



**Minutes of the meeting of the FGB
held on the 31st January 2023
at Fishergate School at 18:00**

Present: Ms Jackie Hudson (Chair); Ms Tina Clarke (Headteacher); Mrs Andrea Walton; Dr Alisun Pawley; Mrs Tamsin Tinker; Mrs F Moxon; Mr David Allen [until 7:18pm]; Mr Graham Whitmore (Vice-Chair); Mr Bill Twist;

In Attendance: Ms D Rees (Deputy Headteacher)
Mrs Lisa Solanki (SENDCo) [until 6:52pm]
Mrs Georgina Holman (Clerk, City of York Council)

		Action
1.	<p>WELCOME, APOLOGIES FOR ABSENCE AND DECLARATIONS OF INTEREST</p> <p>The Chair welcomed everyone to the meeting and explained that it would relocate to a warmer location following Lisa Solanki’s presentation which required the classroom white board.</p> <p>Charlotte Johnson was absent.</p> <p>There were no declarations of interest in respect to this meeting</p>	
2.	<p>SUBJECT LEADER REPORT</p> <p>*SEND Report by Lisa Solanki</p> <p>Lisa informed governors that she had been in post as SENDCo at Fishergate school since 2016. She advised that her presentation aimed to give an insight into the current picture of SEND at Fishergate school and, in particular, what made Fishergate unique compared to other schools in relation to the practices in place.</p> <p>Lisa said that there were currently 24 children on the SEND register which was 7.9% of the school population. This was below the national average of approx. 10% of pupils classed as SEN children. Lisa stated that the lower rate at Fishergate could be</p>	

<p>directly linked to the excellent Quality First teaching across the school. She explained that all children benefitted from this provision which reduced the need to define or categorise many low-level additional needs. She added that it was a school assessment process which identified special needs.</p> <p>Lisa gave a breakdown of the different categories of need amongst those children currently on the school SEND register. These included communication and interaction needs including Autism Spectrum Disorder; Social, Emotional and Mental Health (SEMH) needs; sensory and/or physical needs; cognition and learning; and speech and language needs, the latter being the primary need amongst SEND children at the school.</p> <p>Lisa explained that the school had eight children with Educational Health Care Plans, which was considered to be the highest band of need and entitled those children to additional funding. There were another eight children with My Support Plans. These plans supported children with additional needs who might access speech therapy or educational psychologist support for example, or who might need statutory support at a later date. Of the 24 SEND children, 17 were boys and 7 were girls.</p> <p>Lisa advised that children's needs were identified at different ages. Children identified in reception usually presented with more obvious needs such as complex physical needs or an existing autism diagnosis. It was more likely that needs were identified at a later age as children developed.</p> <p>Lisa informed governors that the government was in the process of reviewing the SEND code of practice with a focus on increasing the resilience of mainstream schools to better support children with SEND. She asserted that Fishergate was an incredibly resilient school which already accessed a wide range of external support services such as MASH, Occupational or Physical therapists, CAMHS, Bereavement Service, Short Breaks, Home Tuition to name a few, in order to best support their pupils.</p> <p>Lisa explained that the statutory process of accessing SEND support now required a lengthy referral form to be submitted to a multi-agency team, called the Learning Hub, who met each half term to decide whether applications met the threshold and, if so, what support to allocate. Lisa acknowledged that having referrals assessed by a panel was a more consistent approach, however, the process took much longer and meant that smaller support issues, that might have been quickly addressed, could escalate to become more problematic because of the time taken to access support.</p> <p>Lisa informed governors that the school had made referrals into the Learning Hub but the waiting list for some support services was incredibly long, for example, 18months for speech and language support.</p> <p>Returning to the support available within Fishergate, Lisa explained that she worked alongside three Emotional Literacy Support Assistants (ELSAs) who met each half term to look at internal referrals from class teachers and identify what support</p>	
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could be offered. Lisa said that they worked in conjunction with the School Wellbeing Service who could broker support for example with CAMHS or social care teams. There was a further 15 hours of support available from an Education Psychologist.

