

Alphington Primary School Local Governing Board

Minutes of the Local Governing Board meeting for Alphington Primary School held via TEAMS on Tuesday 2nd July 2024 at 6pm

Invited Participants:

Governors:

Peter Phillips (PP) Chair
Jackie Gott (JG)
Jennifer Pulsford (JP)
Anjumn Kanani (AK)

Sharon Tarr (ST) Headteacher
Laura Holmes (LH)
Graham Bone (GB) (*arrived 18.08*)
Caroline Ellis (CE)

Other Participants:

Rachel Shaw ELAT CEO
Anwen Walkerdine (AW) Governance Professional

Vicky Stables (VS) Deputy Headteacher (*arrived 18.03*)

Item	Details of Discussion	Decision or Action
1.	Welcome, Apologies and Consent The Chair had received apologies (via phone message) as follows: - GB - Likely to be late due to dealing with a pupil with a broken arm. - VS – May be late due to school trip. - JG – Non-attendance due to being called to North Devon at short notice. Governors consented to these absences.	
2.	Declarations of Interest No declarations of pecuniary or other interests regarding items on the agenda were made. One action from the previous meeting had been for governors to update their declarations of pecuniary or other interests online. The governors confirmed that this had been done. The Chair reminded governors of the need ensure that declarations had been made, were up to date and were recorded on Governor Hub when the new academic year started in September 2025.	ACTION: All governors to revise Declarations of Interest at start of 2024/25 academic year to ensure up to date.
3.	Local Governing Board Matters	
3.1	Governing Board Membership Changes The Chair reminded governors that there would be a Vice -Chair vacancy on the governing board from the end of the summer term, as JG had confirmed her intention to	

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	leave the LGB at the end of the academic year. In addition, PP reminded governors that he had resigned as Chair with effect from the end of the summer term. PP proposed GB as the new Chair. Governors all agreed that GB would be appointed as Chair from September 2024. GB confirmed his acceptance of the role of Chair for 24/25. PP asked if any governors would like to be Vice-Chair. No governors volunteered. PP volunteered himself as Vice-Chair, with the aim of supporting GB. All governors agreed that PP would be appointed as Vice-Chair from September 2024. Governors confirmed that there were no other intentions to resign.	ACTION: Clerk to update GovernorHub with new Chair & Vice-Chair.																				
3.2	Vacancies to fill and recruitment. The Chair reminded governors of the following vacancies: • 1 x Parent Governor • 2 x Community Governors. The Chair confirmed that Headteacher was communicating with parents about the Parent Governor role and that a Parent Governor election would take place in September. The Chair updated that he had visited the Inspiring Governance website to identify potential candidates and had contacted four people to ask if they would consider becoming a governor. One person had declined and PP was waiting for a response from the other three. JP updated that she had spoken to a parent who might be interested in becoming a Governor and would continue the conversation. The Chair asked all governors to actively promote the role of Governor to all contacts.	ACTION: All governors to promote the role of governor with contacts with the aim of recruiting.																				
4.	Minutes of the previous meeting 21st May 2024 The minutes of the meeting on 21st May were approved as a true and accurate record of the meeting. <u>Matters Arising:</u> <table><tr><th>Agenda Item</th><th>Action</th><th>By Whom</th><th>By When</th><th>Status</th></tr><tr><td>2</td><td>All governors to check that their Declarations of Interest are up to date and on Governor Hub</td><td>All</td><td>ASAP</td><td>Complete</td></tr><tr><td>3</td><td>JG and JP to add section to next newsletter re. the role of a Parent Governor/ upcoming recruitment process.</td><td>JG & JP</td><td>By next newsletter</td><td>Going out in next newsletter</td></tr><tr><td>3</td><td>PP to follow up with potential Community Governor.</td><td>PP</td><td>ASAP</td><td>Complete</td></tr></table>	Agenda Item	Action	By Whom	By When	Status	2	All governors to check that their Declarations of Interest are up to date and on Governor Hub	All	ASAP	Complete	3	JG and JP to add section to next newsletter re. the role of a Parent Governor/ upcoming recruitment process.	JG & JP	By next newsletter	Going out in next newsletter	3	PP to follow up with potential Community Governor.	PP	ASAP	Complete	Decision: Minutes 21.05.24 approved
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3	ST to continue to speak to people about Community Governor role.	ST	Ongoing	Ongoing
4	ST to write to Community Association to request written confirmation that the school can use the Community Centre.	ST	By next meeting.	PP has given contact email to ST.
4	Outstanding introductory blurb and photos to be emailed to ST.	All	ASAP.	Complete
6	PW to add explanation to budget forecast regarding difficulty to predict far ahead.	PW	ASAP.	
6	ST to liaise with Devon County Council regarding funding for pupil with accessibility needs.	ST	ASAP	Complete (detail below)
7	CE to review Safeguarding Report during July visit to ensure that all recommendations have been addressed.	CE	End of July 2024	Due 03/07/24
9.1	Headteacher to share PSHE PowerPoint Presentation with Governors.	ST	ASAP	In meeting folder
9.1	GB to arrange visit to review PSHE within the school.	GB	ASAP	Pending (visit was cancelled)
10	ST to share list of summer term events for governors to attend where possible.	ST	ASAP	Complete
11	All governors to check areas covered by SDP and book monitoring visits where appropriate.	All	Ongoing	Deferred to Sept 2024 (see below)
11	All governors to add monitoring visits to Governor Hub Noticeboard once booked.	All	Ongoing	
12	Governors to consider attending Safeguarding Level 2 Training on 27/06/24.	All	June 2024	PP and AK attended
12	Governors to share links to useful training courses on Governor Hub Noticeboard.	All	Ongoing	Ongoing
12	ST and PP to plan/ start recruitment process for Chair and Vice Chair roles.	ST & PP	ASAP	Complete
14	Add Risks and Opportunities to next LGB meeting agenda.	Clerk	ASAP	Complete
The Chair and AK had attended the school fete, but no stand had been set up. The Headteacher suggested that, for future years, it would be helpful for the governors to take ownership of setting their stand up to ensure that they had a dedicated space. The Chair suggested that governors could attend Parents Evenings. The Headteacher agreed and suggested that governors could attend the next Parents Evening in October. The Headteacher suggested having arts displays in the hall to draw parents in so that they could also speak with governors.				
ACTION:				

