



Learning together; learning for life

CHERRY TREE SCHOOL LOCAL GOVERNING COMMITTEE MEETING THURSDAY 3rd February 2022 at 7pm via zoom

Name	Governor Type	Attended
Jo Ball	Co-opted governor	Attended
Craig Carter	Co-opted governor	Attended
Emma Hill	Assistant Headteacher	Attended
Emma Kearns	Staff (Support) Governor	Apologies
Emma Lad (Clerk)	Clerk	Attended
Carmel Old	Co-opted governor	Attended
Emma Penfold	Staff (Teaching) Governor	Attended
Chris Rogers	Parent governor	Attended
Captain Mark Scoulding (Chair)	Co-opted governor	Attended
Emily Sheppard	Parent governor	Attended
Laura Springate	Marketing Manager	Attended - Presenting
Cheska Tyler (HT)	Headteacher	Attended
Marie Vankova	School Business Manager	Attended
Gemma Williamson	Co-opted governor	Apologies

Governor challenge was highlighted in yellow

Governor actions are highlighted in italics

Discussion via Governor Hub is listed below in Appendix A

Meeting started at 7.04pm

Action

1. Welcome, apologies and consent

The meeting was quorate.

Mark Scoulding chaired the meeting in the absence of Gemma Williamson. Laura Springate was welcomed to the meeting. *Emma Kearns has resigned from the governing body and the HT will hold an election after the half term.*

HT



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2. Notification of any other business

There was no notification of any other business.

3. Conflict of interest with agenda items to be declared

There was no conflict of interest declared.

4. Minutes of the last meeting and matters arising

Documents distributed prior to the meeting via Governor Hub and taken as read: CTS Minutes 11.11.21 (approved in principle)

The minutes were approved by governors and will be signed electronically via Governor Hub by the Chair. All matters arising are agenda items or completed. See appendix B.

5. Presentation from Laura Springate, Marketing Manager

Documents distributed via Governor Hub ahead of the meeting and taken as read: Marketing 2021-22 CTS updated

Governors thanked Laura for attending the meeting and the work which has been completed.

The Marketing manager shared and explained the presentation explaining the marketing strategy at Trust level and the impact for the schools.

A demo of the new school front page for the website was shown to governors which will go live from next week. It allows for areas relevant to parents such as admissions to be accessed easily.

**G: Can the links to the new website be put in the newsletter to follow?
The HT will action.**

HT

G: Do we have an Instagram page?

HT: That will be coming. We are waiting for the new administrator to start and then we will set up the account.

G: What will the content be on Instagram?

LS: It will come from the office for the school profile but teachers could have their own Instagram accounts in future. At present it will be school events and accomplishments. The volume won't be high initially as there is more work in creating a post on Instagram than twitter.

G: There is some apathy in general for social media with parents at CTS in my experience from the PTA. Most parents use the WhatsApp groups. It may be that there is a struggle to engage parents.

LS: We agree, although the amount of followers are growing over time. We need to ensure parents feel the content is helpful.



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HT: In the planning stages of this we need to ensure we are clear of our aim. The school is looking to celebrate, attract and entice new parents through Instagram. Twitter, WhatsApp and email will be used for school based information.

G: It could be used to entice more company sponsorship of the school?

LS: Yes, we are hoping this will be more available in the future.

G: The benchmarking on the marketing plan is very helpful so we have a starting point. It is also helpful to have the comparison between the three schools. Once the administrator is in place it would be helpful to have a timetable in place?

LS: Everything on the plan we would like to have in place by July. The review section will be updated and the plan will be presented at every meeting for governors.

G: This is positive as it will allow for celebrating the successes.

LS: The plan should keep the school on track.

Governors thanked Laura for her time and work.

7.32pm Laura Springate left the meeting.

