

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: 08/10/2024

**Sawston Village College  
Local Governing Body 6  
Approved Minutes**

**2nd July 2024**



Present: Priya Schoenfelder (PSC), Jonathan Russell (JRU), Polly Stanton (PS), Jerry Reed (JRE), Eleanor Clapp (EC), Gloria Reed (GR), John Godwood (JG), Sam Abbs (SA), Sophie Palmer (Clerk)

Apologies: Rachel Kerr (RK), Isabel Thomas (IT)

In attendance: Natalie Morries (NMO), Clare Greaney (CGR) and Pieter Wallace (PWA)

Item No.	Paper No.	Item	Action
<b>1</b>		<b>Standing Items</b>	<b>Chair</b>
1.1		<b>Apologies</b> As listed above.	
1.2		<b>Conflicts of interest</b> None declared.	
1.3	LGB6 1.3	<b>Minutes from the last meeting</b> Minutes accept as a true and accurate record and will be duly signed by the Chair.	
1.4		Update on actions <ul style="list-style-type: none"> <li>- JRU to contact the person who is interested in becoming a Trust Governor.</li> <li>- SEND letter has succeeded.</li> <li>- CEO's Staff briefing – no questions or queries received to forward to AL or Jonathan Culpin specifically. LGB to contact PSC for any matters arising from this.</li> <li>- Uniform policy – after careful consideration, there are no changes to the policy.</li> <li>- SGE to follow up pupils referred to social care and if these referrals have been accepted.</li> <li>- RK slides from inclusion meeting.</li> <li>- RK handed over inclusion / send to IT at the Governors' Day.</li> </ul>	JRU to contact the person who is interested in becoming a Trust Governor.          Follow up in September.  Rolled forward to next meeting if there are

		<ul style="list-style-type: none"> <li>- Lanyards – to finalise with office.</li> <li>- Newsletter – Clerk to follow up.</li> </ul>	questions from LGB.
1.5		<b>Matters arising</b> No matters arising.	
<b>2</b>		<b>Chair's / Clerk's Business</b>	
2.1		<b>Membership</b> PS – renew as Trust Governor for another term.  <b>Recruitment</b> Follow up with recruitment with Clerk  <b>Vice Chair</b> With CS departure we need to consider a new Vice Chair. It would be good to get this in place before September. SA agreed to be Vice Chair.  <b>Governors' Forum update</b> PSC is unable to attend this meeting next Thursday. PSC asked if a member of the LGB could attend this in her place. LGB to contact PSC if they are available. Updates from this meeting include the meeting schedule and policies for review next academic year. There will also be updates on the blueprints and further information on link governors.	SP to draft documentation   PSC & SP to finalise documentation  SP to draft documentation
2.2	LGB6 2.2	<b>LGB Skills Audit/Reflection</b>  PSC thanked LGB for completion. The way this is presented shows it is clear questions around understanding stakeholders, confidently challenging behaviours, knowledge and experience etc score high.  The presented report included thoughts on what we should focus on in the next 12 months to increase our governance.  The column describing skills and experience was missing from the report which used for recruitment to see where gaps are.  Question 4, 5 and 6 – the difference between knowing and having awareness of. JRU asked if there is anything more specific the school can do to help the LGB understanding of the schools' strategic priorities and shift the awareness to knowing? LGB believed they are fully aware of the school's priorities but couldn't say automatically what they are without using an aide memoire.  LGB commented it would be a good test asking the staff room and see what answers we are given.  LGB discussed that the knowing is of the strategic priorities and not the knowing of the operations nuts and bolts which implement them.	SP to follow up missing response.   PSC/SP to draft a table of where the gaps might be. This will be useful for the advert for new Governors.