Lisa went on to explain that good provision within a school was not just about academic interventions, and focussed on equity rather than equality, to give all children a fair chance. In practise at Fishergate, this meant promoting independence so that children were working towards becoming successful adults. This required the use of Adaptive Teaching, where resources were scaffolded to enable all children to access the same learning. Lisa pointed out that when outcomes were improved for SEND children then outcomes were improved for all children. At Fishergate, the focus was shifted so that the additional needs of children were used as a basis upon which to build lessons.

Lisa went on to give examples of some of the strategies that were used to support SEND children such as 'sensory breaks' to help children re-regulate through climbing, pushing or carrying a weight. Another feature was recognising and embracing the different ways in which children engage with a lesson for example, allowing them to use sensory feedback devices rather than trying to force everyone to look at the board. It was also important to provide meaningful learning which offered real life contexts and enabled knowledge to stick.

A key focus Lisa highlighted, was 'distributive leadership', which saw a shift in ideology from "all being teachers of SEND" to "all being leaders of SEND". This placed SEND responsibility on all staff across the school. There was a further holistic approach at Fishergate in the development of personalised life skills support for children. Lisa gave examples of teaching children to ride a bike, take a bus, prepare food, and travel to another city, in order to create meaningful experiences that supported independence.

Lastly, Lisa stressed the importance of the school's engagement with parents and families to support their needs and encourage their contributions. The school held coffee mornings for families of SEND children to meet and discuss challenges and also celebrate their children's milestones, which might not resemble those of other families. Lisa said that she produced a termly newsletter outlining relevant information locally and nationally with tips and hints from other families.

Lisa summarised that the school had a hugely important role in identifying how to best support children to reach their full potential, not just academically but in every possible way and that was what made Fishergate unique.

Referring to the 15 hours of Education Psychologist support, The Chair questioned what happened when the 15 hours ended and whether it could be extended. Lisa advised that the school had been fortunate to have built up a strong reputation for SEND support locally and, consequently, providers knew the school would have offered every other support available, so EP provision would continue if it was still

needed. She pointed out that there were five SEND children who lived out of the school catchment area which reflected the school's good reputation.

A governor questioned whether Quality First teaching prevented children having educational needs or whether it mitigated those needs to reduce the requirement for extra support. Lisa explained that ideally, identifying additional needs in children would result in additional resources for them but, in reality, this didn't happen. Instead, the school had to make adaptations and create resources and review the curriculum on a day-by-day basis for some children. Lisa said that the Local Authority would not offer support until other options had been explored. Thus, Quality First teaching was about good practice for the benefit of all children, enabling everyone to access the curriculum. This prevented those children whose support needs did not meet the threshold for support from failing in the education system until such time as their needs had significantly increased.

A governor asked whether the male to female ratio of SEND children was to be expected. Lisa advised that it was usual to see a greater proportion of SEND boys than girls, both locally and nationally. She said that one factor was the difficulty in diagnosing autism in girls who tended to present very differently. She suggested that this might change over time as ASD awareness increased. Another factor could be that girls tended to internalise a lot of Social, Emotional and Mental Health issues whereas boys would externalise these, but Lisa advised caution on generalising too much. She added that the Zones of Regulation throughout the school were an example of supporting all children with increasing their emotional literacy.

A governor commended Lisa on her enthusiasm and passion for her work. He went on to ask whether the school were disadvantaging themselves in not identifying a higher number of children as having SEND needs. Lisa pointed out that the identification of a child's needs did not necessarily entitle the child to a different level of support, nor did it result in more funding. The referral process was also very lengthy and administration heavy which did not benefit those children either. Lisa pointed out that the school kept a 'shadow register' of children who were monitored and who might move to the SEND register. However, currently there were only 24 children who required consistent and more specialised support at a higher level than could be offered in the classroom.

A governor acknowledged the point but questioned whether the school should be accurately recording the needs of its pupils nonetheless. Lisa replied that support was available for all children whether or not they were on the SEND register. She argued that there was no tangible benefit in the school recording higher numbers of SEND children because of the volume and complexity of documentation and processes. Lisa advised it was preferable to have 24 children accurately assessed as requiring higher level support, rather than a greater number of children requiring some degree of support, most of whom would have their needs met through the Quality First teaching approach. She reiterated that all children at Fishergate received excellent provision on a daily basis.

