½ out of 12 96%

**Q:** (JC) *Is it right that we have lost a class?*

**DW:** *Yes, at the end of August 2019 Croxby had 2 Year 6 classes leave and only 1 EYFS start in the September*

**Q:** (JC) *The half in the table is that part time?*

**DW:** *Yes*

**Q:** (JC) *Is the teacher in the Autumn Term 2019, the same teacher as last year?*

**KM:** *No*

*DW: The teacher has returned and will be on a support programme for 6 weeks*

**32a i) Curriculum**

- The tablets already purchased have had a positive effect on the children
- Supports the computer curriculum using Purple Mash
- Learning by Questions is being trialled by various year groups and is a valuable resource, it is also used to create low threat quizzes for pre-tests in science and supports reading lessons too
- Croxby are purchasing a licence which includes the provision of 190 tablets
- TCAT are funding the initial purchase with Croxby paying TCAT back over 2 years

*Q: (DS) Have the tablets arrived?*

*DW: No, it is something to do with the legal side of things, the IT Director from TCAT is looking into it*

*Q: (DS) When will it be happening?*

*DW: At the moment the staff are trialing the Learning by Questions with the older pupils*

*DS: Asked DM if he could follow this up on his return to the TCAT offices*

*DW: All staff will be trained once we have the new tablets*

*Q: (DS) Does Croxby have any external partnerships in the local community?*

*DS: The academy gets in involved with various external partnerships, carol singing at Waitrose and Magnolia House*

*KM: On a regular basis the children also visit Bricknell Church and St Mary's in Cottingham*

*C : (DW) Diversity, the children at Croxby are very good with visitors coming into the academy, it would be a great opportunity for them to go out more often*

**32a ii) Standards and Headlines**

- Maths continues to be a strength at the academy especially at greater depth
- Higher quality of teaching is having a desired impact
- By the end of KS2 a narrower gap is observed than at KS1
- All year groups are maintaining a picture similar to 2019 KS1/KS2 outcomes
- Some year groups are exceeding the national expectation
- Strategies implemented to address previous underperformance of disadvantaged pupils maintains a picture similar to that of the 2019 outcomes.
- The gender gap is similar to the national picture but narrowing this is a continued focus for the academy

**Year 1**

- This year group contains 1 class this year
- 78% achieved GLD in EYFS
- 1 child identified as SEN needs
- This year group have maintained outcomes for individual subjects and combined scores above the national average
- Disadvantaged children also continue to perform well against national averages

*Q: (CK) Girls generally perform better than boys do but not in this year group, have you put anything in place?*

*DW: The academy is aware of the situation*

*Q: (JS) is there the national strategy in place to narrow the gap?*

*DW: A year ago they were all over the place but they are back in line with National and being consistent now*

*Q: (DW) Is there anything specific with year 1 data that you want to ask?*

**Year 2**

- This is a similar picture to 2019 national outcomes
- Disadvantaged children are exceeding the Academy's results from 2019
- Girls outperform boys in all areas with the narrowest gap seen in maths

*Q: (JS) Why is the combined result so low in Y2?*

*DW: When the teacher assessment was first done it seemed really low, the academy needs to look at it in Y2 as well as Y6. Individual subjects are where they should be.*

### **Year 3**

- No new children in this year group
- KS1 outcomes have been maintained in the first half term in KS2
- Y3's current position is in line with the KS2 outcomes for 2019 in reading and just above for all other subjects including greater depth
- Disadvantaged children's outcomes remain in line with the national picture
- Girls continue to outperform the boys in most areas

No questions were asked regarding Year 3 data by the governors

### **Year 4**

- 1 new child in this year group who was previously home schooled
- 1 child is high needs with an EHC plan
- High numbers of mobile and SEN children for our academy shows a picture just below the expected standard for the end of KS2 outcomes in reading and maths
- Disadvantaged children outcomes are similar to 2019 national

