

**Minutes of the Meeting of the
Strategic Governing Body of Applegarth Academy and Wolsey Academy
Held on Monday 6th June 2016 at 6:00pm at Wolsey Junior Academy**

Name	Position	Attendance
Ryan Arde'	Head Teacher, Wolsey	Present
Selina Boshorin	Community Governor	Present
Darlene Browning	Staff Governor, Wolsey	Absent
Tammy Curtis	Staff Governor, Applegarth	Present
Mark Ducker	STEP CEO and Executive Principal	Present
Rob Elliott	Parent Governor, Wolsey	Present
Lesley Fish	Community Governor	Present
Nina Goel	Community Governor	Apologies
Marisse Green	Parent Governor, Applegarth	Apologies
John Halliwell	Head Teacher, Applegarth	Present
Mark Riddaway	Community Governor, Chair	Present
Graham Smith	Community Governor	Apologies
Christopher Mullan	Prospective Community Governor	Present
Naomi Walters	School Business Manager, Applegarth	Present
Jo Sims	School Business Manager, Wolsey	Present
Ian Cooper	Clerk	Present

All resolutions of the governing body are deemed to have been determined unanimously unless otherwise recorded.

STEP First – We are all one team

1.	<p>Welcome and Apologies</p> <p>Mark Riddaway opened the meeting at 6:04 pm and welcomed everyone, extending a particular welcome to Christopher Mullan who had been invited to attend as a prospective new community governor.</p> <p>Apologies had been received from Nina Goel, Marisse Green and Graham Smith.</p> <p>Members accepted the apologies.</p>
2.	<p>Quorum</p> <p>Having checked with the clerk, the Chair informed governors that a quorum of members was present.</p>
3.	<p>To review the register of Pecuniary and Business Interests</p> <p>Governors were asked if they had any known pecuniary or potential conflicts of interest with the published business for the meeting.</p> <p>None were declared.</p>
4.	<p>Governance Update:</p> <p>Mark Riddaway reminded the meeting that after the previously undertaken skills audit, a shortfall of</p>

financial skills had been identified and acknowledged across the governing body as a whole and consequently the intention was to appoint a governor to help reduce that gap. Mr Mullan was then invited to tell the meeting about his background, experience and skills so that members might consider his suitability for appointment as a member of the governing body.

Mr Mullan thanked the members for the opportunity and told the meeting that he worked in the financial services area as an actuary. He was currently employed by Deloitte and lives in the Reigate area with his family of three young children. He stated that he knew the local area quite well as his wife came from Coulsdon. His aim was to be able to help schools support children so that they may be able to get the best out of their educational opportunities. He felt that he could make a positive and effective contribution to the governing body generally and in the area of finance particularly.

There were no questions and Christopher's, nomination as a community governor was **approved** by the SGB. This would now be put forward for ratification by the STEP Board of Trustees. Members warmly welcomed Christopher to the SGB.

In the absence of a number of community governors, governors **deferred** the agreement of the membership of the Children, Families and Community Committee to a subsequent meeting.

Members then considered the allocation of individual governors to particular monitoring or audit roles which had been identified at the recent STEP governor training event. The meeting was reminded that the role covered both academies and the monitoring or auditing activity needed to be recorded. This would involve governors visiting the academies, observing and speaking with individual members of staff and recording their observations on the appropriate audit/monitoring visit forms. The Trust would also be able to identify strengths and weaknesses across all the academies in a coherent consistent manner. Governors were reassured that work involved shouldn't be arduous and monitoring visits could be sensibly aligned with the "Governors days in school" programme. Volunteers were requested and members took some time to discuss the most effective allocation of roles.

Governors **agreed** the following distribution of monitoring roles, noting specifically that the area of teaching, learning and the curriculum would benefit by having two nominated governors rather than one.

Assessment and outcomes: Graham Smith

Inclusion: Rob Elliott

Personal Development, Behaviour and Welfare: Selina Boshorin

Safeguarding: Lesley Fish

Teaching, Learning and Curriculum: Mark Riddaway and Nina Geol.

Members' attention was drawn to the process which would be used for the election of the chair and vice-chair of governors in the autumn term. Mark Riddaway reminded governors that nominations would be required beforehand and voting would be taken during the meeting where the appointment of the chair and vice-chair would take place. The elections would be included as an agenda item for the next meeting in September.

Governors **noted** the information given about the forthcoming elections for chair and vice-chair of the Strategic Governing Body.