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	The Chair updated that he had approached a potential Community Governor but thought that he had been put off by the formal Application Form and Skills Audit. As a result, it had been decided to no longer send out the Skills Audit at this stage. The Chair recommended that the Application Form should be changed to be more concise and welcoming. The Headteacher updated that Devon County Council had agreed to partially fund the changes needed to make the school accessible for disabled pupils. The school had agreed to pay 25% of the capital (circa £2.5k) and Devon County Council would fund the rest. The work had been put out to tender with three potential suppliers. Once a decision had been made, the work would take place over the summer holidays. Governors congratulated the Headteacher on securing the funding. Q: The Chair noted that the Matford Brook Academy was not going to be fully open from September 2024 and asked if this would affect Alphington Primary School? A: The Headteacher explained that she did not anticipate any changes for Alphington as Matford Brook Academy was putting temporary buildings and provisions into place. The Headteacher confirmed that a number of pupils had joined Alphington from the new housing developments on the A379. It was anticipated that more pupils would be joining the school, and it had been agreed to go over PAN (the Public Admissions Number) to accommodate them to give the children "fair access" to education. The Headteacher invited governors to attend the Year 6 Leavers Event and asked governors to confirm if they could attend. Governors acknowledged that no further monitoring visits had been booked this term. The Headteacher asked governors to consider booking monitoring visits in the September term and highlighted that SEN (Special Educational Needs) was a priority as it was part of the School Development Plan. The Chair added that CE would be covering Safeguarding.	ST to arrange for governors to attend Parents Evenings. ACTION: Governors to confirm to ST if they can attend the Year 6 Leavers Event on 17th July. ACTION: Governors to book monitoring visits in Autumn term.
5	Quality of Education – SEND Review The Headteacher had uploaded the SEND Action Plan 2023/24 and SEND Information Report 2024/25 prepared by Becky Stannard (BS), SENDCO (Special Educational Needs and/or Disabilities Coordinator) to Governor Hub and the governors had read it in preparation for the meeting. AK updated governors on her SEND Monitoring visit with BS (conducted 25/06/24). AK observed that parents and pupils were welcomed into the school and that it gave people an opportunity to ask questions or raise issues. One parent had been upset leaving her child and AK noted that the SENDCO reassured the parent and suggested a way forward which was supportive. AK and BS conducted a learning tour which highlighted the adjustments in place for children on the SEND register. Adjustments included physical adjustments such as individual screens, ear defenders, laptops, and personalised timetables. AK noted that	

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the children appeared happy and content. AK had also spent time in the Owl class observing the teaching methods used, as well as different desk layouts and visual timetables. AK noted that the children spent the morning in the Owl class and then returned to their home class in the afternoons, which helped them to integrate. AK was pleased to observe that children were able to move back to their home class once the development and support had been effective. AK had also reviewed the SEND Information Report and Action Plan (uploaded to GovernorHub). AK noted that the SEND provisions were now very supportive for children and informative for parents. AK congratulated the Headteacher and teaching staff on the standards achieved.

