



PRATTS BOTTOM PRIMARY SCHOOL

## Full Governing Body Meeting Minutes of 16.03.2021 via video conference

<b>Date of meeting:</b> 16.03.2021 at 6:00pm		<b>Venue:</b> Via Video Conference	
<b>Chair:</b> Peter Ioannou		<b>Clerk:</b> Melissa Perry	
<b>Governors present</b>	<b>Governor apologies</b>	<b>Absent</b>	<b>In attendance</b>
Peter Ioannou (Chair)	Peter Cross		Emma Hodson (Head of School)
Brian Ford (Vice Chair) (left at 8:45pm under Item 14)			Melissa Perry (Clerk)
Sophie Perez (Staff Governor, left at 8:15pm under Item 14)			
Emel Ibrahim			
Cheryl Bone			
Keeley Bentley			
Sharon Hynes			
Reverend Susan Atkinson-Jones			
Saleha Fazal			

### MINUTES

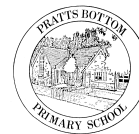
<b>1. To receive and approve apologies for absence</b>
1.1. Apologies were received and accepted for Peter Cross. The meeting was quorate throughout.
1.2. The Chair informed governors that Angela Page had resigned from her post as co-opted governor.
1.3. The Chair updated governors that they would need to recruit 2 governors to replace AP and CB when she steps down at the end of the academic year.
<b>2. To declare any interests to the meeting and to record any alterations to Governors' pecuniary/personal interests</b>
2.1. No new interests were declared to the meeting and no other changes were noted to Governor's pecuniary or personal interests.
<b>3. To approve the minutes of the FGB meeting held on 3<sup>rd</sup> February 2021</b>

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- 3.1. The minutes of the Full Governing Body meeting held (virtually) on 3<sup>rd</sup> February 2021 were reviewed and agreed to be an accurate record of the meeting.

**Action 1: Clerk to arrange for Chair to sign the minutes.**

### 4. To consider matters/action arising from the FGB meeting and confidential meeting held on 3<sup>rd</sup> February 2021 and not included elsewhere on the agenda.

#### Action Points

- 4.1. Governors reviewed the action points from the last meeting and the following were agreed to be rolled forward as ongoing or outstanding actions:

**Action 2 Clerk to add Review of Voluntary Fund and Gift Aid letter to Meeting 6 agenda.**

**Action 3 All governors to review papers and submit advance questions to the Clerk 2 days before FGB meetings.**

**Action 4 New governors (PC, SA-J and SF) to attend the SOLA In house training on 24.03.2021.**

- 4.2. It was agreed all other action points were complete.

#### Matters Arising

##### School vision update

- 4.3. The Executive Headteacher (James Turvey, also Chief Executive Officer) had sent out a survey to all stakeholders and the outcomes were added to the meeting papers. There will be a workshop on 23<sup>rd</sup> March for governors to develop the school vision with the HoS and EHT. It was agreed that the Chair, Vice Chair, SH and SF would attend the meeting.
- 4.4. Governors briefly discussed the outcomes of the survey and noted some of the common themes such as being part of the community.
- 4.5. *Governors asked if there were future aspirations in terms of broadening the curriculum to include creative arts, technology and sustainability.* The HoS stated that the intention remained to broaden the curriculum but this had been limited by the recovery curriculum. The intention is to resume with broadening the curriculum in September. Some of the subjects would require funding and planning in terms of being able to offer activities that were sustainable in the longer term. The HoS informed governors that the school had been successful in winning a £3k grant from Direct Line to use towards technology and that they had been able to refurbish existing older laptops into Chromebooks which would enable a whole class to participate with laptops.
- 4.6. *Governors expressed the view that some reference to technology should be included in the school vision to reflect its growing influence and impact on daily lives. Governors also acknowledged that the vision would be looking both at the shorter and more medium to long term aspirations.*

#### Other Matters Arising

- 4.7. *Governors asked for an update on pupil and staff wellbeing at the school.* The HoS stated that the children had been happy to return to school last week but that school staff expected a more challenging period in the coming weeks as there would be ongoing challenges to make up for lost learning. There was also an expectation of the usual seasonal colds which would result in some periods of isolation or days off from school awaiting Covid-19 test results that would disrupt learning.