6. Presentation from Emma Hill – Curriculum across the school

Documents distributed via Governor Hub ahead of the meeting and taken as read: Curriculum Intent Ofsted

- EH explained the presentation to governors.
- The curriculum has been reorganised.
- Areas to celebrate
 - The music curriculum
 - Brass instrument lessons with Pupil premium funding for children where they have shown an aptitude.
 - Sustainability
- Assessments processes are clear across the school for foundation subjects and we are embedding at present.
- Training has been taking place across the Trust which is supporting leaders within the schools and having an impact for all children.
- There is a SEN Forest school session every Thursday morning. This allows the one to one TA's and children to get together. There have been three amazing session so far and children are really enjoying it.
- Thanks to Mark Scoulding who is supporting with the allotment project.
- Areas for development
 - RE – the Herts scheme has been used which is laid out in phases rather than year groups. BFS have shared their scheme with the school and it has been updated to ensure there is a clear weekly plan in place for teachers to use. This will progress over the year and CPD has taken place.
 - Computing – there are new devices in school and these are being used more frequently. The computing teaching looking at coding etc needs to be more embedded in the school day so that children in the younger years have an understanding for life.



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- From children voice there is a lack of understanding of what geography is across the school. There needs to be a clear understanding of what geography is and how it impacts. An action plan has been created by the subject lead to develop this understanding.

G: Thank you for the presentation. It is clear and ordered which allows for children to have a thorough understanding. Could parents be utilised to come in and talk to children about subjects they have an expertise in? Parent involvement would be really positive.

EH: We have had parents in to talk to children and one of the governors have come in to talk about his job as a fire man which really supported a child as part of PSHE.

G: The passion and energy you have shown during the presentation is really encouraging. Could we be using you to advertise the school?

EH: I will look into it.

HT: There could be a regular fortnightly slot for parents to talk to children.

G: We could also be looking to alumni to come in and talk to children.

EH will arrange a 'Parents passions' session and feedback to governors.

EH

G: For history and the hidden histories which are not so Eurocentric are we offering a balanced view of history from other cultures and standpoints?

EH: We have looked at a variety of historical cultures with children and followed threads with children to ensure they are receiving a more balanced curriculum for history.

G: EDI is an area of development and we are all learning more about the world and the underrepresentation or false representation of historical events.

7. Communication from the Trust

Documents distributed via Governor Hub ahead of the meeting and taken as read: 21.09.09 IMAT Trustee minutes (approved), IMAT AGM notes 09.12.21 (approved), Risk assessment link

- a) Response from Trust regarding LGC comments
- b) Information and documentation from the Trust
 - i. Trustees minutes 09.09.21
 - ii. AGM notes
 - iii. Risk Register

8. Chairs update

Mark Scoulding delivered the chairs update

- Thank you for visiting the school and events
- There was a chairs meeting on the 20th January.
 - Strengthening governance at all levels was discussed and there is an external governance review taking place.
 - *Emma Penfold offered to take on the role of buddy/mentor for the new support staff governor*

HT/ Emma Penfold



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- Governors discussed at length how best to support meeting and discussing governance with new and established governors.

Actions from the discussion:

- *Clerk to request a governor meeting across the three schools to discuss best practice and how to govern*

Clerk (Trust)

- *Governance social – date to be arranged by Emily Sheppard.*

Emily Sheppard

- The chair asked that a fortnightly check take place on a rota with the HT to allow for support of her wellbeing. The HT explained that the changes in site manager, administrators etc, the pandemic and being a new HT have led to a very stressful experience. Gemma Williamson and Mark Scoulding have been very helpful during the last few weeks. There will be new members of staff starting soon which will alleviate some of the stress. Governors congratulated the HT on being able to say when she needed support. *Cheska and Emma will reflect on what they would find productive would be helpful and let governors know if they can help in any way.*

HT

- Annual declarations are complete
- Parent election – Emily Sheppard was elected by the parent body for a term of four years.
- *Nursery provision – two year old places (from matters arising)*

Carry forward

9. Headteacher report

Documents distributed via Governor Hub ahead of the meeting and taken as read: CTS Headteachers report Feb 22, Safeguarding termly report Feb22 CTS, Appendix 1 – budget comparison, Appendix 2 – December management accounts

Staffing – all vacant roles will be filled after the half term which is positive. The HT thanked Maria Vankova for all her work in the office and covering the other roles from within the office.

The new site manager will now be shared across BFS and CTS and there will be a premises assistants in both schools under his management. The site manager from BFS who is moving away has come across part time to support the school which has been a real help.

The HT thanked Chris for offering his time last week during Cherry Week, he gave up his Friday afternoon to help support Year 3 allowing the teachers an extra afternoon of PPA. Mark and his wife were thanked for not only being incredibly supportive but for also offering their time to support lunch clubs for the last two weeks of term and also the offer of hosting a late working night so that we can close up a little earlier on other nights due to the locking up situation. The Chair, Gemma, was also thanked for being quick to act to get the support the HT needed.

