

GOVERNING BODY

Minutes of the meeting of the Governing Body (GB) held on Tuesday 05th February 2019 at Risedale Sports and Community College, 5pm

Present:

Governors: Stewart Gardiner (Chair), John Glahome, Jane Hailwood, Joe Jordan, Colin Scott, Padre Chris Withers

Others: James Yates (Vice Principal), Gill Morrissey (Director of Facilities), Sally Zaranko (Assistant Principal) and Stephanie Blood (Clerk to the Governing Body)

No.	Item	Lead
PART 'A' – PROCEDURAL		
1.	<p><u>Welcome and Apologies</u></p> <p>The following apologies were received and consented to:</p> <ul style="list-style-type: none"> — Beki Bulmer — Carl Les — Terry McCann — Sarah Sinnott — Lara Vinsen <p>The quorum for a meeting of the governing body was noted to be not less than 50% of the number of governors in post at the time of the meeting and accordingly the meeting was able to proceed.</p> <p>The Vice Chairman, Mr Gardiner chaired the meeting in the absence of the Chair.</p>	
2.	<p><u>Declaration of Interests</u></p> <p>The Chairman reminded governors of the need to declare interests, pecuniary or non-pecuniary. No interests were declared.</p>	
3.	<p><u>Declaration of Business Interests</u></p> <p>The Chairman reminded governors of the need to declare any business interests. No business interests were declared.</p>	
4.	<p><u>Register of Hospitality</u></p> <p>No gifts or hospitality have been received.</p>	
5.	<p><u>Urgent Business</u></p> <p>There were no items proposed for discussion under urgent business.</p>	
6.	<p><u>Statutory Committees</u></p> <p>Governors noted the notes presented from the School Improvement Committees held on 18th December 2018 and 22nd January 2019.</p> <p>The main point highlighted was the School Improvement Committee discussed its effectiveness and the requirement for the Full Governing Body to monitor the</p>	

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	<p>impact of this committee and undertook to write a report and bring it to the April meeting of the Full Governing Body for discussion.</p> <p>Q: It would interesting to understand the impact the School Improvement Committee and the Governing Body has had on staff.</p> <p>A: The Chair has requested the next meeting of the School Improvement Committee consider questions to input into the staff, student and parent surveys. This will be fed back to the Governing Body for discussion.</p> <p>Governors welcomed the opportunity to input into the surveys which demonstrates both the interest in the school and understanding of the school by governors.</p> <p>A discussion followed on the anticipated Ofsted visit and the focus of the current and new Ofsted frameworks.</p> <p><u>Resolved:</u> a) Vision and 3 Year Plan to be revisited in July and presented to the July Full Governing Body meeting.</p>	<p style="text-align: center;">SZA</p> <p style="text-align: center;">Principal</p>
7.	<p><u>Minutes and Actions from Previous Governing Body Meeting</u></p> <p><u>Resolved:</u> a) That the minutes of the meeting of the Governing Body held on 11th December 2018 be confirmed and signed by the Chair as a correct record.</p> <p>Q: Is there any concerns that the mandatory training is falling behind? A: Staff and Governors receive timely reminders to complete the training. Overall, there are a small few who have yet to complete all the training and this is being monitored and reminders sent out.</p> <p>Mr Gardiner advised he had spoken to the organiser of the Warrior programme, presently the course is fully subscribed however, the organiser is keen for a member of Risedale staff to attend the programme and they will inform Mr Gardiner once a slot becomes available.</p> <p>Q: Would the course provide ideas for staff working with students? A: Yes, it would provide techniques such as resilience training.</p> <p><u>Resolved:</u> b) A meeting to be arranged with Mr Gardiner, Mrs Zaranko, Mrs Hailwood and the Community Welfare Officer to explore possible resilience training initiatives for students.</p>	<p style="text-align: center;">SBI</p> <p style="text-align: center;">SGa/SZa/ JHI</p>
8.	<p><u>Date of Next Meeting and Future Meeting Dates</u> Tuesday 02nd April 2019 @ 5pm (Focus – Teaching, Learning and Assessment) Tuesday 14th May 2019 @ 5pm (Focus – Budget) Tuesday 02nd July 2019 @ 5pm (Focus – Personal Development, Behaviour and Welfare)</p>	
PART 'B' – SCHOOL IMPROVEMENT		
9.	<u>Principal's Review</u>	