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- 4.8. The HoS stated she was very proud of how the staff were coping with the situation and that they were happy to have the children back at school. The situation remained challenging and maintaining 'bubbles' meant staff could not mix as normal and some were quite isolated from the rest of the school.
- 4.9. The HoS reported that there had been some bereavements within the school community and they had been able to make referrals to a bereavement charity (Living On). The Employment Assistant Programme, which has been offered by the Trust to support staff, had been utilised by a couple of members of PBPS. The HoS stated she would continue to keep wellbeing under review.
- 4.10. *Governors asked whether there were any initial observations on attainment since the children have returned to school.* The HoS stated that they had been focusing on settling the children back to school and considering an appropriate time to carry out an assessment. Year 6 were scheduled to be assessed in the next couple of weeks with a final assessment in June. The rest of the school would be assessed in May. The HoS stated that staff were reviewing the planning to ensure that it fits the needs of the children at this time.
- 4.11. *Governors asked if there were any significant trends compared to previous lockdowns.* The HoS responded that there were similar issues including writing, spelling and maths (fractions). The school is working to identify gaps in learning as well as continuing with the planned curriculum. The HoS reported that they been advised under the White Rose Maths Mastery programme that they should continue with their planned learning and to pick up gaps as they arose rather than repeat the previous topic.
- 4.12. *Governors asked if there were any immediate areas of concern that were not anticipated in the Covid-19 recovery plan.* The HoS stated that she would be addressing how the impact of the recent lockdown had affected the recovery plan later in the meeting (Item 7) but that one of the main issues was that planned interventions, with identified children, had not been able to start and would now not commence until the Summer Term. Apart from losing several weeks of small group tuition the school would now have to ensure that the right children would be receiving the intervention as this might have changed over the last lockdown. The school had only been open to all pupils for one week and they had not yet carried out up to date assessment for all pupils. Some pupils benefitted from home learning as they had more time to do the work and those at schools were working in small groups. It was therefore necessary to review which children were in need of intervention at this time.
- 4.13. *Governors asked if consideration had been given to setting extra homework to address the gaps in learning.* The HoS stated that this would be considered later but that families were fatigued from extended remote learning and the school was working to ensure consistent engagement with reading at home which was a current priority. The HoS stated that there would be parent consultations before Easter where parents and carers would be given more direction on areas to work on with their child(ren).
- 4.14. *Governors asked if there were additional plans from the government for additional spending for Catch Up Funding.* The HoS responded that there was not at this time.
- 4.15. The Chair acknowledged that these were unprecedented times and that they were fully aware of the disadvantages that had resulted from the pandemic. The Chair thanked the school for

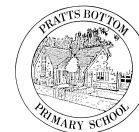
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all their work and stated his confidence that they would continue to work to bridge the gaps and get the children back on track.

### 5. To review Staff survey outcomes and consider next steps

- 5.1. *Governors noted the very positive results for the school and stated that it was great to see that everyone is happy working at the school, feeling supported and being treated fairly.* The HoS stated that she was pleased with the results and that usually 75% is considered a good level of satisfaction. The school had scored well above that including 100% in a number of areas. . The school scored higher than the Trust average in 20/21 questions and improved on all scores compared to previous years. The HoS stated that it was encouraging to see that leadership at all levels had improved compared to previous years as it had been an area of focus. Governors congratulated the HoS on her strong leadership.
- 5.2. The HoS outlined the next steps stating that she would be focusing on support staff and making sure that their impact is recognised and reflected in the SIP.

