These minutes are a true and accurate record of the meeting. Approved by the LGB and signed by the Chair.

Chair's signature… Priya Schoenfelder …………….

Date: 11/02/2025

Sawston Village College
Local Governing Body 2
Approved Minutes

17th December 2024,
6pm, in person

Present: Priya Schoenfelder (PSC, Chair), Jonathan Russell (JRU), Polly Stanton (PS), Jerry Reed (JRE), Eleanor Clapp (EC), Gloria Reed (GR), Rachel Kerr (RK), Isabel Thomas (IT), John Godwood (JG),

Apologies: Sam Abbs (SA, Vice-Chair)

In attendance: Natalie Morris (NMO), Erika Wagstaff (EWA), Pieter Wallace (PWA), Sue Gelder (SGE)

PLEASE NOTE: The meeting was recorded for minute taking. Due to a technical error the first 25 minutes of the meeting were not recorded therefore missing items 1 – 1.5.

Item No.	Paper No.	Item	Action
1		**Standing Items**	
1.1		**Apologies** As noted above.	
1.2		**Conflicts of interest** None	
1.3	LGB2 1.3	**Minutes from the last meeting** Agreed as a true and accurate record.	
1.4		**Update on actions** Safeguarding training Mandatory training H&S Policy JG to forward to JRU inconsistencies	
1.5		**Matters arising**	

2		**Trust / Chair / Governance Professional's Business**	
2.1		**Governance Professional's Business** Eleanor's term as Parent Governor has ended. PSC and the LGB thanked Eleanor for her time and commitment to the LGB. It is hugely appreciated.	
2.2		**Chair's Business** - **Feedback from AGF** Items covered later in the meeting. Items not included involve the parent-teacher framework that will likely be raised at a future LGB. Cyber security was also raised. The Trust is also looking at its strategy for 2030, where AL wants to go and what the priorities are. Further information on the Governance Professional services was raised and information on centralised training through Connect.	
2.3	LGB2 2.3	**Arts Appeal Charity: Appointment of Nominated Trustees** The Arts Appeal Charity was discussed at Governors' Day. PSC, JRU and PS discussed the appointment of new trustees. The proposed are JRU, PSC, Head of Music and Lesley Morgan.	PSC and PS to go through the Trustee deed and review.
3		**Principal's Update**	
3.1		**Principal's Update (verbal)** The History Department was awarded a quality mark gold award from the History Association in recognition of the work on the curriculum. Music received the PTI Subject Mark. We held a showcase event for AL who came to visit SVC. Positive feedback was received about the college. Four Client Engagement Meetings for the building work are underway. Maximising the use of the space has been resolved, and plans have now been submitted to, and consultation concludes on the 19th December 2024. Hopefully, final plans will be submitted to planning on 15th	Governors to support planning application on the planning portal – link/details as per recent weekly staff/parents comms circulated to governors. See also: https://applications.greatercambridgeplanning.org/online-applications/applicationDetails.do?keyVal=SNILYRDXKT300&activeTab=summary Need to register to

| | | January 2025. If it goes ahead, the main works will start after the GCSE exams. Some ground works may start from 22nd April 2025. This delay has given more time to consider the logistics. Note, these dates may also slip.

A Governor asked if JRU would like Governors and Parents to write to the Planning Department to offer their support? JRU agreed this would be helpful and positively received.

A Governor asked if JRU has spoken with the local district council as their comments on planning can hold a lot of sway. JRU explained this is the responsibility of the consultancy.

The Year 11 mock exams have taken place. This was the first series for the new Exams Officers and generally went well. SLT has reviewed the process and made some changes in admin for the summer series. The number of pupils with additional exam requirements is causing logistical issues and additional complexity on the whole system.

The data for behaviour concerns is positive but staff are experiencing negative behaviours with some repeat pupils. JRU and colleagues are all working hard to pick up behaviour issues particularly at social time, which has been a constant demand on time and capacity.

There was a Health and Safety incident on 7th November where a driver put their foot on the wrong peddle and damaged the gate and fencing. No-one was injured although the driver was shaken. This has all been replaced and repaired. The incident was reviewed with some further H&S mitigations put in place.

Since October we have seen a significant rise in Safeguarding and the needs for safeguarding assessments. Resources have been deployed accordingly.

HR is undertaking lots of system | comment. |

| | | changes. HR is receiving training from AL but the pace of change is demanding on the new team.

Telephones have cause major issues this with a switch from analogue to digital. SLT is seeking to upgrade the reception phones to ensure stakeholder communication is not affected.

