

**THE PRIORY CofE SCHOOL**  
A Voluntary Aided Church of England School  
**FULL GOVERNING BODY MEETING**

**Wednesday 27th November 2019 at 16.00 hrs**

*Advice given by governors at this school is incidental to their professional expertise and is not being given in their professional capacity.*

*Governors should respect the confidence of those items of business which a governing body decides and not disclose what individual governors have said or how they have voted within a meeting.*

**Members:**

Mrs Rachel Gibb	RGB	Head Teacher
Mr Nicholas Bartlett	NBT	Co-opted Governor
Canon Peter Bruinvels	PBS	Foundation Governor
Mrs Debs Bunn	DBN	Foundation Governor
Mr Richard Francis	RFS	Parent Governor
Rev Ruth Bushyager	RBR	Foundation Governor
Mrs Kim Oakley	KOY	Foundation Governor
Mr Neil Milner	NMR	Foundation Governor
Mr Stuart Murray	SMY	LA Governor
Mr Hugh Parry	HPY	Foundation Governor
Ms Hannah Taylor	HTR	Staff Governor

**In attendance:**

Mrs Jo Trimnell	JTL	Deputy Headteacher
Mrs Lorraine Abbott	LAT	Deputy Headteacher
Mr Phil Harrison	PHA	Assistant Headteacher
Mrs Bev Godwin	BGN	Business Manager
Mrs Sinead Tobin	STN	Clerk

**MINUTES**

Item		Action
<i>At 16:04 SMY introduced the new Rural Dean Rev. Ruth Bushyager (RBR). RBR gave a brief outline of her background then opened the meeting with a prayer. Governors introduced themselves to RBR.</i>		
1	<b>APOLOGIES</b> (Statutory) Apologies for absence received from PFR. Apologies were accepted and agreed.	
2	<b>DECLARATION OF INTEREST</b> (Statutory) There were none.	
3	<b>CONSTITUTION OF THE GOVERNING BODY</b> <ul style="list-style-type: none"> <li>a. <i>New/ re-appointed Governors since last meeting:</i> Ruth Bushyager</li> <li>b. <i>Governors who resigned since last meeting:</i> None</li> </ul>	

	<p>c. <i>Governors whose term of office is due to expire before the next meeting:</i> SMY (17/01/20)- SMY has committed to the Dioceses about renewing his membership of the board, particularly around discussions of the possibility of GST membership.</p> <p>d. <i>Governor vacancies:</i> 2 foundation vacancies - Governors agreed to leave the vacancies open until there is clarity with the schools position within the GST. There have been discussions between SMY and Alex Tear about leaving the positions vacant and whether this is appropriate or not. Governors agreed that as long as the meetings are quorate there should not be an issue.</p> <p>e. <i>Governor positions/ responsibilities:</i> no changes.</p> <p>RGB asked the clerk to clarify the membership of foundation governors and whether they were appointed by the deanery or the diocese:</p> <ul style="list-style-type: none"> <li>• KOY                      Foundation Governor (Deanery)</li> <li>• PBS                      Foundation Governor (Deanery)</li> <li>• DBN                      Foundation Governor (Deanery)</li> <li>• RBR                      Foundation Governor (Rural Dean)</li> <li>• NMR                      Foundation Governor (Deanery)</li> <li>• HPY                      Foundation Governor (Dioceses)</li> <li>• <i>Vacancy</i>                <i>Foundation Governor (Dioceses)</i></li> <li>• <i>Vacancy</i>                <i>Foundation Governor (Dioceses)</i></li> </ul> <p>SMY explained that once the school becomes part of the GST his role as LA governor disappears. The Dioceses would have to then appoint SMY to a role on the governing body.</p>	
4	<p><b>GOVERNORS' HANDBOOK</b></p> <p>Governors were each given a copy of the updated handbook. HTR requested that many more governors attend school events, the dates are published in the handbook. The policies have been removed as they are already available on the website.</p> <p><b>SMY</b> - There are no dates beyond December 4th on the website. I also cannot get into the website.</p> <p><b>Action:</b> RGB to look into access to the website for governors</p>	
5	<p><b>HEADTEACHER'S REPORT</b></p> <p><b>The updated AIP 2019-20:</b></p> <p>Governors were given a copy of the AIP prior to the meeting. Governors were invited to ask questions on the AIP.</p> <p><b>RFS</b> - CPD and TEEP. When the projects within the hubs are completed how is what they've learned documented?</p> <p><b>LAT</b> - TEEP(Teacher Effectiveness Enhancement Program) hub leads will be attending the next T&amp;L meeting to give governors more of an insight on how they work. We follow a structure from the Education Endowment Foundation which puts into place a cycle for research in education projects. We are in the research phase of the cycle. The next phase is to gather evidence and draw conclusions. Based on the conclusions we draw, the next phase of the cycle is to decide if the project should be extended to the whole school, and how this could be managed. If it</p>	

doesn't have the impact we expected then we don't expand the project to the whole school.