		<p>LGB discussed the question on knowing and evaluating key risks and contributed to discussing them. JRU commented that risk has moved from the LGB at a comprehensive level to monitoring 3 key areas. These were around recruitment and retention, financial stability and the site regeneration. These will be returned to throughout the next academic year. It is up the Principal and SLT to manage and raise any additional risks with LGB.</p> <p>The audit was very strong on stakeholder engagement, building knowledge to be effective, building positive relationships and understanding roles and responsibilities.</p> <p>Identified skills the LGB would like to develop include understanding more of what we need to do and training, for example on exclusion.</p> <p>The Chair raised that they would like to adopt the model of the last Governors' Day and use part of the Governors' Day as reflection, for example, link governance and how going forward the LGB could work and what else we would like in terms of development. JRE is currently going through the AL induction programme. There have been changes since previous Governors carried out their training and it would be good to understand the differences.</p> <p>The planning document which details the information to be provided to each LGB will appear during the summer.</p> <p>LGB commented that they found the Governors' Day helpful to understand the school and it was beneficial to spend time together as an LGB.</p> <p>The Chair asked LGB for information on the training and / or information they would like. A Governor asked for where training is on Connect. Before a Governors' Day, could LGB carry out specific training and then talk through this in a Governors' Day session to consolidate learning.</p> <p>The Chair recommended LGB taking the LGB training if they can.</p>	<p>Clerk to carry out a mid-year update on available training.</p> <p>Chair bring back overview of training needs.</p> <p>Clerk to resend skills audit from last year for any updates</p>
<b>3</b>		<b>Principal's Update including CIP</b>	<b>Principal</b>
3.1	<p>LGB6 3.1a</p> <p>LGB6 3.1b</p>	<p><b>Verbal update on staffing, premises and enrichment, including:</b></p> <p><b>Premises</b> The hygiene unit is arriving shortly, and it is possible that the Local Authority will fund or partially fund this until new hygiene room is built into the new build. This is 17 square metres, will arrive over the summer holiday and be positioned between the Edinburgh Wing and the Marvin Centre. We have a contract up to September 2026 which is when we</p>	

		<p>hope to move to the new hygiene room. Two TAs, if able to recruit, will provide the young person with additional support.</p> <p><b>New Build Phasing Plan &amp; Logistics (Draft)</b></p> <p>The draft logistics and planning require updating to take into considerations exams. If it goes into planning in a couple of weeks' time and is approved in the Autumn term, the builders could be onsite in January 2025. The building work is phased and will begin with old OWL building, instruction hub, mobile and canopy on the playground and creating the bus bay at the front of the school. They will then create a compound on the field and playground (with space for young persons to have social time) from March 2025 until April 2025. From May 2025 a larger compound will be created, and we will have a much-reduced area of playground. The work will be phased and in May 2026 we will move into the new build and then the demolishing of other buildings begins. A solution for space for exams is to be found.</p> <p>A Governor asked about the Sports Centre access. This work will be carried out in two halves. With the Sports Hall and multipurpose hall being out of action leaving the gym and then the gym and swimming pool will be out action. This plan needs revising as details were not clear at the last planning meeting.</p> <p>JRU has met with the immediate neighbours who have raised concerns around parking in particular and noise pollution of the music block and potentially the new build. We will continue to be mindful of this. A new information page for our neighbours has been posted on the website.</p> <p>Further discussions are continuing to finalise the plans.</p> <p><b>H&amp;S Committee Meeting 04.06.2024</b></p> <p>The H&amp;S Committee met with discussion mainly around training particularly around fire wardens and the necessity for this and the sports field equipment goals, A system for managing this has been suggested.</p> <p>A Governor asked if work has been done on the sounders. JRU confirmed this has been done and can now be heard in all areas.</p> <p><b>Enrichment</b></p> <p>We have had activities week which included trips to France and Spain, water sports and Bushcraft. These all went well. JRU thanked staff for organising. In addition, there day trips too that also went well.</p>	
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		<p>Year 10 did two weeks of work experience. We have launched year 9 Duke of Edinburgh with approx. 102 students taking part which is approx. half of year 9.</p> <p>A Governor asked if this number is manageable. JRE commented that year 9's are launched now after year 11 have completed theirs which give the capacity to manage this. The Duke of Edinburgh is managed by a team of great staff.</p> <p>We received a number of successes in the Jubilee Cup including 8 or 9 first places, personal bets and places in the top 3. We had a German exchange currently have a Taiwanese exchange and a French exchange we are hosting coming up too.</p> <p>We took most of the year 7's to Denny Abbey, have a Hunstanton Field trip and art and photograph London trip coming up and have a mock election.</p> <p>We have organised concerts and film showings, games evenings, Sawston Fun Run presentations, prize giving, house celebration assemblies, Olympics days, induction days and induction evenings.</p> <p>A Governor asked if the school has mechanisms in place to enable staff to organise these or if it is painful. JRU agreed it is hard work and brings an enormous responsibility, but it is organised by a fantastic team who put a lot into it and is a testament to the staff we have who want to do this for the children. We receive few thanks from parents.</p> <p>LGB thanks JRU and the staff for their wonderful work and commitment.</p>	
3.2	LGB6 3.2	<p><b>Staff leavers/absence data;</b> We have recruited a teacher of science, a year lead and head of Mandela house and several TAs. Remaining vacancies include teachers of art, PE, Premises Manager, Pastoral Support Administrator, maternity cover supervisor, a literacy coordinator and a maths supply teacher. In addition, vacancies with no applicants (TA, cover supervisor).</p> <p>Changes have been made to the pastoral team to give them capacity.</p> <p>JRU provided an overview of the staff leaving at the end of term due to promotions, retirement, family circumstances and career changes.</p> <p>Absence data shows data for support and teaching staff are higher than they have been. We haven't yet been able to break this data down timewise. The data reported to LGB is useful but the presentation of the data to LGB needs to be reviewed, for</p>	