### 6. To review SIP progress and Governor RAG rates SIP reports

- 6.1. Due to the recent lockdown, governors had not carried out SIP reviews in the Spring Term. It was agreed that the final SIP review would take place in the Summer Term and could be combined with the Governors Day on 30<sup>th</sup> June 2021 (see Item 14, Any Other Business). The HoS had provided an updated SIP including an impact column as requested at the previous meeting.
- 6.2. *Governors asked for more clarity over which parts of the SIP were a priority to complete (if any) before the end of the academic year and acknowledged that some would need to roll over to the next academic year.* Since the final SIP review did not take place towards the end of the Summer Term, it was agreed that there should be an update from the HoS outlining the priority SIP objectives at the next meeting.

#### **Action 5 HoS to update governors on SIP 2020-21 priorities at Meeting 5 (11 May 2021)**

- 6.3. The HoS stated that the priorities would need to be more generally reviewed for the next academic year to adapt to the changing needs of the school.
- 6.4. *Governors asked if the results for the Autumn 2 assessment for the Early Years Foundation Stage had an impact on teaching.* The HoS confirmed that there had been an assessment in Autumn 2 but that up to date assessments were needed to accurately determine the current position. EYFS learning is heavily based on playing and social interaction with peers which could not be replicated with home learning in the recent lockdown. The HoS stated that anecdotal evidence suggested that children had retained less information and time was needed to embed phonics. The HoS felt that this was a year group where things could change quite quickly and they still had over a term left of the school year to help them catch up with missed learning.
- 6.5. The Chair stated that following AP's departure and the recruitment of 3 new governors he was proposing some changes to the SIP link roles.
  - Governor E – Behaviours and Attitudes (School Council) **Peter Ioannou and Peter Cross & Leadership and Management (sustainability) - Peter Ioannou and Sal Fazal**
  - Governor F – Leadership and Management in relation to Staff Workload and Well-being – **Susan Atkinson-Jones with support from Emel Ibrahim**

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**Action 6 Clerk to email EI and SAJ previous Governor Visit Report of AP and supporting resources on wellbeing**

**Action 7 Clerk to email link to governors of previous Governor Visit Reports**

### **7. To review COVID Catch-up Fund and Pupil Premium spending plans**

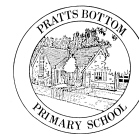
- 7.1. The HoS outlined that the overall amount had not changed although 5% was being pooled towards a Trust Covid Catch Up Co-ordinator (HoS holds this role) in order to liaise with schools across the Trust and consider the best ways of utilising the funds.
- 7.2. The HoS explained the rationale for expenditure which was research led (Education Endowment Fund) and considered actions which were likely to lead to the maximum amount of impact. The plan was colour coded to show which actions had been started, completed or postponed due to the pandemic.
- 7.3. The HoS went through the plan in detail and a summary of the key points were as follows.
- 7.4. The school was utilising the National Tutoring Programme (the government pays 75% of the cost) to provide small group work (2/3 children). The NTP is currently focussed on Year 6 children and they have started a 10 week course remotely, early indications are that this seems to be working well.
- 7.5. *Governors asked whether any activities had been postponed due to the latest lockdown and would need to be reviewed following up to date assessments in the Spring Term.* The HoS stated that 1 to 1 tuition across the school had been postponed because of the most recent lockdown. The planned tuition would be reviewed in the coming weeks to ensure that the resources are appropriately targeted and that it would not lead to overburdening teachers at this challenging time. It was noted that a significant portion of the Catch up Fund has been allocated to 1 to 1 and small group tuition (£2400 out of a total of £6400) but that this approach was likely to lead to greater impact as evidenced by the EEF research. Further work was required to consider how this would be managed in practice given the restrictions with 'bubbles' and releasing staff to carry out interventions.
- 7.6. *Governors asked what additional resources are needed to support early language development in EYFS.* The HoS responded that the Nuffield Early Language Intervention (NELI) will be used to identify children in EYFS to develop language skills and early phonics. Staff training to implement NELI has been completed so it can be introduced before the Easter break.
- 7.7. *Governors asked how the subscriptions, such as Doodle, would be integrated into the curriculum now the children had returned to school and how the impact of those investments would be measured.* The HoS responded that the purchase of various subscription are part of the wider whole school strategies. The subscriptions paid for by the Catch up Fund were Doodle Maths, Tables, English, Spell and Bug Club subscriptions. These subscriptions would be used as part of interventions at school but would also be available for continued use at home. The HoS stated that engagement at home had decreased since the school had reopened and that they would work to encourage more use at home. *Governors asked if the subscriptions were annual.* The HoS confirmed that they were although in the longer term they would not be able to afford all the subscriptions without the additional income from the Catch up Fund. There had, and would continue to be, allocated funds for a maths subscription.
- 7.8. *Governors asked if all actions, for example, Power of Reading, would be able to effectively measure impact.* The HoS confirmed that it would be and teachers would be recording entry