STEP Way – We agree to do things like this

5. Ways of working in September and the Role of the Executive Headteacher

On behalf of the governing body, Mark Riddaway congratulated John Halliwell on his appointment as executive Headteacher for both academies asking him to brief members about the changes in his role

and its implications.

Tabling the document entitled “Wolsey Junior Academy – Prompt for Governors” which can be found in the accompanying file to these minutes entitled “WJA Prompt for Governors SGB 060616”, John Halliwell pointed out that the last two pages gave an overview of the executive Headteacher role. He also informed governors that Sam Daly will be Acting Head of School at Applegarth Academy in September. He emphasised that he expected the executive Headteacher role to focus on the strategic overview of teaching and learning as well as predominant role in leadership development. He intended to increase the visibility of the executive Headteacher for both staff and students, expecting to spend half each working day engaged on each site. He emphasised that the role would not detract from the authority of the Headteacher at Wolsey Academy and the "buck would still stop" with Ryan Ardé. The executive Headteacher role would enable more cross institutional working, enable more compatibility and inter operability of Academy systems as well as promoting greater joint working and pooling of SLT members and resources. He continued by pointing out that the role ought to help support and develop each of the academies in terms of increasing leadership capacity, allowing greater fluidity of staffing mobility across both institutions and thereby establishing the "New Addington Cluster" within the Trust. Governors were reassured that the day-to-day running of both academies would remain in the purview of the Headteacher or Head of School respectively.

Governors were reminded that the document also pointed out how they may challenge and hold the school to account whilst at the same time emphasising a number of the highlights and strengths and improvements that have been put in place and being seen within Wolsey Academy since Ryan Ardé was appointed. Summary information identifying what to know about assessment without levels was also included.

John Halliwell concluded his remarks by reminding governors that the document was still in draft form and he expected that there would be further information contained within it by September. He pointed out to governors that the information may help to prompt them in their preparation for any forthcoming OFSTED inspection. Asking for feedback about the content of the document, governors agreed that they found it useful and concise with many key points being included.

Members **noted** the draft prompt document for governors and expressed their thanks to John Halliwell for producing it.

6. Finance Update:

As chair of the Strategic Governing Body Resources Committee, Rob Elliott briefly summarised the business transacted during the meeting of the committee held on 23 May 2016. He reported to members that the draft minutes of the proceedings were full and self-explanatory. He pointed out that whilst both academies had set balanced budgets for the coming year, monetary resources were tight and significant effort had been undertaken to create balanced budgets which reflected the schools' individual priorities. He particularly pointed out that planned staff expenditure was below the desired 74% thresholds in both academies plans. He cautioned that there was "no space for overspend" and he reported that the Resources Committee had agreed to recommend that the Strategic Governing Body should approve the budgetary plans for the next financial year.

The Resources Committee had also considered and approved the planned summer works for Applegarth Academy during the summer holidays. Governors were told that committee members had considered and agreed the list of suppliers to undertake the works.

Question: *Considering the reduction in the price of school meals what reassurances can be given that the quality will not suffer?*

	<p>Answer: The move from a two-week to a three-week menu timetable will enable savings directly with no change to the quality of meals. This would allow the use of pricing points below two pounds. It will be tight but financially viable with the added advantage of being more affordable for many families. With the Academy also working currently on the packed lunch policy, because the quality of packed lunches is understood not to be as good as a school meal, it is anticipated the quality of meals in school will rise. The school will be applying for bronze accreditation for its lunch provision and arrangements in the near future which should help reassure governors of the quality of lunches.</p> <p>Question: <i>Does there need to be a minimum take-up rate and if so, what is it?</i></p> <p>Answer: The precise take-up rate is not yet known. Currently the provision is breaking even at a rate of £2.10 per lunch. With the expectation of a slight increase in student numbers and with the move from a two-week to a three-week menu cycle as well as taking into account the budgeted figures are set conservatively, financial problems are not expected.</p> <p>Question: <i>Can we have data about the take up in monthly reports?</i></p> <p>Answer: Yes, the figures are included.</p> <p>Governors noted the draft minutes of the Strategic Governing Body Resources Committee held on 23 May 2016.</p> <p>Governors approved the budget plans for Applegarth Academy and Wolsey Junior Academy.</p>
7.	<p>Premises works</p> <p>Members noted the planned summer works schedule to be undertaken at Applegarth Academy over the summer break which had been previously outlined in the report received from the Resources Committee earlier in the meeting.</p> <p>Governors received and noted the reports of the site managers of both academies which detailed actions undertaken within the health and safety action plans formulated in September 2015.</p>
8.	<p>Policy Updates:</p> <p>Governors approved the Health and Safety Policy for each Academy which had been prepared by Ellis Whittam Ltd.</p> <p>Governors noted each Academy's Business Continuity Planning documents.</p> <p>Governors noted that the following policies had been updated and approved by the STEP Board of Trustees:</p> <ul style="list-style-type: none"> Staff Code of Conduct; DBS Policy; RRS Policy; Behaviour Policy; Anti-Bullying Policy; Intimate Care Policy; Positive Handling Policy; Policy for the use of Images of Children; Assessment Policy;

