

# Wanstead High School

Education with Character

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Headteacher: Miss E Hillman

Name	Initials	Role	Start	End
Ian Selby	ISE	Co-opted, Co-Chair	12/12/2022	11/12/2026
Ellen Lake	ELA	Co-opted, Co-Chair	23/03/2023	22/03/2027
Emma Hillman	EHI	Headteacher	Ex-officio	Ex-officio
Donna Cini	DCI	Elected Staff	17/07/2023	16/07/2027
Nichola Baker	NBA	Local Authority	17/07/2023	16/07/2027
Maggie Leggett	MLE	Parent	07/12/2021	06/12/2025
Sara O'Donnell	SOD	Parent	07/12/2021	06/12/2025
Liz Smith	LSM	Co-opted	06/03/2022	05/03/2026
Alison Tobe	ATO	Co-opted	12/12/2022	11/12/2026
Harry Caswell	HCA	Co-opted	23/03/2023	22/03/2027
Briony Labram	BLA	Co-opted	17/07/2023	16/07/2027
Andrew Higgins	AHI	Co-opted	01/08/2023	31/07/2027
Anne Leach-Hurst	ALE	Co-opted	18/03/2024	17/03/2028
Helise Martin	HMA	Deputy Headteacher	N/A	N/A
Sarah Williams	SWI	Business Manager	N/A	N/A
Anesta Broad (LB of Havering Governor Services)	HGS	Clerk to the FGB	N/A	N/A

## Full Governing Body (FGB) Meeting Minutes Monday 13<sup>th</sup> May 2024 at 6.30pm – 9.00pm

### PRESENT:

Nichola Baker  
Harry Caswell (via Teams) \*  
Donna Cini  
Andrew Higgins  
Emma Hillman

	Briony Labram Ellen Lake (Chair) Maggie Leggett Sara O'Donnell Ian Selby
<b>IN ATTENDANCE:</b>	Anesta Broad Helise Martin* Sarah Williams
<b>APOLOGIES</b>	Anne Leach-Hurst Alison Tobe

\*for part of the meeting

Item	Details
<b>1.0</b>	<p><b>1.1 Welcome</b> Governors were welcomed to the meeting by the Chair.</p> <p><b>1.2 Apologies for absence</b> Apologies for absence were received and accepted from ALE and ATO. No apologies were received from LSM.</p> <p><b>1.3 Requests for Any Other Business (to be taken at Item 17)</b> The following additional items were tabled:</p> <ul style="list-style-type: none"> <li>● Nominations for Teacher of the Year</li> <li>● Thank you acknowledgements to outgoing staff</li> </ul> <p><b>1.4 Confidential Items (to be taken at Item 18)</b> There were no confidential items at this point of the meeting tabled for discussion.</p>
<b>2.0</b>	<p><b>2.0 Declarations of interest</b> No new declarations of interests were received.</p>
<b>7.0</b>	<p><b>7.0 New DfE Statutory Guidance on Attendance</b> The meeting moved to agenda item 7.</p> <p>HMA was welcomed to the meeting to present the new DfE statutory guidance on attendance. HMA explained that the new guidance would become statutory from August 2024 for all schools and Local Authorities (LA). The guidance was developed in response to the post covid national crisis on pupil attendance. In 2018-19, the national absence rate in secondary schools was 5.5%, meaning pupil attendance was 94.5%. Persistent absence (attendance under 90%) was 13.7% in secondary schools. Fast forward to 2022-23, the national absence rate in secondary schools had increased to 7.4%, and school attendance was 92.6. The persistent absence had risen to 21.2%.</p> <p>Research showed that mental health had impacted pupil attendance. Parents' knowledge, motivation and perspective were also influencing factors with a significant number of parents feeling unequipped to ensure their children attended school. Following the research, the DfE issued guidance to schools and LAs in December 2023. In February 2024, the DfE reissued the "Working together to improve school attendance" but made the policies and practices statutory.</p>

Pupil attendance at WHS was currently at 92.3%, which was slightly lower than the 93-94% target. This figure was in line with the previous year and with the national average. Maintaining consistent attendance procedures had been affected by the departure of the School Attendance Officer. Certain tasks had stopped such as letters to parents informing them that their children were hitting the attendance threshold. Processes were improving but there was still much work to be done. The current area of concern was on the attendance of Year 9 and Year 10 pupils.

