



Minutes of the Full Governing Body Meeting of Lady Margaret School

**Date/time: 13 March 2019,
6.00pm**

Present:	Mr Philip Bladen, Chair	Revd Penny Seabrook	In attendance:	Mrs Wendy Gainham, Clerk to Governors
	Mrs Eleanor Allen	Mr Paul Sloan		Ms Nicola Lupton, Deputy Headteacher
	Mr Justin Bairamian	Ms Elisabeth Stevenson, Headteacher		Mrs Sarah Webber, Deputy Headteacher
	Mrs Lorraine Bewes	Mr Philip Thomas		Miss Lucy Thynne, Head Girl (2018-2019)
	Mr William Hunter	Mrs Nicky Thomson		Miss Carla Kyalo, Head Girl (2018-2019)
	Mrs Arabella MacIntyre	Miss Charlotte Walton		Miss Lilli Palmer, Head Girl (2019-2020)
	Mrs Sarah Peart	Mr Richard Wormell		Miss Cicely Hunt, Head Girl (2019-2020)
	Ms Jane Reed			

The meeting opened at 6.00pm with a prayer from Revd Penny Seabrook

Agenda Item	Action	By whom	By when
<p>1. Apologies for absence</p> <p>1.1 Apologies had been received from Dr Deirdre Osborne, Mr Nigel Parker, Miss Vithya Premkumar and Mrs Tania Weithers; permission for absence was granted.</p>			
<p>2. Welcome and Introductions</p> <p>2.1 The Chair welcomed all those present and in attendance, including current Head Girls, Miss Lucy Thynne and Miss Carla Kyalo, and newly appointed Head Girls for the next academic year, Lilli Palmer and Cicely Hunt.</p>			
<p>3. Presentation by Senior Order</p> <p>3.1 Referring Governors to the Head Girls' Report on pages 16 and 17 of the Headteacher's Report to the Governors Spring 2019, which had been sent with the agenda, Miss Lucy Thynne told Governors that it had been a privilege to serve as Head Girl.</p> <p>3.2 Not only had this experience given them a new perspective of the school but also the opportunity to develop skills within a safe environment.</p> <p>3.3 Miss Carla Kyalo presented a summary of events which they had been involved in as well as the new student body roles which had been implemented this year, such as</p>			

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<p>Technical Prefect for Sound and Lighting which had helped to promote STEM within the school.</p> <p>3.4 Miss Kyalo believed that the implementation of a Middle Order had been a positive change at LMS, giving a voice to a larger student body.</p> <p>3.5 Miss Thynne highlighted the school's 101st birthday celebration in September 2018; the 101 Dalmatian-themed day had been a great success. The Head Girls had been apprehensive about organising a birthday event following a year of successful Centenary celebrations, however they felt it would be valuable to continue to highlight each school birthday as a reminder of the school's rich history and traditions, as well as an opportunity to cherish its 'goodly heritage'.</p> <p>3.6 A key event for Miss Kyalo had been the Black History food event which she had organised for students and which had celebrated diversity within the school community.</p>			
<p><i>Ms Jane Reed and Mr William Hunter arrived at 6.10pm</i></p>			
<p>3.7 Miss Thynne summarised the various Christmas-themed events that Senior Order had organised this year; the aim of these had been to promote links between the various Year Groups.</p>			
<p>3.8 Going forward the Head Girls would like to see a greater focus on the school's house system.</p>			
<p>3.9 In summary the Head Girls had really enjoyed their roles and very much appreciated the unique opportunities LMS offered to celebrate women and diversity. They suggested that the school should embrace these strengths going forward.</p>			
<p>3.10 Governors thanked the Head Girls for their presentations.</p>			
<p>3.11 The newly appointed Head Girls then introduced themselves. Governors noted that Cicely Hunt had joined LMS in Year 12.</p>			
<p>3.12 Next year the new Head Girls wished to build on the house system as well as links between Year Groups. They believed that, as a small school, LMS offered an</p>			

