



Minutes of the **Crowland Primary School**  
**Full Meeting** of the Board held at the School, Crowland Road, London, N15 6UX  
 Held on **1 February 2018**, at **6.00 pm**.

### Attendees

Name	Initials	Attendance
<b>Governors</b>		
<b>Executive Headteacher (1)</b>		
Tony Hartney	EHT	Present
<b>Staff (1)</b>		
Craig Winnard, Joint Senior Deputy Headteacher (teaching staff)	CW	Present
<b>Co-opted (8)</b>		
Lynn Willis	LW	Present
Catherine Hillis (Vice Chair)	VC	Present
Frances Holloway	FH	Present
Beth Walker	BW	Present
Vacancy		
Rose Dowling	RD	Absent
Patricia Daley (support staff)	PD	Present
Vacancy		
<b>Parent (3)</b>		
Cristina Razza	CR	Present
Engin Djemali	ED	Present
Vacancy		
<b>LA (1)</b>		
Roger Knight (Chair)	Chair	Present
<b>Advisers</b>		
Anthony Campbell, Joint Senior Deputy Headteacher	JSDHT/AC	Present
<b>Observer</b>		
Becky Mortimer-Bale, Assistant Headteacher- English and MFL Leader Year 6 Teacher	AHT	Present
Roni Bignall, Higher Learning Teaching Assistant (HLTA)	RB	Present
<b>Clerk</b>		
Michael Thompson	Clerk	Present

### Part one - public

Item		Who	When
	<b>Admin items:</b>		
<b>1.</b>	<b>Welcome, Introductions, Apologies for Absence</b>		
1.1	<b>Welcome</b> - The Chair welcomed all those in attendance to the meeting. Governors were informed that there would be a staff presentation at tonight's meeting from the Assistant Headteacher, Becky Mortimer-		



Minutes of the **Crowland Primary School**  
**Full Meeting** of the Board held at the School, Crowland Road, London, N15 6UX  
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	<p>Bale. The Chair especially welcomed the potential newly co-opted governors Beth Walker and Lyn Willis. Beth Walker briefly introduced herself to the Board and spoke about her skills, experience, expertise and what she had to offer to the Board. She lived in the local community area and worked as a civil servant in the DfE (Department for Education) in 'Behaviour Change for Civil Servants'. Lyn Willis briefly introduced herself to the Board and also spoke about her skills, experience and expertise and what she had to offer to the Board. She was currently a Deputy Headteacher working in a Hackney LA primary school.</p>		
1.2	<p><b>Introductions</b> – There were brief introductions for the benefit of the potential co-opted governors Beth Walker and Lyn Willis.</p>		
1.3	<p><b>Staff presentation</b> – The Chair <b>RESOLVED</b> to make the staff presentation (agenda item 5), the next agenda item.</p>		
	<p><b>Main Business Items</b></p>		
<b>2.</b>	<p><b>Presentation – English; Lost Lending Library</b></p>		
2.1	<p><b>The Lost Lending Library – Punchdrunk Enrichment</b> - The Assistant Headteacher thanked governors for allowing her to attend the meeting. With the use of a powerpoint presentation she spoke to the meeting about the importance of the English curriculum where reading was mainly a key issue for the school. There remained a whole school approach to reading as well as the need to ensure that reading was actively encouraged at home.</p>		
2.2	<p>The school had held a session on The Lost Lending Library – Punchdrunk Enrichment session as an introduction to the initiative. Governors were invited to attend the session, which was part of a project aimed at raising standards in literacy, speaking and listening through engagement with an unforgettable narrative, which then unfolds in the school where a freelance librarian actively works with the staff and the children. Members of the Board were invited to attend the session. Cristina Razza informed the meeting that she attended in her capacity as a governor. The session ends with a writing task for the children. Punchdrunk Enrichment was currently working with schools in the LA area. It was understood that the project ran for a period of 3 weeks where schools are expected to take forward the successes of the project in an effort to further develop the children.</p>		
2.3	<p><b>Destination Reader</b> – In addition to what was detailed under item 2.1 – 2.2 above, governors were advised that Destination Reader was a new teaching and learning resource approach to reading in KS2. Governors were informed that there was much greater access to the resources available where the LA had tried to provide a spin off, but the expected levels of support was not in place. The current framework for reading was considered to be more effective. Destination Reader was a full programme and was school focussed.</p>		