In terms of the new guidance, there had been some changes to procedures. The DfE expected pupil attendance to be a priority for schools. Attendance should form part of the SDPs (School Development Plan) and cascade to form part of the daily behaviours and strategies with parents and pupils. For example, elements of the school enrichment strategy should help to underpin attendance.

There was a greater focus on nurturing and building positive relationships with parents. The big driver of getting some young people into school was through early interventions with their parents. All schools should have someone in charge of attendance, but the DfE wanted this to become a dedicated role, and not just a bolt on to an existing job role. School's needed a dedicated senior school attendance champion.

The new guidance emphasised the importance of schools sharing data daily through SIMs in order to promote real time benchmarking data, locally and nationally.

Schools were also expected to be clear on the forms of support that they offered. Teachers, Senior Leadership Teams and Governing Bodies should understand what their roles were to support pupil attendance and drive down absences. The DfE now provided a clear table that showed where roles and responsibilities began and ended. Data was being challenged and used to inform strategies.

Fines had been increased and could be issued to parents and carers. The DfE guidance encouraged schools to use their discretion on when to issue fines.

There are 4 key expectations of Governing Bodies:

1. Recognise the importance of school attendance and promote it across the school's ethos and policies – This would involve reviewing and challenging attendance policies and practices. A link governor would be expected to oversee attendance.
2. Ensure that school leaders fulfil expectations and statutory duties – This would include making sure the school had an attendance policy that was accessible and consistent messaging in all communications.
3. Ensure that school staff receive adequate training on attendance – This would include ensuring that the expectation of pupil attendance was known by all teachers; and that staff understood their specific roles in the attendance process. Staff should also be aware of what excellent practice looks like. An aim was to visit other schools to observe and share best practice.
4. Sharing effective practice on attendance management and improvement across schools – WHS was currently part of the Mulberry Academy Attendance hub alongside approximately 30 other schools. The SLT took part in online meetings in which Mulberry shared best practice. There was an opportunity for all schools to share what was working and learn from each other.

HMA noted that aspects of attendance that had improved this academic year:

- Tracking and monitoring of pupil attendance from 93% and less.

- Fortnightly meeting and action planning with EWO (Education Welfare Officer), HOYs (Heads of Years) and Attendance Officer across Key Stage 3 to 5.
- School based information and support letters.
- EWO meetings and fines with a stricter use of 7 U codes.
- Attendance awards.
- Attendance and punctuality messaging during tutor time.
- Increased communication with parents.

HMA explained that the next steps for the school was to embed the DfE partnership model with followed 4 key areas:

1. Expect
  - a. Update the school attendance policy and procedures
  - b. Train and update staff on attendance policy, strategy and updates
  - c. Website, transition and admissions
  - d. Visual cues – posters, etc
  - e. Rewards to recognise good attendance
  
2. Monitor
  - a. Attendance Champion weekly data meetings
  - b. Simplify attendance monitoring
  - c. HoY and EWO weekly monitoring
  - d. BaPD Committee monitoring
  
3. Listen and understand
  - a. Greater focus on building and nurturing positive relationships
  - b. Wider school culture including developing strong relationships with parents, underpinned by good communications that would make students want to come to school.
  - c. Greater focus on meetings with HoYs and the Pastoral Support Manager
  - d. Parent and pupil voice opportunities
  
4. Facilitate support
  - a. Build capacity through the Attendance Champion and HoYs.
  - b. Appoint an internal EWO who would carry out home visits, phone calls and early help intervention.
  - c. Utilise the Redbridge SEaTSS (Specialist Education and Training Support Service).
  - d. Embed the DfE toolkit into the school's systems and procedures.

