

**MINUTES OF THE MEETING OF THE GOVERNING BOARD  
OF  
THE LANGLEY FITZURSE STANTON ST QUINTIN FEDERATION  
(‘Federation’)**

**Executive Head Teacher: Mrs Karen Winterburn**

**Thursday 13<sup>th</sup> June 2024**

**Present:**

Karen Winterburn (Executive Headteacher) (**KW**), Ed Shire (**ES**), Georgina Adams (**GA**), Kyle Hutchings (**KH**), Huw Solly (**HS**), Richard Priest (**RP**), Amber Batson (**AB**), (from 6.12pm) Fiona Farquhar (**FF**), (until 6.58pm) James Osler (Head of School, Langley Fitzurse (**LF**)) (**JO**) and (from 7.18pm) Adrian Cole (**AC**),

**In Attendance:** Michelle Hocking (**Clerk**)

**Apologies:** Tom Stables (**TS**) Luke Facey (**LFa**), Sarah Matthews (Head of School, Stanton St Quintin (**SSQ**)) (**SM**) and Despoina Chatzikyriazi (**DC**)

**KEY:** **Decisions: in bold** **Challenges: in red** **ACTIONS: underlined**

|   | Item  | Action          |
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| <b>OPEN</b>                                     |   |                 |
|   | <b>Opening Prayer</b><br>Led by RP.   |                 |
| 1.  | <b>Attendance and Apologies</b><br>Apologies: Noted and accepted from TS, LFa, SM and DC. Quorum present. <sup>1</sup>  |                 |
| 2.  | <b>Declaration of Pecuniary Interests</b><br>It was noted that the annual declarations of interest forms had been completed by all present.<br>No interests declared in this evening’s agenda.  |                 |
| <b>STANDING ADMINISTRATIVE/COMPLIANCE ITEMS</b> |   |                 |
| 3.  | <b>Approval of last minutes (21<sup>st</sup> March) and matters arising (not covered elsewhere)</b><br>The minutes had been circulated and it was presumed that all present had reviewed them. <b>The minutes of 21<sup>st</sup> March were unanimously approved as a true and accurate record of that meeting.</b> <b>ACTIONS:</b> Clerk to add ES’s electronic signature to and publish/file the last minutes as appropriate.<br><b>Matters Arising</b><br><a href="#">LFSSQ FGB ACTIONS LOG 2023 24.docx</a> | <b>ES/Clerk</b> |

<sup>1</sup> Total 12 governors (SM/JO counting as one – joint staff governor, 10 in attendance = more than 50%)

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| 4.   | <b>Safeguarding Update</b><br>Deferred pending FF's arrival (see below)  |            |
| 5.   | <b>Policies and Published Documents</b><br>All reminded to review/comment on/approve documents assigned to them via schoolaspect.<br>It was noted that prompt system appeared to be malfunctioning and so all asked to actively log on schoolaspect to check and complete review actions <b><u>ACTION: All to actively log on to schoolaspect and complete review tasks.</u></b>   | <b>All</b> |
| <b>STANDING SCHOOL AND COMMITTEE REPORTS</b> |  |            |
| 6.   | <b>Headteacher Report</b><br>Noted that documents had been circulated and focus was on planning for Ofsted inspection at LF. All confirmed that they had reviewed and understood Ofsted priorities circulated and had no questions.<br>KW highlighted that the School Self Evaluation Form ( <b>SEF</b> ) is drawn up with reference to and the school's priorities are linked to the five Ofsted framework headings of: <ul style="list-style-type: none"> <li>• Quality of Education</li> <li>• Behaviour &amp; Attitudes</li> <li>• Personal Development</li> <li>• Leadership &amp; Management</li> <li>• Early Years Provision</li> </ul> KW emphasised:<br><b>Quality of Education</b> <ul style="list-style-type: none"> <li>• High quality teaching is a key priority with clear progression/building on prior learning</li> </ul> <b>FF joined the meeting at 6.12pm</b> <ul style="list-style-type: none"> <li>• Focus on ensuring all learners are able to access the curriculum through adaptive teaching</li> <li>• Five A Day – metacognition using technology, fluid groups and type of purposeful questioning (removal of Special Educational Needs (<b>SEND</b>) barriers filtering into teaching for all)</li> <li>• Accessed support:             <ul style="list-style-type: none"> <li>○ Cross-federation support – particularly in Maths</li> <li>○ Moderation across the local schools' hub</li> <li>○ English leaders working with Ramsbury Hub + coaching within LF (weekly phonics, etc) – JO noted that of those who have just completed phonics test 14 of 15 passed</li> </ul> </li> <li>• Continued focus on raising standards of writing across the school via various initiatives including:             <ul style="list-style-type: none"> <li>○ Whole school moderation (RP as English Link Governor attended on of these sessions)</li> <li>○ Whole school writes sessions</li> <li>○ Visit to solar panels farm as stimulus for narrative</li> </ul> </li> <li>• Spirituality development:             <ul style="list-style-type: none"> <li>○ Policy on website</li> </ul> </li> </ul> |            |