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2.4	<p><b>Ruth Miskin – Read Write Inc. – Governors asked the Assistant Headteacher whether or not the Ruth Miskin reading schemes of work were still used by the school?</b></p> <p>The Assistant Headteacher said that the school continue to use the Ruth Miskin scheme along with Destination Reader.</p>		
2.5	<p><b>Bid made to Tottenham Grammar</b> – The Assistant Headteacher confirmed that bids were made to Tottenham Grammar for the purchase of new reading books.</p>		
2.6	<p><b>Philosophy for Children (P4C)</b> – Governors were informed that the school uses the P4C curriculum resources designed to assist the children with developing their thinking skills, especially in relation to developing the children’s writing skills.</p>		
2.7	<p>Governors thanked the Assistant Headteacher for her presentation. Governors looked forward to receiving further updates throughout the course of the year.</p>		
	<p style="text-align: center;"><b>The Assistant Headteacher, Becky Mortimer-Bale, left the meeting at this stage and did not return</b></p>		
	<p><b>Admin items:</b></p>		
2.8	<p><b>Apologies for Absence</b> – Apologies for absence were received for Rose Dowling. All those expected to attend the meeting were in attendance.</p>		
2.9	<p><b>Declarations of interest, pecuniary or otherwise in respect of items on the agenda</b> – There were none received.</p>		
<b>3.</b>	<p><b>Membership</b></p>		
3.1	<p>Governors were referred to the membership list despatched in advance with the agenda papers. There were no notified amendments made to the membership. Governors were reminded about the importance of advising the clerk of any changes to the membership if any including any changes to their contact details. The membership list was <b><u>strictly private and confidential</u></b> and not for use in and around the public domain.</p>		
3.2	<p><b>Co-option of new governors</b> – Governors were asked and <b>AGREED</b> to formally approve the co-option of the potential co-opted governors Beth Walker and Lyn Willis from 1 February 2018 for a period of 4 years ending 31 January 2022. It was noted that the newly co-opted governors had previously served on school governing bodies.</p>		
3.3	<p><b>School Governors’ One Stop Shop (SGOSS)</b> – The Chair advised the meeting that he was unable to progress with the SGOSS candidates for various reasons.</p>		
3.4	<p><b>Co-opted governors (2)</b> – There remained 2 vacancies for co-opted governors. Governors were reminded about the importance of filling the positions with the right candidates. Governors <b>AGREED</b> to revisit the item at the next full meeting of the Board.</p>	<b>Board</b>	<b>Next meeting</b>
3.5	<p><b>Membership of the Board (expiry date of the DBS (Disclosure and Barring Service) check and Declarations of Interests</b> – The clerk</p>		



Minutes of the **Crowland Primary School**  
**Full Meeting** of the Board held at the School, Crowland Road, London, N15 6UX  
 Held on **1 February 2018**, at **6.00 pm**.