*Q: (JS) Is this the year group that was on a par with year 6 with SEN?*

*DW: Comparable, this year group is slightly ahead at this stage*

*Q: (EM) Has the home schooled child had a positive start?*

*DW: Hugh gaps in certain subjects*

*Q: (EM) What about social interactions?*

*MS: Not joined any activities but in social groups in class*

*Q: (CK) The SEN children have not reached the national average, why?*

*DW: The SENDCO at Croxby is very thorough and looks at every child on an individual basis*

*Q: (CK) Is this down to SEN needs, are there any elements that need to be looked into?*

*DW: The academy has every confidence in the SENDCO*

*C: (CK) There are a lot of SEN children in this year group*

*Q: (JS) 22% SEN in maths, disadvantaged children lower in maths. Is it male or female?*

*DW: With the disadvantaged children it is more about their vocabulary that stops them accessing maths*

### **Year 5**

- Currently one of the highest performing year groups in the academy
- Scores for national expectations and greater depth including disadvantage children is well above national average
- Girls outperform the boys in this year group
- Boys are still exceeding the 2019 national outcomes for boys in all areas

*C: (DM) It all looks very positive*

*C: (DS) Yes, a very strong year group*

*Q: (JS) It mentions low attainers, what does this mean?*

*DW: Low in Y2*

## **Year 6**

- Highest number of SEN (equal to year 4) and disadvantaged in the whole academy
- The combined score is in line with national outcomes for 2019
- Reading and writing outperforms national averages
- Maths shows a picture just below 2019 national outcomes
- High quality interventions
- Boys have narrowed the gap to girls and in some cases started to outperform them
- Disadvantaged children are maintaining a picture that is at least similar to 2019 national outcomes

*Q: (DS) Maths, are boys actually outperforming the girls?*

*DW: Yes, 84% of boys compared to 60% of girls are at national. There aren't many boys in year 6. The academy have looked at why the girls are not getting there and we have a small group who are not self-regulating their learning despite all the best efforts of the staff. The year 6 sat mock exams two weeks after Christmas with the following results*

*Reading – mid 80%*

*Writing – mid 80%*

*Maths – high 70%*

*Q: (CK) What is the combined?*

*DW: Combined 70% and on track for 20% combined greater depth*

*Q: (DS) What are you forecasting?*

*DW: National combined 60%*

*C: (DM) This is all very encouraging figures right through the academy*

*DW: That's what the academy is working towards. Two years cohort with better teaching*

*Q: (JS) Interventions, are they across the whole of the academy?*

*DW: Yes, pre-teach sessions so that the children are better prepared. Looking now to see how the gap can be closed for PP children*

*Q: (JS) Is there any extra support in the classes for maths as an example?*

*DW: No, there will be extra classes taught after half term*

*Q: (CK) Do you think the move away from Rapid Recall on to different apps has been a good move?*

*DW: The gaps were not in number work, this was covered well in lessons it was more the timetables. The children all enjoy the Rock Star Timetables app that they can go on in the academy and at home*

*Q: (CK) Are all the children accessing it?*

*DW: Yes, MC tracks it and if for any reason the children are not accessing it at home then this gets picked up by the academy*

## **32a iv) SEND Update**

The academy has high expectations for all SEND pupils and the main aim is that they are able to access the quality Wave 1 teaching in the classroom with the other children.

Adjustments in the classroom such as additional resources, help with reading, simplified tasks and instructions etc. which enables pupils to work with their peers.

In order to support their learning in the classroom, many SEND pupils benefit from additional Wave 2 interventions, such as maths pre-teach sessions in the afternoon, extra 1 to 1 reading sessions and access to online based maths and literacy programs such as Lexia,

Some of the SEND pupils require more intense Wave 3 support, for example accessing a different pathway in Literacy and Maths delivered in a small group setting. They may also access support from outside professionals

such as an Inclusion Practitioner, SAPTS (Sensory and Physical Therapy Service) or the academy’s SEND Consultant. More recently the academy has also accessed online Speech and Language Therapy for several pupils. Some children with an EHCP (Education and Health Care Plan), may require more intensive 1 to 1 adult support in order to access their learning and social aspects of the academy.

Following an increase in the number of high needs pupils at the academy, there is a review taking place regarding the suitability of the current provision and considering how the academy can make it more effective for all pupils.