- Ongoing next year – including writing a children’s policy

**Personal Development**

- Children encouraged to be courageous advocates (i.e. doing something without getting anything back)
- Courageous advocacy through:
  - Doorway (locally)
  - Children in Need (nationally)
  - Comic Relief (globally)

**Leadership & Management**

- Essential knowledge – curriculum link:
  - Ensuring provision across relevant time periods (2-4 years cycles)
  - Ensuring progression – use of progression maps, etc (NB: summary curriculum areas on website – Geography and History go into more depth – in-school documentation also more detailed)
- Teaching, Learning & Development Committee (**TLD**):
  - Understand what the curriculum looks like
  - Appreciate progression focus and tracking – skills progression
  - Understand coverage provided (particularly via conversations with subject leaders)
- Deep Dives:
  - Early Reading (with English Subject Leader)
  - Maths (with KW)
  - Music (with JO)
- Additional inspection of the curriculum:
  - Other subject leaders (e.g. History) may be asked questions – can direct to mapping documents, etc
  - If a two-day inspection, all areas of the curriculum will be inspected (advice is that 80% of schools who were previously graded good will have a 1-day, ungraded inspection)
- Rationale for Music deep dive:
  - Broad curriculum – including composition and appreciation
  - High profile nature of music at LF – including community buy-in (e.g. PTA violins funding)
  - Although assessment documentation is not as robust as English and Maths, staff know the cohorts’ strengths and any outliers well
- Clear strengths:
  - Progress in Maths and English are evident in the results
  - SIAMS report on website

**Early Years Foundation Stage (EYFS)**

- Rich, varied and imaginative experiences curriculum
- School Improvement Adviser (**SIA**) and KW conducted joint class visit and dedicated a day (including whole team – teachers and TAs) meeting to agree changes to the learning environment
- Changes underway with further work to the outside area scheduled for next week – HS and AB’s husband offered help with physical work if required **ACTION: KW to arrange for caretaker to liaise with**

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| <p><u>HS and AB about help with EYFS outside space works on Monday.</u></p> <ul style="list-style-type: none"> <li>• There are ongoing staffing challenges (currently part-time teacher off sick so being covered by combination of job share increasing hour and supply)</li> <li>• Phonics is being delivered by Sounds Write trained TAs supported by the English Subject Leader (weekly coaching sessions and monitoring)</li> </ul> <p>The EYFS Link Governor commended the current teacher on the improvements she has instigated in a short time – specifically noting clear signposting in the classroom about what the team are trying to achieve and a definite shift in the way the children are learning.</p> <p><b><i>Christian Distinctiveness</i></b><br/>KW highlighted that monitoring, expanding language and Christianity as a global religion are key concepts.</p> <p><b><i>Planning Document</i></b><br/>KW reported:</p> <ul style="list-style-type: none"> <li>• Ofsted preparation notes have been provided to both teachers and TAs (one holistic team approach)</li> <li>• KW is speaking with teachers and TAs in staff meetings to walk them through the preparation to help them feel more confident and at ease with the inspection process</li> <li>• British Values is 'part &amp; parcel' of being at LF – embedded in the culture</li> <li>• There are two SEFs: <ul style="list-style-type: none"> <li>○ One page, easily digestible summary, which is published on the website: <a href="#">School Improvement - Welcome To Langley Fitzurse</a></li> <li>○ Detailed which includes school context, vulnerable groups, leadership, who work with, staffing changes and challenges, etc (this is for staff, governors and inspection team only)</li> </ul> </li> <li>• Inspection Data Summary report (<b>ISDR</b>)<sup>2</sup> shows that the KS2 assessments are pretty good (current Yr6 is a very small cohort so data will be suppressed)</li> <li>• Priorities progression: <ul style="list-style-type: none"> <li>○ Maths KS1: Using Maths No Problem (+ assistance from SM)</li> <li>○ Spelling, Punctuation and Grammar (<b>SPAG</b>): <ul style="list-style-type: none"> <li>▪ Using Sounds Write</li> <li>▪ Ramsbury Hub support</li> <li>▪ Focused SPAG teaching</li> <li>▪ NGST analysis<sup>3</sup></li> </ul> </li> <li>○ Subject Leaders are closely monitoring their subjects</li> </ul> </li> <li>• Overall Effectiveness, Priorities for this year and Quality of Education are also noted.</li> </ul> <p>Questions were invited. There were none.</p> <p><b><i>Parent Questionnaire</i></b><br/>It was noted that KW had also circulated parent questionnaire</p> | <p><b>KW</b></p> |
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<sup>2</sup> [School inspection data summary report \(ISDR\) guide - GOV.UK \(www.gov.uk\)](#)