	<b>AGREED</b> to ensure that the final columns on the membership list regarding the DBS and declarations of interests were completed once the information was received from the school office.	<b>Clerk</b>	<b>asap</b>
<b>4.</b>	<b>Public Minutes of the previous meeting</b>		
4.1	The public minutes of 30 November 2017, were despatched in advance of the meeting. The minutes were <b>AGREED</b> as a true and accurate record. These were duly signed and dated by the Chair for retention at the school and for the purposes of audit.		
4.2	<b>Agenda papers for meetings of the Board and the committees</b> – The Executive Headteacher <b>AGREED</b> to make the necessary arrangements to ensure that the agenda papers for the meetings of the Board and the committees were made available in hard copies at the respective meetings.	<b>EHT</b>	<b>ongoing</b>
	<b>Main Business Items</b>		
<b>5.</b>	<b>Presentation – English; Lost Lending Library</b> – Presented under item 2 above. There was nothing further to add at this stage.		
<b>6.</b>	<b>Chair’s Report (oral)</b>		
6.1	<b>LA Termly Briefing</b> – The Chair reported that he had hoped to attend the LA’s Termly Briefing session, but was unable to do so this term. No other member of the Board was able to attend the briefing on this occasion in the absence of the Chair.		
6.2	<b>LA website regarding publications and training materials</b> – The Chair encouraged members of the Board to visit the LA’s website for school governors. Governors would be given the opportunity to read the available publications of interest as well as accessing the opportunities to attend governors’ training and access to the training materials. It was understood that information was periodically received via the clerk and not always from the LA.		
6.3	<b>Chair’s hospitalisation</b> – The Chair informed the meeting that he would be shortly undergoing a hospital operation. The Chair would be reporting back on the timing of the operation as and when a further update was received.		
6.4	<b>Cancellation of the last meeting of the Resources Committee</b> – The Chair reminded the meeting that the last meeting of the Resources Committee scheduled to take place on <b>30 January 2018, at 8.00 am</b> was cancelled. An update regarding the school’s finances would be given at tonight’s full meeting of the Board on the school’s financial quarter return 3. The Executive Headteacher said that there was little or no movement since the last meeting of the Resources Committee regarding the school’s finances. A further update would be given in due course.		
<b>7.</b>	<b>The Executive Headteacher’s Report</b>		
7.1	The Executive Headteacher spoke to the following documents presented at tonight’s full meeting of the Board:		



Minutes of the **Crowland Primary School**  
**Full Meeting** of the Board held at the School, Crowland Road, London, N15 6UX  
 Held on **1 February 2018**, at 6.00 pm.

	<ul style="list-style-type: none"> <li>• Complaints Policy and Procedure [OP9] and Persistent Complaints and Harassment Policy [OP9a]</li> <li>• Staff with delegated Financial Responsibilities (Delegated Authorisation, Financial Limits and Arrangements) [F0.3]– Governors were reassured that the up-to-date signatories were shown including the following:           <ul style="list-style-type: none"> <li>○ Business Manager and Admin officers</li> <li>○ Main school account</li> <li>○ Online BACS payments limit £50k per 3 days school admin and BACS authorisation – Senior administrator Senior Deputy Headteacher (CW) and BACs authorisation – Senior Deputy Headteacher (AC), Assistant Headteachers respectively (BM-B and MD)</li> <li>○ Signatories for cheques – Senior Deputy Headteachers (CW and AC), Assistant Headteachers (BM-B and MD) and Deputy Headteacher (RM)</li> <li>○ Charge procurement cards school limit £11k per month individual card limits and cardholders £4k per month (Senior Deputy Headteachers respectively) and £3k per month (school Admin officer - GW)</li> <li>○ Non signatory – access to financial information – Executive Headteacher.</li> </ul> </li> </ul>		
7.2	<p><b>Complaints Policy and Procedure and Persistent Complaints and Harassment Policy</b> – Governors were asked to formally adopt the respective policies as presented in line with the LA’s guidance and procedures. Both policies were separate and were designed to complement each other. Governors were advised that in the event of a complaint(s), and the need to apply the complaints policy, the following steps would take place with model letters applied where appropriate:</p> <ul style="list-style-type: none"> <li>• If you have a concern or complaint</li> <li>• Informal steps</li> <li>• Formal steps</li> <li>• Special circumstances</li> </ul> <p>Governors were advised that in the event of a persistent complaint(s) and harassment, and the need to apply the policy, the following steps</p>		



Minutes of the **Crowland Primary School**  
**Full Meeting** of the Board held at the School, Crowland Road, London, N15 6UX  
 Held on **1 February 2018**, at **6.00 pm**.