Governors thanked the HT for her thorough report and work in the school.

10. Review and update School Plan



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Documents distributed via Governor Hub ahead of the meeting and taken as read: CTS School plan 21-22

The HT explained that the plan will be reviewed fully with governors at the governor day. Updates will be sent regularly to governors.

11. Governor visit reports – see supporting document

- a) Review of the complaints policy – Mark Scoulding – *from matter arising*
The initial meeting has taken place and will be followed up.

Curriculum	Jo Ball/ Carmel Old	Completed 5.11.21
Environmental governor	Craig Carter	9.15am Thursday morning SEND Forest school session to be attended
EYFS	Emily Sheppard	Completed 5.11.21
Health & Safety	Craig Carter	Completed 29.11.21
Inclusion/ SEND	Mark Scoulding	Completed 10.12.21
Modern Foreign Languages	Chris Rogers	Completed 5.11.21
Nurture Award governor	Mark Scoulding	Completed 10.12.21
Pupil Premium	Mark Scoulding	Completed 24.11.21
Safeguarding/ Children Loo After	Emily Sheppard/ Craig Carter	Two visits completed in the Autumn term.
School Improvement	Carmel Old/ Jo Ball	Completed 5.11.21
Sports premium	Chris Rogers	

Other visits

Mark Scoulding , Mayor of Watford visit, 24.01.22

25th February – School parliament are having a debate with Dean Russell, MP which governors are invited to attend.

The school leaders were also sent letters from the House of Commons which the children really enjoyed. Members of the children's parliament are attending Parliament and a group of year 6 children will also be attending.

Governors were reminded to revisit any actions which are recorded on their governor visit reports in their next visit.



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12. Policy tracker review and policies due

- a) Trust policies approved and available via Governor Hub policies folder
- b) School policies
 - i. *Equality policy*
The policy is in the final review before being sent to governors. The governors approved the policy being sent via Governor Hub with seven days for governors to approve and comment.

HT/ All governors

13. Training

SEND Training dates

- a) Ideas/requests for future sessions – None requested.
- b) Governor training booked

Jo Ball		
	Handling School Complaints	14 Jun 2022
	Exclusions	19 Apr 2022
Craig Carter		
	Handling Academy Complaints	22 Nov 2022
Carmel Old		
	Handling Academy Complaints	5 Jul 2022
	Exclusions	19 Apr 2022
Mark Scoulding		
	Exclusions	10 Feb 2022
Emily Sheppard		
	Handling Academy Complaints	5 Jul 2022
	Safeguarding children	17 Feb 2022
Gemma Williamson		



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	Chairs' Strategic Information Briefings	1 Mar 2022
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c) Governor training to be completed

Jo Ball		
	Induction for Governors	2 Dec 2021
Lizzie Butler		
	Knowing your School, and Ofsted – governance	26 Jan 2021
Chris Rogers		
	Induction for Governors	25 Nov 2021
Gemma Williamson		
	Modern Governor - Disciplinary Panel	28 Feb 2022

d) Trust training for all governors:

24th February 2022 at 6pm via Zoom – Income from grants

27th April 2022 at 6pm via Zoom - Finance

All governors

14. Clerks update – Distributed via Governor Hub

a) Explanation of the Resources section on Governor Hub

15. Any other business

Golden volunteers portal to be reviewed. Could support with community engagement through the portal – agenda item

Clerk (agenda)

16. Future Dates

Date	Start	Meeting
Thu 16 Jun 2022	19:00	Local Governing Committee
Fri 15 Jul 2022	00:00	Governor Open day

The HT thanked everyone for their attendance and will post on Governor Hub regarding the next area for presentation at the following meeting.

HT/ Clerk (Agenda)

The meeting ended at 9.04pm

Appendix A: Discussion from Governor Hub



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5. Marketing manager

Have a look at this:

[Marketing Plan 2021-22 CTS.docx](#)

Mark Scoulding

The marketing plan is very welcome. We have been talking about it for some time. I think there are lots of great ideas on here. I hope we can discuss them when we next meet. I think they could be enhanced further by applying the SMART objectives methodology (Specific, Measurable, Achievable, Realistic, Timely). I'm particularly interested in exploring their measurability and setting a timeline.