**RFS** - When you get to the end of the projects will you then have a standard operating procedure?

**LAT** - Not really, there would be some actions arising and these would be incorporated into what we do. Some of it is qualitative and quantitative, for example some of the work around self efficacy is about ways to engage students who are disengaged and how to apply methods to engage those students.

*JAT arrived at the meeting 16:19*

Governors discussed meeting Ruth Holder and that having the TEEP Hub leads attend the T&L meeting will be very insightful.

**RBR** - Headline on disadvantaged students is it good, bad or neutral?

**RGB** - No it's not good. We don't want it to be a negative number. It has diminished slightly since 2018. We publish it because it is one of our key indicators and we need to be held to account for that figure and we then need to demonstrate the actions we are taking to change that number to bring it close to a zero.

**RBR** - How does it compare to other similar schools?

**LAT** - This represents a grade difference and is not replicated in other local schools. It is not healthy or where we want it to be.

**NBT** added that It has been one of the biggest problems over the past few years since being involved with the school but it is fair to say that the SLT have been working on trying to get that right. It will become clear how there have been a range of mechanisms put in place to deal with this gap.

**DBN** - Point 1.3 of the AIP show's early evidence of improvement?

**LAT** - Those are GCSE results which won't change. For a number of students we are offering a reduced timetable, the focus is on PP students and looks particularly at two students whose internal maths data has improved since the beginning of term.

**RFS** - Is this something that you could roll out more widely?

**LAT** - This group of PP students is us trialing something, how sustainable it would be to operate more widely will depend on the impact of the trial.

**PBN** - On 3.4 of the AIP - What are your thoughts on the Dorking Priory Church idea?

**RGB** - It is driven by the Dioceses and we are the venue and it seems to have slowed down for now. We are still waiting for David Welsh to get back into contact. There has been some restructuring within the Dioceses. At the last meeting it was made clear that until a strategy was put into place it won't happen.

**PBN** - If we became an academy we will be the only school to have a church in this region. It would be very positive.

**RFS** - With the Gatsby Benchmarking, how close are we to target?

**HTR** - There is a percentage for each benchmark, they are all over 50% at this stage some are at 85%, it is still work in progress. We have an enterprise person coming in this week and our link with Hartsfield Manor Park hotel too. It needs to be at 100%, it is getting there. The change in the curriculum in June will have a positive impact.

**RGB** added that as long as we can achieve good progress towards achieving the Gatsby Benchmarks it will be positive. Following this path for careers advice has meant that we have received additional resources that have been useful.

**PBN** - Priority 4 - Stakeholders event - I just want to praise the two students involved in the service. It was very positive.

**RBR** - What was different between last year and this year is that they were fed the words to read last year whereas this year it was all in their own words.

**Student progress based on in-year data:**

Governors were asked if they had any questions on student progress.

Governors agreed that much of the data had been discussed at the last Teaching and Learning Committee meeting.

**DBN** - Should the MLO be higher than 60%

**LAT** - It is higher than we have been historically.

**RGB** - One thing I will reiterate is that much of the work that we are doing at the moment involves checking for evidence as a focus. We demonstrated to governors last year some data which we believed was really strong in year data that didn't then translate or transfer in some areas into really good results. A triangulation meeting was held last week to look carefully at grade boundaries. Led by LAT with support from Lindsey Thomas (HOD of Maths) we have done some really good work at nailing down the grade boundaries and ensuring those are applied to mock results when they come through. We are systematically ensuring that the evidence is as tight and as accurate as possible. We don't want to be in the position where we have reported healthy data to governors throughout the year and then get to the summer and the results are not what we are expecting only to discover a number of areas where there were assumptions made or where the evidence that was presented was not as helpful as should have been. We know that 60% MLO is better than it has been, we know this number because of the systematic work we are doing to ensure that evidence is as solid as it can be.