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and exit data each term or at the end of a book to measure impact. There would also be a baseline assessment from which to measure progress.

### Pupil Premium spending plans

- 7.9. *Governors asked why the school's funding tends to fall into 'general' allocation rather than more specific allocation of funds and noted this was also raised in the Trust report. Governors asked if the PP funding and COVID catch up funding could be combined and used to target similar areas such as quality of teaching and targeted academic support. (Both being effective strategies supported by the EEF in their Guide to supporting school planning 2021).*
- 7.10. The PP plan provided to governors was the result of work of Pupil Premium leads across the Trust with the aim of ensuring a consistent approach across all schools which would aid in analysing impact of PP measures. The HoS explained that the measures were in line with EEF guidance. The HoS shared an up to date spreadsheet with governors showing proposed reallocation of PP funds for 2020-21 being broken down into more specific funding streams, addressing the concerns raised by governors. For example, costs allocated with reference to staff costs would now break down into how their time was spent under the 'Expenditure Strand'.
- 7.11. The HoS highlighted the need to start thinking about how PP would be spent in the next academic year and stated that they would want to focus on Teaching and Pedagogy which is generally found to have more impact. The school would need to consider the current needs and activities that brought the greatest impact rather than relying on historical ways of doing things. The HoS briefly outlined some of the allocation on funds including intervention, 1 to 1 tuition and small group tuition.
- 7.12. *Governors asked if PP funds could be pooled across the Trust for some activities, for example, training staff. The HoS stated that this could be considered and was one of the key advantages of being part of a Trust.*
- 7.13. *Governors agreed that the revised PP plans were an improvement showing how money was spent and providing a clearer basis to consider impact. Having considered the reallocation and reasons given by the HoS, governors were content with the approach being taken.*

### **8. To review revised Trust Mission, Vision and Values**

- 8.1. Governors reviewed the Trust Mission, Vision and Values, addressing the 2 questions set out in the Trust Report to LGBs – Spring 2021.
- 1. Trustees are keen that the SOLA vision demonstrates our commitment to inclusivity by using language that is easily understood by all members of our existing and future community. To what extent has this been achieved?*
- 8.2. Governors discussed the wording of the vision statement and some expressed the view that it was quite general and open to different interpretations. As a standalone statement it did not provide sufficient clarity of vision. In particular to "hold values" and "develop character" were considered very broad. Governors agreed that read together with the values the meaning becomes clearer. There were various views expressed in relation to whether the vision statement ought to be tweaked to give a clearer meaning or whether it had been intentionally broad to allow schools to add their own local flavour to their visions.

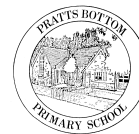
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- 8.3. Governors considered whether there ought to be some reference to technology given the increased importance and impact it would have in the future.
- 2. Trustees wanted the revised vision statements to reflect that SOLA has matured enormously since it was first established and that we want to take a truly 'one trust' approach. Is this adequately reflected in the statements?*
- 8.4. Governors reviewed the previous (current) vision statement and agreed that it had been met and therefore agreed with the question that the Trust had "matured enormously". Governors felt the question was rather wide but expressed the view that the Mission statement was fine although it could be said to apply to any school. Governors considered whether the Mission statement should in some way refer to past achievements as there is no reference to the journey the Trust has been on since it was established.
- 8.5. Governors stated that one of the benefits of the Trust was the range of schools it had to offer prospective parents ranging from small schools with mixed classes to larger schools with 3 form entry. Governors had previously considered the vision of "being the school of choice" for PBPS but it might equally be reflected in some way in the Trust statements.
- 8.6. Across the statements, governors noted that working collectively had been lost from the previous wording with a focus on delivering for children. Governors felt that this was a shame as it would be through continuing support and learning across the Trust that the vision would be achieved and a key strength of the Trust.