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opportunity to do so.			
3.13 The Chair invited Governors to ask questions.			
3.14 The Head Girls agreed that their roles offered an opportunity to develop leadership skills as well as to view the school from a different perspective.			
3.15 Governors suggested that it would be useful to gain an outside view of the school from Miss Hunt and noted that approximately one third of Year 12 students had been recruited from other schools.			
3.16 Miss Hunt agreed and would endeavour to bring useful ideas from her old school to LMS.			
3.17 Governors asked the current Head Girls how they had managed their roles alongside their studies.			
3.18 Miss Thynne advised that it had been a challenge however they had been supported by the rest of the team as well as Year 12 and Middle Order.			
3.19 Miss Kyalo felt that taking on the role of Head Girl had enabled her to improve her time management skills.			
3.20 The Head Girls were then given the opportunity to ask Governors questions.			
3.21 Miss Palmer asked Governors how they viewed the role of the Head Girl.			
3.22 The Chair viewed the Head Girls as a link between the lower school and the staff, as well as an inspiration to girls in the lower years.			
3.23 Furthermore Governors believed that the school was richer for the input of the Head Girls.			
3.24 The Headteacher wished to add her thanks to the current Head Girls and their team for all their hard work this year and looked forward to working with the new team next year.			
3.25 Miss Hunt requested an overview of the role of the Governing Body.			

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<p>3.26 The Chair explained that Governors acted on a voluntary basis and in a strategic capacity, rather than an operational one, ie did not get involved in the day to day running of the school.</p> <p>3.27 They provided the framework for the school to flourish, ensuring that the finances and school buildings were kept in order and that the school met all of its legal obligations. In addition the Governors’ role was to challenge the teaching in the school. The Governing Body was also responsible for appointing the Headteacher and was involved in the appointment of senior staff. There were a number of committees which supported the various aspects of this work.</p> <p>3.28 Governors also believed they provided support, eg as Link Governors to individual subject areas and as a general support network for the Senior Leadership Team.</p> <p>3.29 The Chair thanked the outgoing and incoming Head Girls for their contributions to the meeting.</p> <p><i>Miss Lucy Thynne, Miss Carla Kyalo, Miss Lilli Palmer and Miss Cecily Hunt left the meeting at 6.25pm</i></p>			
<p>4. Membership of the Governing Body</p> <p>4.1 The current List of Governors document had been sent with the agenda.</p> <p>4.2 The Chair explained that Mrs Arabella MacIntyre’s term of office as a Parent Governor had recently come to an end and she had been appointed to the position of Foundation Governor for a term of four years.</p> <p>4.3 This had resulted in a Parent Governor vacancy and the election process was now underway.</p> <p>4.4 Mr Nigel Parker’s term of office as a Foundation Governor had recently ended, however he had been appointed for a further term therefore would continue in this role.</p> <p>4.5 The Chair looked forward to continuing to work with both Governors.</p>			

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<p>5. Register of Governors' Interests</p> <p>5.1 The Chair requested that Governors declared any interests which were specific to the meeting.</p> <p>5.2 No interests were declared.</p>			
<p>6. Membership of Committees & Link Governors</p> <p>6.1 The Membership of Committees 2018-2019 document had been sent with the agenda.</p> <p>6.2 Mrs Sarah Peart had expressed an interest in becoming the Link Governor for Art. As neither the Art Department nor the Design & Technology Department had a Link Governor it was agreed that Mrs Peart would take on the role for both subject areas.</p> <p>6.3 Mrs Peart wished to relinquish the role of Link Governor for Pupil Premium; Mrs Arabella MacIntyre offered to take this on.</p> <p>6.4 The Chair suggested that Mrs MacIntyre met with Mrs Peart for a handover of the Link Governor for Pupil Premium role.</p> <p>6.5 Other Governors who wished to discuss committee membership should contact the Chair.</p> <p><i>Mrs Lorraine Bewes arrived at 6.30pm</i></p>	<p>Update Membership of Committees document</p> <p>Arrange handover for Link Governor for Pupil Premium role</p>	<p>Clerk</p> <p>Clerk</p>	<p>asap</p> <p>asap</p>
<p>7. Draft Minutes of the Meeting held on 12th December 2018</p> <p>7.1 The draft minutes of the meeting held on 12th December 2018 had been sent with the agenda and were agreed to be an accurate record. One copy was signed by the Chair.</p>			