The school has invested a lot in chrome books to try and address the curriculum access issues to computing rooms with a lot of subjects requiring increasing IT access.

There have been lots of events going on thinking about personal development. This includes Platform 24 art exhibition in Cambridge, marking mental health day over a week in October, anti-bullying assemblies, Remembrance Day, non-uniform day for Children in Need, information evenings for year 7 and 10, Governors' day, launched our Sawston shoe box appeal, launched year 10 WEX, SendCo coffee morning, year 11 parents' evening, house celebrations, pupils Christmas dinner and jumper day, Carol Service, trips to Bircham House to give carol singing, CRC Campus visit, maths aspiration lectures, trip to St Mary's school, Duke of Edinburgh qualifying. | |
|---|---|---|---|
| 3.2 | LGB2 3.2 LGB2 3.21 | **Staff Report** There is a high absence rate and a lot of supply teachers. This is affecting morale and behaviour as pupils are out of routine and not with regular staff. Long term absences are adding to this. Absent meetings are arranged for those with patterns of prolonged absence.

We had a good cohort of IT trainees.

No members of staff are on formal teacher support. Teaching standards are generally consistent but where practice is less effective, staff are informally supported.

One of our biggest risk areas is long term | |

| | | absence of members of the English leadership team.

We have one long term supply teacher as a contingency until the end of the academic year.

PWA is an acting subject lead in College, SGE has taken on exams, JRU has taken on Art and in total we are putting in an additional 25 hours of support per week into the Department due to staff shortages. This support is provided by the SLT. This is a significant drain on resources.

A Governor asked if recruitment is getting any easier. JRU said it is not. It is extremely hard to recruit to all roles.

A Governor asked if AL help with recruitment. JRU confirmed they do what they can. PWA added we have support from other schools to bring in specialists.

JRU reminded LGB that the Head of Art and another art teacher are leaving at Christmas. This leaves the school with ECT and a new Head of Art and Photography starting in January.

Due to finances, we decided not to recruit a cover supervisor. Supervision for the Reset Room has been recruited.

Staff Absence Report
These are at a record high. We are seeing a great deal of flu, child sickness and sicknesses for other reasons which are driving up the sickness rate. The other, a lot of this absence is due to the English long-term absences. Some staff are returning from long term sickness and are being supported through phased return.

There are currently no gaps in terms of teaching. Staff sickness puts a lot of strain on the system.

Support staff absence is lower than where it has been, and it is running at an expected level. | |

3.3	LGB2 3.3	**Premises Report** We are compliant and working through numerous works. The Premises Manager is still in his probation period; we are developing the team further and aiming to recruit a replacement caretaker (hard to fill).	
3.4		**Risk Register** There are 3 major risks identified: 1. Recruitment and retention – this risk is now more specific in English, and the longer this continues the greater the risk. A number of middle leadership staff going on maternity leave and some of these are hard to recruit positions. There are two teachers who have secured positions elsewhere from September. 2. New build – this is less of a current risk due to the delay. However, the works are likely to begin in the summer term and will cause logistical challenges. 3. Reduction in academic outcomes as a result to all of this. English is a key part of the outcomes and if this continues there is only so much that can be done to plug the gap as best we can. Overall KS4 results are likely to decline because of the staffing situation. Mitigations are in place to try to address this. All of the English team are working hard to achieve this. JRU publicly thanked PWA for his role primarily supporting English full time. It is hard to do any strategic work in addition to this. The process for how we account for risk has changed and so there may be adjustments in the new year in terms of the way it is recorded.	
3.5		**Complaints and whistleblowing** One formal complaint that was linked to a racist incident and a separate one that is not technically a formal complaint yet is quite significant that is ongoing.	

		A Governor questioned if there are two complaints both relating to discrimination. JRU explained there are two alleged racist issues with two separate young people; one pertaining to staff interaction with a pupil and the other peer to peer concerns. Both have been investigated and staff are working hard to respond to parents' concerns and work in partnership with parents to resolve matters. The Chair of Governors and the AL Director of Inclusion has been informed about both cases.	
4		**Safeguarding, Behaviour and Inclusion**	
4.1	LGB2 4.1 LGB2 4.11	**Safeguarding Executive Summary** This was updated ahead of Governors' Day and has not been updated since. There has been an increase in social referrals. This is reflected in the Safeguarding Link Governor report. **AL Safeguarding Blueprint Enquiry** This is being streamlined with the objective to link further with the College Improvement Plan (CIP). The Safeguarding Blueprint review brought up lots of positives. There is a follow up activity which includes logging of MyConcern of significant events. This has been and continues to be corrected in terms of giving time, space, and capacity to the team to log what is happening and to follow up. This is due to an increase in the paperwork required. MGR has created a protocol that has been shared with the team and details what needs to be logged. This has been supported by the Trust. A Governor asked about pupils in afterschool clubs and whether there should be an attendance log. This has been discussed about how it would work practically. Developing registers could create extra work for teachers who are already giving up extra time. A Governor raised that this is proportional, and it does not seem a	