	<p>would to be taken into account with model letters applied where appropriate:</p> <ul style="list-style-type: none"> <li>• Aims of the policy</li> <li>• Human rights</li> <li>• Who is a persistent complainant</li> <li>• Parents' expectations of the school</li> <li>• The school's expectations of parents/carers/members of the public</li> <li>• The school's actions in cases of persistent complaint(s) or harassment.</li> </ul>		
7.3	Governors formally <b>AGREED</b> the policies as presented under items 7.1 – 7.2 above subject to any further comments received regarding the respective policies.	<b>Board</b>	<b>asap</b>
7.4	<p><b>Complaints Policy and Procedure and Persistent Complaints and Harassment Policy – Governors asked the Executive Headteacher what was the expected response times for complaints received was this within 30 days regarding the outcome of the complaint(s)?</b></p> <p>The Executive Headteacher <b>AGREED</b> to clarify the position at the next full meeting of the Board.</p>	<b>EHT</b>	<b>Next meeting</b>
7.5	<p><b>Early Years Foundation Stage Profile (EYFSP) support visit report 2017-18 - Governors</b> were referred to the school's EYFSP support visit report. The Executive Headteacher commented positively on the level of feedback received. The judgements given were considered strong in terms of the transformation made this term as evidenced in the school's tracking system Tapestry. The staff remain positive in the EYFS and are not complacent.</p>		
7.6	<p><b>Communication and Language – Governors asked the Executive Headteacher what was the school doing to improve the children's communication and language?</b></p> <p>The Executive Headteacher said that Communication and Language and Personal, Social and Emotional Development skills were an issue for the children. The school would continue to meet the expected target level as best as possible. The work taking place in the Nursery was expected to put the children going into the Reception into a much better position in readiness for the next stage of their teaching and learning.</p>		
7.7	<p><b>Evidence of the improvements made in the EYFS – Governors asked the Executive Headteacher what had changed in the teaching and learning of the children in the EYFS compared to last year?</b></p> <p>The Executive Headteacher said that practically all members of staff were new with the exception of 3. The team were working closely together as a team and are working well together in terms of planning</p>		



Minutes of the **Crowland Primary School**  
**Full Meeting** of the Board held at the School, Crowland Road, London, N15 6UX  
 Held on **1 February 2018**, at **6.00 pm**.

	and the organisation of the resources. The physicality of the building was better alongside a number of improvements made to the physical environment.		
7.8	<p><b>Home to school arrangements – Governors asked the Executive Headteacher what are the current arrangements between the home and the school and how well was this working?</b></p> <p>The Executive Headteacher said that the EYFS staff are working closely with the children concerned regarding continuity of learning in the home with their parents.</p>		
7.9	<p><b>Assessment Report (Autumn term 2 – 12 December 2017)</b> – The Executive Headteacher referred the meeting to the school’s autumn term 2 assessment report and target setting. Governors were advised that the school continues to work with the consultant, Andrew Wickham.</p>		
7.10	<p><b>Year 1 (summary information and agreed actions)</b> – The Joint Senior Deputy Headteacher, Craig Winnard, spoke about the Year 1 children’s reading, writing and maths in relation to the percentages shown for ARE (82% across the board) and GDS (35%, 24% and 24% respectively) in reading, writing and maths. In addition, the information was broken down by the number of fsm, SEN, gender, EAL, RWM and GDS as a percentage. Governors noted the contents of the summary information and the agreed actions.</p>		
7.11	<p><b>Year 2 (summary information and agreed actions)</b> – The Joint Senior Deputy Headteacher, Craig Winnard, spoke about the Year 2 children’s reading, writing and maths in relation to the percentages shown for ARE (65%, 65% and 77% respectively) and GDS (28%, 20% and 20% respectively) in reading, writing and maths. In addition, the information was broken down by the number of fsm, SEN, gender, EAL, all and GDS as a percentage. Governors noted the contents of the summary information and the agreed actions.</p>		
7.12	<p><b>Year 2 behavioural issues and mobility – Governors asked the Joint Senior Deputy Headteacher, Craig Winnard, whether or not there were any Year 2 behavioural issues and if so were there any other issues of concern?</b></p> <p>The Joint Senior Deputy Headteacher, Craig Winnard, said that there were some Year 2 behavioural issues, which the school would continue to address in line with the school’s expectations. There were concerns raised about the issue of mobility and how this impacts on the school statistically contributing to other issues and concerns. The school would continue to track mobility to show evidence of impact and the school’s response. Where possible the children would be tracked where they go all the way through to Year 6.</p>		
7.13	<p><b>Composite disadvantage</b> - Lynn Willis spoke about the use of composite disadvantage data, which was used in the neighbouring LA area of Hackney. She <b>AGREED</b> to share the information and</p>	<b>LW</b>	<b>asap</b>