**Register**

Year Group	Total no. of children	Number of ch. with SEND	Number of ch. who are PP	Number of ch. who are SEND and PP
EYFS	31	2	2	0
Year 1	28	1	6	1
Year 2	44	5	7	1
Year 3	49	7 +1 EHC →	11	6
Year 4	51	7 +2 EHC ↑	10	2
Year 5	48	3 +1 EHC→	9	2
Year 6	51	9	10	2
<b>Total</b>	<b>302</b>	<b>38 (13%)</b>	<b>55 (18%)</b>	<b>15 (5%)</b>

→ ↓ ↑ show the trend in terms of number of students with an EHC per year group compared to the last report.

**32a v) LAC Update**

There are 4 children that are previously LAC, under Special Guardianship or Child Arrangement Orders the academy is aware of.

**32a vi) EYFS Update**

- EYFS provision is judged to be outstanding.
- 40% of children on track for the GLD from the online baseline data
- Autumn data indicates 67% of children are on track, a significant increase.
- Groups of children have been identified and areas of learning now the new focus, leading to another increase of those children achieving GLD
- The focus for the Spring Term is on the gap between boys and girls in M&H and Writing.

Croxby Primary are delighted to have received funding, from the TCAT capital budget, to refurbish the outdoor area. The refurbishment will cost approximately £37,000. A lot of the features of the new area are aimed at developing the children’s writing by having equipment designed to strengthen hand/grip strength which is a barrier to our children. There has already been a new floor fitted in the room. Mr McCready talked about Capital Grant that TCAT receive every year from Dfe and how over the next 2/3 years there will be a lot of improvements taking place but some will be behind the scenes,

The table below shows the amount of children at ARE or above from the summative assessment completed at the end of the autumn term.

Area of Learning	All 40-60D+	Boys 40-60D+	Girls 40-60D+
MR	22/30 73%	10/16 63%	12/14 86%
SC/SA	23/30 77%	11/16 69%	12/14 86%
MFB	22/30 73%	10/16 63%	12/14 86%
LA	23/30 77%	11/16 69%	12/14 86%
U	23/30 77%	11/16 69%	12/14 86%
S	21/30 70%	10/16 63%	11/14 79%
M&H	21/30 70%	9/16 56%	12/14 86%
HSC	24/30 80%	12/16 75%	12/14 86%
R	22/30 73%	10/16 63%	12/14 86%
W	21/30 70%	9/16 56%	12/14 86%
N	24/30 80%	12/16 75%	12/14 86%
SSM	23/30 77%	11/16 69%	12/14 86%
PRIME	20/30 67%	9/16 56%	11/14 79%

## 32b BEHAVIOUR AND ATTITUDE SUMMARY

### 32b i) Behaviour & Attitude Report

- 3 children have been placed or continued on pupil support plans for attendance since September
- 13 PA letters have been sent out
- 37 behaviour logs for disruptive behaviour in class
- 26 of these were for 3 specific children who have specific needs
- On average there is 1 'Red' behaviour for every 210 lessons
- This is a positive start to the year

*Q: (DS) The academy have set up additional resources and assigned teachers for behaviour but is Croxby in a position to manage these and all the other children?*

*DW: Two children are very high needs and a group of children will also benefit from the additional resources. The academy has exhausted every avenue for the two children, EHCP meetings have been brought forward. There has been over 50 emails from one parent since September. The staff are doing their very best, we have looked for solutions, and the Provision room is the best solution. Social services keep pushing children our way saying that we have a good reputation but we need a lot of tools to keep these children. First exclusion of a child last week, (3 days).*

*Q: (DS) You say we have a good reputation but is the system of external bodies helping out?*

*DM: There is an increase in numbers across the East Riding and no provision, the Local Authority are looking at the process. DW will have made all the adjustments before making a final decision*

*C: (DS) Every child deserves an education*

*C: (DW) The positive side is that they have had two great days and the academy is providing extra ELSA*