Off-Site Policy;
Communications Policy;
Governor Expenses Policy;
Attendance Policy;
Food/Nutritional Standards Policy
and
Packed Lunch Policy.

Question: Having been approached by a parent about next year's PGL, it seems that people are finding it difficult to get barcodes to make payments at the post office. Some parents have been finding there might have been a reluctance to produce the letter.

Answer: Jo will take this back to the office and ensure the process is made easier.

Jo Sims and Naomi Walters left the meeting.

9. Safeguarding

Selina Boshorin reported that she had made a safeguarding visit on 19 April and intended to make a subsequent visit during the coming month. She reported that the monitoring and audit paperwork had helped focus the process and she was able to observe parents meeting when she visited the Academy. She reflected to members how communication with parents might be improved with improved systems and commented that she believed that there was much good practice happening in theory and she wished further examples to be shown to her practically to confirm that practice. She cited as an example, that she wanted to see whether a member of staff, perhaps a cleaner, could clearly articulate how the systems would be applied in a safeguarding situation. When considering the use of the single central record in Applegarth Academy she reflected that its usage was not demonstrated in quite the same way in Wolsey Academy.

Members were reminded that current best practice strongly encouraged all necessary information be made available and maintained in the single central record.

Question: Selina, can you confirm that you have undergone online safeguarding training?

Answer: I will have done so by the 20th.

Governors **noted** the safeguarding report.

Members **noted** the information contained in the DfE advice document for school staff issued in March 2016 entitled "Mental Health and Behaviour in schools".

STEP Up – We all succeed together

10. Standards Committee Report

In the absence of Graham Smith, Mark Riddaway gave a verbal report about the business transacted at the meeting of the Strategic Governing Body Standards Committee held on 18 April. He prefaced his remarks by reminding members that the meeting had taken place before the children had undergone SATs testing so much of the information contained in the minutes and in the discussions of the meeting had been superseded. He pointed out that the committee understood that there was no great expectation of attainment of any child the year 6 cohort at Applegarth in the new "in greater depth" attainment category which had been introduced in the current year, for writing. He reported that members of staff were intending to focus on the area in the following year to improve performance.

The committee had been informed about the potential shortfall in mathematics attainment at Wolsey Junior Academy as well as being told about the supportive interventions which had been undertaken to rectify the situation.

Governors were told that the committee had received a detailed briefing and had discussed the developing curriculum focusing on the approaches of "Success for All". Standards committee members had noted not only how it had been received and implemented at Applegarth Academy but also how results and attainment of children involved in this curriculum approach had showed spectacular improvement when compared other children's attainment. He reported that the committee understood that it seemed therefore appropriate to implement "Success for All" as soon as possible in both academies to enable the perceived positive benefits to be experienced as soon as possible.

Question: *What has been the involvement of parents and staff in "Success for All"?*

Answer: Members of staff have undertaken visits to promote and ensure "buy in" before implementation. Observational visits have also been undertaken and training has been delivered during inset days. Careful explanations had been given to parents by letter and no major problems are apparent. Parents appear very supportive and members of staff equally so. The letter which was sent out explained how the ability groups would be used. Parents were very interested in how this was set up. There were concerns (generally) before the change began. Consequently, when the children started the new approach, parents were much more involved. Where perhaps now a child in year 5 is working with a child from year 2 both children are getting what they need and consequently rapid progress is often seen. The children are reassessed frequently, at least every eight weeks, in order to ensure that no one is locked into an incorrect grouping.

Members were told that the Standards committee had also received a stimulating and insightful presentation of the "Thrive" system which was being implemented at Applegarth Academy. It is designed to help children with emotional and developmental problems.