**RFS** - Is this for core subjects?

**RGB** - Now for all subjects.

**HPY** - How is Business Studies doing?

**LAT** - There are still concerns about the progress of students and there is significant work going on to improve the subject.

**PBN** - How is the gold Duke of Edinburgh celebrated? When they come back from their visit to Auschwitz do the children get counselling after?

**PHA** - Firstly with the DofE, the students get to go to the palace to collect their certificates, they come back and talk in assemblies to the next group of students who have the opportunity to go on to achieve the gold DofE. It is published on social media, our newsletter and our website.

**PBN** - But is there a ceremony to award their certificates to the students?

**RGB** - We attend the Mole Valley DofE awards which we hold here or at the Ashcombe.

Governors discussed how well celebrated the DofE is and commended the number of students from the school who have achieved the award.

**RGB** - To answer the Auschwitz question, Mr Tattershall, our head of History is the person that sets up the trip and looks after the students who attend the trip to Auschwitz each year.

**PHA** added that they have a 'Lessons from Auschwitz' follow up day when they return. It is run by an organisation called 'It's down to us'. They attend on a Thursday for the workshop and then the next Tuesday they attend another follow up day which involves counselling.

**PBN** - Do we have a Holocaust day?

**LAT** - We usually have an assembly as near to the day as possible to link in with Holocaust awareness.

**PHA** - As part of the 'Lessons from Auschwitz' follow up day the students need to do a follow up activity within the school around understanding and awareness of the Holocaust. For example last year two students created a display board in the history department with all the information surrounding the Holocaust. One student is writing their EPQ (Extended Project Qualification) around the Holocaust.

**Priory 6:**

**RBR** - '16 students applying to university' out of how many in the sixth form?

**PHA** - We have 18 students who could apply for university, 14 have chosen to. Offers are now coming in.

**RBR** - The Oxbridge style interview, do students get much extra support if they wish to apply?

**PHA** - We have the Rotarians come in to do mock interviews with the students. They have been engaging with an ex-Cambridge tutor who helped with the application process too. The abstract questions put to one particular student was very difficult but thought provoking.

**NBT** - Could you clarify the opening line on the Priory 6 report where you say "29 students currently in P6 Yr 12. 19 are studying Level 3 courses and the remainder are studying one year Level 2 retakes". What are the Level 2 retakes?

**PHA** - That course is for students who didn't do as well at GCSE as they'd hoped to. They are on access level 3, A-level equivalent courses. They are taking English and/or Maths and doing another level 2 qualification alongside. At the end of that year we will see if they are ready to study level 3 with us. They could come back and take on their A-levels in the school depending on their results. Three of the current Yr 12s did this last year. There is funding available for three years for these students.

**PBN** - Did they fail their GCSEs?

**PHA** - Depends on interpretation. It means that they achieved a level 1, 2 or 3 and not a grade 4 which is what the Government considers a good pass. They need to demonstrate a good academic ability to progress to level 3.

**SMY** - Do we get students who have gone on to Reigate or Colliers and wish to come back to Priory 6.

**PHA** - Four came back from Reigate and Colliers and we have been contacted by four others who wanted to come back but unfortunately we could not match their subject requests.