		good idea to disrupt a process that works for pupils who will be in clubs or those that go out with friends without informing their parents. Having a process that can be used should parents call up asking if their child is in a club makes more sense rather than disrupting a process that works.	
4.2	LGB2 4.2	**Inclusion: attendance (Half-term 1)** Attendance is at 92.96% and our PA is at 16.46. For both of these SVC is second in the Trust schools. Our attendance for PP is at 86.8%. There is a general decline in PP attendance. We are pending full data to be able to see if there are any changes to trends. A Governor asked if the data shows why the lead Trust School is first. Are they doing anything different? JRU does not have this data but comparisons are routinely made and sharing best practice is common place between schools.	
4.3	LGB2 4.3	**Inclusion: Behaviour and Welfare Report** For suspensions we aligned to the data from last year. There are fewer year 11's in this data which is positive. Hopefully, this is a trend that will continue. Suspensions were previously given due to refusal to do as asked. This year the main reasons are due to physicality i.e. fighting or other physical behaviour. There are a few isolations but in general, the numbers are declining. SGE believes this is linked to the decline (66% reduction since Autumn 2023) in pupils being sent to the Reset Room. SGE would like to gather more data on this by doing surveys and talking with individual staff. Inclusion data shows the number of IAEPs has decreased though this is normal for the beginning of a new academic year. This may increase as a number are in progress. Two managed moves are pending. Pastoral and safeguarding teams' capacity has been stretched thinly with	

		lots of social and complex safeguarding issues.

A Governor asked how the reduction in referrals is linked to an increase in starting conversations and engaging with parents. SGE could not comment if there is a correlation, but a lot of training was carried out last academic year on starting constructive conversations, understanding trauma and its effect it can have on the brain etc. There is a relational focus.

The Governor followed up by asking how if the importance and benefits of early on conversations with the school and home working in partnership has had a positive impact. SGE and JRE have not received any negative feedback.

A Governor asked if SGE receives a response from social care. SGE explained the two cases this month are online referrals. SGE would like to think if there is a significant risk to harm social services would respond in a timely manner.

A Governor added that the school did a huge amount of work last academic year on training for the behaviour they were experiencing. It is good to see it is having a positive impact. | |
| 4.4 | LGB2 4.4 | **Inclusion: Pupil Premium Strategy** (paper for reference)

This year marks the first year of a new 3-year overarching strategy. We are required to publish a new pupil premium statement each academic year.

The main challenges identified for premium pupils are:

1. **Attendance** – PP attendance 2023-4 was 84.39% compared to an overall pupil attendance of 90.92%.
2. **Reading ability** – 47% of year 7 have reading ages below chronological age. This is a key challenge for some PP. | |

3. **Progress** – PP P8 2024 was -0.13, overall, +0.87.
4. **Long-term impact of the pandemic** – ongoing misconceptions and gaps in learning.
5. **Social and emotional issues** – disproportionally PP compared to other pupils have complex social and emotional needs such as anxiety and low self-esteem that have a knock-on effect on their progress and engagement in school.
6. **Parental engagement** – PP parent evening attendance in 2023-4 was 56%. Overall was 82%. We need to gain more understanding on why this gap exists.
7. Progression to post-16 – though many PP gain strong post-16 pathways some are less aspirational, and this can have a knock-on effect on their post-16 pathway.
8. **Behaviour** – some PP are engaged in negative behaviours leading to sanctions.
9. **Participation in enrichment** – Fewer PP engage in the many enrichment opportunities available.
10. **EAL** – this is an increasing need among disadvantaged pupils and is added barrier with parental engagement.
11. **Communication skills including interactions online** – social communications skills, PP and disadvantaged are more likely to be exposed to harmful content.

A Governor asked in regard to the challenges, if pupils have been disadvantaged from birth, are you as well equipped to take advantage of resources on offer as those who haven't been? EWA agreed the school realises they arrive aged 11 already disadvantaged that has been compounded in primary school. The school has to work to overcome this by working closely with pupils and families to provide ways for

| | | them to engage in everything the school has to offer.