	<p>A Staff Governor pointed out that children with dyslexia were not on the SEND register because their needs did not meet the threshold. She added that there were many children who received extra support across the school but whose needs did not meet the threshold for the SEND register.</p> <p>Governors discussed SEND need thresholds and the changes to government and Local Authority policies which increased these, preventing greater numbers of children accessing additional external support or from having support funded. Lisa noted that even where funding was allocated, it was frequently insufficient for the resources required. Lisa reiterated that the Department for Education focus was on increasing resilience within schools which meant Quality First teaching. She commended the staff at Fishergate for their creativity and flexibility in supporting children who wouldn't otherwise be able to access mainstream teaching.</p> <p>Governors thanked Lisa for her presentation.</p> <p><i>The meeting paused at 6:52pm to relocate to a warmer location and Lisa Solanki left the meeting.</i></p>	
<p>8.</p>	<p><i>The meeting resumed at 7pm</i></p> <p>WORKING PARTY UPDATES – taken out of order</p> <p>8.1 Finance and Staffing Working Party Governor David Allen reminded governors of the discussion at the last FGB regarding the Local Authority's response to the school's forecast deficit budget. He advised that this would be revisited with the School Finance Manager, Debbie Waters, ahead of the next Start Budget.</p> <p>David informed governors that the government had since announced some funding towards teacher salaries that would go some way towards offsetting the increase. However, further efficiency savings would need to be explored.</p> <p>David advised that he and Debbie Waters had met to review the school finances. He stated that the school needed to be open to exploring any suggestions that might benefit its financial position in order to be able to show that they were doing everything possible. David summarised that the school was in a slightly better position than when the Board had last met, and forecasting continued to be cautious and prudent. However, there was no immediate solution and the next year's budget would begin in April.</p> <p>A governor pointed out that there were further independent pay review announcements scheduled which would be difficult to predict. David agreed and explained that the recent funding was only partly covering the increased costs from the previous pay increase. Ongoing union action could present further challenges.</p> <p><i>A governor asked whether the Board should develop a timeline, should there be a need to make difficult decisions.</i> David advised that they had not yet looked at</p>	

	<p>scenarios. He said that the Headteacher was due to meet with partner schools that week and budgetary issues was a key agenda item. He went on to say that it was important to collaborate with other schools to hear their experiences and look to act collectively. The Headteacher agreed to update David following the meeting</p> <p>Action - Headteacher to update David regarding the outcome of the Cluster Schools' Head's meeting.</p> <p>Referring to the part-time Early Years provision at the school, David noted that there was an opportunity to increase the hours available to children up to 30 hours which was thought to better meet parents need and would result in increased income for the school. The Headteacher agreed that changing the hours available within the provision was an option.</p> <p>Governors all agreed that the number of hours available for children using the Early Years provision be increased.</p> <p>SFVS Approval With reference to the Schools Financial Values Standard document, David advised that there were no fundamental changes to the previous year. There were no questions.</p> <p>Governors approved the SFVS ahead of submission to the LA.</p>	Head
3.	<p>MINUTES OF THE MEETING HELD ON 21st NOVEMBER 2022 <i>(previously distributed)</i></p> <p>Governor Francesca Moxon advised that she had only volunteered for SDP Priority 4 and not Priority 3. With this amendment, governors agreed that these were a true and accurate record of the meeting.</p> <p>Action – Clerk to amend minutes to reflect Link Governor Francesca Moxon's responsibility for Priority 4.</p>	Clerk
4.	<p>ACTION PLAN AND MATTERS ARISING NOT INCLUDED ON THE AGENDA</p> <ol style="list-style-type: none"> 1. Headteacher to investigate whether funding available for individual instruments for children to take home. More instruments were purchased enabling all children to take these home. Only 5 out of 90 were purchased by families. 2. Headteacher to communicate details of instrument lessons to parents. <i>The Headteacher advised that this would go in the next newsletter.</i> 3. Clerk to amend the minutes of the 3/10/22 FGB meeting. <i>Completed.</i> 4. Headteacher to draft a questionnaire/ survey for parents. <i>The Headteacher advised that Parent Link had been used for convenience, but a more individualised questionnaire would be drafted at a future date.</i> 5. Headteacher to share information about the Zones of Regulation with school families. <i>To go into the next newsletter.</i> 	Head Head