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<p>8. Matters Arising Not Covered Elsewhere on the Agenda</p> <p>8.1 12.7 – The Headteacher advised that the completion rate of parents’ questionnaires at Parents’ Evenings this year had been too low to yield meaningful data.</p> <p>8.2 Whilst the Headteacher was happy to pass on what data had been gathered to Governors, she had decided to seek parents’ views via an online questionnaire during the Summer Term and would report on this at the next Full Governing Body meeting in July.</p> <p>8.3 The Chair agreed this would be a good idea going forward and did not feel it was necessary to send out data collected so far this year.</p>	<p>Provide report to governors following online parents’ questionnaire in Summer Term</p>	<p>EHS</p>	<p>03/07/19</p>
<p>9. Report by the Headteacher</p> <p>9.1 The Headteacher’s Report to the Governors Spring 2019 had been sent with the agenda.</p> <p>9.2 The Headteacher presented photographs of recent school events including World Book Day, a Skype interview with an MEP, and the visit of a Pet Therapy dog, owned by a parent at the school.</p> <p>9.3 The Headteacher was very grateful for the various offers of support received from parents recently, such as Pet Therapy, an offer to facilitate Book Groups and an offer to provide a consultation on environmental issues at the school.</p> <p>9.4 The Headteacher reminded Governors of the School’s targets summarised on page 2 of the Headteacher’s Report.</p> <p>9.5 As part of the performance management cycle, the mid-year review for teaching staff would take place on 19th March.</p> <p>9.6 A section on the Ofsted Consultation had been included on page 2 of the report; this had been discussed at the last Curriculum Committee meeting. Governors learned that under the new framework the school would need to articulate how its curriculum met</p>			

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<p>the needs of all its learners. The school had begun to look at this at SLT and MLT level.</p>			
<p>9.7 The School had hosted the first meeting of the National Secondary Leadership Network, established by the Church of England Foundation for Educational Leadership. 55 Headteachers had taken part and the Headteacher felt it was beneficial to be part of this network.</p>			
<p>9.8 Referring to the second priority of the School Development Plan 2018-2019, 'To support the wellbeing of all members of the school community', this presented many challenges, however the Headteacher felt that the school was currently doing everything it could.</p>			
<p>9.9 Governors asked whether the Headteacher believed that students' mental wellbeing was significantly different to that of 10 years ago.</p>			
<p>9.10 The Headteacher believed that there was a greater awareness of mental health issues now and individuals were more willing to request help, however the school had limited resources with which to provide support. As part of its work on student wellbeing the school was encouraging younger students to discuss mental health issues and coping strategies.</p>			
<p>9.11 Governors went on to discuss the role parents played in supporting children with mental health issues alongside the role of schools, as well as the importance of support for Early Years and support received from outside agencies such as Social Services and the Police.</p>			
<p>9.12 Governors had received positive feedback regarding a course the school had run some time ago on parenting teenagers.</p>			
<p>9.13 Governors asked whether there was a growing need amongst staff with regards to mental health issues and, if so, how the school was managing this.</p>			
<p>9.14 The Headteacher acknowledged that teaching was a very intense job, however she felt that this was balanced out by 13 weeks' holiday per year.</p>			
<p>9.15 A robust line management structure was important to support staff in managing their</p>			

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workload.			
9.16 In cases where staff needed further support the school was able to signpost them to various services.			
9.17 Governors noted that due to cutbacks at CAMHS, GPs were reluctant to refer unless individuals had reached a high threshold. Also, when students turned 18, they were moved to adult services and this could sometimes result in a delay in the provision of support.			
9.18 The Chair suggested that as mental health was an area of interest to Governors, they should be kept abreast of any changes as they occurred. The Headteacher agreed to do so.	Keep the Governing Body informed of any changes re student and staff wellbeing	EHS	Ongoing
9.19 The Chair also suggested that the school explored any available charitable resources which might support services such as counselling.	Explore available resources	Bursar	Ongoing
9.20 Moving on to professional development, the Headteacher felt that the school's CPD plan was excellent.			
9.21 Ms Nicola Lupton referred Governors to the section on Teaching and Learning starting on page 2 of the Headteacher's Report. This looked at four different areas, lesson observations, book looks, CPD and R&D groups.			
9.22 Round 2 lesson observations had taken place during the last half term. Ms Lupton had participated in 29 out of 51 observations and was therefore in a good position to reflect on the school's standard of Teaching and Learning, which continued to be outstanding.			
9.23 Observations continued to be paired and many good practice observations had taken place for NQTs who had been paired up with experienced observers.			
9.24 There was strong evidence to suggest that the current system was working really well; staff were expected to have addressed any areas for development which had been identified during the previous round of lesson observations by the next round.			
9.25 Ms Lupton then referred Governors to the sections on strengths and areas for			