<sup>3</sup> [New Group Spelling Test - GL Assessment \(gl-assessment.co.uk\)](#)

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|  | <p>responses to governors.<br/>The board observed that:</p> <ul style="list-style-type: none"> <li>• free text responses had been actively encouraged and had elicited good comments</li> <li>• there were a consistent two ‘disagrees’ responses (KW confirmed that these were the same parent and she is following up on these)</li> </ul>   |  |
|  | <p><b>Safeguarding Update</b><br/>FF reported:</p> <ul style="list-style-type: none"> <li>• Visited LF 17/04/24 – report circulated</li> <li>• Interrogated JO as set out in the report: <ul style="list-style-type: none"> <li>○ Policies: discussed access and staff awareness via reference to examples in practice</li> <li>○ CPOMS<sup>4</sup>: <ul style="list-style-type: none"> <li>▪ Transformative positive impact on reporting and recording</li> <li>▪ General appraisal of progress/resolution of concern (to be better reflected on electronic system – although does happen in practice)</li> <li>▪ Overall working really well</li> </ul> </li> <li>○ Safeguarding culture: <ul style="list-style-type: none"> <li>▪ Strong – one of the school’s core values</li> <li>▪ Communications –between staff and designated safeguarding team and staff and parents are very good</li> <li>▪ Staff know the children very well</li> </ul> </li> </ul> </li> <li>• Really positive visit which included an interesting walk around school: <ul style="list-style-type: none"> <li>○ Saw ‘feelings’ boards in classrooms (this indicates communications and awareness are fundamental)</li> <li>○ Witnessed adults nurturing (seeing in practice how staff know the children and understand what is making them unhappy, etc)</li> </ul> </li> <li>• Online Safety: This is communicated but more regular communications desirable (e.g. termly links reiterated to parents) – KW said that, whilst Friday reminders are embedded practice, she planned to add ‘Wake Up Wednesdays’ to the regular communications, with prompt added to the Friday reminders<sup>5</sup></li> <li>• There are no significant problems at present and everything arising is appropriately reported and actioned</li> <li>• Discussed curriculum, particularly Yr6 county lines and consent and the need to support parental awareness of the realities – FF is confident that the children have online safety awareness (which is regularly reiterated/updated) and have the confidence to tell/ask for help in school</li> </ul> <p>Board members concurred that, following their own visits to school on numerous occasions, it is clear that children know they can speak to someone if they have concerns and the fact that they view school as a safe space is evident.</p> <p>FF confirmed (as noted in the report) that she had also conducted a</p> |  |

<sup>4</sup> [CPOMS Safeguarding and Wellbeing Solution for Schools](#)

<sup>5</sup> [The Evolution of ‘Wake up Wednesday’ \(nationalcollege.com\)](#)