8 days ago

9. Headteachers report

Have a look at this:

[CTS Headteachers Report Feb 22.docx](#)

Please have a read of my HT's report in readiness for our meeting next week.

I really would welcome questions on this with both a supportive and challenging hat on. Without your support (and challenge!) we will not get Cherry Tree to where we want it to be!

Please put your questions in the box below and I will endeavour to answer them either in advance of the meeting or during the meeting.

Thank you, all!

Carmel Old

Thanks for the report, Cheska; it's very comprehensive as always. Well done for the increase in first and second choice REC applications, since last year. That looks very positive and it is great that local parents are recognising that Cherry Tree is a fantastic school to send their children. Working in a school myself, I wanted to recognise the great work you and the wellbeing team are doing for staff; it definitely isn't a given that this is happening in every school. Hopefully it is helping staff feel respected and appreciated.

I just had a couple of questions about the new booster tutors that have recently been appointed. Which year groups have the tutors been placed with and why were they identified as cohorts needing additional support? What are the areas of concern? Have you specifically targeted key pupil groups that are underperforming or are they supporting children in key subjects?

Thanks!

Cheska Tyler

Hi Carmel, thank you for your understanding, support and for your questions. Please see my response as follows...

We have deployed our Tutors to where we best feel there is a need in line with the requirements set by the funding itself. We began by identifying our PP children and assessing their data. Almost all of our PP children are currently accessing tutoring. Generally this is on a 1:1 basis but some are up to 1:4. We then reviewed our data by cohort to decide on any trends seen in order for us to address these in our tutor's placement. Lastly, we approached our class teachers to ask them if



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they had any additional key individuals in their class which they believe have been negatively impacted by COVID, no matter their ability.

Due to the complicated nature of tutoring, we had decided this term, to focus on writing to allow our tutors to have consistency and continuity in their planning. This was also identified by us as the greater area of need. in general across the school (as seen in data). We hope to see a significant uplift in this area and will then reassess to inform our next focus.

We have also directed one of our tutors to focus primarily on children with SEN. We have two cohorts with a higher than average number of SEN and so these are the cohorts supported here.

Cheska Tyler

Hi everyone, please ensure that you have had a thorough read of all documents prior to tonight's meeting. Particularly the HT's report. Please add any questions in this thread but please also be mindful that I will need time to respond to these whilst juggling an incredibly busy day job! Thank you.

Mark Scoulding

Hi Cheska - thank you too from me for an extremely comprehensive report. I read it last week and have been mulling over my response.

I want to recognise that schools are operating under exceptional and challenging circumstances just now. I am seeing that teaching and support staff across Watford are under great strain and this is affecting their personal and professional wellbeing. And yet, the staff and community at Cherry Tree have much to celebrate - good application numbers, 'Cherry Week', enriching extra-circular provision, etc, etc. During my recent visits, I have noted that the pupils appear to be engaged, inquisitive and well-supported.

My main area of concern is staff retention and recruitment, and the knock-on impact for others in the school. I would welcome - although not necessarily tonight!!! - additional HR data, a strategic summary of recent exit interviews, a recruitment and retention strategy, and a discussion of how our LGC can assist to improve the situation that you and your team are facing. I am sure that we will be able to assist - initially with some low-hanging fruit, and then with prioritised steps. I also think this is an opportunity to prove the worth of being part of a multi-academy trust - what resources and experiences can we pull in, and then re-invest in return?

Looking forward to seeing you all tonight!

Jo Ball

Thank you Cheska and the team for a really thorough report. Really looking forward to 'seeing' everyone this evening. Thank you for the continued work you put into the school and the well being initiatives for staff and if I can echo Mark's words of 'operating under exceptional and challenging circumstances' please thank the whole team for working so hard in these times - working in a school myself, I think it really is essential to recognise.

I do have a question around the behaviour of pupils. I see that the highest incident report is for hurting physically/emotionally. I wonder how these children (the perpetrator and the victims) are supported to resolve these issues and ensure that they are ready for learning? I see that there are 91 incidents which represents 36 children which suggests potentially that the same children are displaying repeated behaviours? What do you have in place to support these children in order to ensure their social and emotional skills are developed and in turn, doesn't affect their learning long term?