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<p>development and pointed out that some items appeared in both sections which indicated that staff understood that these were important areas.</p>			
<p>9.26 There was also a strong tie-in with areas which had previously been covered through CPD which provided good evidence of the impact of CPD.</p>			
<p>9.27 In terms of the three areas for development moving forward, one of them was questioning which also featured very heavily in the strength section. Staff would explore the next stages in questioning with a section on this topic built into a CPD day in June.</p>			
<p>9.28 Modelling also featured in the strengths section; it was now extremely rare to observe a lesson during which teachers did not use modelling. Teachers wished to build on this practice by including it in schemes of work. Again, this would be covered during the CPD day in June.</p>			
<p>9.29 The third area for development, time management, was more challenging, however all staff who had this as a target had been able to identify what they would do differently next time. This would therefore be monitored during the next round of lesson observations and some teaching staff would observe good time management in practice.</p>			
<p>9.30 A book look analysis had been completed today and Ms Lupton reported a good level of consistency across the school in terms of marking.</p>			
<p>9.31 In the last round of book looks SLT monitoring had been introduced and it had been noted that some teachers had been a little too generous, however today's book look had shown improved accuracy.</p>			
<p>9.32 Ms Lupton was also carrying out additional work with Maths and Science around marking and feedback.</p>			
<p>9.33 Ms Lupton referred Governors to the section on page 9 of the Headteacher's Report regarding Areas for Development; one of the weakest areas was the school's use of the marking code. This would be a focus during the Summer Term and reviewed towards the end of the school year with the aim of streamlining the code and encouraging staff</p>			

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to use it more consistently across all subjects.			
9.34 In terms of planning for next year, departments would be asked to incorporate time for students to respond to marking and feedback.			
9.35 CPD planning meetings took place twice a year, once in the Autumn Term and once at the beginning of the Summer Term.			
9.36 Ms Lupton met with the Heads of Department and the SLT link to review the impact of CPD and CPD needs.			
9.37 Actions from the Autumn Term would be reviewed and new actions for the rest of the academic year would be agreed. The pro-forma in Appendix 1 on page 19 of the report was completed by the Line Manager prior to each meeting.			
9.38 This year's R&D groups were looking at fostering student independence. There were 7 groups which would present their research findings on 2 nd May, firstly in a short presentation and then through a market place activity in order to showcase their work.			
9.39 This year the school wanted to ensure that good findings made their way into school practice and policy.			
9.40 The output of this process would include two documents – key recommendations and a teaching and learning toolkit.			
9.41 The Teaching and Learning Policy would be reviewed in the Summer Term and would include some of the R&D output.			
9.42 Governors asked whether it was clear from lesson observations that staff had responded to the output from last year's R&D groups and whether this had been embedded in school practice?			
9.43 Ms Lupton advised there was clear evidence of this. The lesson 3 observation structure facilitated this by enabling staff to trial something from their own group. This year staff would have the opportunity to trial something from another group.			
9.44 Some elements had been embedded more than others, for example peer assessment.			