		<p>example, the impact of long-term absences. There are more absences due to illness. This is being addressed and needs to be reduced.</p> <p>A Governor asked if this could partly be due to COVID where no one wanted to come in if unwell and this way of thinking is being applied. JRU agreed it is possible. A Governor added that COVID is still going around, and it would be good to see if it is a small number of staff with long term issues or are staff having a few days off because of an infectious illness. We are also in a recruitment and retention crisis and JRU is doing everything he can to retain staff.</p> <p><b>Complaints &amp; Whistleblowing reporting</b> There haven't been any formal complaints. There is one compliant that is being treated as formal but hasn't yet gone through to stage 2. This was around an incident that happened on the field that was properly investigated and reported to the HSE. Mitigations and considerations have since been put in place.</p> <p>There has been one whistleblowing which is linked to a GDPR breach. This is currently ongoing.</p>	
3.3	LGB6 3.3	<p><b>People and Leadership Blueprint</b> This was submitted to the central team. The team felt that ethical reform and decisiveness was high assurance.</p> <p>Authentic, calm, and empathetic dropped from high to medium. We still maintain a calm and productive environment, but we are going through a staffing issue which impacts this score. We want to make sure everyone is treating each other with respect and professionalism. It is important to note, the score is based on the blueprint phraseology rather than any staff survey that indicates this.</p> <p>LGB agreed with changes.</p>	
<b>4</b>		<b>Safeguarding and inclusion</b>	
4.1	LGB6 4.1a and LGB6 4.1b	<p><b>Annual Safeguarding Report and Safeguarding Ht Update</b> Our new system of signoffs is working well; however, the number of concerns has continued to be high, particularly in months where we are in school for the entire month.</p> <p>Trends are very similar since the last report. Full Scope attended the school to provide year leads and safeguarding leads with training in the area of self-harm. Nessi also visited for a workshop to focus on</p>	<b>CGR</b>

		<p>emotionally based schools. They will be reviewing training across the whole of Cambridgeshire.</p> <p>Challenges have included making sure MyConcern is updated and signed off in a timely manner. We have been up to 120 cases but are now down to 60. The aim is to get this down to 30-40 open cases.</p> <p>A Governor asked when cases are closed. CGR explained this is when cases are fully dealt with and there is a resolution or consequence. This could be when a referral has been made and there is no further action for the school. SGE added it doesn't necessarily mean the support has been put in place but that the school has taken the case as far as they can. Cases can always be reopened if required.</p> <p>A Governor asked how cases are allocated if a new case is open? SGE explained it depends on the case. Usually, year leads deal and see through lower-level issues and if more complex senior leaders will take on. SEND cases are dealt with by NMO. Sometimes mentors help as they have a good relationship with the pupils and / or the parents. Cases are taken on dependent on the most appropriate person.</p> <p>To continue to explore work around racism given the rise across Cambridgeshire, in addition to a small number of concerns for us since September. Work with year 7 will be carried out on how we should be treating each other when they start in September.</p> <p><b>Annual Safeguarding Monitoring Report</b> The report provides information on the designated safeguarding leads and shows cover when staff are absent.</p> <p>All safeguarding leads have attended training over the last year. This includes ACES creative mindset and Fullscope self-harming.</p> <p>A Governor asked what the Creative Mindset training included. SGE explained it focuses on children with trauma and challenging behaviours and using an informed approach. CGE added it gives staff an understanding of the impact ACES (adverse childhood experiences), can have at the time and moving forward.</p> <p>The report on other training and the induction programme that new staff will receive and also training received by different staff / volunteers (e.g. Governors). This includes information on training around specific forms of abuse.</p> <p>Regarding Governor involvement and in particular new Governors, CGR and SGE will look how to strengthen training going forward.</p>	
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4.2	LGB6 4.2	<p><b>Attendance Report</b></p> <p>We are currently positioned approx. 1.5% above the national figure for attendance. There was a lot of illness after the Easter break. Persistent absence has improved (up on last year), and we are sitting below the national average but there is still work to do as this has a significant impact. Reviewing persistent absence for pupil premium the figures rise dramatically.</p> <p>We had some year 11 pupils before half term who decided to stay at home and revise rather than attend school. Where we had contact from the parents to explain the absence this was marked as authorised absence.</p> <p>There is still a gap with pupil premium which follows the usual trend.</p> <p>Awards for pupils with 100% attendance continue with vouchers going out half termly. Work for next year includes trying to capture and reward pupils who are improving but are not necessarily where we want them to be.</p> <p>The guidance published in February becomes statutory on 19 August. We will review the changes needed around this. This includes, the LGB playing a bigger role in attendance going forward, every school must have a senior attendance champion (CGR) and the reviewing of patterns and trends for attendance and punctuality for individuals, cohorts and groups weekly and making comparisons against local, regional and national figures.</p> <p>A Governor asked if the data has to be uploaded somewhere to obtain the national figures. CGR replied the Local Authority has said they will make this information easy for schools to find.</p>	<b>CGR</b>