	<p>6. Alisun Pawley to set up KS1 mystery instrument club. Alisun advised she had submitted a proposal but had not yet had a response from relevant staff.</p> <p>7. Governors to complete online safeguarding course and send certificates to the clerk who will notify the school SENDCo. All had completed with the exception of Charlotte Johnson.</p> <p>8. The Headteacher to present safeguarding discussion for governors at the next FGB. Item 6 on the agenda.</p> <p>9. The Headteacher to ask the school SENDCo to review the SEN policy, make suggested amendments and then send to Alisun Pawley to proofread. Completed</p> <p>10. The Deputy Head to re-pitch the 100-book reading challenge. The Deputy Head advised two different, open-ended challenges had been launched.</p> <p>11. Headteacher to amend the Pupil Premium Strategy to reflect Priority 3. Completed</p> <p>12. Headteacher to produce an Equality Policy. Completed.</p> <p>David Allen left the meeting at 7:18pm</p>	
<p>5.</p>	<p>HEADTEACHER'S REPORT (previously distributed)</p> <p>The Headteacher began by informing governors that the school had received 30 new starters since the beginning of September, the majority of whom had English as an Additional Language (EAL) which brought many challenges. The Chair questioned whether it was possible to set a limit on the number of EAL children the school could support. The Headteacher advised that this was not an option.</p> <p>In terms of key issues, the Headteacher advised that there had been some very challenging behaviour from a small number of children which had resulted in some fixed term exclusions which would be evident on the safeguarding data report. She informed governors that the school had submitted a Learning Hub referral for one child but would not receive a response for several weeks because they only convened each half term.</p> <p>With reference to the NEU scheduled strike action, the Headteacher advised that the staff team had been very committed and had informed her of their intentions so that notice could be given to parents. Provision would be available for EHCP children nonetheless.</p> <p>*Reception Baseline Headlines *KS1 Data Headlines *KS2 Headlines – lowest 20% readers</p> <p>With reference to the Data headlines, the Headteacher observed that EYFS data was low, but advised that the children were making good progress, nonetheless. She noted that low levels of communication and language skills impacted the data but the Little Wandle Phonics scheme and WellComm screening assessment were both making a significant positive impact. The Headteacher added that the current Year 1 was also a low attaining cohort and advised that over 25% of this year group were</p>	

EAL children. The Headteacher further advised that the Year 4 maths required some focus because their progress was below expectation. She added that the maths teaching groups had been changed to try to improve this and would be reviewed.

The Headteacher informed governors that an external Safeguarding Audit had been carried out the previous week. This had involved a close examination of all practices and procedures and was helpful to have had this prior to any Ofsted inspection. A few actions had been identified but these were largely minor improvements to existing practises. One of the items was the way in which safeguarding was reported to governors. The Headteachers advised that she would publish the safeguarding data on a half termly basis going forward.

Referring to the data, the Headteacher highlighted the number of fixed term exclusions which was unusually high for the school. All but one had involved Year 1 children. There had been one for a child in EYFS who was no longer at the school. The Headteacher stressed that exclusions were not given lightly but there had been continued vandalism to property, two incidents where the fire alarm had been set off, an incident of racially abusive language, and physical violence towards a TA. She advised that this was high level challenging behaviour involving very young children so the decision to exclude was very significant. She reassured governors that the school were making progress, albeit slow, with those children, nonetheless.

Regarding attendance, the Headteacher advised that there was a slight improvement to 94% but there were still some persistent absentees. Alternative timetables had been offered to two children, one of whom had a medical condition, and the other was awaiting an alternative provision placement at Kestral Class and House. There had been no children leave the school to be home educated.

In relation to children with Family Early Help Assessments, the Headteacher explained that this was usually organised by the school, drawing on external agencies for support. Overall, she observed there was a high level of need in the school.