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<p>Numeracy marking had been incorporated into a policy. This year the emphasis would be on embedding good practice further.</p>			
<p>9.45 Mrs Webber then ran through the Year 11 predictions on page 11 of the Headteacher’s report. The figures showed that the school was doing well in terms of attainment and its overall headline figures, however the gap between non-disadvantaged and disadvantaged students remained a challenge across several subjects.</p>			
<p>9.46 On pages 12 and 13 of the Headteacher’s Report the figures in some areas for disadvantaged students had slipped since the Autumn Term, however gains had been made where one-to-one sessions had been provided.</p>			
<p>9.47 Mrs Webber referred Governors to the SEND Department overview February 2019 on page 13 of the Headteacher’s Report; following the Curriculum Committee meeting in February, she had sent more detailed information to the Link Governors for SEND and Pupil Premium.</p>			
<p>9.48 Governors learned that the SEND Department was extremely busy and there was also a lot of pressure on local authorities in this area.</p>			
<p>9.49 SEND students in Years 7 and 8 and 9 on EHCP’s were doing well, however the Year 10 students presented more of a challenge.</p>			
<p>9.50 Governors noted the challenges faced by the school due to the fact that each borough operated differently in terms of SEND.</p>			
<p>9.51 Governors asked whether the gap between non-disadvantaged and disadvantaged students was a trend.</p>			
<p>9.52 Mrs Webber explained that the current predictions suggested the gap would be similar to last year’s, which had been a significant improvement on the previous year.</p>			
<p>9.53 A three year trajectory showed very good progress, however progress was now static.</p>			
<p>9.54 The school hoped to gain a clear indication through Line Management meetings of which strategies needed to be put in place for which students between now and the</p>			

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start of study leave.			
9.55 The school would then evaluate what had made the difference for each student.			
9.56 Miss Charlotte Walton took Governors through her Sixth Form Update for Governors – March 2019, which had been sent with the agenda.			
9.57 The Sixth Form team had been working with Year 13 on pastoral intervention following mock exams, and providing a tailored approach.			
9.58 They had tried to involve parents as much as possible where students were struggling.			
9.59 Miss Walton was working with several students who were suffering from extreme anxiety. Tutor Teams offered weekly mentoring.			
9.60 Time management was crucial and students were supported in this.			
9.61 An extra data drop in early April would provide a clearer picture of this summer’s predictions.			
9.62 In terms of post-18 pathways offers were now coming in.			
9.63 Year 12 had been building up competency logs for personal statements using Unifrog.			
9.64 Various trips had been organised to support post-18 pathways.			
9.65 Governors noted the recruitment data was looking healthy.			
9.66 With regards to student leadership the School had just interviewed 29 students for Senior Order positions, which was more than ever before.			
9.67 The wellbeing programme continued to run on Wednesday afternoons.			
9.68 The Chair thanked everyone for their presentations.			
9.69 The Headteacher’s Report also included information on attendance, the Chaplain’s Report and safeguarding and exclusion.			

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<p>10. Report by the Chairman</p> <p>10.1 The Chair reminded Governors that at the December meeting he had circulated a letter regarding school funding that he had agreed to be a signatory to and that letter had appeared yesterday, together with an article, in the Guardian. The BBC had also run a report on this.</p> <p>10.2 The Headteacher advised that the LDBS had written a joint letter to the ESFA.</p> <p>10.3 The 2019 Year 7 admissions process was still ongoing. There had been a large number of applications for 120 places: 643, 288 of which had put LMS down as first choice. All bands still had a waiting list.</p> <p>10.4 The distances appeared to be getting shorter, presumably due to the sibling policy.</p> <p>10.5 Governors asked the Chair to summarise the main causes of the financial difficulties experienced currently by schools in general.</p> <p>10.6 The Chair confirmed this was largely due to salary increases which had not been funded. National Insurance contributions had also increased along with the employer's contribution towards Teachers' Pensions.</p> <p>10.7 Taking everything into account schools were 10% worse off than 5 years ago.</p>			
<p>11. Communications</p> <p>11.1 The Clerk gave a short presentation on GovernorHub, a software package she wished to introduce in order to facilitate document management for the Governing Body.</p> <p>11.2 The software enabled documents to be accessed via a secure link and was therefore GDPR compliant.</p> <p>11.3 The Clerk proposed to upload documents retrospectively from September 2019.</p> <p>11.4 A mobile phone app was also available.</p> <p>11.5 The Clerk would send login details to all Governors and proposed to run a trial</p>	<p>Upload documents from Sept 2019 to Governorhub</p> <p>Send all Governors a link to</p>	<p>Clerk</p> <p>Clerk</p>	<p>asap</p> <p>asap</p>