		<p>Training for staff on attendance is statutory. This is created by the school and the local authority.</p> <p>A Governor asked what does the training include? CGR replied it covers what attendance is relevant to a teacher's role including where attendance is going and what the processes are and how teachers can impact on what we are doing as a school to improve attendance.</p> <p>Holiday leave of absence has changed with fining being different and prosecution quicker.</p> <p>In summary, the new guidance will bring about a lot more work. A Governor asked if this impacts alternative provision? CGR commented that this is dependent on how the guidance is interpreted. Currently, pupils who receive online teaching rather than face to face are marked as absent even though they are accessing material. There may be a way of interpreting the guidance so that this changes. This makes a nonsense of providing pupil's alternative provision. It impacts their attendance certificate when they go to further education.</p> <p>A Governor commented that a meeting they went to mentioned there is a specialist attendance need now funded by virtual school for 13 months</p>	
4.4	LGB6 4.3	<p><b>SEND Annual Report</b></p> <p>There is a national increase in pupils requiring ECHP plans in mainstream schools. We see a similar picture at SVC with 47 ECHP in the current year 6 starting in Sept 2024. The financial impact of this is unclear. For an ECHP the school provides the first £6K and anything additional is top up funding from the local authority. Many schools are experiencing ECHP coming with less funding and pupils requiring specialist placement which they haven't been given. For year 7 it has been difficult to judge how many need ECHP because needs assessments are delayed as are writing ECHPs. The school is told how much funding comes with an ECHP once it is written so they can respond to whether they can meet the needs or whether the funding needs adjustment. We have some pupils starting SVC in September 2024 who have not been in mainstream education for a number of years. Appeals for specialist school's placements are taking 6 months, and we have parents negotiating with local authorities for their children to be placed in specialist schools. Whilst negotiating, pupils will start in mainstream education with a little more funding. SVC is prepared for pupils in this situation.</p> <p>Due to the number of ECHP that are going through and the lack of education psychologists and specialist teachers, EP go into a pool and are picked</p>	NMO