Governors asked whether each of the exclusions and needs referred to different children. The Headteacher advised that the exclusions sometimes involved the same children, some of whom had additional vulnerabilities such as being classed as a Child in Need.

The Headteacher went on to say that the school kept a log of bullying and racist incidents, of which there had been four during that academic year. These were all recorded on the Child Protection Online Management System (CPOMS) which teaching staff updated to log everything relating to any individual child or children involved. She added that CPOMS was very good at identifying patterns.

A governor questions how bullying was defined as opposed to a falling out between children. The Headteacher explained that bullying was sustained or targeted or might involve a group of children targeting one child. She clarified that one incident of unkindness was not bullying.

A governor asked whether bullying incidents were all reported individually or as part of one case. The Headteacher advised they would be reported individually and linked to the same child/ren. She said that staff were having to intervene following incidents that occurred out of school for example, bullying through online gaming.

The Headteacher drew governors' attention to the information regarding Operation Encompass which saw police working together with schools whenever a child was present during a Domestic Abuse incident. Previously, she explained, the school would simply receive an email with a generic statement. However, communications had now been improved and the school would receive a phone call from the police to share specific information which could then inform the support put in place for the child. The Headteacher explained that exposure to abuse could have an emotional and psychological impact on children, and completely undermine their capacity for learning. She advised that the school SENDCo, Lisa Solanki, and the Deputy Headteacher, Dani Rees, would also receive training to be able to take details from a police call. Information would be shared with the child's teacher as necessary to provide appropriate support.

Governors were in agreement that it was very useful to have sight of the Safeguarding report.

A governor questioned whether all incidents of behaviour were recorded. The Headteacher confirmed that they were all recorded and explained that it was specifically incidents of bullying and racism that had to be reported to governors. She added that she was also required to inform governors of MASH and Safeguarding referrals.

With reference to attendance, a governor asked whether the school had addressed the KS1 attendance issue. The Headteacher advised that this was still an area of focus and the families in question had all received letters.

A governor asked whether Years 1 and 2 would move to focus on maths later on in the year. The Headteacher explained that the Little Wandle programme would be the primary focus for those cohorts throughout the year because those children had been so significantly impacted by the pandemic in terms of development.

**School Development Plan Priorities 1-4*

Priority 1 – Raising Achievement

Link Governor Tamsin Tinkler had visited school and her report was included under item 9. It was noted that a lot of EYFS work had been completed and Little Wandle was working to support the lowest 20% of readers through appropriate grouping and interventions. Teachers across the phase knew which children this related to and some children were progressing out of the lowest 20%. Long term planning had evolved to use "spines" to make learning clearer to children and ensure activities were threaded through. The action related to training TAs to deliver WellComm interventions was no longer relevant because there were already trained York St John's students fulfilling this role.

	<p>Priority 2 – Teaching and Learning Link Governor Tamsin Tinkler had also observed Priority 2 actions for which interventions were all underway. The school SENDCo had costed a provision map to reflect how and where TA support was provided. Teachers were working consistently to ensure children retained key knowledge and activated prior learning and this was evidenced in the monitoring the headteacher carried out. A further action was to ensure medium-term planning was broken down so that missed learning could be identified if a child was absent.</p> <p>Priority 3 – Personal Development Link Governor Graham Whitmore had visited to look at attendance policies and procedures. These had all been reviewed and were now more robust and clearer. The Headteacher advised that 10% absence was classed as persistent. Regarding narrowing the attainment gap, the Headteacher advised that much of this was being addressed through speech and language development work. One of the actions had been to use the staff room white board as a communication tool but after trialling this, staff had found it more appropriate to share information in person and via meetings or training days.</p> <p><i>A governor asked whether the Key Stage 1 workshops had been well attended.</i> The Deputy Headteacher said that these hadn't been as well attended as had been hoped. She advised that Years 3 and 4 used open lessons later on in the school year and invited families to attend and take part which was usually a more successful means of engaging families.</p> <p><i>A governor asked whether Key Stage 1 parents could be given more of an overview of children's activities weekly or termly.</i> The Deputy Headteacher agreed that a termly update letter would be useful and had been provided historically. Governors requested that a newsletter for Years 3 and 4 be produced as well.</p> <p><i>Action – Termly newsletters to recommence for Key Stage 1 and Years 3 and 4.</i></p> <p>Priority 4 – Leadership and Management. The Headteacher advised that subject leaders were all working incredibly hard but were under increasing pressure due to the prospect of an imminent Ofsted inspection. Leaders were all very clear about their curriculum area from Early Years right through to Year 6 and were ensuring that it was taught consistently. The Headteacher advised that the current system of monitoring assessment data for foundation subjects was already deemed good and appropriate. She noted that other actions related to further improvements to planning.</p>	<p>Head and Deputy Head</p>
<p>6.</p>	<p>SAFEGUARDING</p> <p>Covered under Item 5. Governors confirmed that they had all completed the required online Safeguarding training.</p>	
<p>7.</p>	<p>POLICY REVIEW (previously distributed)</p>	