No.	Item	Lead
	<p>Key points from the Review:</p> <p>The Principal advised of a typo on page 2 where it states 430 pupils on roll, this should read 530 pupils. It is likely that there will be 540/550 pupil on roll in September 2019.</p> <p>The Principal presented the current Ofsted framework and evidence of 'good' held against each criteria. The Principal informed Governors that this document should be used by Governors as a good reference source.</p> <p>Governors were referred to page 7 of the document, key criteria split into 3 categories Intent, Implementation and Impact, the first headline being the 'Intent' for Governors to create an inclusive school, the 'Implementation' on the steps taken to be an inclusive school and the 'Impact' of this.</p> <p>Middle Leaders have grown from strength to strength since the start of this academic year, with the Faculty Leads now working collegiately, sharing good practice and targeting underperformance where it exists. Senior Leaders have a shared sense of purpose and direction and provide full support to the Faculty Leads.</p> <p>In terms of structure, a second Vice Principal has been appointed who will bring to the school a different set of skills to enrich further the school's inclusive nature and enhance behaviour across the board as well as providing bespoke curricular for a few students who find mainstream education difficult.</p> <p>Governors expressed their thanks to Middle Leaders for their full co-operation and helpfulness when working with the School Improvement Committee, and expressed their thanks and appreciation to all staff for their management of behaviour across the school particularly in their efforts in keeping students in lessons.</p> <p>The Principal expressed his thanks to the School Improvement Committee and Governing Body for the work of Governors in challenging the school and advised that the Accountability sheets are due an update in March, following which there will be a second round of Accountability meetings with Link Governors.</p> <p>Q: Concerns were expressed about the timings of the Accountability meetings and whether the timing of these allowed for Governors to have an impact on areas that required improvement? A: Governors were invited to make appointments to come into the school to obtain evidence and provide challenge on any areas of concern. Governors to also challenge Senior Leaders further on the impact of leadership and question and seek evidence on issues such as improved attendance and behaviour, zero exclusions and increase in EBacc.</p> <p>Governors thanked the Principal for the 'Intent', 'Implementation' and 'Impact' information which they found helpful.</p> <p>Q: Are staff Performance Management targets SMART? A: Targets are SMARTer. Target 1) Outcomes target, backed up with work scrutiny and lesson observations.</p>	