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|    | <p>check of the Single Central Record (<b>SCR</b>) whilst in school and KW reported that the admin team had further updated the SCR since and she had then also checked it.</p> <p><i><b>JO left the meeting at 6.58pm</b></i></p>   |  |
| 7. | <p><b>Teaching, Learning &amp; Development (TLD) Committee Report</b><br/>Deferred pending AC's arrival</p>  |  |
| 8. | <p><b>Finance &amp; Resources Committee (F&amp;R) Report</b><br/>Noted that minutes of March meeting, notes of May budget discussions and minutes of June meeting (last week) have all been circulated, together with:</p> <ul style="list-style-type: none"> <li>• SSQ 2024/25 draft budget</li> <li>• LF 2024/25 draft budget</li> <li>• Schools Financial Value Statement (<b>SFVS</b>) for each school (as previously approved by email)</li> </ul> <p>KH reported:</p> <ul style="list-style-type: none"> <li>• The SFVS for each school had, following email approval, been signed and submitted within the relevant timeframes (thanks extended to the school bursar for this) <b>The email approval of the SFVS for each school was unanimously ratified.</b></li> <li>• Due to uneven student numbers and variable intake (due to a local and national trend of low birth rates) concerns were raised that the nursery at SSQ is not financially sustainable in its current form for the academic year 2024/25: <ul style="list-style-type: none"> <li>○ The committee met in May to discuss options</li> <li>○ Three models were produced (as circulated): <ul style="list-style-type: none"> <li>▪ <b>Model 1: from September 2024 the nursery opens only in the morning:</b> <ul style="list-style-type: none"> <li>• this would require appointment of another Yr1 teacher</li> <li>• Unsustainably small Nursery/Reception class (4 Nursery + 7 Reception) in the morning – which would not provide the right classroom experience for those children</li> <li>• Reception/Yr1 class in the afternoon – as the Yr1 part of the class would need to be separately taught in the morning, this would mean those children would need to adapt to two different classes with two different teachers (not ideal)</li> <li>• Further up the school there would be the knock-on impact of unsustainably large classes (up to 41)</li> </ul> </li> <li>▪ <b>Model 2: for the academic year 2024/25 the nursery is suspended</b> <ul style="list-style-type: none"> <li>• Current staffing retained</li> <li>• Commitment to re-open in September 2025 if numbers allow (reassess in January based on indicative numbers/enquiries for September 2025)</li> </ul> </li> </ul> </li> </ul> </li> </ul> |  |

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|    | <ul style="list-style-type: none"> <li>▪ <b>Model 3: from September 2024 nursery opens only in the morning for 8 children</b> – discounted as only 4 confirmed nursery children</li> <li>○ Leadership and F&amp;R recommend model 2 (suspension of nursery for the academic year 2024/25) as this facilitates best provision for the children as well as on financial basis based on: <ul style="list-style-type: none"> <li>▪ Reasonable assumptions made</li> <li>▪ Commitment to re-open in September 2025 if numbers allow (reassess in January based on indicative numbers/enquiries for September 2025)</li> </ul> </li> </ul> <p>The board acknowledged:</p> <ul style="list-style-type: none"> <li>• Proposed suspension of the nursery is only for one academic year (September 2024 – July 2025)</li> <li>• Public perception risk that the school may be ‘becoming less strong/popular – which must be counteracted by positive messaging around high quality provision and the clear ambition to re-open the nursery for 2025/26 (as noted declining numbers were largely due to low birth rates – which are both a Wiltshire and national demographics trend)</li> <li>• The impact on staff as well as children/potential children – KW confirmed that the staff would rather that the nursery was paused – for the sake of maintaining high quality provision and continuity for the children – than resort to the class structures required by model 1 (Nursery/Reception and Reception/Yr1)</li> </ul> <p>There was a brief discussion of anticipated staff changes, which are recorded in a confidential appendix to these minutes.</p> <p><b><i>AC joined the meeting at 7.18pm</i></b></p> <p><b>The board unanimously agreed to suspend the nursery at SSQ for one academic year (September 2024 – July 2025) ACTION: KH/KW to draft communication of this decision (suspensions of nursery) to the school community from the governing board.</b></p> <p><b>The board unanimously approved each of the following documents in the form circulated:</b></p> <ul style="list-style-type: none"> <li>• <b>Draft budgets 2024/25 for each school</b></li> <li>• <b>Income &amp; Expenditure Reports (I&amp;E) for each school</b></li> </ul> | KH/KW |
| 9. | <p><b>Christian Distinctiveness Committee Update</b></p> <p>Minutes circulated and noted.<br/> Questions invited. There were none.<br/> RP highlighted that:</p> <ul style="list-style-type: none"> <li>• Global Neighbours initiative is being deferred to next year as it involves quite an investment of time and there are currently more pressing priorities</li> <li>• The PCC are aware of the need to find another foundation governor (given HS’s imminent departure)</li> <li>• The committee discussed various regular business items/events (such as the leavers’ service and scarecrow weekend)</li> </ul>  |       |