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<p>alongside the current method of communication for the rest of the academic year.</p> <p>11.6 Governors would then have the opportunity to discuss any issues encountered at the next Full Governing Body meeting in July.</p>	<p>Governorhub</p> <p>Discuss Governorhub trial</p>	<p>All</p>	<p>03/07/19</p>
<p>12. Reports from other Committees and Working Parties</p> <p>12.1 Finance and Resources Committee – the minutes from the meeting held on 4th December 2018 had been sent with the agenda.</p> <p>12.2 Mr Justin Bairamian, Chair of the Finance and Resources Committee, advised that most items had already been covered at the Full Governing Body meeting on 12th December 2018.</p> <p>12.3 Since then the Committee had focussed on the two main areas of output from the Strategy Working Party, namely the Sixth Form and the professionalisation of the School’s fundraising activities.</p> <p>12.4 The School would be interviewing for the position of Head of Fundraising the following week.</p> <p>12.5 The Finance and Resources Committee would meet in two weeks’ time; the Headteacher and Bursar had been working closely and making positive progress on the budget to ensure that the school was best placed to cut its deficit.</p> <p>12.6 Miss Walton summarised the activities around the Sixth Form.</p> <p>12.7 She had met with the Clerk, Office Manager and Headteacher recently to discuss the school’s website.</p> <p>12.8 She intended to use gain time during the Summer Term to develop the use of the website to market the Sixth Form.</p> <p>12.9 Every year the school reviewed its recruitment process; it was interesting to note the importance of word of mouth in terms of publicity received from students who joined the Sixth Form from other schools.</p>			

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12.10 On the basis of the number of applications received for September 2019 entry into Year 12, the Chair predicted an additional 20 students, which, over two years would equate to an additional £200k in funding.			
12.11 Work had also been carried out on modelling class subject numbers.			
12.12 Curriculum Committee - the draft minutes from the meeting held on 11 th February 2019 had been sent with the agenda.			
12.13 Governors noted there had been an informative presentation on timetabling and learned that the Sixth Form wellbeing programme had utilised some surplus teaching hours.			
12.14 Staffing and General Purposes Committee – the draft minutes from the meeting held on 4 th February 2019 had been sent with the agenda.			
12.15 Mr William Hunter, Chair of the Staffing and General Purposes Committee, referred Governors to the draft Scheme of Delegation, also sent with the agenda.			
12.16 He reminded Governors that over the last few meetings a series of amendments to the Scheme had been made.			
12.17 The latest draft sought to rectify some drafting errors; Mr Hunter wished to thank the Bursar and the Clerk for their assistance with proof-reading this document.			
12.18 At page 4, paragraphs 20 and 21 were entirely new. The Bi-borough had suggested the inclusion of wording to allow collaboration between schools, in particular for occasional committees, where it sometimes proved difficult to put together such committees due to governor availability.			
12.19 Therefore a reciprocal arrangement with other schools was a sensible and practical solution.			
12.20 The Chair also pointed out it would assist in cases where impartiality was questioned.			
12.21 Mr Hunter had not included a pro-forma contract in the Scheme but would strongly recommend a contract for collaboration agreements.			

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<p>12.22 The other corrections were essentially minor drafting matters that raised no significant issue of principal apart from page 10, paragraph 9. Matters concerning competency would be referred to as 'capability' and dealt with by the Staff Discipline Committee.</p> <p>12.23 Governors approved the proposed amendments.</p> <p>12.24 Governors asked whether chairmanship would be reserved for internal committee members rather than outside members.</p> <p>12.25 Mr Hunter's personal view was that it was preferable for the chair to be a governor, however, he felt it was not necessary to stipulate this in the Scheme of Delegation. He believed the Complaints Policy specified that an outside member was required.</p> <p>12.26 The Chair agreed that this was a matter to be dealt with on a case by case basis.</p>	Publish amended Scheme of Delegation	Clerk	asap
<p>13. Governor Training & Development</p> <p>13.1 No training courses had been attended since the last meeting.</p> <p>13.2 Governors noted that training could be logged on GovernorHub.</p>			
<p>14. Date of Next Meeting</p> <p>14.1 The meeting calendar for the current academic year had been sent with the agenda. Governors noted the date of the next meeting: Wednesday, 3rd July 2019 at 6.00pm.</p>			
<p>15. Any Other Business</p> <p>15.1 There was no other business.</p>			

The meeting closed at 7.35pm

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