*Q: (EM) Is it aggressive behaviour?*

*DW: Not to other children, they are not at risk*

*Q: (CK) Is there a number you can refuse?*

*DW: A managed move is happening soon from another school and it has been fought with everything but it is still going ahead*

*Q: (DS) Is this child coming from a school that is already set up with a special nurturing room?*

*DW: Yes, their EYFS have 90 children, Croxby's is smaller*

*C: (EM) Croxby has had a good reputation for the last 10 years for its SEN provision*

### **Attendance**

*Q: (DS) Usual dip for the time of year?*

*DW: Yes*

*C: (DM) It's been the same across all the academies, one even close for two days*

### **Behaviour**

*Q: (CA) 26 incidents, has it slowed down*

*DW: No, not on an individual basis, it was higher at the beginning of the academic year due to new staff. Logging on SIMS has dropped but 3 children are fairly consistent*

*C: (CA) One in every 210 lessons is good*

*DW: The behaviour is outstanding, all of the children would tell you if you asked them*

## **32c PERSONAL DEVELOPMENT SUMMARY**

### **32c i) Safeguarding Children Report**

#### **Vulnerable Children**

2 children are the subject of a Child Protection plan during any part of the report period

6 children are subject to a Child in Need plan

3 children are logged by the academy with Safeguarding concerns

4 referrals have been made to Early Help & Safeguarding Hub (EHaSH) for advice

1 full child protection referral made to EHaSH

3 children have had Operation Encompass messages sent to the academy

Operation Encompass is an initiative in partnership with Humberside police, academies and the Local Authority. If the police are called to a domestic abuse incident involving a pupil or their family an alert is sent to the academy via EHaSH

### **32c ii) Academy Weekly Tracker**

*C: (DW) The weekly tracker is compiled by Mrs N Moore in the office and sent to TCAT every Friday.*

## **32d Leadership and Management Summary**

- The academy judges leadership and management to be outstanding.
- Leaders inherited an academy where attainment was 30% below the national average and progress measures for reading, writing and maths were in the bottom 10% nationally.
- Currently, the academy has been just above the national attainment average for the past two years and progress measures for Reading and Writing place the academy in the top 17% nationally and in the top 10% nationally for Maths.
- The Local Governing Body members have challenged and supported senior academy leaders to ensure the academy is transparent and moving forward.

Croxby's Headteacher is a NLE, both AHTs are SLEs, the English Leader is now part of the Trust Academy Improvement Team and has been appointed an ELE. A classroom teacher is an Academy Trust Partner. Leadership meetings are open to all staff with the last meeting attended by 12 members of staff. Leadership at all levels in the academy is strong.

The academy is providing support for the following academies/schools:

- NLE and ELE support for a Local Authority School for writing and leadership.
- NLE, SLE and ELE support for teaching and learning with a Local Authority school who are associated with TCAT.
- NLE support for a Local Authority Tier 1 support school on behalf of the DFE Teaching Council
- NLE support for a North East Lincolnshire Tier 2 support school on behalf of the DFE Teaching Council
- SLE phonics support for a TCAT secondary academy.

A full day support for a non TCAT academy, who are part of a support programme, is priced at £500 for a NLE and £350 for an SLE/ELE.

*C: (DM) This is all really important to the academy, it just shows how far it has come in the last 2 years*

*C: (JS) Yes, we were in the bottom 10% in the country and we are now in the top 10%*

*C: (DS) This goes to show all the hard work that has been done by all the staff*

The academy was recently reviewed by the leaders of our local cluster of schools. The summary of their visit is below.

**Peer Review of Croxby Primary**

**9 January 2020**

1. Are the children starting to self-regulate their learning, specifically in maths, as it is identified as an area of development by the academy?
2. Is there consistency in the implementation of policy?

**Areas of Strength**

There are clear outlines evidenced for pupils' learning progression throughout their time at the academy.	The children have positive and polite attitudes and are engaged in their learning. They confidently discuss their learning.	Quality of the maths teaching in Y6.	The self-regulated children in maths as observed in Y3.
LBQ maths lesson led to immediate feedback so the teacher could address the barriers in learning.	The learning environment both inside and outside the classrooms is outstanding.	The consistency of expectations and implementation across the academy.	The paper work presented was then evidenced by the work seen throughout the academy.