Q: Regarding pupils in Owl class. Once pupils return to their home class, are they able to remain there, or did they have to return to Owl class?

A: No children had needed to return to/ remain in Owl class to date. An individual transition plan was put into place for each child, gradually increasing the time spent in their home class until they were ready to return fully.

The Headteacher highlighted that SEND had been a focus of the School Development Plan and continued to be a priority for 2024/25. The school had worked on creating an inclusive environment for children, allowing them to access learning in their own class with appropriate support so that all children could access the curriculum.

RS informed governors that she and Anna had visited Alphington to observe the teaching of foundation subjects across the school with the aim of understanding how the provision for SEND children was working. RS confirmed that the observation had highlighted good consistency from teachers regarding their use of language and the way learning was presented to the children. RS highlighted the following positive teaching methods that had been observed:

- Clear procedures.
- Consistency and repeated instructions throughout the school journey.
- The use of widgets as good visual aids for vocabulary.
- Clear and uncluttered PowerPoint presentations.

RS explained that a range of subjects had been observed, including a Spanish lesson, where the children were keen to demonstrate their learning and that children with SEND needs were not identifiable as they all participated. RS noted that the school had a very inclusive feel where no child was left out. RS and Anna had spoken with the children in Key Stages 1 and 2. Children had shared the things they were proud of as well as things they had struggled with. RS was impressed that the children had been clear about their needs and what would make learning more effective. RS had found that the school had good strategies in place, but that these may need to be revisited from time to time to ensure that they were well understood by the children.

RS had also spoken with children regarding attendance as part of a research project across Devon and Cornwall. The children had been asked what they liked about school and what made them come to school. RS explained that children consistently referred to the fact that they were valued by adults in the school and felt that adults genuinely cared about them, and that this was evidently more important than material things. RS had asked the children what made Alphington different from other schools and one of the children had noted that Alphington was “really good at helping children who might have ADHD or autism”. RS noted that this was a good indicator of how inclusive the school

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	had become and congratulated the Headteacher. The Chair thanked RS and agreed that governors had also observed the progress made by the school. The Chair highlighted that six people had applied for a recent teaching position. The applicants reported that the school had a good reputation, and they were impressed when they visited. This indicated that the school was doing well.	
6	Headteacher's Update	
6.1	School Music Development Plan Summary. Governors were informed that the Department of Education has asked all schools to produce a Music Development Plan for the coming year. Governors were reminded that the school had focussed on teaching art after Covid, as they had not been allowed to share materials during lockdown, and that it was now a good time to focus on the teaching of music. RS was due to work with the music subject leads to compile the report which would be shared with governors when complete.	
6.2	Indication of New School Development Plan (SDP) Priorities. The Headteacher shared the four key priorities for the 2024/25 academic year. Trust Wide Priorities: - SEND – Ensuring that SEN children had access to an ordinarily available inclusive provision, to ensure equality and equity in every school in Devon and within the Exeter Learning Academy Trust (ELAT). The Headteacher was due to meet with the SENCO on 02/07/24 to finalise the plan, which included identifying what professional development was needed to support teachers. - Oracy - Developing children's ability to speak clearly, make themselves understood, share their thoughts and to listen. This theme was to be intertwined throughout the rest of the curriculum, rather than being a stand alone subject. Alphington School Priorities: - Reading – To address the core group of children who were reading at just below age-related expectations. The Headteacher noted that children who had English as an additional language often had difficulties in reading fluency, regardless of the age they joined the school. The English subject and Phonics leads would be working on this together to ensure that there was a clear link with reading and phonics. - Lunchtime Activities – VS informed governors that there was a recognition that children spent 20% of their school week playing over lunchtime. Therefore, Alphington School had bought into a service from OPAL (Outdoor Play and Learning) to guide them through a project to create a culture shift, recognising that play was a valuable curriculum area. The school was going to draft a Play Policy and requested a play link governor. VS explained that the plan was to make use of the natural environment, allowing children to climb trees amongst other activities. Q: Was there an insurance risk regarding potential injuries from children climbing trees?	