Members **noted** the verbal report and draft minutes of the proceedings of the SGB Standards Committee meeting of 18th of April 2016.

11. **Head Teachers' Reports**

Introducing the report John Halliwell confirmed with members that they had been able to read the previously distributed copy of the report. Consequently governors agreed that questions on the information contained in the report should be posed, page by page, in order to efficiently dispose of this item of business.

Page 1 - Pupil numbers

No questions were asked.

Page 2 - Attendance

Question: *Pupils in years 3, 5 and 6 in Wolsey Academy have had days off-site for educational trips and visits but there seems nothing happened for year 4, why is that?*

Answer: Year 4 pupils had already completed the equivalent of a trip this year. A company called the Reptile Roadshow came into school especially for year 4 pupils which is why they do not appear in the list of off-site educational trips.

Page 5 - Personal development, behaviour and welfare

Question: *Can you tell us more about the pupil parliament and the dignity work?*

Answer: The outcomes from this piece of work have been recognised both nationally and

internationally by different news organisations. The pupils decided to and set up a campaign. They chose part of the UNICEF charter for children which led to the pupils questioning images used by charities to promote public donations. The Guardian newspaper heard of the campaign and wrote about it. BBC Radio London picked up the story and it has now been referenced in blogs in China, Thailand, the United States of America and Canada. Consequently both Save the Children and Water Aid came and spoke to the parliament in an attempt to clarify the messages of the images and change the pupils' minds. In some cases this was successful whilst in others pupils remained convinced that the images were not appropriate.

It is intended to promote and support a project each year which stems from direction of the pupil parliament. If governors wish to follow developments please subscribe to the Applegarth Academy's twitter account: @Applegarth.

Question: *Because the pupil parliament has been so successful at Applegarth will it be implemented at Wolsey?*

Answer: It would be up to Ryan Ardé and the team at Wolsey as to what approach they wished to support.

Question: *How successfully have the Rights and Respect principles being embedded within the curriculum this year?*

Answer: We believe it has been significantly positive and we are going for the award next year.
Page 6 - Outcomes

Question: *Referring to the "challenging nature of the reading paper" during the recent SATs, could you give us more information about what this means?*

Answer: Early in the academic year the new assessment framework was put in place by the Department for Education (DfE). The published sample tests and exemplification materials were intended to show the style and standards expected in the summer SATs. The Mathematics sample was very accurate and closely reflected what was seen by pupils in May. This was also the case with Spelling, Punctuation and Grammar assessments. However the reading assessment which the children undertook was very different from the sample. Some questions were significantly tougher than the sample and professional colleagues have identified some questions as being as difficult as those set to candidates sitting for the award of GCSEs. Consequently if the national attainment thresholds are maintained then the expectation of pupil attainment in the two academies previously reported to governors would not align with the potential results. It is believed however that the attainment threshold will be reduced. Progress has been very strong in both academies and members of staff are definitely not trying to make excuses in the Reading area. On the day, however, the assessment materials were not what staff had been led to believe earlier in the year.

Mark Riddaway commented that he understood that the assessment focused more on testing a child's vocabulary range rather than comprehension. He believed it could be said that the style of the vocabulary being tested unfortunately reinforced a "rich versus poor divide in society".

Governors were informed that one of the impacts of the reading assessment was that significant shock had been experienced by staff. Also many children displayed a significant reduction in confidence and there was concern about how that had then affected their performance in later tests which is not yet quantifiable.

Mark Riddaway reflected that the governing body felt deeply let down by the approach taken by the government. He commented that a collective response ought to be made by the Trust and it should record how strategic governing bodies, Headteachers, members of staff and especially the children felt anger and confusion as well as being let down about the reading assessment.

Question: *If the reading assessments were so difficult this year could there not be some leeway made in the system so that the last paper to be sat by children could be the most difficult assessment?*

Answer: Before making further suggestions, it may be better to "hold fire" until the results are finally known. It is probable the pass rate may be as low as 35% and therefore the threshold for attainment would also be relatively low and so increase the number of attainments. It may well be better to have a co-ordinated response from the Trust then have individual submissions from each Academy.

The view was expressed that it was very important to have a strong response regardless of the results.

Mark Ducker commented that waiting for the results to be published would allow for the collection of extra evidence and provide a better context for a submission.