EHI explained that Redbridge attendance support service level agreement was annual and would next end in April 2025. Lack of staff capacity had made proactive and consistent monitoring of attendance difficult. The most successful schools had both an internal and external EWO. The LA visited the school once a fortnight, but would carry out daily visits when required. It was possible to increase the LA EWO time, but an internal EWO would be more effective.

NBA was the Attendance Link governor. Attendance was discussed at the termly BAPD committee meeting. SOD suggested that parents should be regularly reminded of the pupil attendance expectations.

EHI stated that the HoYs should be proactive in strategizing ways that encourage good attendance and use pupil motivators such as enrichment activities.

HMA left the meeting 19:17. The meeting returned to agenda item 3.

**3.0**

### **3.1 Minutes of Meeting**

The minutes of the previous FGB meeting held on 18 March 2024 were approved with the following amendments:

- 6.2 – Add an action for Governors to raise literacy and numeracy during link visits.

### **3.2 Matters Arising**

The following updates to the Action Log (not included elsewhere on the agenda) were noted:

- 3.2.1. Skills matrix (15/05/23 item 8.2): ALE had been emailed the skills matrix to complete.  
**ACTION: ALE**
- 3.2.2. Staffing structure chart (15/05/23 item 13.2): A copy of the staff photo book was included in the meeting papers. An organisational chart would be created and shared at a later date.  
**ACTION: EHI / FRU**
- 3.2.3. Pecuniary interest (23/24 001): Governors outstanding needed to complete their Governor Annual Declaration of Interests form.  
**ACTION: ATO / LSM / HCA**
- 3.2.4. SDP (23/24 003): The SDP was in the Headteacher Report under agenda item 12.
- 3.2.5. Statutory training (23/24 004): Governors were reminded to check the training log spreadsheet to ensure they had completed the statutory training and update. All Governors were required to complete Fire Safety, Data Protection and Cyber Security eLearning on National College, and the Home Office Prevent training.  
**ACTION: All Governors**
- 3.2.6. KCSIE 23/34 (23/24 005): LSM needed to complete the annual Safeguarding training.  
**ACTION: LSM**
- 3.2.7. Link governor visits (23/24 006): It was agreed that BLA would carry out the Science link visit in September. Link visit reports were outstanding for Pupil Premium, History and Safeguarding  
**ACTION: BLA**
- 3.2.8. Data (23/24 007): Data collation systems were being set up and processes were moving forward.
- 3.2.9. Build (23/24 008): All the actions had been completed. The action was closed.
- 3.2.10. Ofsted Readiness (23/24 009): Feedback had been received. Governors were interested in receiving Ofsted Governing Body training by HGS.  
**ACTION: HGS**
- 3.2.11. Bios & Headshots (23/24 012): ATO and ALE bios were required for the school website. AJA could be removed from the website. Governing body meeting minutes needed to be uploaded to the website.  
**ACTION: ATO / ALE / F Rutland**
- 3.2.12. Prevent training (23/24 013): Some Governors still needed to complete the Home Office Prevent training. Governors were asked to update the training spreadsheet once they had completed the training.  
**ACTION: All Governors**
- 3.2.13. GIAS (23/24 014): GIAS would be updated to include ALE.  
**ACTION: F Rutland**
- 3.2.14. New ID / Access passes (23/24 017): F Rutland was in the process of producing ID passes for AHI, NBA, BLA and ALE.  
**ACTION: F Rutland**