Minutes of the **Crowland Primary School**  
**Full Meeting** of the Board held at the School, Crowland Road, London, N15 6UX  
 Held on **1 February 2018**, at **6.00 pm**.

	comparisons with the school.		
7.14	<b>Consistency of year group assessment data (moderation and benchmarking)</b> – Governors were reassured that the school would continue to focus on the consistency of its year groups assessment data. This should allow for any discrepancies and fluidity. The school would be putting something in place in due course. The staff were very much involved in the process of moderation and benchmarking.		
7.15	<b>Year 2 fsm pupil premium (disadvantaged) children</b> – It was noted that there was a combination of new and existing children in receipt of fsm. On the whole the school continues to do well with its fsm children, but not so well in Year 2. Governors were reassured that the school would continue to ensure that the necessary interventions were applied.		
7.16	<b>Year 3 (summary information and agreed actions)</b> – The Joint Senior Deputy Headteacher, Craig Winnard, spoke about the Year 3 children’s reading, writing and maths in relation to the percentages shown for ARE (64%, 69% and 66% respectively) and GDS (7%, 24% and 35% respectively) in reading, writing and maths. In addition, the information was broken down by the number of fsm, SEN, gender, EAL, all and GDS as a percentage. Governors noted the contents of the summary information and the agreed actions. The Year 3 children were in a similar position to the Year 2 children. The school remained confident that the levels shown would be higher.		
7.17	<b>Target setting – Governors asked the Joint Senior Deputy Headteacher, Craig Winnard, how were the targets set?</b> The Joint Senior Deputy Headteacher, Craig Winnard, said that the targets set were based on the discussions had with the teaching staff. There were concerns raised about reading GDS where a scheme was now in place called ‘Destination Reader’. The application of the reading scheme was expected to have a positive impact on the GDS percentage.		
7.18	<b>Year 4 (summary information and agreed actions)</b> – The Joint Senior Deputy Headteacher, Craig Winnard, spoke about the Year 4 children’s reading, writing and maths in relation to the percentages shown for ARE (71%, 69% and 74% respectively) and GDS (19%, 19% and 23% respectively) in reading, writing and maths. In addition, the information was broken down by the number of fsm, SEN, gender, EAL, all and GDS as a percentage. Governors noted the contents of the summary information and the agreed actions. The Year 4 children were in a similar position to the Year 3 children. The appropriate interventions are in place and are up and running.		
7.19	<b>Year 5 (summary information and agreed actions)</b> – The Joint Senior Deputy Headteachers, Craig Winnard and Anthony Campbell, as the joint class teachers, spoke about the Year 5 children’s reading, writing and maths in relation to the percentages shown for ARE (76%, 69% and 74% respectively) and GDS (26%, 26% and 33% respectively) in reading, writing and maths. In addition, the information was broken down by		



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**Full Meeting** of the Board held at the School, Crowland Road, London, N15 6UX  
 Held on **1 February 2018**, at **6.00 pm**.