### 9. To review Trust Report to LGBs – Spring Term 2021

#### Feedback from Chair of Governors meeting

- 9.1. The Chair reported that an annual Local Governing Board Self Evaluation was being introduced this year. He would provide governors with further details once the framework had been agreed at Trust level but it would need to be completed in May ahead of the Academy Annual Review and all governors would need to participate in the exercise. It was likely that a governors meeting would be needed to discuss this outside of the scheduled FGB meetings.
- 9.2. The Chair stated that the induction process for new governors was under review and that there had already been some changes including the SOLA Induction Meeting by James Turvey (Chief Executive Officer). PBPS had trialled an informal induction training on 3.3.2021 led by the Vice Chair and Clerk to further support new governors. A new governor stated that both sessions had been useful. The Induction Meeting had provided a broader perspective of governance and the informal training had been more school and context specific. It had been particularly useful to have governors discuss their experience and views outside of formal FGB meetings. The Chair stated the intention to continue with these and continue to consider the best ways of supporting governors in their role.
- 9.3. The Chair asked governors for views on trustees attending FGB meetings. Governors stated that this would be useful and positive. It would be mutually beneficial for governors and trustees to have a greater understanding of each other's work and strengthen relations across the Trust.

#### Actions and decision required of schools:

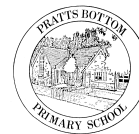
*Governors should ensure that they have seen and considered their school's Covid Catch-Up Fund spending plan.*

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9.4.	This was considered under Item 7. <i>Governors should discuss the introduction of the revised RSHE curriculum, and seek information from school leaders with regard to parents' responses.</i>
9.5.	Discussions on the roll out of the updated curriculum for RSHE had been discussed at previous meetings. The HoS stated that whilst information on the content had been provided to parents in the Autumn Term this would be sent out again in the Summer Term which might give rise to further feedback. <i>Governors are asked to spend some time considering the revised Trust Mission, Vision and Values document (see appendix), and are asked to provide responses to the related questions.</i>
9.6.	This was discussed under Item 8.
<b>10. To review School Business Managers report – Spring Term 2021</b>	
10.1.	The Trust's Chief Operating Officer had prepared the SBM Report for the meeting due to staff absence.
10.2.	The HoS highlighted that the caretaker had wanted to bring to Governors' attention the reference to the 'new' water hygiene management contract being introduced. At PBPS, water hygiene management is already in place but the report references the fact that it is being outsourced across the Trust. The Chair (also Health and Safety Governor) confirmed he was aware of this.
10.3.	Governors asked how flexible working impacted the budget. The HoS stated that this would be consider under Any Other Business as a confidential item.
<b>11. To receive reports from Governors with specific responsibilities not already covered on the agenda and review governor role allocation</b>	
11.1.	There were no reports since the last meeting.
11.2.	It was agreed that the Safeguarding Governor would conduct their termly visit before the Easter break.
11.3.	In relation to other governor roles, the Pupil Premium Governor and SEND Governor would contact their staff lead in the next half term after Easter.
<b>12. To approve the Accessibility Plan</b>	
12.1.	The HoS explained that the Accessibility Plan provided to governors would be revised in future as the Trust would lead on accessibility in relation to premises and the school would cover accessibility in relation to the curriculum. The current Plan covers both but would not do so in future versions.
12.2.	No questions were raised and <b>governors approved the Accessibility Plan.</b>
<b>13. To review Governor Development/Training</b>	
13.1.	Governors fed back on courses attended since the last meeting: <ul style="list-style-type: none"><li>KB (SIP lead on Diversity) attended Diversity webinars which she has found useful. There are a group of courses on the subject which governors can attend. There is an evaluation form with further details in the shared folder.</li></ul>

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- El (Safeguarding Governor) – attended Wellbeing and Mental Health and has booked to do Safeguarding – Safer Recruitment training.