	<p>3.2.15. <u>Link Visits (23/24 019)</u>: Summer term link visit reports were due to be completed and shared for Computing (AHI), Performing Arts (SOD) and Staff Workload and Wellbeing (LSM)</p> <p style="text-align: right;"><b>ACTION: AHI / SOD / LSM</b></p> <p>3.2.16. <u>Scheme of delegation (23/24 021)</u>: The Scheme of Delegation had been finalised.</p> <p>3.2.17. <u>SFVS (23/24 022)</u>: The SFVS had been approved and submitted.</p>
<b>4.0</b>	<p><b>4.1 Constitution</b> The current constitution was received and noted.</p> <p><b>4.2 Governor Resignation</b> The Clerk had spoken to AJA who had confirmed that she thought her resignation was accepted at the FGB meeting on 27 November 2023. Due to her new job role, she was no longer able to commit to the governor role, but would be happy to support the school in an advisory role in the future.</p> <p><b>4.3 Governor End of Terms</b> There were no governors due to end their term of office in the summer term.</p> <p><b>4.4 Governor Vacancies</b> There were two co-opted governor vacancies. Redbridge LA had some potential governor candidates that Terri George was engaging and would feedback to the Co-Chairs.</p>
<b>5.0</b>	<p><b>5.1 Chair's Urgent Actions</b> There were no urgent actions to report.</p> <p><b>5.2 To report on any correspondence received or meetings attended</b> The Co-Chairs attended the Redbridge LA termly briefing; slides were available on the Google Drive (Training folder). Redbridge LA were restructuring. The Education and Inclusion Admin Assistant had been made redundant. The guidance on PE and quality of access had been updated. There was a focus on staff wellbeing within schools. Governors were encouraged to complete the NGA's annual survey.</p> <p>The Headteacher noted that Redbridge LA had circulated a revised Flexible Working Policy, which would be shared with the staff. All flexible working requests would be considered and carefully balanced to ensure the needs of the children were met.</p>
<b>6.0</b>	<p><b>6.1 Accessibility Plan</b> Redbridge LA had not sent its Accessibility Plan template. EHI would draft a policy and share at the July FGB for approval.</p> <p style="text-align: right;"><b>ACTION: EHI</b></p> <p><b>6.2 Staff Work Life Balance and Wellbeing Policy</b> Feedback from the NEU had been incorporated into the Staff Work Life Balance and Wellbeing Policy. SOD raised a concern about the lack of individual marking feedback given impacted pupils' abilities to improve. This had resulted in private tutors being employed by parents who could afford them. EHI explained that the Government's framework had moved away from deep marking. D Samuel (Assistant Headteacher) was leading on making sure marking was consistent and was working on how to develop wider class marking.</p> <p>HCA joined the meeting at 19:50.</p>

It was not the school's responsibility to provide deep marking for external tutors. The aim was for all children to be in a position where they should not need a tutor.

The section in the policy on quality assurance and assessment would be reviewed by the QoE Committee at its next meeting.

**ACTION: QoE Committee**

This would form part of the Teaching and Learning Policy which would be approved by Governors. The unions disagreed on how the school should quality assure. Work would continue on educating parents on marking expectations through communications and the guidance would be made available on the school website. This was particularly important for new parents joining the school.

The Head of Science and Head of Maths had been invited to attend the next QoE Committee meeting. The QoE Committee should consider inviting D Samuel to the Autumn meeting.

**ACTION: QoE Committee**

EHI stated that the Wellbeing Link Governor needed to be extremely proactive in working with staff. EHI drew the Governors attention to the following extract in the policy:

“The Governing Body takes overall responsibility for implementing this policy and for ensuring the Headteacher and the Senior Leadership Team enjoy a reasonable work-life balance. The Governing Body will nominate a work/life balance Governor with responsibility for promoting and monitoring work/life balance in the school. The current Governors responsible for well-being and work-life balance is: Liz Smith. We will work with the Governing Body to ensure that the holder of this post is pro-active and able to commit time to this important role.”

ELA noted that Link Governor roles would be reviewed during the summer. The Wellbeing Link role would be discussed, but whoever assumed the role would need support and potentially training. ELA would approach Terri George at the LA for advice and look at The Key for a role description.

**ACTION: ELA / ISE**

EHI suggested that Governors had a role to play in engaging with staff and asking what they were spending their time on, what was working well and where improvements could be made. NBA noted that it could be difficult to understand exactly what an individual was doing with their time and it was a delicate conversation.