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|                               | <p>KW added that the Worship Council (group of children representatives of Yr3 – 6) is celebrating its 10<sup>th</sup> anniversary on the afternoon of 4<sup>th</sup> July – all are welcome to attend.</p>  |                     |
|                               | <p><b>TLD</b><br/>It was noted that the minutes had been circulated.</p> <p>AC highlighted:</p> <ul style="list-style-type: none"> <li>• Really good and full committee meeting</li> <li>• Presentation from Susan Todd (Special Educational Needs Coordinator (<b>SENDCo</b>) at SSQ) about SEND at SSQ, including: <ul style="list-style-type: none"> <li>○ Improvements</li> <li>○ Rationale for removals from the SEND register (which is more current practice and makes sense)</li> </ul> </li> <li>• Presentation from Laura Hunter (Science Lead at SSQ) about science – a passionate and excellent presentation</li> <li>• Mid-year review of progress and attainment data for both schools, particularly identifying: <ul style="list-style-type: none"> <li>○ Apparent decline (anomaly believed to be due to inflated assessment earlier in the year due to inexperienced staff member)</li> <li>○ LF improvement work continuing</li> </ul> </li> </ul> <p>Questions were invited. There were none.</p> <p>AC invited all governors to contact him directly with any questions after the meeting if they so wished.</p> |                     |
| <b>STANDING GENERAL ITEMS</b> |  |                     |
| <p><b>10.</b></p>             | <p><b>Governor Participation/Monitoring:</b><br/><b>Cascaded Training:</b><br/><b>Governors' Briefing Term 5 – update</b><br/>Presenters' slides circulated: <a href="#">Term 5 - Briefing presenters' slides, 2nd May 2024</a><br/>It was noted that LFA attended the Term 5 briefing and, in his absence to present, his notes were circulated: <a href="#">LFA Notes on T5 Goves Briefing.docx</a></p> <p><b>Future Governors' Briefings: Governors' Briefing Term 6 Online live Q&amp;A, Weds 19 June 16.00 – 17.30 – volunteer required:</b> <a href="#">Term 6 Governor Briefing Flyer</a> Noone confirmed availability to attend this session. <b>ACTION:</b> Clerk to circulate any details arising from the T6 Governors' Briefing session she is able to obtain.</p> <p><b>Governor Succession Planning and Recruitment</b></p> <ul style="list-style-type: none"> <li>• <b>Future chair</b></li> <li>• <b>3 Vacancies incoming</b></li> <li>• <b>Agree activities to fill positions</b></li> <li>• <a href="#">Current Board/ Responsibilities Matrix</a></li> </ul> <p>ES reported that:</p>                             | <p><b>Clerk</b></p> |




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|     | <ul style="list-style-type: none"> <li>• AC and HS would be leaving at the end of this academic year</li> <li>• ES himself planned to leave at the end of his current term of office (November 2024)</li> </ul> <p>The board noted that:</p> <ul style="list-style-type: none"> <li>• The loss of such experienced governors was substantial</li> <li>• New governors would need to be mentored and detailed handovers given</li> <li>• The majority of existing governors (going around the table 6/8) had been recruited as a result of personal approaches rather than general school communications/recruitment advert</li> <li>• Existing governors have a broad range of contacts they can approach and there are a number of community opportunities to seek new recruits e.g. Scarecrow Trail, Community Hub (Emery Gate), etc</li> </ul> <p><b>ACTIONS:</b> (i) All to consider informal approaches to contacts who would potentially have capacity and enthusiasm for governance and (ii) Clerk to send template advertisements to ES and KW for consideration.</p> <p><b>Governor Monitoring – visits and expectations</b> <a href="#">Governor Visits</a></p> <p><b>Calendar of Meetings (Board and Committees)</b><br/> <a href="#">FGB MEETINGS 2023 24</a><br/> <a href="#">TLD Meetings 2023 24</a><br/> <a href="#">F &amp; R MEETINGS Sept 2023 - July 2024</a></p> | All Clerk |
| 11. | <p><b>Governor Training – schedule of LA courses on Teams</b> <a href="#">Training Materials 2023 - 24</a></p> <p>All noted.</p>  |           |
| 12. | <p><b>Standing Items by Exception:</b><br/> <b>(a) Marketing Activities</b><br/> <b>Website Update</b><br/> No substantive update at present, staff are updating as required.<br/> <b>Kington Langley Parish Council</b><br/> ES reported that:</p> <ul style="list-style-type: none"> <li>• Trial of new annual parish council meeting format with representatives having ‘stands’ worked well (better community engagement) – larger presence for the school next time would be beneficial<sup>6</sup></li> <li>• ES wrote a letter of support for the 20 mile an hour speed limit on behalf of the governing body and is being asked to become more involved – the board reiterated that writing the letter fulfilled the original request and governors and the school did not wish to be involved in leading any campaign <b>ACTION:</b> ES to reply to confirm the letter of support for 20 mile an hour speed limit represented the full extent of the school’s and governing board’s involvement</li> </ul> <p><b>Kington Langley Magazine</b><br/> It was noted that the school will produce the next article.</p>   |           |