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	<p>Target 2) Disciplined Enquiry – work is being undertaken to address the concerns by some staff who would prefer going on a course rather than simply completing a disciplined enquiry which encourages teachers to think deeply about how they are going to improve their practice.</p> <p>Target 3) Teachers buying into the school ethos – evidence includes teachers being in class on time, going on duty, selling the school in the community, managing behaviour, running extra-curricular activities, engaging with parents. A few staff still find it difficult to evidence how they are supporting the school.</p> <p>Regarding the school structure, despite being in deficit the school has avoided redundancies by reducing staffing through natural wastage. A Senior Teacher level has been created within the Senior Leadership Team and the Senior Leadership Team is being developed further by utilising capacity at Assistant Principal level and creating a second Vice Principal post which will enhance leadership at the top level.</p> <p>As regards to the School Improvement Committee the Principal requested the notes from the meeting be sharper, more precise and more specific where the needs are so those areas can be addressed by leaders, this will also provide staff with a clear focus.</p> <p>Governors responded that it was their duty to be independent and fair and would only note what they evidence, however the request was understood and governors undertook to feed this into future meetings. The Principal reiterated that honesty and integrity were absolutely key and governors should be challenging the evidence provided. It is also essential that specific issues should be noted in governors' visits as opposed to generalities so that key action can be taken.</p> <p><u>Resolved:</u></p> <p>a) Mr Yates to arrange a meeting with Mr Glahome before half term to discuss data.</p> <p>b) School Improvement Committee notes to be sharper, more precise and more specific where the needs are so those areas can be addressed by leaders and provide staff with a clear focus.</p> <p>c) Governors to each attend a scheduled visit once a month, visits to affirm the message being told by staff.</p> <p>Mrs Zaranko presented the SEND, Disadvantaged, More Able and Pupil Premium ½ Year Review.</p> <p>A trial is underway with a number of dyslexic students using cream paper overlays, as opposed to coloured, to see if the cream colour has similar positive properties to the range of colours. If this is successful the cream coloured paper will be adopted for all dyslexic students which will ease the GCSE paper replication in exams. There is cost implications due to the cream paper being slightly more expensive than the standard white paper however, if both students and staff find it beneficial to use then consideration will be given to introducing the cream paper across the school in place of white paper.</p>	<p>Lead</p> <p>JYa/JGI</p> <p>SIC</p> <p>ALL</p>

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	<p>Attendance in school for disadvantaged is improving, as is exclusions where there has been zero exclusions this academic year.</p> <p>The school is looking to develop a number staff members as ‘Wellbeing Champions’ to champion the emotional wellbeing and positive mental health within the school, starting with students struggling with emotional issues. It is hoped in the longer term, champions could be accessed by staff who need support.</p> <p>Mr Gardiner informed of a meeting held with Year Team Managers where it was evidenced that SEN and LAC attendance had improved by 3% which has helped with the school’s overall attendance figures. The Year Team Managers and the Parent Support Advisor have done a lot of work in this area in engaging with parents, including hard to engage families, to get students back into school and it is thanks to their efforts that there is a significant improvement in attendance figures.</p> <p>Mrs Zaranko added, that thanks to Mr Gardiner’s suggestion at the previous Governing Body meeting, attendance is now being mapped from Year 6 which really does highlight the improvements the school has made to a number of individual students’ attendance. Specific data needs to be provided that evidences each student’s improvement in attendance since their Year 6.</p> <p>Lt Col Jordan advised on a recent meeting held with the Local Authority regarding the mobility of service children in light of the recent SEND provision proposals for the region. Assurances have been made by the Local Authority to Mr Les and Lt Col Jordan that Catterick Garrison is now in the strategic plan. A further meeting is being scheduled with the Garrison Commander and the Local Authority to demonstrate the Local Authority plans for the Garrison.</p> <p>Mr Yates presented the Annual Curriculum and Core Subject Review. The curriculum has been broadened considerably, given the national picture of a narrowing of curriculum. The impact of this is an increase in attendance and an improvement in students’ behaviour across school due to them being more motivated by having a greater choice of subjects and a variety of lessons. This has been introduced without decreasing the core subjects.</p> <p>Challenge for all students has now been introduced and is now embedded and teaching to the top initiated with scaffolding in place. This serves to support the few higher ability children who were previously not making the progress they should, whilst ensuring other abilities are also able to learn appropriately.</p> <p>There is an issue with Key Stage scores from a local primary school which has affected 19 students where scores have been annulled. Conversations are being held with the Department for Education on how those students are going to be recorded going forward.</p> <p>Q: Can you use scores from the early years to determine the levels those students should be at. A: Students are judged by their Key Stage 2 data. The school will always push students to get the best from them but there is a risk the school will be judged unfairly if progress is judged less strong. Despite this, screening of all students takes place in school and this has identified students who require interventions.</p>	<p>Lead</p> <p>SZa</p>