John Halliwell voiced the concern that if either of the academies were inspected by OFSTED in the near future there may need to be something of a struggle to persuade inspectors to move from a grade 3 to a 2 if reading attainment results were taken out of context. He reiterated to governors that he felt they needed to be fully knowledgeable about the progress which had taken place throughout the academic year to place attainment results in a proper context.

Question: *Considering next year and thinking about this year's year 6, are there any problems for pupils going from year 5 to year 6?*

At: We don't expect so. There is a strong teaching team and with the Mastery approach in place and with the majority of children on track, the situation looks positive. The pupils look generally to be a stronger cohort but if they need additional intervention and support they will receive it in time as would be the case for any year group.

Governors **noted** the Headteachers' report.

12. **Academy Improvement Plans:**

Governors received a verbal report about progress against agreed priorities and milestones. For the benefit of those members who do not serve on the Resources Committee, the meeting was informed that the budgets had been set according to priorities in the Academies' development plans and that they remained the same as previously discussed at the Resources Committee. The Committee had agreed the priorities and milestones and further detail will be shared in order to update members during the September meeting of the Committee.

Members **noted** the verbal report.

Mark Riddaway reported that he had undertaken a visit to monitor the SATs assessments. He told governors that it was clear that the SATs administration was very good with members of staff showing significant professionalism and care towards the children. He commented that a very good and efficient overall impression had been left.

Governors **noted** the monitoring visit report.

Acknowledging that final agreement is yet to be reached in the allocation of monitoring roles as discussed earlier in the meeting, it was felt worthwhile to publish provisional dates for monitoring visits to align where possible with planned "Governors' days in school." Governors agreed that this would best be done early in September and not during the current half term. It was agreed that John Halliwell should draft a range of possible dates and circulate to members. Members acknowledged that monitoring visits on Mondays or Fridays were not preferable.

	<p>Question: When is the first day back in school? Answer: Members of staff return on the 5 September and children return two days later on the 7 September.</p>
13.	<p>Ofsted Governors noted this item had been addressed previously in the meeting during the discussion of the tabled paper "Wolsey Junior Academy - Prompt for governors".</p>
14.	<p>Governors' Day in School Members agreed that further discussion of the minutes of the meeting of the Standards Committee on 18 April and the meeting of the Resources Committee of 23 May was unnecessary.</p>
15.	<p>Annual Evaluation of SGB Performance Mark Riddaway asked that all the annual evaluation of performance materials and forms be completed by 20 June. Governors noted the request.</p>
16.	<p>Minutes of 29 February 2016 Governors agreed that no amendments were to be made to the previously circulated draft minutes of the meeting of the Strategic Governing Body held on 29 February 2016. The chair signed them as a true and accurate record.</p>
17.	<p>Matters Arising from the Minutes John Halliwell reported that the cost of covering long term sickness absence was not covered by insurance policies and therefore not recoverable through that route. He further commented that the cost of purchasing into such a scheme seemed now to be significantly expensive. Christopher Mullan commented that such insurance costs were rated by profession and generally there was a high cost of such insurance associated with the members of the teaching profession. Comments made about the attendance policy were confirmed to have been sent to the company secretary on 2 March 2016. Mark Riddaway confirmed that he personally made a contribution to the newsletter. Governors noted the reported actions and confirmations arising from minutes of the previous meeting of the Strategic Governing Body.</p>
STEP Ahead – We invest in our future	
18.	<p>Feedback from Board of Trustees Mark Ducker told the meeting that the trust had been asked by the DfE to work with schools in East Sussex. Consequently an expression of interest had been made with regard to two very vulnerable schools. He was happy to report that the Board of Trustees had applied for and subsequently obtained Academy orders which had been granted for Hawks Farm and Meeching Valley schools. Headteachers have been appointed with the aim of commencement from 1 September. The two schools could be</p>