- CB – Wellbeing and Mental Health

- 13.2. The HoS stated that following completion of National Online Safety courses by parent governors, PBPS is now a NOS Accredited School and also a Remote Education Accredited School.
- 13.3. The Chair is continuing with the NGA Development for Chairs course and will share more details in informal governor meetings.
- 13.4. The Chair asked governors if there were any requests to feed back to the Trust in relation to the annual bespoke training session offered by Octavo. The Chair stated that some ideas had been put forward including Mental Health and Wellbeing, Diversity and Inclusion and Broad and Balanced Curriculum. Governors were invited to contact the Chair with any suggestions.
- 13.5. Governors fed back generally that they had not been able to book some courses this term as they were sold out and since there were repeated termly there was a significant delay accessing relevant training. Governors asked to feed back to Octavo whether popular courses could be repeated more frequently, circulating materials on the courses or the being able to view a recording of the session.

**Action 8 Clerk to feed back to Governance Manager suggestions for Octavo.**

### 14. Any other business

- 14.1. The Chair had circulated a Governance Action Plan he had put together to improve board effectiveness and support his objectives on the NGA course which he would discuss with governors outside of the FGB meeting.
- 14.2. Governors agreed to save a date for a Governors Day to take place on Wednesday 30<sup>th</sup> June 2021 in the afternoon. Governors agreed it would be helpful to combine this with their SIP review visit.
- 14.3. The Clerk informed governors that Google Meet was being introduced across the Trust as an alternative and more secure platform to Zoom. The Clerk gave governors notice that they were likely to use Google Meet at the next meeting. A test run would be set up by the Clerk ahead of the next meeting and further instructions would follow.
- 14.4. **SP leaves (8:15pm).**
- 14.5. A confidential item was discussed.
- 14.6. **BF leaves (8:45pm).**

### 15. To determine the matters to be treated as confidential (in accordance with Article 125 of the Articles of Association)

- 15.1. It was agreed that one item be deemed confidential.

### 16. Future Meetings

- 16.1. Governors noted the dates and key focus areas for the Governing Body meetings 2020-21:
  - **Tuesday 11<sup>th</sup> May 2021** – *Pupil Progress, Education Matters and Budgetary Consideration* – 6pm via Google Meet

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- **Wednesday 30<sup>th</sup> June 2021** – *Governors Day* – details to be confirmed (PM)
- **Tuesday 6<sup>th</sup> July 2021** – *Celebrating achievement and future planning* – 6pm via Google Meet

**The meeting closed at: 8:55pm**

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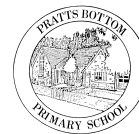
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### ACTION POINTS

Reference	Action	Owner	Status
Action 1 Para 3.1	Clerk to arrange with Chair to sign minutes.	Clerk	<b>Completed</b>
Action 2 Para 4.1	Clerk to add review of Voluntary Fund and Gift Aid letter to Meeting 6 Agenda	Clerk	
Action 3 Para 4.1	All governors to review papers and submit advance questions to the Clerk 2 days before FGB meetings.	ALL	
Action 4 Para 4.1	New governors (PC, SA-J and SF) to attend the SOLA In house Safeguarding Training on 24.03.2021	PC, SA-J and SF	SA-J Completed PC resigned from post SF completed online safeguarding course.
Action 5 Para 6.2	HoS to update governors on SIP 2020-21 priorities at Meeting 5 (11 May 2021)	HoS (EH)	<b>Completed</b>
Action 6 Para 6.5	Clerk to email EI and SAJ previous Governor Visit Report of AP and supporting resources on wellbeing	Clerk	<b>Completed</b>
Action 7 Para 6.5	Clerk to email link to governors of previous Governor Visit Reports	Clerk	<b>Completed</b>
Action 8 Para 13.5	Clerk to feed back to Governance Manager suggestions for Octavo.	Clerk	<b>Completed</b>

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