		<p>out. The results in local authorities not keeping to legal timescales to write ECHP in a timely manner. Schools, however, are expected to keep to timescales when asked to provide information.</p> <p>This academic year, JRU has supported the funding for an ECHP officer. This has made a huge difference in keeping up with statutory requirements for SEND children.</p> <p>Currently children who do have ECHP is 35 within the school. The more recent ECHP have come with mid-year transfers if going through the needs assessment for the EHCP. These reduce SVC contribution and makes it more difficult for SVC to support the transition and have the resource to do this. Where we have had the resource, the transfers have been a success. In some instances, where the school doesn't know the pupil, so the information received by the school is very shallow and makes it difficult to implement the EHCP and specialist support. In addition, communication between local authorities is a challenge. SVC is not the only school facing this challenge.</p> <p>Traditionally, most EHCP plans are for SCNH, SPLD and dyslexia but more recently, the school has seen the number of EHCP for autism or autism and associated difficulties almost double. This is likely to increase with the cohort starting in September. Additionally, there is an increase in ADHD and ASD have seen an increase.</p> <p>Regarding SEND support, this has also increased. The trend is with specific learning difficulties which is mostly dyslexia. Primary and secondary are seeing an increase in reading stage dyslexia. Many dyslexia assessments are from private assessments and there is the potential this was what was available at the time rather than focusing on the primary need of the pupil.</p> <p>We also, have a lot of children under SCLN which could be related to trauma, anxiety, emotional based school avoidance but could be an underlying, unidentified cognitive need. This was raised at our blueprint inquiry in February with the feedback being some SCLN could be speech therapy to communication needs. The school has purchased a speech link screener to be implemented in September for year 7 and 8. A trial group is currently testing this. The school will review what information it has got from this and what interventions could be put in place to support pupils' language skills. The teacher training in September will be around speech therapy needs in classrooms and integrations needed for autism and ADHD.</p>	
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		<p>A Governor asked how useful the assessments are. NMO commented that some are helpful but some included interventions which the school couldn't support.</p> <p>A Governor asked if there is a list of properly assessed private assessment organisations that can be accessed more quickly. NMO replied that we are recommending for pupils with ADHD, or autism parents go to the right to choose pathway. This is through the NHS.</p> <p>From our review, it was a useful experience, we are taking forward the speech and language communication screener to see if some of our pupils could benefit from access to a speech and language needs TA.</p> <p>We still have Edukey which is our provision mapping. Going forward the hope is this will be used by all teachers more regularly to simplify the review of the impact of the interventions.</p> <p>We have been using more screeners to identify SEND. NMO is finding these are quite time consuming and take out time that could be used elsewhere. The hope is to train more the TA team to provide support with the review of assessments.</p> <p>NMO has been working with SEND champions to develop a first draft of ordinarily available provision which is a document for parents, teachers and mentors that includes a list of available resources and strategies that could be used. The Cambridgeshire Local Authority have one and AL have a review to developing a similar document. We are developing a document that is specific to SVC.</p> <p>JRU added that it is an impressive team who have carried out a lot of good work this year under enormous pressure and we continue to work closely together to support the team and move forward. We will have 47 EHCP coming in which is a very different landscape to a few years ago. There are pupils that bring all sort of needs and complexities.</p> <p>PSC reinforced JRU comments and thanks NMO and her team for another incredible year.</p>	
<b>5</b>		<b>Quality Assurance</b>	<b>PWA</b>
5.1	LGB6 5.1a	<p><b>24.07 QA Report to Governors</b></p> <p>Design technology and food reviewed since last meeting. This was generally positive.</p> <p>Reading has been a focus of the school now for many years. The importance of reading is widely recognised by all staff, with training sessions and materials positively received, showing some impact on practice. Several departments, including</p>	

		Languages, Science, English, Art, Music, and History, have significantly improved their reading practices over the past 12-18 months. However, practice still varies and continues to develop in some areas, including those mentioned.	
	LGB6 5.1b	<p><b>2023-24 Summary of Summer Progress Data</b></p> <p>In years 7 and 8 the data generally looks very positive and very strong. There is a slight decline in the number of pupil premium figures (5%) for on track to achieve a grade 5+ in English and separately, a grade 5+ in Maths equates to 2-3 pupils in each case. The overall estimates remain above the FFT20 benchmark and so this is an area to watch rather than a cause for concern at this stage.</p> <p>The year 10 exams results are on average, outcomes this year are below those for 2023 and 2022 in most subject areas. We are reviewing this performance with Senior and Middle leaders. Initial responses include plans to bring forward some intervention programmes; step up communication with home; review minimum grades; and to promote revision materials and Year 11 mock preparation earlier.</p> <p>A Governor asked if this is regional or national? JRU commented that this isn't known. These are the pupils are started year 7 during COVID.</p> <p>Year 11 mock exams are in November and the grades received here will impact their further education applications.</p> <p>A Governor stated that the report lists the school is also looking at minimum grades for year 8 in arts. Why these particular subjects? PWA replied that the current grading model isn't right. Also reviewing year 9 and 10 minimum grades – because these were the years that started secondary school during COVID we don't have minimum grades set using SATS data only CAT tests which are different.</p> <p>A Governor asked about year 10 data being relatively low: are you looking at them being lower than where they should be on their target grades or overall getting fewer top grades? PWA commented that the headline figures show the number of pupils receiving the top grades are lower but also comparing grades to previous years. JRU added that years 9 and 10 are heading towards worse results than we have received in recent years. It is early days, and we are doing a lot of work to turn this around. The year group are more capable of doing better.</p> <p>A Governor asked about the results of boys in year</p>	