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	<p>Other key focus areas include:</p> <ul style="list-style-type: none"> — Metacognition - how pupils think. It is not healthy to spoon-feed student's knowledge when they need an awareness of their own thought process. — Vocabulary – improving vocabulary across the school which in turn will help students' understanding of questions within exam papers. <p>There is a real improved middle leadership cadre who, as a team, are driving changes. Staff are now continually refining their planning of the curriculum based on ongoing assessments, quality assured by middle leaders and Mr Yates as lead for curriculum. From this, planning and challenge is becoming more fit for purpose for all students. Where issues have been identified in terms of longer term planning, strategies are in place to address and implement these changes, with support in place where required.</p> <p>Q: Is monitoring of supply staff being undertaken? A: Yes, and there is no doubt the school has done its best to get the best long-term specialist supply staff.</p> <p>In terms of changes, Drama has been reintroduced across all Year groups and is also now an option at GCSE. PE has been broadened to improve student resilience and the new staff have brought an energy to the school.</p> <p>Q: There is a surplus of staff in PE, is this capacity being used in other areas across the school? A: It allows us to teach smaller groups also capacity is used broadly to support students.</p> <p>Mr Yates highlighted that the report stated dance has been fully incorporated into PE however, this is misinformation as the plans for dance have not yet been fully integrated as yet. Dance is now being taught to female students with males soon to follow.</p> <p>Core PSHE has been established, Media Studies introduced, PE broadened to include GCSE PE which count towards open subjects.</p> <p>Q: With the introduction of open subjects are we at danger of not reaching EBacc targets? A: No. Open has been the issue and by providing a more open curriculum feeds better motivation and performance. EBacc has increased to 58% which includes Humanities, French and German. Open is now on a parity with other subjects.</p> <p>There is a greater focus on the development of computer science and programming. The Head of RE attended a recent conference on how to develop ICT across the curriculum which would hopefully be introduced in school over the next year.</p> <p>Q: How easy is it to implement new technologies and enrich the pool of learning resources across the school? A: There is the potential for 'champions' to drive forward the effective use of ICT.</p>	

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	<p>Ms Morrissey presented the Health and Safety Report. A new Health and Safety advisor has been appointed for the school and Ms Morrissey referred to the inspection report undertaken by the new advisor, the checklist provided and subsequent proposals for developing paperwork. Overall the advisor was pleased with what they saw.</p> <p>Work is ongoing with the pavilion. The school has been allocated additional funds as the Local Authority have recognised the work required for electric connections. There has been no confirmation at this point on how the funds will come through to the school. Once the application has been submitted and planning is in place the school will look at the feasibility and costing of works based on the funds available.</p> <p>Q: Were 3 tenders obtained for the works? A: We will go out to tender once the application is in. It is hoped that the pavilion will be in situ by September 2019.</p> <p>Q: Do you anticipate any problems with planning permission? A: No. We have to go through planning as permission is required for the concrete base which is not quite like for like to the previous construction. An application will be put through the Local Authority and not through Richmondshire District Council. We will also be looking at additional fencing and how the Jaffa can be developed by giving something back to community.</p> <p>Lt Col Jordan expressed his concern with planning permission and the factors that may prevent permission being agreed, such as the construction being porta cabins and how these will fit in to the landscape visually. Ms Morrissey stated that it was hopeful that where the pavilion will be situated will go in the school's favour as it should be hidden and out of view from the main road and or local dwellings.</p> <p>Regarding the new boilers, a few tweaks will be done this week in the boiler room to reduce the noise levels the new system is emitting in the drama room.</p> <p>The Clerk provided Governors with an update on Freedom of Information, Data Protection and Complaints.</p> <p>There has been no complaints or data protection requests received this academic year. Regarding Freedom of Information requests, one request was received regarding informal exclusion information and isolation booths and this request was responded to and details provided within the designated timeframes. The second request was received recently, which is similar to a request received in the previous academic year regarding details of electricity and gas supplier and charges. This remains a live request currently within the timeframe.</p> <p>Q: Are the requests school specific? A: One of them is deemed school specific.</p>	
10.	<p><u>External Reports</u></p> <p><u>Inspection Data Summary Report (IDSR)</u> Mr Yates presented the IDSR which is a report on historic data.</p>	