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	A: RS explained that the initiative had already been in place at St Thomas Primary School for 18 months and the evidence so far showed that the risk of accident was very low. Q: Did the children do their own risk analysis? A: Yes, and they did so effectively. Q: Were children taught how to risk assess? A: Yes. VS explained that if children are not taught to risk assess effectively in their younger years, this can be a challenge when they are presented with more dangerous risks in their teenage years. As such, it was important to teach children to risk assess for themselves and to learn from this. JP offered to become the Play Governor. JP explained that she was passionate about children learning through play, assessing and taking risks and building resilience. The governors agreed to JP taking on this role. The Headteacher concluded that the School Development Plan would be completed by the end of term, ready to be shared with staff on the non-pupil day and then shared in detail with governors.	Decision: JP to take on Play Governor role.
7	Safeguarding Update The Headteacher informed governors that CE was due to conduct a safeguarding monitoring visit on 09/07/24 with a focus on areas that had been highlighted in the external review conducted by Laura Stead. The external review had identified that the school was fully compliant regarding safeguarding, but there were some areas which could be developed further. PP, AK, RS and ST had attended Level 2 Safeguarding Training on 27/06/24 held at the school. The Headteacher explained that it was a benefit to attend the training at this time of year as there was often an increase in safeguarding concerns being raised before the school holidays. The annual update was then due to be conducted in September, in line with the new Keeping Children Safe in Education document and linked policy.	
8	Pupil and Staff Wellbeing The Headteacher explained that a lot of activities took place in the run up to the summer holidays, but that it was important to be mindful of the impact on children and staff wellbeing. There was a focus on ensuring that support was available. The Headteacher highlighted that it was a busy time of year for teaching staff due to writing End of Year reports, teaching and planning for the next academic year. Meeting time was being dedicated to allow staff to work with their new teams and get ahead with planning. The Headteacher acknowledged that both staff and pupils were tired. Q: Are there any staff wellbeing problems that governors need to address? A: Nothing in particular. It was just helpful for governors to be aware that it's a busy time.	
9	Policy Review	

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9.1	9.1.1 SEND Information Report. The report had been co-written by ST, AK and Rebekkah Stannard, SENCO. The Headteacher highlighted that this approach had worked well as AK had been visiting the school for monitoring visits. Governors agreed and approved the report.	
	9.1.2 Supporting Pupils with Medical Needs The Headteacher informed governors that Emma Oakley, the Owl Class Deputy SENCO had updated the policy and it had been reviewed in line with recommendations from the school bus to ensure that all needs were covered. The Headteacher highlighted that some pupils had complex medical needs that needed to be reflected in the policy. Q: How many children were on an IHP (Individual Healthcare Plan)? A: The Headteacher needed to check the number and report back. Q: Could governors see an example of a medical plan? A: Yes A governor noted that it would be useful to understand the numbers in terms of ensuring that there were sufficient resources (such as adrenaline auto injector pens) planned for off-site activities. The Headteacher explained that the risk assessment covered children with medical needs. The policy was that each child (with relevant needs) should have two EpiPens, one for at home and one for at school. The school also held an emergency EpiPen in the staff room. The Headteacher explained that the guidelines stated that children over the age of 7 should carry their own EpiPens, but that it was not appropriate for that age group and presented a number of risks. Therefore, the school's policy was that children over the age of 12 should carry their own EpiPen. This meant that any children visiting the school on work experience would be responsible for themselves. GB agreed that this was appropriate and agreed this change. Q: Was there a governor with responsibility for medical needs, or would this be a responsibility of the SEND link governor? A: There was currently no named link governor for medical needs. CE offered to be the named governor for medical needs. CE explained that she was first aid trained and that this included anaphylaxis training. The Headteacher thanked CE for volunteering and governors agreed. Q: The policy refers to a "named medical lead". Would anybody reading the policy know who this person was? A: The named medical lead is currently Emma Oakley, but the policy is written to be applicable to the role rather than the individual incumbent.	ACTION: ST to confirm the number of children on IHPs to allow governors to understand needs. ACTION: ST to share an example (anonymous) medical plan. Decision: CE to take on Medical Needs Governor role (as part of the safeguarding role).

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	JP noted that on page 11 of the policy, the relevant age was 12 in one sentence, and then 7 in the next. The Headteacher thanked JP for noticing this and agreed to amend. Q: The policy referred to contacting a designated member of staff in the case of anaphylaxis. Should there be clarification that there should not be a delay in administering the injection? A: The policy stated that “if there is a delay which may cause a fatality, then the nearest member of staff will administer...”. Q: Was this linked to the training of staff to ensure that teachers didn't phone parents to ask for permission to administer the EpiPen? A: Yes, training was important. The policy referred to phoning staff, but the Headteacher agreed that it needed to be clear. The Headteacher sent the wording in the policy to JP to review together. CE added that, in her school, all staff were trained on the use of auto injectors every year. In addition, the pupils in the boarding house were to be trained to ensure that they could also administer the EpiPens. VS updated that staff received asthma, EpiPen and allergy training every year on the September non-pupil days. The Headteacher added that it was not the school's policy to administer other medication (such as Calpol) unless it was prescribed for a diagnosed medical need or injury. Q: Had there been any incidents where EpiPens or asthma inhalers were needed but not available? A: No. The school used a medi-tracker which gave an alert when items were close to running out. In addition, risk assessments for external activities served to check that the relevant medical equipment was available. Staff worked with parents to ensure that items were returned after school holidays.	ACTION: ST to upload amended Medical Needs policy to GovernorHub for approval.
9.2	Governors noted the following ELAT policies: • Acceptable Use 24-25 • Data Breach Policy 24-25 • Data Retention Policy 24-25	
10	Links with Parents and Community Governors were reminded that the next newsletter would contain a section informing parents about the role of the governors. AK and PP had attended the school fete, and PP had attended an event linked to the Alphington Festival, showcasing the school's achievements in music and art. PP confirmed that he had observed the school choir and noted that it was very good. Governors discussed that this could be a good opportunity to attract and recruit governors in future years, but that it was important to approach people personally to discuss the role.	

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	Governors discussed meeting with the PTFA (Parents Teachers and Friends Association) to establish links. JP agreed to ask to attend a PTFA meeting to promote the governor role at the beginning of the next academic year. Governors agreed that this would be a good idea.	ACTION: JP to attend PTFA meeting to promote governor role.
11	Governor Monitoring AK's report had been received and discussed in Agenda Item 5. No working parties had taken place. The Chair confirmed that Alphington LGB did not have any subcommittees. No further monitoring visits had taken place. Q: What resources were available to assist with preparing questions for monitoring visits? A: Helpful questions for monitoring visits were highlighted within the: • School Development Plan • Headteacher's Report • The National Governance Association (NGA) website • School Bus • Q Cards from Devon Education Services • GovernorHub Governors discussed the benefits of searching for questions on the internet, balanced with the need to use quality-controlled information that was relevant to the UK.	ACTION: RS to check whether governors have access to the NGA (and or to send JP the monitoring tool for Sports Premium for Governors). ACTION: Governors to put relevant resources/ questions for monitoring visits onto School Bus.
12	Governor Training and Development	
12.1	To discuss the Local Governing Body's requirements for training and development in line with school plan priorities. Governors were reminded to log their training on GovernorHub to ensure that it was up to date when reports were run. The Headteacher reminded governors that training courses were available through The National College but warned governors to be mindful that their annual certificates needed to be finished before the end of the school year.	
12.2	To ensure that governors have completed GDPR and Safeguarding training. RS updated that Judicium, the provider for the training, was currently updating their website and training modules. As such, it had been decided to wait until the new modules were available before asking governors to complete the training. RS confirmed that links would be sent out to governors when the training was available.	
13	Communication with Trust Board RS thanked governors for attending the ELAT Away Day and noted that there was a good representation of governors and trustees.	