EHI stated that the HR Manager had been an amazing addition to the staff team and was putting staff various processes in place. An aim was to keep the governing body more informed on wellbeing and other areas including staff that were on workplace assessment.

ELA suggested that perhaps governors could include specific questions in the staff surveys. EHI highlighted that the NEU had suggested that staff surveys were conducted at least 3 times a year, but twice a year may be sufficient. EHI suggested assigning a governor with HR strategy experience to the Wellbeing Link role. HCA commented that it was a link role that would benefit from the support of more than one governor and queried if the Link governor could delegate to other governors for additional support.

The Staff Work Life Balance and Wellbeing policy was approved.

EHI suggested that the HR Manager would create a list of wellbeing related questions for governors to ask during their link visits. The policy would be updated to include "These checks could be reported back following a link visit".

**ACTION: EHI / SL Graefe**

### **6.3 Teacher Appraisal and Capability Policy**

The LA Teacher Appraisal and Capability Policy had not been updated since 2016. The policy would be reviewed at the next Resources Committee meeting.

**ACTION: EHI / HGS**

### **6.4 Financial Regulations**

The new Financial Regulations Policy was being reviewed and would be shared at the next Resources Committee meeting and the FGB in July for approval.

**ACTION: SWI / HGS**

**8.0**

### **8.1 Approval of Annual Budget**

The revised 2024-25 budget was received and noted. SWI explained that staffing numbers had increased and the staff team had been strengthened. The Senior Leadership Team was in line with the structure at comparatively similar schools. SEN and pastoral roles were increased in September. The 2024-25 financial year started with a revenue surplus of £310k. It would become increasingly difficult to maintain a balanced budget for the 2025-26 and 2026-27.

Form classes were being gradually reduced year on year. The reduction would continue until 2027 when all years throughout the school would be 8 forms. Staffing and other resourcing would be adjusted to suit the need. Investment in the staffing was important, but the aim was to not to spend more than the current 82% of the budget on staffing (previously 76% in 2022-23).

This year's budget was tight. The increase in income was in line with previous years, however the increase in expenditure was comparatively higher. A reasonable estimated 3% pay increase for teaching staff and 4% for support staff had been factored into the budget. The unions were preparing for more strikes.

The school was moulding a new curriculum and it was the first year of trialling pathways.

The 2024-25 revised budget was accepted and approved.

### **8.2 Approval of 3 Year Forecast**

The three year forecast projected a dip in reserves as a result of an in-year deficit during years one and two, but would recover to achieve a small in-year surplus in year three.

The LA had indicated that they would pay for the new fire alarm and lighting. There had been no further news on capital bids from the LA.

EHI queried why the LA were granting capital bids to schools carrying a large surplus revenue. Lettings generated a significant amount of funds for some schools. It would be interesting to understand what the total amount of reserves were in local schools, and what percentage of those reserves came from LA funding. ISE queried whether LA approval was required for submission of a deficit budget if the deficit was funded by reserves. The Resources Committee would continue to closely monitor the budget.

The three year revised budget was accepted and approved.

**9.0**

### **9.1 SEND Review**

Refer to private and confidential minutes.

### **9.2 Safeguarding Review**



EHI explained that the Safeguarding Review had been very positive. A notable area for improvement was around pupil voice. To address this, DCI was conducting a survey across the school to capture the pupil voice in more detail.

The girls expressed appreciation for the external companies that had come in to work with them. This feedback had resulted in the curriculum being reviewed and improvements made. The aim was to add more drop down days for external agencies to run sessions such as single sex education.

The SCR (Single Central Register) audit outcomes were being worked on by the HR Manager.

A big culture shift was required to empower staff and increase their understanding that they were capable of making decisions and taking action.

The Level 3 Safeguarding team would be expanded and staff would be encouraged to part in safeguarding walks.

ATO stated that the BAPD Committee would review the outcome of the survey to help inform policies for next year.