<p>*Looked After Children Policy Governors queried whether the ‘designated teacher’ referred to in the policy had appropriate training. The Headteacher confirmed that this was the case. Governors proposed some minor amendments for consistency, and it was agreed that the reference to ‘progress reported termly and anonymously to governors’ would be removed.</p> <p>Governors agreed to approve the Looked After Children policy with the above amendments.</p> <p>*Intimate Care Policy The Chair pointed out an inconsistency in the frequency of policy review. The Headteacher advised that the school SENDCo had proposed an annual review and agreed to amend the wording to reflect this.</p> <p>A governor pointed out that reusable non-plastic bags had been introduced for soiled clothes. It was agreed that these would be referred to as “wet bags” in the policy.</p> <p>In relation to how and where to report incidents, the Headteacher proposed the wording “to the designated member of staff for safeguarding”.</p> <p>Governors agreed to approve the Intimate Care policy with the above amendments.</p> <p>*E Safety Policy The Headteacher advised that she had found a more suitable policy which she would circulate following the meeting. She explained that it would need to go on the school website so asked governors to review this and respond to her via email by the end of the week.</p> <p>Action – Headteacher and clerk to circulate alternative E Safety policy for governors to approve via email and upload to website.</p> <p>*Staff Code of Conduct Policy Governors proposed an amendment to the list of disciplinary rules to make clear that “violence, actual or threatened, was not acceptable towards pupils, staff or visitors”. It was also suggested that references to staff should be clear to include teaching and non-teaching staff. The Headteacher agreed to explicitly define the term “staff” to reflect this.</p> <p>Governors agreed the Staff Code of Conduct policy with the above amendments.</p> <p>*Staff Recruitment and Selection Policy The Headteacher advised that this was a North Yorkshire policy which better reflected current practice within the school.</p>	<p>Head and clerk</p>
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<p>8.</p>	<p>WORKING PARTY UPDATES</p> <p>8.1 Finance and Staffing Working Party Previously discussed out of order.</p> <p>8.2 Health and Safety Working Party The Chair of the Health and Safety Working Party, Graham Whitmore advised that a paperwork audit had been carried out which resulted in a number of actions These were largely in relation to lapsed training and most had now been addressed. He said that progress would be reviewed at the next working party meeting next term. The audit had highlighted the need to review paperwork records to ensure everything remained up to date.</p> <p>Graham went on to say that the school had received an inspection report from the insurers. The working party were also revisiting the extent of the school’s health and safety responsibilities for the Funfishers building. Graham explained that the building was leased directly from the local authority but was located on part of the school estate. Graham advised that the new lease incorporated changes which could affect the school’s responsibilities for the building. Consequently, the working party would need to identify what level of site management was required.</p> <p>Referring to policies, Graham explained that the working party would like the governing body’s approval to delegate two policies for the party to approve; the Working at Height and Lone Working policies.</p> <p><i>Governors agreed to delegate responsibility for these policies to the H&S Working Party.</i></p> <p>Lastly, Graham advised that pre-planning consent had been given for the installation of solar panels. He praised the School Finance Manager, Debbie Waters, for pursuing this.</p> <p>8.3 Progress and Standards The Chair of the Progress and Standards working party advised that the group had met at the end of the Autumn term and relevant information had already been shared during the Headteacher’s report earlier in the meeting (Item 4).</p> <p>8.4 Headteacher Appraisal Committee The Chair advised that she and the Vice Chair had met with school challenge partner at the end of November to carry out the Headteacher’s appraisal. The Chair said that new targets had been set for the following year and previous targets were approved. The Chair added that they would hold a half yearly review and there were no concerns to report.</p>	
<p>9.</p>	<p>GOVERNOR MATTERS</p> <p>9.1 Visits and activities update <i>(documents previously distributed)</i></p>	