<p><b>PHA</b> - In terms of applications we have had 51 for next year, we start to interview students very soon.</p> <p><b>RFS</b> - Have any of the Yr12's not made a good start this year?</p> <p><b>PHA</b> - Yes a few students, we are keeping in contact with home to support.</p> <p><b>NBT</b> - I like the fact that sixth formers are volunteering in the lower school.</p> <p><b>PHA</b> - They are still doing it, it's good for Ucas applications. It is optional for Yr13 to do but they are still volunteering.</p> <p><b>NOR based on October census:</b></p> <p>RGB there is nothing to add to what you have been told before only that it is still fluctuating across the school. We will know in January the number of first choice applicants.</p> <p><b>Attendance:</b></p> <p>Governors were given a report on attendance figures and asked if they had any questions. There were no questions.</p> <p><b>Children Looked After, Safeguarding &amp; Behaviour for learning - JTL:</b></p> <p><b>NBT</b> - On section 8 of the report with regards to the behaviour for learning policy, where the changes made recently?</p> <p><b>JTL</b> - In the summer term we had a pilot group where staff worked with me on behaviour for learning. There had been a lot of discussion from some parents, students and staff who saw the benefit of students coming out five periods at a time and others who didn't agree. After lengthy discussions staff went out to departments and came up with a new protocol whereby if a child is removed from a lesson they still follow the three strike system but they only come out for that period. If they are removed twice in five periods then they are removed for five periods.</p> <p><b>RFS</b> - Are the current Yr10's troublesome judging by the reports?</p> <p><b>JTL</b> - It's a smaller year group so the percentages are skewed a little but unfortunately a lot of our persistent absences (PA) students are in Yr10. Many have been signed off on long term sick leave by the Children and Mental Health Service (CAMHS).</p> <p><b>RFS</b> - The PA students are not affecting the G16 behaviour figure. So it must be a general trend in this year group, is it age related?</p> <p><b>JTL</b> - We are hoping by moving the GCSE curriculum to May there will be a better transition from KS3 to KS4. If I look at previous years data there is always a spike of difficult behaviour at the beginning of the GCSE years. It can be similar to the transition from Yr6 to Yr7.</p> <p><b>RGB</b> agreed with what JTL has said about difficulties in transition from KS3 to KS4. There is a lot of time invested in the transition from Yr6 to Yr7 and it works very well. However the same can not be said for the KS3 and KS4. Firstly they are staying within the school and then they are choosing all their preferred subjects so we do not anticipate the same spike in behaviour. By moving the curriculum to May we are hoping to see a decline in difficult behaviour as the students will already be settled into their subjects.</p> <p><b>PBS</b> - Is there a problem children coming in in the morning then disappearing after registration.</p>
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**JTL** - No that does not happen.

**RGB** - We have lesson by lesson registers, this is monitored hourly by the office staff.

**RBR** - PA data - there is a big difference between children who are sick and children who have other issues. Do you look at that data? Is it possible for governors to see that data sometime?

**JTL** - Yes governors can see that information if they want to, but whether they are off sick or because of other factors won't make a difference to the PA figures. I can provide numbers on the reasons for PA.

**RBR** - The detail on the overall split between those who are ill and those who are off due to mental health or home issues would be useful for governors to know, as it would lead to all different types of questions on how to address the problems.

**JTL** - It is not a problem to present these figures.

**PBN** - It is very interesting and not something that Ofsted addresses.

**KOY** - It is some of the information that is already discussed in the safeguarding meetings but probably could be shared as long as the students identity is not disclosed.

**Governors monitoring visits:**

RGB thanked NBT and NMR for coming in to conduct the recent governor monitoring visits. RGB explained that the reports from these visits are used to feedback into the triangulation meetings with staff. HTR will have logged the dates for the next monitoring visits, please can governors sign up.

**NMR** commented that the student panel is where we get the most honest feedback from the students, it took time to get all the students together so we ran out of time. It was suggested that the student panel could take place at the beginning of the monitoring visit to allow more time.

**SMY** - When you conduct the student panel, is it just governors with the students and no other staff?

**NMR** - Yes it's just governors. It takes some time to get the students comfortable to talk, when they relax it's very free flowing.

Governors discussed the visits in more detail. Some governors preferred having a single year group and others felt that mixing the group with students from all years was insightful.

**RGB** added that the last monitoring visit was specifically to look at the Yr11 cohort only. Ofsted described exactly the same reaction from students where it took time to get the students to talk. Students are naturally suspicious as to why there are adults asking them questions about the school which is healthy in some respects, once they understand that they are there to be open and honest about the school it is more useful. Perhaps an hour will be better for the next visit.

**NBT** added that having one year group at a time is often less intimidating for students to talk. It was reported that some students felt that MLO's were unhelpful as they create an excessive degree of challenge while other students felt that they presented a lack of challenge. NBT explained that he and NMR gave feedback on