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Cheska Tyler

Hi Mark,

Thank you for your question. Apologies that I am only just getting back to this now. Firstly, thank you for your support, encouragement and recognition - it really is appreciated.

I think that is a really good suggestion, and topic for conversation. There are some inconsistencies with leavers e.g. exit interviews, some are completed as online surveys, some have interviews, these interviews are conducted by different people etc. Also the online surveys go straight back to the Trust and are not held at school level. I believe this to be a practicality however rather than choice. Simply because we share a Survey Monkey account. Something I would like to suggest is that we move to an in house Microsoft Form to collate this data so it is easy to compare and spot trends.

I have to admit that I have found the leavers unsurprising given the pandemic and a new Head. All reasons for leaving have been fully understood and are largely for personal reasons e.g. moving away, better family balance, promotion etc. What we have really struggled with is recruitment. I think there are many areas here that challenge us: salary, proximity to London offering higher wages, time of year. I am hoping that we have seen the greatest movement and things will settle now as we look forward to our new starters joining the team shortly.

Cheska Tyler

Hi Jo,

Similar to the above, my apologies but also thanks! I am well aware that those working in schools are experiencing similar so hats off to you and the team at LHS too!

That's a really good question. We have a number of children known to our Pastoral Team who are accessing counselling, therapies or simply the support our pastoral team can provide. Support is bespoke to the needs of the pupils and some are seeking external support from the likes of the Acorns Centre or Chessbrook. Our behaviour policy has also been regularly reviewed since I joined Cherry Tree and a lot of work has been put in with staff and pupils to ensure consistency. We also follow a communication procedure with parents to ensure that they understand how essential it is that we work together.

What has been a challenge has been staffing. We have not had consistency in our Pastoral team this year and we have had a period of time without our 1:1s. There have also been challenges with communication with our SEN team too. Emma Hill has particularly stepped up here to try to bring all stakeholders together. We are making good progress in this area and look forward to our new Pastoral Lead starting in Spring 1.

OTHER

Just for info. Watford and Three Rivers Trust are launching a new digital volunteering platform so that it is easier to match volunteers with opportunities. 'Golden Volunteer' will be the primary space for volunteering in the area. It might be worth considering how Cherry Tree (and the rest of IMAT) can make the best use of this space. I've already done the training and it appears to be a very usable and flexible tool. I've cut and pasted the press notice below.

Watford & Three Rivers Trust are proud to announce the launch of the new Golden Volunteer platform to improve access to local volunteering opportunities across Watford and Three Rivers!



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Following active engagement with communities and charitable organisations across Watford and Three Rivers, Watford & Three Rivers Trust (W3RT) have developed a new digital platform to help match local people to local volunteering opportunities.

As well as supporting with recruitment, the platform also allows groups to manage their volunteers' shifts and communicate with them too! This new platform is called Golden Volunteer (<https://www.w3rt.org/volunteer>), aptly named as the local response to volunteering demands since the start of the pandemic has been nothing short of golden!

For organisations:

Golden Volunteer is an easy-to-use online platform supporting the whole of the Voluntary, Community, Faith and Social Enterprise (VCFSE) sector in Watford and Three Rivers. Those seeking to fill volunteering opportunities based in Watford and Three Rivers will find a good match on their doorstep in just a few clicks.

We know from the Civil Society Almanac 2021 that people aged 65–74 are the age group most likely to volunteer formally, however, the pandemic caused a drop in regular, formal volunteering for people aged 65 and over. This has meant that many local groups are seeking new volunteers to bring their energy and skills to help maintain local services.

Not only does Golden Volunteer allow you to find and recruit volunteers, groups can also use the platform to manage your volunteer teams' shifts and communicate with them too.

For individuals:

Volunteering can be fun, but don't take our word for it - in 2019, 93% of volunteers across the UK said they volunteer because it's enjoyable (*NCVO 'Time Well Spent' Report*).

Anyone searching for volunteering opportunities to meet new people, gain new skills and make a difference in their local communities in Watford and Three Rivers will find the new Golden Volunteer platform simple to use. The user-friendly search options mean that people from any walk of life can find a local cause they are passionate about and a volunteering event or opportunity that suits their availability within a just a few minutes!

Find your next golden volunteering opportunity at <https://www.w3rt.org/volunteer> today!

There is a wide range of roles available from one off tree planting to ongoing administrative roles and even Trustee opportunities for those looking to give back to their local community in a different way. Local companies can use the platform to find opportunities to support their Employer Supported Volunteering opportunities for staff too.