### **9.3 Ofsted Readiness Review**

EHI explained that an Ofsted Readiness Review was conducted with the staff at the beginning of the year. It also gave an opportunity to reflect on the quality of middle leaders in the school. Gaps in their knowledge needed to be addressed. The feedback from the review was useful. It highlighted that the vision for the school was strong and that the school had previously lost its way.

EHI explained that more whole school pupil voice was needed, which included giving pupils the opportunity to talk to teachers, the Headteacher and governors.

The quality of teaching across the school still required consistency. Work was underway and changes had been made but would take time to embed. Middle leaders needed to take some responsibility and accountability for driving the quality of teaching and learning within their department.

## **10.0 10.0 Headteacher's Report**

The Headteacher's Spring Term April 2024 Report was received and noted.

The Year 10 cohort had been affected by a range of factors that had impacted their learning. They had no Head of Year for a significant period of time and then had shared a Head of Year. Year 10s were currently experiencing their fourth Head of Year. They did not sit the SATS and also did not experience a proper transition from primary to secondary schools due to the covid lockdown. There were also children with specific special educational needs which were identified after joining the school. There was a greater need for vocational options, and there were suspensions and exclusions in Year 10.

There was a small group of 9 pupils currently on support plans due to persistent poor behaviour. There were no alternative provisions in the LA, which meant that there were no alternative educational / vocational pathways for children who were not coping with mainstream education. Their attainment was significantly below where they needed to be. With the Year 11s starting study leave, additional focus and interventions would be given to the Year 10s. The funding for the National Tutoring Programme would end in August. The current Year 10 cohort would not benefit from the same tutoring programme.

For the current Year 10s, the progress scores were based on CATS not SATS data, which made benchmarking against other year groups not comparable. Teachers were still getting to know the

cohort, as the data did not reflect their learnings at KS3. The Year 10s had missed out on an enormous amount of education and other experiences. An update on the plan and strategies for Year 10 would be shared at the next FGB.

**ACTION: Headteacher / HGS**

Shortlisting for the Assistant Headteacher vacancy was in progress. The school would benefit from having a Science specialist on the Senior Leadership Team that would contribute to building relationships across the Science department, promote consistent teaching and encourage regular assessments. The current Acting Director of Science was going to lead the concept of having a non-specialist Science department where all teachers were capable of teaching all specialisms. In subsequent years, there would be a smaller portion of Triple Science places available at GCSE level. The current acting Director of Science would be given as much support as possible. The school had partnered with other schools such as Seven Kings High School through the Spotlight. Teachers had been given continuous professional development time to up their knowledge. Parents would be consulted to get their views about the future of the Science strategy.

Further training was required to support middle teachers to read and interpret data and to ensure Heads of Department were quality assuring the data. At Key Stage 4, sub grades were used to show strong or weaker grades. In some schools, staff worked as examiners which helped to boost their knowledge on what grade consistency looked like.

SOD noted that the data reported showed a large gap between actual and predicted grades. EHI stated that a full analysis would be carried out when the data was available to better understand the situation and would be shared at the autumn FGB meeting.

**ACTION: Headteacher / HGS**

The analysis for children who attended after school intervention was harder to unpick, but the data included in the report included the Easter holiday interventions.

During the Spring term there were 4 pupil exclusions and 1 pupil exclusion was overturned by the Governing Body. It was noted that the suspension tally needed to be adjusted in the Headteacher's Report.

A Level Dance could only be offered on the curriculum if there was enough interest. At present, based on staffing capacity, only two A Level Economics classes could be offered in September. Once GCSE results were confirmed the exact class numbers would become clearer. There was sufficient staff capacity to run the high interest in A Level Sociology and Psychology. SOD noted that she was surprised at the popular A level subject choices. Media Studies had a lower expression of interest than usual. Music Technology and Art & Design and Photography A Level courses needed to increase their pupil numbers in order for those courses to be run in September.

Children from WHS had not been affected by the recent critical incident in Hainault. The school's Critical Incident Policy needed to be drafted and a live trial carried out in the school.