In 2024-5 the school would like to achieve:

1. Achieve and sustain improved attendance.
2. Improve literacy and reading comprehension.
3. Improve attainment and progress across all subjects at KS4.
4. Reduce the number of PP pupils engaging in complex behaviours leading to sanctions.
5. Increase PP engagement with leadership and enrichment, raise aspirations.
6. Improve sense of belonging and wellbeing.
7. Meet increasingly complex needs, including neurodiversity.

Planned activity for next 3 years:

Teaching
1. Training, resources and support to further strengthen quality of teacher and to continue to improve the curriculum.
2. Peer coaching for staff development.
3. Professional learning and development of:
   a. Inclusive classrooms
   b. Assessment
   c. Specific SEND needs
4. Edukey provision of mapping software.

Targeted academic support
1. Literacy interventions for KS3.
2. Maths and numeracy interventions.
3. SLCN screening and interventions
4. Mentoring structures – learning conversations.
5. Compass House support for pupils with acute social, emotional and behaviour needs.
6. Access to 1:1 career guidance meeting on more than occasion at KS4. | |

Wider strategies:
1. Embedding DfE's 'working together to improve school attendance' principles of good practice.
2. Pastoral structures to promote parental engagement and break down non-academic barriers.
3. Commissioning external services to work in school to support pupils' mental health and wellbeing.
4. Subsidised music tuition, trips, uniform and equipment.
5. Interventions led by college staff to enhance resilience and improve pupil wellbeing.

There is nothing in the new 3-year statement that is fundamentally different to what was in the previous one.

Overall, the data shows the trend in PP progression has been positive and we want to continue this trend.

Therefore, we want to continue all the things we have been doing but with a sharper focus through the CIP which now has PP as a strand.

A Governor thanked EWA for a great summary and asked how the new strategy was different to the previous one and why? EWA explained in the first year it is a case of continuing and refining the work we were doing previously that have been successful. As part of our QA scheduling, we have a PP thematic review. This may reveal additional actions that we should be doing for PP. The work in the next 2 years looking at oracy in more detail that will become a bigger focus for PP as that communication is something many PP find difficult.

A Governor asked if the plan for Edukey is to use it in the same way so to provide a more holistic profile of each child and to roll out to parents so that they can see progress? EWA replied this would be the ideal but in reality, this may not be

| | | feasible for all PP pupils. We can record through Edukey any targeted interventions that are put in place. This allows the school to see overtime what has been achieved. It is also possible to do the round robins to collect or share information about a particular pupil. Staff can filter their classes by SEND or PP only to see what is in place for support.

A Governor asked if EWA has an idea how much parental engagement is due to difficulty to access or timings of appointments? EWA explained this is something we would like to find out. Is this technology difficulties, are parents already in touch through different means etc. There is not currently a system in place to follow up if parents do not book parents evening. This is something that could be considered. Previously, PP pupils' parents evening slots were automatically booked but attendance was low. A balance needs to be found.

A Governor asked if more work could be done on transition to engage with primary schools? EWA agreed there is always more that could be done where capacity allows. We already do a lot to understand the pupils who are moving to the school. An example could be understanding if parents are engaged at primary school and then switch off at secondary school. This may be useful addition.

A Governor commented that reading the list of all the challenges and interventions to do there is a lot of work. If you had to pick one challenge or outcome and intervention to get there, that could be measurable, what would it be? This could provide priorities to focus on during the 3 years to see progress and learnings. EWA explained our number one priority must be progress and outcomes as this is what we want to achieve for our pupils. This can't be done without the other challenges, for example, attendance has a knock-on effect.

A Governor commented that through all the detailed planning the school creates a good ethos. | |

		JRU added that though there is a lot listed, PP is included in the CIP intentionally as is inclusive classrooms. Priority areas are included in CIP and PP strategy. A Governor suggested engagement could be a big way in. Could this be driven in a different way? How can engagement be increased? Is there a common pattern? Or is cohort driven? The PP review and continuing work in this area should enable SLT and the wider team to explore these questions.	
4.5	LGB2 4.5	Inclusion: SEND Information Report NMO presented the report. The purpose of this is to inform parents and carers about how we support young people with Special Educational Needs, Disabilities, and those who are vulnerable, the provision of support available and how we work closely with parents, carers, and young people to ensure their needs are met effectively. In the build, classes will be better organised. SEND will have additional office space which ensures privacy. There is also a new hygiene room located close by. A Governor asked if there are any. Issues with ADHD and medication as highlighted in the national media. This is not an issue if pupils have parents who can go to different pharmacy to obtain medication. The school is finding pupils are being forgotten in the process and referrals for medication are having to start again even though the pupil has a formal diagnosis. Some families are paying privately due to medication shortage. Information report was ratified by LGB. LGB thanked NMO and the whole team for all their work.	
5		**Curriculum and Outcomes**	