	<p>*Link Governor Visit Report on Priority 1 *Link Governor Visit Report on Priority 2</p> <p>The Chair thanked Tamsin for her excellent visit reports and invited her to discuss these further. Tamsin advised that she had found the visits very helpful and had really appreciated the time that teachers gave for these. She asked whether governors had any questions regarding the reports. There were no questions. The Chair proposed that the reports be used as a template for future Link Governor visits in order to maintain consistency.</p> <p>Action – Link Governors to use the same template format for future visits.</p> <p>Tamsin suggested she allow time for staff to progress with actions before scheduling a return visit. The Headteacher confirmed that this was advisable.</p> <p>Skills Audit Governors discussed whether there was a need to undertake another Skills Audit. It was agreed that only new or recent governors would complete the audit.</p> <p>Action – Clerk to send skills audit to governors Francesca Moxon, Tamsin Tinkler and Andrea Walton to complete</p> <p>Governors confirmed that they had all completed the Safeguarding training. The Chair clarified that Safeguarding training she had undertaken in the Autumn term was a suitable alternative.</p> <p>Governors discussed how training was recorded and the Clerk advised that all City of York and NGA training was automatically recorded termly on the school training tracker. She asked governors to inform her of any other training they undertook so that this could be added to the tracker.</p>	<p>All governors</p> <p>Clerk</p>
10.	<p>CORRESPONDENCE There were no updates to report.</p>	
11.	<p>ANY OTHER BUSINESS It was confirmed that the MUGGA had been approved and would be installed during the Easter break.</p>	
12.	<p>DATE AND TIME OF NEXT MEETINGS</p> <p>Monday 27th March 2023 at 18:00 – Jackie Hudson sent apologies in advance. Tuesday 2nd May 2023 at 18:00 Monday 17th July 2023 at 18:00</p>	

The meeting closed at 8:20pm

These minutes were approved by the Fishergate Governing Board at their meeting on the 27th March 2023.

Action Points from the meeting of the Full Governing Body held on Tuesday 31st January 2023				
	Action	Item	Who	When
1	<i>Headteacher to update David regarding the outcome of the Cluster Schools' Head's meeting.</i>	8	Headteacher	28/02/2023
2	<i>Clerk to amend minutes to reflect Link Governor Francesca Moxon's responsibility for Priority 4.</i>	3	Clerk	10/02/2023
3	<i>Headteacher to communicate details of instrument lessons to parents and to share information about the Zones of Regulation with school families in the next school newsletter</i>	4	Headteacher	28/02/2023
4	<i>Termly newsletters to recommence for Key Stage 1 and Years 3 and 4.</i>	5	Headteacher	
5	<i>Headteacher and clerk to circulate alternative e safety policy for governors to approve via email and upload to website.</i>	7	Headteacher	28/02/2023
6	<i>Clerk to send out details of NSPCC safer recruitment training to governors.</i>	7	Clerk	10/02/2023
7	<i>Headteacher to incorporate all agreed amendments into the Looked After Children Policy, Intimate Care Policy, Staff Code of Conduct and Health and Safety Policies.</i>	7	Headteacher and clerk	completed
8	<i>Link Governors to use the same template format for future visits.</i>	9	All governors	
9	<i>Clerk to send skills audit to governors Francesca Moxon, Tamsin Tinkler and Andrea Walton to complete</i>	9	Clerk	10/02/2023

ITEMS FOR FUTURE AGENDAS: