

CHARMOOUTH PRIMARY SCHOOL

MINUTES OF THE FULL GOVERNING BODY MEETING Held virtually (via Teams) on Wednesday 26th May 2021 at 4.00pm

Those Present: Laura Cornish (Headteacher HT), Sylvie Lord (Chair), Rachel Coney (RC), Caroline Dare (CD), Jane O'Sullivan (J O'S) Sharon Peel (SP) & Lynne Wheatley (LW)

Associate Members: None

In attendance: None

Clerk: Karen Southcott

Apologies Received From: Miranda Feasey (MF)

Absent: None

Minutes Part 1

Actions highlighted and recorded at the end of the minutes. Decisions recorded in brown throughout the minutes. Governors' questions/challenge recorded in green. Part 2 in red, actions completed since meeting

Meeting Opened at 4.02 pm

No.	Item	Lead
1.0 1.1	To Receive: Welcome and Apologies – The Chair welcomed everyone to the meeting. Apologies received from MF who was unwell.	SL/All
1.2	Declarations of Business Interests No new interests declared; however, a governor declared a personal interest as they had 3 members of their family in the school.	All
2.0	Approval of Previous Minutes held on 24.03.21 The Chair asked for comments on the accuracy of the minutes, but no-one requested amendments to be made. The Board were happy to approve the minutes, although unable to be signed by the Chair whilst meetings are virtual.	SL
3.0	Matters Arising from meeting on 24.03.21 The following actions were still outstanding from the previous meeting: <ul style="list-style-type: none">2.0 Meet to arrange a date to complete allocation of governor roles The Chair explained following the resignation of CW she postponed arranging a meeting until after the appointment of 2 new governors to get a better picture of their skills and which roles to allocate board members going forward. She added, after a meeting with Mark Lees (school's Education Challenge Lead) it was clear key roles must be identified and key priorities to focus on for governors. She was confident, along with the HT they had identified the roles but still needed to allocate them once new governors were appointed. SL and HT to work on this during the summer term to have a more robust SDP document ready for the September start. HT said she planned to work on the SDP in summer holidays to have a robust document to start next academic year. A governor was concerned the work already put in for this might lose momentum if left to the summer holidays to be completed.	SL/All

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	<p>The Chair accepted this and said she and the HT would endeavour to present what progress they had made by the next FGB meeting. The document will be used from the beginning of September to plan the work of the GB for the coming year.</p> <p>A governor said some of the link governor responsibilities had been identified as strands on the SDP but felt it was not clear what evidence a link governor was expected to provide to ensure they were meeting their responsibilities and ensuring their strand was on track.</p> <p>A governor felt they still needed clarity on their role and what they were directly responsible for.</p> <ul style="list-style-type: none"> - 3.0 Chase LA for contribution towards security improvements. The Chair asked the HT for progress so far. She explained someone from the LA had visited the school and the option to install gates would cost £30K. However, the LA was only able to contribute £3K. The next option was to look at installing fencing which would be significantly cheaper. The HT said she would chase the LA for costs for this option and report back next meeting. She would ask the office staff to move this forward, based on the likelihood of other organisations using the school premises in future. It had been acknowledged at the previous meeting the security improvements required were flagged up over a year ago. - 4.0 Arrange initial vision & strategy meeting by end of April The chair confirmed this took place with herself, HT, MF and RC A second meeting was held but RC was unwell and couldn't attend to finalise the arrangements for the vision & strategy workshop held with governors and staff on Tuesday 18th May. - 4.0 Contact prospective governor on Inspiring Governance The chair confirmed she and the HT had met Ryan Lucas the previous week, the outcome of the meeting would be discussed under item 4.2 - 4.0 Define process for updating the SDP LM Governors sheet The HT had looked at the process and thought the best solution was not to allow individual governors to update it themselves, and she would update the strands they were responsible for, based on the evidence/updates they provided in FGB meetings, during the meeting. The chair wished to meet with the HT in one of their regular meetings to discuss the process further. The outcome of which will be brought to the next FGB meeting. - 4.0 Propose actual date for vision & strategy workshop This took place and to be discussed later under item 7.2 	
4.0 4.1 4.2	<p>To elect officers Appointment of Vice Chair(s) The chair explained with CW stepping down, the role of Vice Chair was vacant. She invited everyone to consider stepping forward but no-one offered to take on the role. She mentioned she had intimated in conversations she had held with both prospective governors that this role was currently vacant. Although neither offered to take up this role immediately, both had experience in chairing boards.</p> <p>Appointment of Co-Opted Governors The chair updated the Board on discussions she held with 2 prospective new governors.</p>	SL/All

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	<p>Firstly John Smith, who had approached her earlier in the year about joining the Board. He had been a governor at Woodroffe for several years and held the position of vice chair and chair of their premises, H&S committee. Due to circumstances at the time, he was not able to join but was keen to do so at a later date. Those circumstances have now changed, and although he has commitments for a further year at Woodroffe, he was keen to join our board. SL agreed with him, that subject to his appointment in this meeting, he would take the opportunity to understand the role and responsibilities required of him and take on the post in full from September.</p> <p>The clerk was arranging to meet him to start the induction process shortly.</p> <p>The chair and HT had met the other candidate the previous week and were very impressed with his attitude and enthusiasm to contribute to the Board. The clerk had initially found him on the Inspiring Governance website. His name was Ryan Lucas and was currently employed by Bath University. His role was to visit schools and encourage pupils to go onto further education at university. The HT said he had sat on GB's, including roles as an associate member and vice-chair.</p> <p>RC suggested if Ryan's experience was more suited to Stakeholder and Engagement, she was happy to consider being allocated a different link governor position.</p> <p>The clerk said once appointed, she would contact Ryan to follow up with an induction prior to the next meeting.</p> <p>The chair concluded as Ryan worked full time and Wednesdays were difficult for him and John and in light of other new governors finding the timings of FGB meeting difficult, she would email governors requesting they let her know what days/times were most convenient to hold meetings from September. Arrangements for FGB meeting dates would be approved at the next meeting.</p> <p>After a brief discussion, and in accordance with Governors Standing Orders Policy, stating that if the chair or HT have met with the candidate and were satisfied they met the criteria to be a governor and have skills and experience required by the current GB they could be put forward for appointment to the Board. The HT mentioned that she had not yet met or talked with John, however she had met Ryan. The chair asked for the board's approval to appoint both as co-opted governors. The Board unanimous approved the appointments of both John Smith and Ryan Lucas.</p>	
5.0	<p>HT Report (Written)</p> <p>The HT asked everyone if they had seen a copy (sent out prior to the meeting) or had access to the report online. Everyone responded saying they had seen it.</p> <p>She started by looking at changes within the school under Pupil Information</p> <p>There had been some movement in pupils leaving but also joining the school.</p> <p>The stakeholder/engagement governor asked if it was worth talking to one parent whose child had left and not given the school a reason and an older sibling was still at the school.</p> <p>RC suggested that if a governor made contact with the parents, they may be more willing to provide an explanation.</p> <p>The HT said she would contact the parent and offer this if they did not feel able to give further information to me/school directly and report back next meeting.</p> <p>Under Quality of Education, the HT looked at Data</p> <p>She explained 2 governors, namely MF and SP had met with her and CD on 10th May to look at the data for KS1 and KS2 in reading writing and maths. She was able to show clear evidence of the data collected following pupils return to school following covid. She could clearly identify areas for concern, progress made further actions to ensure children are back on track.</p>	LC

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<p>MF had completed a visit report based on the maths monitoring she had observed. This was available on the shared drive, in the governor visits folder.</p> <p>The staff governor remarked she was happy an observation by a governor had taken place. The HT continued to explain the evidence provided by the data. For example, there had been a dip in Year 1, based on assessments conducted a week and a half after returning to school showing pupils who dipped the most were the ones who had not engaged as much in the home learning provided during lockdown.</p> <p>She had identified similar concerns in Year 3 and additional support was now in place to address this.</p> <p>The chair asked if MF and CD could follow up with further evidence that actions were in place to ensure pupils were making progress to be back on track for next meeting.</p> <p>It was recorded SP and MF had undertaken further visits, MF on maths and SP to look at EYFS. SP said she had realised both governors had identified similar issues and asked the HT to give an update as a result of the concerns raised over maths. (see above action)</p> <p>The HT noted the data showed poor attainment in writing in the lower end of the school. In Year 1, she could identify several children who did not engage as much with the home learning. There was a general concern with regards to spelling and punctuation which was holding cohorts back from progressing further. However, she and the staff had engaged in a big push to make significant improvements in this area.</p> <p>A governor said, in her experience, disadvantaged children suffered more. The HT replied that this was not the case in general area across our disadvantaged children. In fact several disadvantaged children had engaged fully with home learning, although other factors, such as families having to share resources between several siblings was a consideration.</p> <p>A governor asked what she and the school were doing to address this.</p> <p>The HT replied she had already introduced new strategies and CD gave an example of using a new maths tool, called “ready to progress document” that could analyse which aspects of maths children were behind in, therefore concentrating support in that area.</p> <p>A governor said although it was useful to share the detailed data results, thought the board should be looking at the SDP as we had designed it. Eg the individual curriculum link governors monitor the detailed data and the analysis shows the RAG rated result against the target. The board can then see the gaps and where targets were not met and annotated in the plan on how it is being addressed.</p> <p>The HT gave another example, where evidence showed children had kept up with reading but not necessarily been pushed to answer more in depth questions.</p> <p>Under curriculum engagement, she commented that, as a school, the focus was to push writing, so even in a history lesson, teachers were picking up on writing. They would usually look at broadening the opportunities to write about a specific subject topic but recently now focussing on ways to improve their literacy at the same time.</p> <p>The chair asked the HT that when governors make visits to school, can they also look at how monitoring takes place to enhance their understanding. The HT replied they could.</p>
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<p>A governor recognised that if we pushed the vision about “growing together to be the very best version of ourselves”, there needs to be a culture around parents engaging in home learning and supporting the work in school.</p> <p>The HT wanted to promote that she had evidence to show the school was “diminishing the difference” where children had made better than expected improvements.</p> <p>She quoted a comment from a child in Navigators class who said “probably one of my favourite topics in my whole life”</p> <p>Under covid and remote learning updates, she said she had reviewed covid RA, and although new guidance issued, it had little impact on primary schools. However, it was still necessary to follow guidelines should anyone need to self-isolate and impact on staff.</p> <p>She commented she had taken a decision not to access the National tutoring programme as it was felt they were better placed to support children using existing staff who recognise and understand the teaching processes and strategies employed in school. She highlighted, that in local schools, it had been difficult to source a registered tutor consistently.</p> <p>Under Behaviour & Attitudes, she reported that there had been some behaviour issues logged since the return to school. The report showed clear evidence of how CPOMS logs were being used to monitor the number if incidents and when they occurred.</p> <p>A governor asked the HT whether she had identified the triggers for the logged behaviour issues of a specific child. The HT replied that she had in some cases, but not able to consistently identify the trigger. Several outside agencies were now involved and working with the school to offer advice and support. She said the agencies had suggested some things to try and she was reassured that the school was already doing the things they advised.</p> <p>A governor commented, from an engagement perspective, it was important to re-assure other parents of the situation, especially if it caused them to consider removing their children.</p> <p>The HT stated that at a recent Collaborative meeting, other local schools were having similar issues. An action from their meeting, was to ask the LA to send out a letter explaining inclusion in schools</p> <p>A governor thought the school may want to address this sooner than the LA response. However, the HT felt she would like to wait for the LA letter and hoped to receive it soon.</p> <p>A governor asked if there were any additional resources that the GB could offer to support LC. She replied they had already assigned an additional TA resource to address a specific behaviour issue but CD thought this resource may need to be reviewed at a later date to enable full attendance and ensure the wellbeing of staff.</p> <p>Under attendance, the HT was pleased to report excellent results from the return March 8th until now was 96.9%. The figure for the census, looked at today, was 94%. She reported the national figure as of 18th May was 91.6% but this included all schools not just primary.</p> <p>Under Cultural Capital, the HT said beach school had resumed this term. The school held an “Active Week” w/c 24th May, where children had the opportunity to meet a Paralympian, football, visits to Rockburn to experience rock climbing and Charmouth Lawn Bowls club to try bowling, took part in ultimate frisbee and learn circus skills. All the activities were designed to encourage children outside their comfort zones, as well as foster team building and supporting others.</p>	
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	<p>Under Vision, the HT had collected evidence by asking all children from Year 1 up about the school vision, and she was confident they were able to refer to the vision in their own words.</p> <p>Under Subject Leaders – Dimensions, the only subject incomplete was DT. Completion date for this being in place was September. The delay was due to waiting for documentation from Dimensions and heavy workload of the subject lead.</p> <p>As the subject lead, CD thought now the documentation had been received, she was confident it wouldn't take long before it was in place.</p> <p>Under Long term Strategic Vision and Direction, the HT confirmed a workshop took place on 18th May with governors and staff. She had followed this up with a microsoft form to capture further ideas or comments.</p> <p>Under Staffing, the teacher currently on maternity leave returns after half term to EYFS on a part-time basis (4 days). The teacher currently covering the post, will return after half term 2 days a week, 1 to cover returning teacher and 1 additional day to support the transition/handover. The returning teacher will continue as EYFS and KS1 lead and the teacher currently covering the post has been employed on a 1year fixed term contract to replace a teacher leaving at the end of the summer term.</p> <p>The HT reported that staff morale had dipped over recent weeks but was up this week. Staff were tired, both from uncertainty with the pandemic and their strong efforts to support children to get back on track with their learning. She confirmed she monitored staff absences closely and there had been a few. However, she was confident she had addressed this and consults with LA HR to ensure she is supporting staff appropriately and feels she can have informal chats and listens to them which usually helped to resolve any concerns.</p> <p>The staff governor echoed the HT's comments</p> <p>Under EYFS, the HT stated that the assessment data showed evidence that some children were struggling. Currently the data showed only 60% of GLD target achieved, however, the HT was confident most of the children not yet meeting the GLD only needed to secure a few areas to achieve the level and she predicts she should reach her target of 80%. The national target is 72% although data is skewed due to different profiles.</p> <p>Under EYFS Teaching & Learning, she concluded all the children are happy. A new framework from September for EYFS puts more trust in teachers and TA's to talk in detail about individual children and she is confident the school is already doing this. She has evidence supporting the case using learning walks to show a strong level of teaching and learning.</p>	
6.0	<p>Update on SDP School Development Plan</p> <p>The HT started by saying she acknowledged RC's earlier comment to keep the detailed data to governor monitoring meetings and report on the strategic analysis. She felt it important to update the Board on this occasion whilst individual governors were still getting up to speed.</p> <p>Under sheet 1 Quality of Education and the targets for April and May</p> <p>Target 1.5 Dimensions Curriculum, now formal monitoring had resumed, it was now GREEN</p> <p>Under sheet 2 Behaviour & Attitudes for April</p> <p>Target 2.1 Behaviour, she had rated this as AMBER due to the issues discussed in the HT Report and had a follow up action in place to ensure the target moves to GREEN</p> <p>Target 2.2 Attendance, as stated in HT Report was GREEN</p> <p>Target 2.3 Feeling Safe, was AMBER but now GREEN</p>	LC/All

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<p>Under sheet 3 Personal Development for April Target 3.2 Learning Attributes, she confirmed actions had been taken and although AMBER in March, now target was GREEN for April.</p> <p>Target 3.3 SMSC and Cultural Capital, was rated AMBER, but was now GREEN and the evidence for this had been shared in the HT Report</p> <p>Under 4.1 Leadership and Management for April Target 4.1 Covid, revised Covid RA sent out and shared with staff so target GREEN</p> <p>Target 4.4 Middle Leaders, currently AMBER for Dimensions (see HT Report)</p> <p>Under 5.0. EYFS targets for April Target 5.1 Progress & Attainment, she rated target as AMBER for GLD as evidence suggests currently 60% of children achieving target (as discussed in HT Report) but confident can meet target of 80%</p> <p>Target 5.2 Effectiveness of EYFS was rated GREEN Target 5.3 Learning Environment was rated GREEN with evidence given within the SDP The HT confirmed she had completed the baseline from her previous action in last FGB meeting</p> <p>SEF Section The HT explained that following a meeting with Mark Lees (school's Educational Challenge Lead) and SL, he suggested she needed to re-visit looking at each Ofsted section. Therefore, this section was currently blank</p> <p>He had given advice to the HT in the meeting and she was aiming for the Ofsted areas to be GOOD and be able to RAG rate them GREEN. If any areas remain RED, would indicate they were still RI (requires improvement)</p> <p>He had suggested she made changes for September</p> <p>A governor asked whether there will be meetings held to update this information. The HT said she planned to work with staff to ensure the SEF was updated before the end of the summer term. The HT to report back progress in FGB Meetings</p> <p>Under 4.2 Leadership & Management Governors spreadsheet The chair updated the Board on progress on the governor's sheet. She explained she was unsure how to update it herself personally and no information had been added for April. She accepted she needs to do more work on this.</p> <p>A curriculum link governor commented they had identified the need to be more involved but needed to understand what the expectations were and what her role and responsibilities were, to enable her to be confident she could reassure the board that the quality of the curriculum was the priority in school. As she was aware this area must be the focus as it had been looked at by recent Ofsted inspections as the priority.</p> <p>The HT acknowledged that recently the governor focus on curriculum had been difficult. Previously there had been 3 governors following the progress of the new curriculum, however 2 have since left. The other had been involved in pupil voice monitoring this term. The continued turnover of governors had contributed to the situation.</p>	
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	<p>The chair concluded the situation had not been ideal and urged governors to continue to work together and support the school and get more involved with the school in future. It was also unfortunate that involvement in monitoring had been hampered during covid.</p> <p>A governor stated she had kept a keen interest on the curriculum and agreed the chair had raised a good point that the board needed to come together to look at curriculum.</p> <p>A governor suggested, with this identified as the main focus, should a strand be added to the SDP governor's sheet as a previous governor had identified.</p> <p>The HT remarked that in previous years, it had been useful and a great opportunity to hold a Governor Development Workshop at the start of September. It was agreed this should be added to the diary for next year and a date proposed at the next FGB meeting.</p> <p>RC offered to help the chair to re-visit the roles, responsibilities and measures required to meet targets in 4.2 of the SDP. The chair thanked her for the offer but explained she was currently finding it difficult to find the time alongside her day job.</p> <p>6.1 Updates on Covid School RA The HT had sent out the latest revision of the RA prior to the meeting. She explained it was a standing item on the staff meeting agenda links to the covid routines, ensuring regular opportunity for staff to feed into the RA</p>	
7.0 Governing Board 7.1 Governor Visit Reports from previous month The HT started by saying she had sent messages inviting governors to come into school. She thanked those who had responded to the invitations and their reports were to be discussed later in the meeting.	<p>The HT thanked everyone for attending the meeting on 18th May and had given them the opportunity to finally meet staff.</p> <p>7.2 Update on GB Vision & Strategy The HT said would confirm the dates for the cohort meetings and would like to invite all governors to attend one of these, limited to one governor per session so they could see evidence of how staff engage with children</p> <p>Going back to 7.1 Visit Reports, the chair asked if anyone wished to comment on MF's maths visit report which was available in the shared folder. No-one made comments.</p> <p>She asked J O'S to comment on any concerns from her safeguarding visit (report on shared drive). The chair asked for further comments but none were raised.</p> <p>J O'S confirmed progress had been made to the Safeguarding Annual Audit and the Code of Conduct for staff was signed-off and completed. However, she had noted that there was no lockdown procedure in place but the HT took an action to do this and it will be followed up on her next visit.</p> <p>SP apologised for not submitting her report yet but had identified some areas she could help the HT with planning for continuous provision for the two EYFS cohorts.</p>	

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<p>The Chair, referred back to 7.2 Vision & Strategy, and acknowledged from feedback there was a concern the meeting was a little bit the wrong way around. However, she felt it was important the school came together to ensure the school continued to move forward.</p> <p>A governor asked if governors would like to say how they felt the meeting went.</p> <p>The staff governor said the feedback from staff was positive, that they got the opportunity to meet governors and had the opportunity to put up “anonymous” notes as ideas going forward. Although without prior knowledge of the meeting content, very little discussion could take place. She concluded staff were unsure what they were going to be asked and would have preferred to have had the opportunity to prepare.</p> <p>Another governor agreed it would have been helpful to have had the questions in advance to have allowed for preparation. On a positive note, it was nice to meet with staff as not been able to come into school. She would like to see a follow up from the meeting.</p> <p>Another governor said she spent the morning looking at the governor roles and thought it was going to be hard hitting on expectations on everyone looking forward but this was not the case. She too agreed it was lovely to meet the staff and be able to come into school.</p> <p>A further governor thought the process needed to start at an earlier stage, define the vision by looking at what each child at Charmouth really looks like and what their aspirations were. Her view was it needed to start a step earlier in the process.</p> <p>The chair acknowledged it could have been more focussed, but a positive to take from it, was governors had started the process of engaging with staff, something not possible over the last year.</p> <p>The HT found it useful to see people’s comments, especially on what can make a difference to staff and to see what governors see as the priorities. She had set up a form and distributed to staff and governors to allow her to collect further feedback as it was important to capture the views of others who were not able to attend the meeting. She would share the results of all feedback once collected with the GB next meeting.</p> <p>A governor said it was important to clarify where the school is starting from (baseline), where we are now and where we want to go. This also needs to include engagement with all stakeholders.</p> <p>The chair agreed, that a little planning group need to reconvene and agree where we are now. She felt confident we had the data to do that now. She would suggest some dates for this meeting to take place.</p> <p>The engagement/stakeholder link governor said the GB needed to be clear where it wanted to be, eg as a parent why would you choose our school over other local schools. She felt strongly that the school can’t move forward until this piece of work is done.</p> <p>The chair asked who needed to be involved in a further meeting and it was suggested everyone involved in the previous meeting but another taskforce meeting should also be planned.</p> <p>A further governor commented she was confused on how the areas/statements placed around the hall in the meeting had been derived from.</p>
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	<p>The Chair accepted the need for another meeting but recognised the workload on governors and staff. The summer term was very busy and perhaps following an initial taskforce meeting, other governors and staff can have input when they get time.</p> <p>A governor felt the school needed documentation that showed clear evidence on what has been achieved and what we are working towards in readiness for the start of September. She asked if there were any INSET days that could be allocated to work on this. The HT replied there were 2 at the start of Sept but these were already allocated to other priorities.</p> <p>RC was confident something could be in place this term. She suggested the taskforce met the week after half term. She commented last week's meeting had not been a waste of time and the analysis the HT had done would be crucial as input into the process.</p> <p>The clerk encouraged any governors who had not looked at the 15 minute NGA Vision and Strategy Course to complete it as it was very useful in understanding what measures should be placed on the key priority statements of your strategy.</p> <p>A decision was made for anyone who wanted to be there to be invited to the taskforce meeting. It was noted MF should be invited as a key person at the start of the process. Provisional date set for Wednesday 1pm on 9th June.</p> <p>7.4 Governor Training Nothing to report this meeting</p> <p>7.5 Arrangements for meetings next academic year Already actions taken under items 4.2 and 6.0 LW left the meeting at 6.00pm RC offered to have a 1-1 with SP to help her identify the key drivers for her to focus on.</p> <p>In her summing up, the chair thanked everyone for their contributions and support of the school and asked if there were any other comments anyone would like to raise.</p> <p>The governors did not, but the clerk asked if the HT had received any nominations for the parent election as the deadline to apply was the previous Friday 21st May. The HT said she had not received any nominations and the clerk had not received any either.</p> <p>It was agreed to make a decision about re-running an election after half-term or whether the HT could think of any suitable parent to approach and see if they would be willing to join the board.</p>			
8.0	Policies for Review & Approval None due for approval	SL/All		
9.0	Date of Next Meeting: FGB Meeting Monday 21st June 2021 at 4.00 pm	All		
	Meeting Closed at 6.04 pm			
Item	Action	Owner	Date Raised	Date Due
3.0	Present progress made on allocation of gov roles	SL/HT	24.03.21	21.06.21
3.0	Cost of fencing for school safety improvements	HT	21.10.20	21.06.21
3.0	Define process for updating SDP LM Governors sheet	HT/SL	24.03.21	21.06.21
4.2	Induction completed for new governors	clerk	26.05.21	21.06.21
4.2	Email govs to get proposed days for next year's FGB's	SL/clerk	26.05.21	21.06.21
5.0	Follow up with parent for reason child left the school	HT	26.05.21	21.06.21

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5.0	Update on impact of measures to ensure progress in identified year groups of concerns for maths	HT	26.05.21	21.06.21
6.0	Report progress on revised SEF	HT	26.05.21	21.06.21
6.0	Confirm date for Gov Dev Day early Sept	HT/SL	26.05.21	21.06.21
7.2	Share results from feedback from V & S workshop	HT	26.05.21	21.06.21