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	<p>Mr Yates referred to the section 'Areas to Investigate'. Last year there were 14 High Achieving Pupils (HAPs) of which 3 were challenging students. In terms of comparison, the current Year 11 are a whole grade up compared to last year's Year 11 at this point. Current HAPs are to make expected progress but this will be confirmed once the exam results are out. HAPs, Middle Achieving Pupils (MAPs) and Lower Achieving Pupils (LAPs) are showing consistent patterns in the narrowing of progress measures of different prior attainment.</p> <p>Q: Were any subjects weighted more than others? A: No. It was general. We can argue now that the school is building a sustainable future for its students. Last year 20% of the cohort came after the start of year. This year there has been more stability.</p> <p>The Progress 8 open element was in the bottom quintile (20%) for the last two years. By developing the open aspect over 5 years then pupils will leave the school with better life skills and results.</p> <p>EBacc entry last year was 24%, this year it is 58%.</p> <p>Q: It is the Government's ambition that 75% of students should begin studying the full set of EBacc subjects by 2022 and 90% by 2025. How are pupils chosen for this course? A: In school we are not forcing students to choose EBacc, students are naturally choosing the subjects.</p> <p>Attainment was low and is a result of lower prior attainment from Key Stage 2 however, the school is now naturally seeing high attainment for the current Year11 due to the increase in challenge.</p> <p>The report evidences the school's inclusive nature and although the graphs show a lack of trend, partly due to the impact 3 challenging students had on figures, it cements further the school's inclusive nature to keep students in school so they can leave with some qualifications which is the right thing to do but will always impact on progress.</p> <p>Q: What does adjusted pupils mean? A: The Department for Education (DfE) introduced a limit on how negative a pupil's progress score can be before it is discounted from the school's overall score. The limit applies to the school average for Progress 8. When a pupil's score is more negative than a set minimum value, an adjusted score replaces the pupil's original progress score. This is done solely for the purpose of calculating a school's overall progress average and does not affect pupils' attainment scores.</p> <p>Maths was more consistent in terms of progress however, HAPs were low. This year entries have doubled for the higher tier maths exam.</p> <p>Q: Is it a risk to enter pupils in the higher tier maths if it is likely that they will not achieve the higher mark? A: This is debatable.</p>	

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	<p>Open last year was low but this year, following the pre-public examinations, the P8 figures are showing greater consistency and there is a rise across all the year groups.</p> <p>Evidence suggests throughout the current year groups, where there were identified progress gaps, data shows there has been improvements. If governors go into classrooms they will see an increase in challenge on students and an increase in support given to staff to improve teaching and learning.</p> <p>Mr Yates presented Governors with a Progress Data Pack which shows the current picture in terms of progress across the year groups and explained how gaps are reducing.</p> <p>Q: In terms of the December pre-public examinations, have these been moderated? A: Each area will be moderated.</p> <p>Q: Does the data show that marking has been generous? A: It is about being consistent, if marking is consistent tracking will identify the inconsistencies.</p> <p>Q: What would an Ofsted Inspector look at? A: Such things as data, trends, books, challenge in classrooms, speaking to students.</p> <p><u>Resolved:</u> a) The next School Improvement Committee to review the Progress Data Pack and provide further challenge.</p>	<p>SIC</p>
11.	<p><u>Policies</u></p> <p>Governors considered two policies:</p> <ul style="list-style-type: none"> — Website and Cookie Privacy Notice – this covers how the school website uses Google analytics and cookies as well as informing website users of copyright responsibilities. — Attendance Policy (Students) – updated to clarify the procedure, in particular regarding absence and attending appointments. <p>Governors agreed to adopt the Website and Cookie Privacy Notice and approved the update to the Attendance Policy (Students).</p> <p><u>Resolved:</u> a) Policies to be published on the website and staff to be made aware of the policies.</p>	<p>Clerk</p>
12.	<p>Feedback from Governor Visits</p> <ul style="list-style-type: none"> — J.Glahome – 04th December 2018 — J.Glahome – 11th December 2018 <p>Mr Glahome provided an overview of his visits where he commented on how helpful staff were during the visit. Mr Glahome queried whether enough had been written in the form. Mrs Hailwood advised that it would be helpful to staff if governors could</p>	