5.1	LGB2 5.1	**KS4 validated data** The data is very similar to the provisional data that was presented earlier in the term. Overall Progress 8 has come out as +0.87. This is a positive, record-breaking data set. Progress for pupils in the middle prior-attainment group is at 1.15 this shows our middle attains achieve over a grade more than expected nationally. PP has come out as –0.13. This is a slight dip compared to 2023 but is higher than the previously. A very positive set of outcomes of which we are proud.	
5.2	LGB2 5.2	**Internal Progress Data** The data presented for each year group compares the report data against the previous year groups. Overall, the autumn 2 reports that is following the year 11 mock exams is more optimistic. Based on historical data, we expect that actual year 11 results will be between the autumn 1 and 2 reports. This suggests English and Maths GCSE results at grade 4+ will be at 80% mark. The mock exams show we can't be complacent about what looks to be a positive set of data. There are still challenges with the year 11 cohort and a lot of interventions are being put in place offering additional support. For PP the autumn 2 mock data suggest a comparison of 0% with FT targets. A Governor asked, that interventions are being brough in earlier as this current cohort of year 11 are not where the previous year 11 cohorts were at the same point. Has this had an impact on the results? EWA explained the school was waiting for after the mocks before putting things in place interventions. These will start in January. The report itself appears more positive than the actual mock results. A Governor asked why. The report is more optimistic and staff area aware there has been considerable progress in some pupil engagement which mock data does not yet show. Staff have taken this into account in the reporting. Interventions	

| | | will be put in place to make sure year 11 achieve as good grades as they can.

A Governor commented that this current year 11 were the year 10 last year who exhibited poor behaviour. SGE replied that there does seem to be improvements in behaviour in this year group. JRE added that his year 11 groups have responded well to mock exam results.

A Governor asked if the data is suggesting girls are doing less well than boys? In terms of the gaps yes this is true but the target for boys is much lower. Girls are doing less well but they have a higher benchmark.

JRU asked if it is fair to say that we have several year 11 girls experiencing anxiety particularly when they did not achieve the mock grades they were expecting. SGE has started to monitor data of who and what support services are being accessed. The preliminary data shows an increase in the number of young people with anxiety issues. SGE to report to LGB with more data later. EWA agreed with SGE that in their classes there is an increase in girls displaying anxiety.

Year 9 data is looking positive. This is compared to last academic year 11 leavers data from when they were in year 9. This shows our current year 9 including PP are on track to do very well at GCSE.

A Governor asked if this was a little curious as looking back the data doesn't suggest they would do as well as they did? EWA agreed. Last academic year 11 had their year 7 disrupted by COVID and year 8 they were in a bubble. Year 9 was when they returned to more normal school. The school was concerned about this year group when lower down the school. This would have been reflected in their year 9 autumn report.

The same picture is reflected in year 8 with the Autumn report looking positive. | |

		This is the first year 7 report that shows a slight negative for maths. An intervention process is in place for those that require it. JRU commented that this is the first time this data has been presented in this way. The idea is to show where the young people's results are going. The intention is LGB will have this presented to them in the Spring / Summer. JRU asked LGB for feedback. LGB welcomed the report. LGB thanked EWA for her hard work, time this evening and all the information provided.	
5.3		**KS4 Options 2025** PWA presented information on the draft options process for 2025. There are no major changes. Pupils are to pick one subject from each block and a reserve from any block. One subject must be Ebacc unless a foundational learner. The process is to remain the same so that the timetable will be organised into blocks with all subjects from one block will be taught at the same time. Most subjects are offered at GCSE except hairdressing, engineering, health and social care, sport and foundational learning. It is increasingly likely pupils may not get their first choices. Over the last few years, we have seen a growth in popularity of more practical subjects such as food, photography / art and health and social care. Food is always oversubscribed and runs at maximum capacity. There is not the staffing capacity to offer music, health and social care and photography across multiple blocks. Ebacc combination runs at about 50-55% uptake.	

		Risks are around staffing levels and photography, given new staff have not previously taught the course. Hairdressing is to continue to be taught by CRC, but this is a risk if CRC no longer can do this. A Governor asked if Computer Science is at risk at all? PWA commented this is a potential from a staffing perspective. Computer Science is a difficult subject to recruit but we are currently fully staffed. A Governor asked if there is a risk of pupils not getting their reserve subjects too because of some subjects only being available in one block? PWA agreed this is a risk. Conversations are started early in such cases. A Governor asked if the timetable is pre-designed as PWA will have an idea how the options will pan out? PWA replied yes, certain subjects are in certain places because they require a double lesson (e.g. food). There are also staffing and curricular considerations. A lot of thought has been put into which blocks subjects fall in to force decision-making in a particular way. Hard decisions will have to be made. A Governor asked if there are plans to offer German as an extra-curricular subject. PWA commented yes, we should have this opportunity for those pupils who took on a second language in year 8. It is a possibility that German will be phased out due to lack of uptake. A Governor commented that Italian is increasingly popular amongst adults. Is this an alternative language that could be taught? PWA replied that we do not currently have the teachers. We do have an increasing number of pupils contacting us wanting to do a variety of languages. The school tries to offer as many different languages as possible but in a cycle due to logistics.	
6		**Governance**	
6.1		**Governor Day Report**	

		As always this was an informative and useful day. LGB thanked JRU and his team for organising this during challenging times.	
		A Governor raised an email they received regarding the Government sweeping academies reform.	PS to forward link with information on the Government's sweeping academies reform.
		A Governor commented that the Oracy Project for which planning is underway is really exciting.	
6.2	LGB2 6.2	**Safeguarding Link governor report** Forwarded to LGB 3.	Forwarded to LGB 3
6.3	LGB2 6.3	**Inclusion report Link governor report** This was covered earlier in the meeting.	
6.4	LGB2 6.4	**Sense of Belonging Link governor report** No comments raised.	
6.5	LGB2 6.5	**Community Education Link governor report** A Governor commented that it is really encouraging that Community education is alive.	
7		**Policies**	**Chair**
7.1	LGB2 7.1	**Lockdown Policy** There is an inconsistency on the method of communication for updates throughout the policy. Agreed with changes above.	
7.2	LGB2 7.2	**Anti Bullying Policy** Changes include random capital letters on and repetition. Section 6.6 needs altering LGB to give feedback on the information on monitoring and evaluation feedback on policy and process in school. Agreed with changes above.	
7.3	LGB2 7.3	**Relationship and Sex Education (RSE) Policy** Replace relationship and sex educations with relationship and sex education. Agreed with changes above.	

7.4	LGB2 7.4	**Mobile Devices Policy** Agreed.	
7.5	LGB2. 7.5	**Educational Visits Policy** Governor commented the policy focuses on Duke of Edinburgh trips rather than broad range of trips offered. Agreed.	
7.6	LGB2 7.6	**SEND Policy** Agreed with changes above.	
8		**AOB**	
		We are the State 11-16 Secondary School of the Year for the whole of England in th Sunday Times Parent Power List. LGB congratulated JRU, all the staff, the leadership team and pupils. This is a great achievement. This has been widely shared on social media and hopefully has a positive benefit to recruitment.	

Meeting Dates

LGB 3 Meeting - Tuesday 11th February

LGB 4 Meeting - Tuesday 18th March

LGB 5 Meeting - Tuesday 6th May

Governor Day – 24th June

LGB 6 Meeting - Tuesday 15th July

AL Link Governor Meetings

AGF Meeting dates 2024-25

Meeting	Date	Time	Venue
AGF 1	Tue 22 Oct	6-7.30pm	tbc
AGF 2	Mon 10 Feb	6-7.30pm	Virtual
AGF 3	Thu 22 May	6-7.30pm	Virtual
AGF 4	Thu 10 Jul	6-7.30pm	tbc

Link networks:

Safeguarding

Meeting	Date	Time	Venue
Safeguarding	Wed 6 Nov	6-7.00pm	Virtual
Safeguarding	Tue 11 Feb	6-7.00pm	Virtual
Safeguarding	Web 14 May	6-7.00pm	virtual

Inclusion

Meeting	Date	Time	Venue
SEND	Thu 23 Sep	6-7.00pm	Virtual
Pupil Premium	Tue 10 Dec	6-7.00pm	Virtual
SEND	Mon 17 Mar	6-7.00pm	virtual
Pupil Premium	Tue 24 Jun	6-7.00pm	Virtual