	<p>the lessons which they observed, most were very well run and the other was just a bad day for the lesson.</p> <p><b>LAT</b> reminded governors that the monitoring visits have been timetabled to feed into the staff triangulation meetings.</p> <p><b>NMR</b> added that both he and NBT found the visit to Yr11 incredibly interesting.</p> <p><b>Action:</b> Governors to sign up to the next monitoring visit days.</p> <p><b>Next visits 12th March and June 4th.</b></p>	Govs
6	<p><b>COMMITTEE REPORTS</b></p> <p><b>Teaching and Learning</b></p> <p>KOY explained that the minutes of the committee meeting were circulated to governors. KOY reported that the committee had discussed subject areas that had been overlooked and how things could be improved moving forward.</p> <p><b>Executive Committee:</b> Minutes were shared with the governors.</p> <p><b>Resources Committee:</b> (including Staff Appraisal and Pay Committee and HT Appraisal and Pay Committee noted in Part II)</p> <p>DBN reported that the pay committee on Staff and HT pay had met and approved the decisions on pay. There was discussion on the new cleaning contract and how the school is very pleased with the new cleaners.</p> <p>The Dorking Schools Partnership contribution from the school was explained and approval was given to RGB to question the funding formula which decides how much each school contributes to the DSP. Governors had agreed for RGB to question the formula at the next DPS meeting.</p> <p>RGB updated the governors on the outcome of the meeting: There is a set of data generated by David Green from the SCC finance department which determines each school's contribution. This year he calculated that the Priory should pay £4900 and the Ashcombe £5300. The rationale was based on a comparison of student numbers across both schools. It didn't seem right that the figure was £4900 for the Priory given our student numbers. RGB instead agreed to make the same contribution as the largest primary school which is St John's at £4200 for this year. Ashcombe agreed to increase their contribution to £8400. We have budgeted for around £5000 so we believe we have come up with a much fairer contribution. Governors were pleased with the outcome and thanked RGB for taking it to the DSP for discussion.</p>	
7	<p><b>POSITION REGARDING THE DRAFT BUDGET 2019-20</b></p> <p>DBN explained that the Resources committee looked at the budget. As always at this time of year it doesn't look good and presents a worst case scenario. SCC were late and BGN worked very hard to submit on time.</p>	
8	<p><b>GOVERNOR TRAINING &amp; DEVELOPMENT</b></p>	

	<p>DBN reminded governors to look at training information sent out by Strictly Education on email. In mid January the Hot topics sends out information on courses which are very useful. Please keep the training log up to date as this is something that Ofsted checks.</p> <p>DBN sent out information on SIAMS training for governors via email.</p> <p>SMY added that the Dioceses will provide training on SIAMS.</p> <p>BGN reminded governors that they have all been sent an email from Educare in September 2019 with details on how to complete online training courses, please could governors register by following the link on the email. JTL will be asking governors to complete specific training courses on Educare, please could governors send all certificates to BGN on completion of each course.</p> <p>RGB reported that the Dorking Schools Governors Forum meets twice a year, the chairmanship of this group has changed so that this year the Chair and vice chair of St Martins school volunteered. Each school has been asked to take a turn at preparing the agenda and chairing the group. The most recent meeting had time allocated to training on the new Ofsted framework, particularly around how governors should be holding school leaders to account. It could be included on a future FGB as an agenda item if governors felt it was appropriate.</p> <p>NBT added that Strictly Education is running an Ofsted Framework training session.</p> <p>KOY suggested that a SIAMS training session would perhaps be more appropriate for a future FGB.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Update training log</li> <li>• Register with Educare following the link on email sent to governors by Educare in September 2019</li> </ul>	Govs
9	<p><b>SCHOOL WEBSITE</b></p> <p>RGB added that with the new website there are still some cliches to be ironed out but it is compliant.</p> <p><b>RFS</b> stated that the wording on the website about the allocation of Pupil Premium (PP) money is misleading. His concern was that a parent of a PP student would look at the figures on the website and expect that out of the pot of PP money £900 should be going towards their child.</p> <p><b>JTL</b> acknowledged that although the website might seem misleading, the PP money is used for resources that all PP students can access but also non PP students will access for example the school ELSA who will see all students who need emotional support.</p> <p><b>DBN</b> added that Ofsted were extremely thorough in their investigation on exactly how the school was spending the money on PP students.</p> <p><b>RGB</b> suggested that it is reviewed and perhaps the wording on the website could be changed to reflect what actually happens to the money. Governors agreed.</p>	
10	<p><b>ADMISSIONS 2021/2022</b></p> <p>Approval of policy. RGB explained that there have been some changes.</p> <p><b>KOY</b> wanted to highlight the section on 'exceptional circumstances' and how one of the persistently absent students who was accepted into the school under this</p>	