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	<p>be more specific about areas for concern or areas that were deemed to be strong, as this would be provide staff with a clear focus.</p> <p>Resolved:</p> <p>a) As a matter of routine, governor visit feedback forms to be shared with those staff involved in the visit and School Improvement Committee notes to be shared with SLT and Middle Leaders, unless a member of staff not on SLT or Middle Leadership is noted, then the notes to also be sent on to that staff member.</p>	Clerk
13.	<p><u>Governing Body Skills Audit and Training Update</u></p> <p>The Clerk presented the findings from the Governing Body Skills Audit. 7 out of 10 governors completed the audit. The Governing Body as a whole have sufficient skills, knowledge and experience to cover each skill. Those areas where a number of governors deemed themselves to be competent in a skill, governors were asked whether they would benefit from group training sessions to improve their skills further in these fields. From the recommendations, Governors agreed that a training session on HR policy and procedures would be beneficial.</p> <p>Governors were presented with a list of training courses specific to each individual and were asked to consider whether they would benefit from the training course, or any other course not identified. Governors undertook to consider training and inform the Clerk who will make the necessary booking arrangements.</p> <p>Governors were reminded to complete the mandatory training.</p> <p>Resolved:</p> <p>a) Clerk to arrange a HR policies and processes course for the Governing Body.</p> <p>b) Governors to consider attending those training courses identified, or any other course beneficial to the role, and inform the Clerk to make the necessary arrangements.</p> <p>c) Governors yet to complete the mandatory training to complete this at their earliest opportunity, Clerk to email reminders.</p>	<p>Clerk</p> <p>All</p> <p>All/Clerk</p>
PART 'C' – RESOURCES		
14.	<p><u>Benchmarking Data 2017/18</u></p> <p>The Bursar presented the report to Governors. Since the introduction of academies, the number of schools available to compare to Risedale have greatly reduced as such, benchmarking is becoming less useful with only two other schools fitting the criteria. The Bursar went through the salient points as detailed in the report.</p> <p>Q: As regards size against capacity, Risedale is deemed as a large school but not reaching capacity, do we know how big the other schools are and their capacity to determine if this data would affect figures?</p> <p>A: This is not known.</p> <p>Supply costs are high due to long term sickness. Next year the school will consider joining the staff absence scheme which offers a range of absence cover options for teaching and non-teaching staff to schools.</p>	