		<p>8. JRU commented that there is a particular group of young boys very much like the group in year 10. There is a similar pattern in a small and contained group. SGE added those with the behaviour have a trend of mental health concerns, complex family situations etc.</p> <p>A Governor asked for follow up on the options process. Has this settled down? Is PWA happy with the staffing and subjects? PWA replied that a business teacher has been employed but recruiting teachers for popular courses such as food is difficult. The Chair thanked PWA for all his work this year.</p>	
<b>6</b>		<b>Governance</b>	<b>PSC</b>
6.1	LGB6 6.1	<p><b>Governor Day 13.06.24 Report and Feedback</b> LGB liked the new formatting of the reports from the Governor Day. There may be some formatting tweaks. The mandatory link reports that follow on will be separate.</p> <p>The Chair thanking JRU and his team for the day. All LGB agreed this was very useful.</p> <p>A Governor commented that we are very fortunate for staff to share openly and see what is going on and we do know that the school's plans are coming to fruition.</p> <p>A Governor asked what the staff think of the day? JRU commented that the SLT find it helpful and the feedback at the end of the day was very positive. JRE added that staff encourage people to come in and see what we do, and we are proud of what the pupils do. JRU added there will be staff or find any visitors unsettling and they want to be shown at their best and this can make them nervous. Governors' Day does give the staff chance to showcase what they do and receive feedback and directly speak with LGB.</p> <p>A Governor added that it felt everyone was happy to carry on. JRU added nothing is different for Governors' Day.</p> <p>A Governor added the children carry on too.</p> <p>A Governor added that it was nice to have the spreadsheet to record feedback during the day and to give direct feedback rather than producing a written report.</p> <p>SGE added SLT asked if LGB would like longer with the SLT at future Governor Days? This could be reviewed at future meetings.</p>	

6.2	LGB6 6.2a LGB6 6.2b	<b>CIP 24-27 Update &amp; Link Governance 24-25 Update</b> (following Governors' Day 13.06.24)  Slight rewording of CIP objective but no major changes.	PSC to follow up with IT Link Governance.
6.3	LGB6 6.3	<b>Safeguarding link governor report</b> Not a detailed report as Claire provided a detailed info.  A Governor asked about previously setting a task on MyConcern.  SA stated that the school are doing everything they need to do.  <b>Feedback- AL Safeguarding Link Governor Network</b> There was a discussion about child-on-child abuse and bullying.  SGE are very conscientious  Marlborough approach is being used for some families. Targeting schools that don't have such outreach as we do.	
6.4	LGB6 6.4	<i>Respect</i> (R1: Inclusion and R2: Behaviour) Link Governor Report (rolled forward LGB5)	PSU / SP to follow up with IT
<b>7</b>		<b>Policies</b>	<b>Chair</b>
		None for this meeting.	
<b>8</b>		<b>AOB</b>	
		Chair thanked everyone for their time and commitment this year and remaining members of LGB. JRU thanked LGB for their continued support.  Chair asked LGB to let Kimberley Ellis know if they are attending the Prize Giving evenings.	
<b>9</b>		<b>Dates for LGB 2024- 25</b>	

		<b>LGB1</b> Tue 8 <sup>th</sup> Oct 24, 6pm <b>Autumn Gov Day</b> Thu 21 <sup>st</sup> Nov 24 <b>*LGB 2</b> Tue 17 <sup>th</sup> Dec 24, 6pm <i>(unless this is Great St Mary's, if so Dec 3<sup>rd</sup>)</i>  <b>LGB 3</b> Tue 11 <sup>th</sup> Feb 25, 6pm <b>LGB 4</b> Tue 18 <sup>th</sup> March 25, 6pm  <b>LGB 5</b> Tue 6 <sup>th</sup> May 25, 6pm <b>Summer Gov Day</b> Tue 24 <sup>th</sup> June 25 <b>LGB 6</b> Tue 15 <sup>th</sup> July 25, 6pm	
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## Meeting Dates