	<p>category has not been able to have their needs met by the school. How can this be addressed?</p> <p><b>RGB</b> - It is down to parental choice. The school does not have a say in that. When JTL has meetings with the parents of prospective students they are informed of the limitations of provision but ultimately the decision lies with them.</p> <p><b>JTL</b> added that in the past few weeks she has had applications from 17 children with EHCPs. Of the 17 it was explained that the school could only cater for 11 of those students and questions were raised as to why the school could not accept all 17 students. If the parents have pinpointed this school for their child they are entitled to send them here. It is setting them up to fail in some cases.</p> <p><b>NMR</b> - Just for clarification those 17 children are potentially coming here despite the limitations pointed out by JTL.</p> <p><b>JTL</b> - Yes, potentially, it is their choice.</p> <p><b>KOY</b> added that the other issue is that the schools who can handle their needs are being closed down by SCC.</p> <p>There was a discussion about the criteria and ranking in this policy being out of our control.</p> <p>Historically we have always put the special information form into our application process, Helen Dean has said that we don't have to include it. There was a discussion around families being put off applying to the school on the basis that they are not regular church attendees. Governors agreed to the removal of the form.</p> <p><b>RBR</b> - How often with your admissions process have you had to resort to the admissions criteria?</p> <p><b>SMY</b> - We have never had to.</p> <p><b>RBR</b> - I would like to suggest changing the wording about regular church attendance. Attending church is very different to attending an act of worship. Governors agreed. There was a discussion around marketing the school.</p> <p><b>Action:</b> RBR to amend the wording about regular church attendance.</p>	RBR
11	<p><b>MINUTES OF THE FGB MEETING - 26 June 2019</b></p> <p>HTR pointed out a typo on the minutes on page 5 of 9 change 'RAF' to (Regional Schools Commissioner). Minutes were agreed.</p> <p><i>Matters arising:</i></p> <p>LAT reported on a meeting with Jane Whittington about SIAMs, the new structure and the seven strands within SIAMS which give the school a real sense of what is important. We have a real clear idea around the work we need to be doing in preparation for our inspection. Some of it looks at how clearly our vision is present, understood, shared and commonplace amongst all stakeholders, the relationship between that and what is called theological underpinning. There is some work to be done. There is a requirement for us based on the Church of England entitlement for education to ensure that we provide 5% (as a minimum) curriculum time for KS3 RE and 10% is recommended, throughout the whole of the school. We do not do this except for those taking the RE GCSE option. There are some implications for KS3, we need a slight increase in RE time which will bring it in line</p>	

	<p>with other humanities subjects such as history and geography. At KS4 we have a duty to provide RE to all students (5% curriculum time). The wording of the entitlement is clear, it talks about students doing a recognised program of study that can lead to a qualification. Most schools do this by forcing students to take RE as a GCSE compulsory subject. It is normal within a C of E school for students to only have three options. We are looking at alternative ways to meet that criteria so as not to limit the GCSE choices to three. We are looking at developing our own program and tying it in with an Enhanced Project Qualification or a Higher Project Qualification.</p> <p>RGB added that we are looking at the timetable to see how to make this work. PSHCE also has to be added to the curriculum. We will report back to T&amp;L on how this will work going forward.</p> <p>LAT explained that SIAMS will be the feature of the January 31st inset day. There is a really strong reference to theological underpinning and vision. This is not about creating something new, it is about unpacking our vision and the underlying theological concepts in a way that we haven't done before.</p> <p><b>RFS</b> - What is the upshot of not being able to fulfil that particular requirement for SIAMS.</p> <p><b>LAT</b> - There is no choice but to fulfil the requirement but we are going to deliver the appropriate amount of time in a very different way within the constraints of the timetable we are operating under.</p> <p><b>RFS</b> - Can we use the establishment of the Priory Church to fulfil our requirements.</p> <p><b>LAT</b> - No, RE and RS is an academic subject. There is a distinct difference between Christian Ethos and an academic form of study and what it means to be a church school in terms of worship.</p> <p>RGB explained that the evaluation document has not yet been completed, this will happen after January 31st. Governors were reminded that the SEF has been written with the SIAMS strands running through it.</p> <p>The inspection is likely to happen in September 2020 or Spring 2021. Governors discussed forming a committee to work on SIAMS.</p>	
12	<p><b>MINUTES OF BUSINESS MEETING - 11 September 2019</b> Agreed.</p>	
13	<p><b>SELF EVALUATION (OF GOVERNANCE)</b> The Governing Body should reflect on the effectiveness of the meeting and how their deliberations and decisions will impact on future pupil outcomes.</p>	

The meeting closed at 18:06