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	<p>The grounds maintenance and cleaning contracts are held with County and are costly. A meeting has been held with the senior contract managers and it is hopeful that costs will come down. The school is also exploring whether the grounds maintenance contract could be bought in-house.</p> <p>Governors expressed concerns around the risks of bringing contracts in house due to issues such as managing such contracts and backfilling specialist roles during periods of absence.</p> <p>The Bursar advised, of the three schools, Risedale is the only school forecasting an in year surplus.</p> <p>A discussion followed on the funds per pupil and, due to the mobility in school, the risk this would have financially if the school fell in pupil numbers.</p>	
15.	<p><u>School's Financial Value Standard</u></p> <p>The Bursar presented the School's Financial Value Standard (SFVS), a self-assessment designed for schools to help them in managing their finances and to give assurance to the Local Authority that they have secure financial management in place. The document was completed with Mrs Bulmer and Mr Glahome.</p> <p>The bursar completed an internal control checklist to identify any areas that may need addressing.</p> <p>It was highlighted that the asset register required an update. Governors highlighted issues that may arise if asset registers are not maintained regularly such as insurance not paying out should something happen as the register will be deemed out of date and ineffective. The Principal agreed that this was a point well-made and that audits should be carried out regularly to be effective. Ms Morrissey advised that plans are in place to update the register during the summer break, a list of assets will be provided to each teacher for them to check the list against the equipment within their classrooms.</p> <p>A discussion followed on the asset register which is held online for all equipment worth £100 or more, or items of a portable and attractive nature with a lower value.</p> <p>Q: What is the minimum value we record and what type of equipment would this be? A: The records hold items under £100 if they are of a portable and attractive nature such as cameras, anything over £100 would include ICT hardware.</p> <p>Main point to note, catering is now in-house so there is a need to check how income is collected and reconciled.</p> <p><u>Resolved:</u></p> <p>a) The Bursar, Ms Morrissey and Mr Glahome to meet to review how income for catering is collected and reconciled.</p> <p>b) Ms Morrissey, the Bursar and IT Technicians to update the asset register during the summer break and provide teaching staff with asset checklists specific to each classroom.</p>	<p>HSi/GMo/ JGI GMo</p>

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	c) Governors approved the SFVS for submitting to Local Authority.	HSi
16.	<p><u>Budget Monitoring</u></p> <p>The Bursar presented the Budget Monitoring report. The deficit reported in the November report has since increased mainly due to supply costs to cover long term sickness absence however, the school is still on track to meet the deficit. The school seeks to cover absence where it can through timetable alterations and staff cover.</p> <p>As part of deficit requirements, regular reviews of the budget need to be undertaken and reported to the Local Authority, as such monthly budget monitoring reports are sent to the Local Authority.</p> <p>Q: If the school slips beyond the deficit what then happens? A: That would depend on how much the slippage is. The Local Authority could request details on how the school will address the budget in the next financial year or if the slippage is excessive, they could take financial powers off the governing body and manage the budget. The Local Authority are kept up to date of the budget position through the monthly reports.</p> <p>Q: Are there any contingency plans in place? A: Spends have been stopped on certain curriculum areas and the school is hoping to make savings on gas following the fitting of the new boilers.</p> <p>Q: What does the training budget look like? A: This is within budget. The school tries its best to stay in budget where it can, supply, however, is out of the school's control.</p> <p>Q: What are the future arrangements with the current contractors? A: We have given notice to end the current cleaning and maintenance contract in April 2020 due to their high costs.</p> <p>The Bursar concluded by advising that the January report will follow which can be compared to this December report.</p> <p>Governors gave thanks to the Bursar for her work on the budgets and her input. The Principal expressed his personal thanks to the Bursar for keeping the finances on track and for her continued support to the school.</p>	
PART 'D' – OTHER BUSINESS		
17.	<p><u>To deal with any matters of urgent business identified under Item No. 5.</u></p> <p>There were no matters to report.</p>	
18.	<p><u>Confidential Items</u></p> <p>There were no confidential items to discuss.</p>	
19.	<p><u>Any other business</u></p> <p>There was no other business to report.</p>	

Membership of the Governing Body

Beki Bulmer (Chair), Stewart Gardiner (Vice Chair), John Glahome, Jane Hailwood, Joe Jordan, Carl Les, Terry McCann, Colin Scott, Sarah Sinnott, Lara Vinsen, Padre Chris Withers.

Other staff – Members of the Senior Leadership Team

Sarah Cox (Associate Assistant Principal), Sarah Matthewman (Assistant Principal), Gill Morrissey (Director of Facilities), James Yates (Vice Principal), Sally Zaranko (Assistant Principal and SENCo)