<sup>6</sup> [Gathering-for-Apr-Magazine.jpg \(646x762\) \(kingtonlangley.org\)](#)

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|                               | <p><b>(b) Health and Safety</b><br/> HS reported that:</p> <ul style="list-style-type: none"> <li>• he had conducted a H&amp;S walkaround at SSQ on Monday and his report had been circulated by way of upload.</li> <li>• Proactive and hands on approach of the caretaker to repairs and maintenance is noted with thanks (and is proving cost-effective)</li> <li>• Paperwork to record regular checks, etc is being further developed</li> </ul> <p>HS kindly volunteered to also conduct a H&amp;S walk at LF.<br/> <b><u>ACTION: HS to conduct H&amp;S walk at LF on Monday and report back.</u></b></p> <p><b>(c) Equalities and Accessibility</b><br/> No substantive update to report.</p> <p><b>(d) Projects Update</b><br/> KH reported that the team (small group of governors and KW) had met with architects to discuss costs and timescales for three phases of proposed project plan (picking up on the extensive work already conducted by HS):</p> <ul style="list-style-type: none"> <li>• Phase 1: front of school</li> <li>• Phase 2: classrooms extension to the side</li> <li>• Phase 3: Old area</li> </ul> <p>These initial discussions focused on Phase 1 (front of school):</p> <ul style="list-style-type: none"> <li>• Intervention space with lobby</li> <li>• Staffroom/office space</li> </ul> <p>This included looking at modular designs at c.£3K per square meter and overall costings (including VAT) for Phase 1 alone are c.£420K.</p> <p>Having established what the school needs, workable solutions and realistic costings, F&amp;R propose that the project is suspended until September (particularly as the school staff simply don't have capacity to engage in discussions at present). The board noted and concurred with F&amp;R's proposal – noting that revisions to the entrance (from a safeguarding viewpoint) should be prioritised and observed that the Local Authority condition surveys were due soon – which may provide an opportunity to discuss potential funding streams.</p> | <p>ES</p> <p>HS</p> |
| <b>SPECIFIC FOCUS ITEM(S)</b> |  |                     |
| <p>13.</p>                    | <p><b>Strategic Plan</b><br/> The board noted, in addition to the matters suggested at the last FGB, the strategy session would include LF project, mapping of local area/context for collaborative working opportunities and contracts.<br/> <b><u>ACTIONS: ES to (i) confirm date of strategy session on basis of completed planner and (ii) prepare agenda/list of topics for discussion.</u></b></p>   | <p>ES</p>           |
| <p>14.</p>                    | <p><b>How have we added value to/contributed to the vision of the federated schools for the benefit of the children at Langley Fitzurse and Stanton St Quintin?</b></p> <ul style="list-style-type: none"> <li>• <b>Governor visit reports – monitoring visits conducted and reports shared</b></li> <li>• <b>Ofsted preparation conducted</b></li> <li>• <b>Acknowledgement of and support for:</b></li> </ul>  |                     |

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|     | <ul style="list-style-type: none"> <li>○ EYFS improvements</li> <li>○ Staffing needs</li> <li>○ Proactive approach to buildings repairs and maintenance</li> </ul> <ul style="list-style-type: none"> <li>● Oversight of fiscal position and approval of budgets for both schools</li> </ul> |          |
| 15. | <p>Date of next meeting (6.00pm start): 11<sup>th</sup> July 2024 at SSQ</p> <p>Next year's proposed meeting dates [TBC]</p>   | All note |

The meeting closed at 8.18pm.

Signed:.....  .....(Chair)      Date:.....11.07.24..