Volunteering can be good for wellbeing, with 77% of volunteers in the UK saying that volunteering has improved their mental health and wellbeing (*NCVO, 2019*).

Volunteering is also a tried and tested way of improving career prospects, with [82% of hiring managers more likely to choose a candidate with volunteering experience](#), (*Deloitte Research, 2016*).

ENDS

For further information please contact Clare Baars-Gordon, Head of Community Development at clarebaars@w3rt.org or on 07377929842 if you have any additional questions.

NOTES TO EDITORS

About Watford & Three Rivers Trust Community and Voluntary Service (CVS):

- W3RT CVS is funded by Watford Borough Council and Three Rivers District Council to serve the local VCFSE sector with all aspects of best practice around volunteering, funding and governance for a range of charitable and not-for-profit groups.
- W3RT CVS offers a wide variety of networking and learning events for local voluntary sector professionals and smaller, volunteer-led organisations.
- W3RT CVS aims to support all local people to volunteer to gain skills, improve career prospects and contribute their skills to their local community.



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· W3RT CVS is passionate about access, equality diversity and inclusion and we are proactively working to create a local voluntary sector that is welcome to volunteers and service users from all backgrounds.

About Golden Volunteer:

- Golden Volunteer is managed by Watford & Three Rivers Trust CVS
- The platform is designed to make it simple for local people to share their time and skills with local causes
- If you're volunteer involving organisation in Watford or Three Rivers seeking to recruit and manage volunteers to support your work, or a local business looking to engage staff in volunteering days, then Golden Volunteer is your first point of call.

Peter Taylor, the Mayor of Watford, visited the school today. Have a look at this:

[Governor Visit Mayor of Watfords Visit Mark Scoulding 2022.01.24.docx](#)

Dean Russell MP will be visiting on 25 February. He has kindly agreed to visit the school parliament and chair a debate. Should be a great occasion.

Cheska Tyler

Thank you for this, Mark. It was a really lovely morning. The children were incredibly engaged by it all. We really appreciate your help in arranging this and our meeting with Dean soon too.

Appendix B: Matters arising

<i>Action</i>	<i>Update/ notes/ agenda item to be covered under</i>
<p>Item 6: Governors asked that Emma Hill presented at the next meeting regarding the curriculum for Reception to Year 6</p> <p style="text-align: right;">Clerk (agenda)</p> <p>Item 7: Annual declarations completed on GovernorHub (from matters arising) – Craig – Academies handbook, Emma Penfold still to complete</p> <p style="text-align: right;">Craig Carter/ Emma Penfold</p> <p>Item 7: Nursery provision working party – there is potential for a two year old provision at the school. The Trustees were asked to give provisional approval for governors to speak to HCC regarding changing the PAN to allow for two year old places in the school. The HT will send an initial report to the clerk to send to Trustees</p> <p style="text-align: right;">HT/ Clerk</p>	<p>Item 6</p> <p>Completed</p> <p>Item 8</p>



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Item 7: Review of marketing plan – carry forward	
Clerk (Agenda)	Item 8
Item 7: Handling Academies complaints	
Governors discussed the complaints training and the HT asked to meet with Mark Scoulding to review the complaints policy in light of the recent training attended	
HT/ Mark Scoulding	Item 11
Item 7: Chairs meeting – minutes to be made available on Governor Hub	
Chair	Item 8
Item 9: Governors were asked to send any action points identified when visiting the school for inclusion in the plan.	
All governors	Item 10
Item 9: G: Can you add measurements for each objective to the plan?	
HT: Yes, I will ensure they are included.	
HT	Item 10
Item 11: Governors discussed the edible garden and whether the school community can support the school. The HT will review how they can be engaged to improve the area and local businesses will be spoken to regarding whether they can help. Mark Scoulding will let the HT know about corporate volunteering.	
Mark Scoulding	Completed
Item 15: G: It is a concern that there is only a single point of knowledge for certain roles, such as the site manager and office staff. This needs to be addressed moving forward to ensure there is capacity to support and mentor new staff and increase knowledge.	
The governors asked that the Trust be made aware of the concern moving forward.	
Clerk (Trust)	Reviewed at Resources Committee and agreement this is



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	an area for review and improvement
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