The School Development Plan needed to be reviewed and simplified for next year. Great progress had been made in some areas but not manifested the desired outcomes or data. The SDP was a 5-year plan of organisational change. Progress and successes should be recognised. The Headteacher requested that the Committees reviewed the School Development Plan at their next committee meetings.

**ACTION: Committees / HGS**

11.0	<p><b>11.1 Report from Training Governor</b> Governors were reminded to review and update the training spreadsheet</p> <p><b>11.2 Training requirements and/or training courses/conferences attended since the previous meeting</b> LSM needed to attend the Prevent training.</p> <p style="text-align: right;"><b>ACTION: LSM</b></p> <p>BLA had shared the slides from the Havering Ofsted Readiness training on Google Drive.</p>
12.0	<p><b>12.0 Resources Committee Update</b> SWI explained that the Financial Regulations Policy would be reviewed in more detail and shared at a later meeting.</p>
13.0	<p><b>13.1 Link Governor Reports</b> Governors were reminded to share their link governor reports ahead of the next FGB meeting.</p> <p style="text-align: right;"><b>ACTION: Governors</b></p> <p><b>13.2 Review Link Visits</b> Governors were reminded to schedule link visits.</p> <p style="text-align: right;"><b>ACTION: Governors</b></p>
14.0	<p><b>14.1 Build Update</b> The next Build call with the contractors was scheduled for 14 May 2024.</p> <p><b>14.2 Governor Recruitment Update</b> A shortlist of potential governor candidates was being prepared and would be shared with governors at a later meeting.</p> <p><b>14.3 IT &amp; Cyber Security Update</b> An IT &amp; Cyber Security visit would be scheduled for the summer term.</p> <p><b>14.4 Suspensions and Permanent Exclusions Update</b> It was noted that permanent exclusions were discussed under agenda item 10.</p> <p><b>14.5 Unions</b> The meeting with the Unions was postponed, and needed to be rescheduled. The topics of discussion with the unions would include the 2024/25 directed time budget and Teaching &amp; Learning Policy. ISE would reach out to organise the termly meet and greet with the union reps.</p> <p style="text-align: right;"><b>ACTION: ISE</b></p>
15.0	<p><b>15.0 Forthcoming Meeting Schedule &amp; Reports Due</b> The following upcoming meeting dates were noted:</p> <ul style="list-style-type: none"> <li>● 17 June, BAPD</li> <li>● 17 June, QofE</li> <li>● 17 June, Resources</li> <li>● 1 July, FGB</li> </ul> <p>The following items were agreed for inclusion in the next FGB meeting:</p> <ul style="list-style-type: none"> <li>• Clerking review (share feedback on HGS to ISE or ELA prior to the meeting)</li> <li>• Approval of 2024-25 inset days</li> <li>• Governing body meeting schedule for 2024-25</li> </ul> <p style="text-align: right;"><b>ACTION: Co-Chairs / HGS</b></p>

	<p>EHI noted that the Heads of Year meetings would be diarised before the end of the summer term.</p> <p style="text-align: right;"><b>ACTION: EHI</b></p>
<b>16.0</b>	<p><b>16.0 Confidential Items</b></p> <p>The private and confidential minutes from the FGB meeting on 18 March 2024 were received and approved.</p>
<b>17.0</b>	<p><b>17.0 Any Other Business</b></p> <p>EHI noted that some long standing staff were leaving. The Co-Chairs would be sending letters of appreciation on behalf of the Governing Body.</p> <p style="text-align: right;"><b>ACTION: Co-Chairs</b></p> <p>Two teachers had been nominated by pupils for Redbridge Teacher of the Year (Ms Gullefer and Mr Langford). All nominations would be acknowledged and celebrated through letters from the Co-Chairs.</p> <p style="text-align: right;"><b>ACTION: Co-Chairs</b></p> <p>Two MFL teachers were leaving at the end of the summer term causing the MFL department to reduce from 5 to potentially 2 teachers. This risk would be added to the risk register.</p> <p style="text-align: right;"><b>ACTION: EHI</b></p>

Meeting closed at 21.30.

REVIEW