**Questions for further consideration**

Are the children's' self-regulated spelling corrections accurate in the overwhelming majority of occasions?	What systems are in place, in LBQ, to ensure children do not just 'guess the answer' until they are right?	Does the sentence stacking approach hinder the creativity of the higher ability?
Can the children produce the same quality of independent writing without the sentence stacking input?	Is the rate of the maths lesson a barrier to children who struggle with the taught concept?	

On page 22 of the Strategic Termly Report, there is a teaching staff survey that was carried out last term and these are the questions asked by the governors.

*Q: (DS) What changes have been made for teachers and how do they evaluate these?*

*Q: (JS) Where these anonymous, they have given the same response to both questions?*

*DW: Yes but the academy knows who it is, as they don't like change and another one doesn't like coaching and mentoring*

*C: (CK) All positive on the workload*

*KM: From this and discussions with staff, it is the fact that they do not take books home to mark. The marking policy introduced 'Live marking' which is more purposeful for the children and cuts down on the workload*

*DW: No written feedback*

*KM: In maths the children are self-regulated and do their own marking with the support of the teacher in the lesson*

*DW: Staff learning through questions on the tablets*

*KM: This also cuts down on photocopying*

*C: (JS) Kahoot seems very popular*

*KM: Quizlet and Kahoot are having a good impact on lessons, along with theme and vocabulary*

*Q: (EM) weekly clubs, does this put extra pressure on the staff?*

*DW: They ran for 4 weeks last term and it will be 6 weeks this term for 40 minutes. The academy has very few staff/leadership meetings and the clubs are very important*

The senior leadership group have created a document for when Ofsted visit the academy, which will help them to complete deep dives in to perceived strengths and areas the academy believes it needs to develop. The notes that the leadership team use during their conversations with Ofsted were handed to the LGB.

**The following points were highlighted to the governors**

- Early reading – Ofsted will look at this area
- Computing and Art – the academy are working on these, staff are at different levels
- Computing – there is involvement from Hull University 1 day a week
- Metacognition is a strength and really strong but there is always room for improvement
- Pupils are giving feedback
- TCAT have developed a metacognition group and at least half of Croxby's staff are in the group
- Arranging visit to Hull University for Y5/6 children
- Mainly interested in programming

**32e Academy Development Plan**

The ADP was shared with the board.

- Curriculum team to facilitate training in computing and art to up the level of teachers understanding and ensure lessons are age appropriate
- Standards leader to introduce *Learning by Questions into Key Stage 2 Maths*
- Curriculum team to deliver training that ensures classes are developing the use of Austin’s Butterfly Strategy when children are learning to be artists

*DW Thanked all the leaders and non-leaders who wrote the ADP*

*C: (DS) Very comprehensive, where the academy is going. All staff should be applauded for all the hard work they have done*

**33 POLICIES FOR REVIEW**

- Behaviour Policy
- EYFS Policy

Resolved: Behaviour and EYFS policies were approved by the governors

**ACTION: JT to update the dates on the policies and put on the academy website**

**34 GOVERNOR TRAINING AND SUPPORT**

Mandatory Learning Link modules to still be completed by 2 governors.  
Governors informed that they will need to complete 2 more modules this year

**ACTION: DS and MS to complete both the mandatory NGA modules - ongoing**

**35 GOVERNOR VISITS TO SCHOOL**

Links to come in once a term, this has been happening and will continue in the future.

**36 DATE OF NEXT MEETING**

Tuesday, 12 May 2020 at 5.45 pm

**37 ANY OTHER URGENT BUSINESS**

**None**

All staff members who were at the LGB left at 7 pm.

**38 ACTION POINTS**

**38a ACTION: DS and MS to complete both the mandatory NGA modules (minute 34) – ongoing**

**38b ACTION: JT to update the dates on the policies and put on the academy website**

**38c ACTION: JT to process this with payroll at TCAT (Part B – Confidential)**