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	The information gathered on the Away Day had been used to simplify the trust's values and gain clarity on the strategic plan, which was distilled into four key strands: • Growing great futures • Growing great people • Growing great schools • Growing great communities RS explained that ELAT was keen to do work outside of the trust, contributing to society and recognising that more support was needed for people. Research was being conducted regarding this. RS highlighted that individual school development plans contained two core strands that were consistent across the trust. Oracy was a big project due to take place across the trust over the next two to three years. A visit was being arranged with a school in Bristol to observe good models of practice outside of the trust. SEND and inclusion was also a core strand and ST was leading on this across the trust. RS informed governors that ELAT had launched a project to explore careers related learning, as this was often not covered in depth at primary school stage. RS expanded that the idea would be to have a core underpinning curriculum that had careers related learning running throughout all areas. RS said that asking children what they wanted to do was limiting, and that it was more important to ask what skills children were learning and what could be done with those skills. RS said that staff had consistently been keen to work more collaboratively across the schools, sharing good practice. RS was excited to announce that a new trustee was due to be joining ELAT. The trustee was a Business Manager with financial expertise. Regarding partnership working, there was an opportunity to work with another trust with schools in Exeter, supporting some peer-to-peer monitoring. Discussions had been held regarding ELAT school leaders sitting on the boards of other trusts to share expertise. RS explained that it was important to work together in education to get the best results for the children and young people, regardless of which trust you worked in. RS said that the staff survey had been sent out and acknowledged that this was the time of the year when people were tired. RS believed that this was an opportunity to gain a true and honest picture of how people felt at the hardest time of year. The results would be shared with the LGBs. RS recognised that budget planning had been difficult due to a lack of clarity from the government regarding pay rises. RS explained that the trust had taken a cautious approach, so a reserve had been built up to protect schools against the predicted drop in pupil numbers. RS referred to the difficulties with the cleaning, catering and computing service providers (as discussed by PW at the 21/05/24 LGB meeting).	
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	- The IT provision had moved to a local trust which was already delivering better services and value for money. - All schools would be deep cleaned over the summer holidays and there were plans to recruit new cleaners for Alphington, but RS acknowledged that it had been a challenging time for everyone. - RS highlighted that Alphington's catering contract with Norse was predicting a £14,000 loss, therefore this may need consideration in the future. The Chair thanked RS for her update. The Chair mentioned that he had spoken to people in his engineering club and two members were willing to come to speak with pupils about careers in engineering. RS thanked the Chair for this offer. Governors discussed the difficulties recruiting cleaning staff and discussed the option of recruiting parents onto a standby list across the trust.	
14	Risks and Opportunities. RS explained that, as LGBs no longer completed a Risk Register, this was an opportunity for governors to reflect on their meetings to consider if any items covered could be a potential risk. This was then raised at board level. Governors raised the following risks: - The number of governor vacancies on the LGB, particularly the low number of parent governors. This was due to be addressed by the recruitment drive in September 2024. - The cleaning service and it's lack of reliability. - The catering contract was predicting a loss of £14,000. Q: Was the school tied to a particular recruitment agency for cleaners? A: No. The school had recently appointed a cleaner, but there was still one more vacancy, however it had been difficult to generate suitable applicants. Q: Could the school ask support staff if they wanted to work additional hours in a cleaning role. A: Yes, this could be advertised to staff once an appropriate rate had been agreed. Q: Who would manage the staff? A: The Headteacher.	ACTION: ST to advertise additional hours cleaning roles in Staff Update.
16.	Any Other Business There was no other business to discuss as items had been discussed throughout the course of the meeting.	

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	The Chair agreed to write to staff to thank them for their efforts in the 23.24 academic year. The Headteacher thanked the governors for their time and commitment, explaining that the support and challenge helped to make the school better.	
17	Date of Next Meeting The Chair and Headteacher agreed to meet to propose 2024/25 LGB meetings and to communicate these via GovernorHub.	ACTION: ST and PP to propose the 2024/25 LGB meeting dates via GovernorHub.

Meeting closed at 7.59PM

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Action Log to be added to the next agenda.

Agenda Item	Action	By Whom	By When	Status
2	All governors to revise Declarations of Interest at start of 2024/25 academic year to ensure up to date.	All	September 2024	
3.1	Clerk to update GovernorHub with new Chair & Vice-Chair.	AW	September 2024	
3.2	All governors to promote the role of governor with contacts with the aim of recruiting	All	Ongoing	
4	ST to arrange for governors to attend Parents Evenings.	ST	October 2024	
4	Governors to confirm to ST if they can attend the Year 6 Leavers Event on 17 th July.	All	15/07/24	
4	Governors to book monitoring visits in Autumn term.	All	September 2024	
9.1	ST to confirm the number of children on IHPs to allow governors to understand needs & share an example (anonymous) medical plan.	ST	ASAP	
9.1	ST to upload amended Medical Needs policy to GovernorHub for approval.	ST		
10	JP to attend PTFA meeting to promote governor role.	JP	September 2024	
11	RS to check whether governors have access to the NGA (and or to send JP the monitoring tool for Sports Premium for Governors).	RS	ASAP	
11	Governors to put relevant resources/ questions for monitoring visits onto School Bus.	All	Ongoing	
14	ST to advertise additional hours cleaning roles in Staff Update.	ST	ASAP	
17	ST and PP to propose the 2024/25 LGB meeting dates via GovernorHub.	ST/ PP	ASAP	