	<p>seen as the start of the STEP hub in East Sussex, he said.</p> <p>Governors were also told that the trust had applied to the Department for permission to create a free school in the Bromley area because of the need for enhanced secondary provision over the next few years. He imagined Lafontaine Academy would probably be a feeder for the new school. He reported that the result of the application should be known by the end of July.</p> <p>Members were told that a new executive post, Head of Standards, had been created. Jennese Aliozi has been appointed. She has a secondary school background and is currently working in Essex. Further staffing changes included the appointment of the Head of Human Resources, Tom Scrace, who joined the trust in April whilst Tim Mills will be taking on the role of Acting Head of Teaching & Learning following Claire Slade's departure at the end of term.</p> <p>Governors noted the information reported from the Board of Trustees.</p>
<p>19. Governor Training</p>	<p>Members were reminded that there had been one STEP training session held on 13 April since the last Strategic Governing Body meeting. The presentation had been circulated. Governors discussed the impact that they judged had been made. Observations included: a better understanding had been gained of the reasons behind the current financial pressures; valuable information had been given about the expectation which OFSTED has of governors and governing bodies as well as the unexpected and impressive range of work undertaken by the school business managers.</p> <p>A particular focused discussion arose between members with regard to the vision and mission of both the Trust and individual Academies with a feeling that a mission statement should be applicable across all the Academies while a vision should be particular for each organisation. In summary, it was felt that the issue should be revisited at the next "away day".</p> <p>The chair requested that Carol Fagan forward to Christopher Mullan a copy of the discussion held on 13 April, a set of induction materials including information about training needs and "STEP-wide" training information.</p> <p>Governors noted the identified impact of recent training.</p>
<p>20. Chair's Items</p>	<p>Mark Riddaway reported that he had undertaken "chair's action" on behalf of the strategic governing body since the last meeting on three occasions. They were:</p> <ol style="list-style-type: none"> 1. Approval of the changes to the teaching assistants restructuring, previously identified in the meeting; 2. Approval to introduce the "Success for All" approaches to curriculum delivery ahead of schedule which included necessary budget effects and 3. Approval to change the dates of in-service training for Wolsey Junior Academy. <p>Governors noted the actions undertaken on their behalf.</p>
<p>21. Any Other Urgent Business</p>	<p>As a matter of information and interest, John Halliwell told the meeting that Applegarth Academy had received its first admissions appeal against not being able to give a place to a prospective pupil at the</p>

	<p>Academy. He advised governors that they needed to be aware that if the appeal could not be resolved it may mean that the agreed maximum ceiling of 60 may be exceeded by one.</p> <p>Members noted the information update on admissions.</p>
<p>22.</p>	<p>Meeting Impact Governors agreed that the impact of the meeting could be seen in the following areas of business undertaken:</p> <ol style="list-style-type: none"> 1. A reduction in the skills gap of the strategic governing body had been achieved with the appointment of Christopher Mullan; 2. Budgets for both academies had been approved; 3. Focus roles had been identified for governors in particular areas; 4. Governors identified areas to support Wolsley Junior Academy in the event of external scrutiny and 5. Governors felt they had a better understanding about how to answer a range of questions if asked about Wolsley Junior Academy.
<p>23.</p>	<p>Publication of Minutes Governors identified items of discussion to be held in confidence. These would be recorded in Part B of the minutes.</p>
<p>24.</p>	<p>Date of Next Meeting Reminding members about significant dates, Mark Riddaway confirmed that both John Halliwell and Ryan Ardé would circulate to governors the results of both Academies in July.</p> <p>Question: <i>Considering the dates of meetings and the possibility that I may not be able to attend in person, what would be the chances of enabling me to make use of a dialling-in facility during the meeting?</i></p> <p>Answer: This could be achieved by notifying the Clerk at least 48 hours before the scheduled meeting so that the facility can be arranged.</p> <p>Governors noted:</p> <ol style="list-style-type: none"> 1. that the next meeting of the strategic governing body would be held on Monday 19th September 2016 at Applegarth Academy preceded by the meeting of the Standards committee. Confirmation of the start times of both meetings would be advised to members. and 2. the schedule of meeting dates for Strategic Governing Bodies and their sub-Committees for the next academic year.
<p>25.</p>	<p>Confidential Staffing Matters (if any) Governors noted that was no confidential staffing matters to discuss.</p> <p>There being no further business to consider, the meeting closed at 7:57pm.</p>

Summary of Action Points

Agenda Item	Action	Owner	Status
4 (c)	Place on Agenda of a subsequent meeting the deferred determination of membership of CF&C Cttee.	Clerk	New
8	Address the perceived concern about difficulty in obtaining barcodes letters from the Academy office	Jo Sims	New
12	Circulate list of prospective dates for monitoring visits	J Halliwell	New
12	Circulate email address for C Mullan	Clerk	New
15	Annual SGB Performance Evaluation materials to be completed and returned by 20 June	All members	New
24	Possible dialling in facilities for future meetings to be arranged	C Fagan	New

Signed as a true and accurate record of the meeting	
Chair's Signature	
Chair's Name	
Date	