	<p>the number of fsm, SEN, gender, EAL, all and GDS as a percentage. Governors noted the contents of the summary information and the agreed actions. Governors were advised that some of the children were on the cusp of ARE similar to Year 1. There were challenges for some of the children to make progress who were identified and are in need of support.</p>		
7.20	<p><b>Year 6 (summary information and agreed actions)</b> – The Joint Senior Deputy Headteacher, Craig Winnard, spoke about the Year 6 children’s reading, writing and maths in relation to the percentages shown for ARE (71%, 75%, 74% and 71% respectively) and GDS (7%, 9%, 12% and 16% respectively) in reading, writing, maths and GPS. In addition, the information was broken down by the number of fsm, SEN, gender, EAL, all and GDS as a percentage. Governors noted the contents of the summary information and the agreed actions. Governors were reminded that there were a number challenges for Year 6, which were reported on in Year 5.</p>		
7.21	<p><b>Progress, interventions and data analysis</b> - Progress was made in terms of getting the children to where they want to be with the applied interventions and data analysis. It was noted that at Year 6 schools are judged based on the outcome of the SATs. A range of interventions are in place including a book club and support given by other members of staff in an effort to make a difference. GDS needs to be addressed including the level of interventions, especially in relation to maths.</p>		
7.22	<p><b>Year 6 gaps – Governors asked the Joint Senior Deputy Headteacher, Craig Winnard, whether or not the identified gaps would be closed in good time?</b></p> <p>The Joint Senior Deputy Headteacher, Craig Winnard, said that the school was confident that the gaps would be closed by the time the next update was given at the next full meeting of the Board. Year 6 continue to work closely with the neighbouring Gladesmore Community School working more with the GDS children. The Executive Headteacher spoke positively about the distance travelled by the Year 6 children and credited the staff. Some GDS children were lost due to mobility from that year group which as a percentage was between 6% - 7%.</p>		
7.23	<p><b>Summary of concerns and the school’s response</b> – Governors noted the contents of the school’s summary of concerns regarding combined RWM, SEN ARE and GDS, overall gender comparisons, EAL and fsm GDS. It was decided that future assessments, the teachers would assess collaboratively with another year group to create a more robust and accurate assessment of the children across the school. Phase leader and Year 2 class teacher have also applied to become KS1 moderators to develop their assessment knowledge.</p>		
7.24	<p><b>Girls outperforming the boys - Governors asked the Joint Senior Deputy Headteacher, Craig Winnard, were there any clear patterns regarding the girls overall outperforming the boys in ARE and on</b></p>		



Minutes of the **Crowland Primary School**  
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 Held on **1 February 2018**, at 6.00 pm.

	<p><b>occasions the boys GDS was higher in maths?</b></p> <p>The Deputy Headteacher, Anthony Campbell, said that there were no specific patterns regarding gender. There were some areas in need of unpicking but not considered significant in terms of Year BME boys. Governors were advised that the LA's Black pupils' achievement group continues to meet. The report from the steering group would follow in due course for presentation at the PDC (Professional Development Centre). It was noted that a number of groups can do better, but there was no clear and obvious trend. The school historically does better with what was considered to be challenging groups of children compared with other schools in the LA area.</p>		
7.25	<p><b>Male role models and diversity – Governors asked the Executive Headteacher whether or not the teacher role models of male teachers had an impact on the children's teaching and learning?</b></p> <p>The Executive Headteacher said that the school's mix of diverse staff was seen as a positive at the school.</p>		
7.26	<p>There was nothing further to add at this stage. Governors thanked the Executive Headteacher and the Joint Senior Deputy Headteachers for presenting their report to the governors. Governors looked forward to receiving further updates throughout the course of the year.</p>		
<b>8.</b>	<b>Introduction to Analyse School Performance (replacing RAISEonline)</b>		
8.1	Discussed throughout item 7.5 – 7.25 above. There was nothing further to add at this stage.		
<b>9.</b>	<b>Targets for 2017-18</b>		
9.1	Discussed throughout item 7.5 – 7.25 above. There was nothing further to add at this stage.		
<b>10.</b>	<b>Report Back on Governors' Visits and Governors' Training Update – report back on any training attended and LA and or any other training opportunities</b>		
10.1	Governors were reminded about the importance of reporting back on governors' visits and on any training attended. Governors <b>AGREED</b> to do so.	<b>Board</b>	<b>ongoing</b>
<b>11.</b>	<b>Matters arising from the public minutes of the previous meeting</b>		
11.1	There were none raised.		
<b>12.</b>	<b>Any Other Urgent Business</b>		
12.1	There were none.		
	<b>Information /action:</b>		
<b>13.</b>	<b>Governors' skills audit update</b>		
13.1	Governors <b>AGREED</b> to ensure that their governors' skills audit pro formas were submitted to the clerk for presentation at the next full meeting of the Board.	<b>Board</b>	<b>Next meeting</b>
<b>14.</b>	<b>Date and time of next meetings for the academic year 2016/17</b>		
14.1	Governors were referred to and noted the contents of the schedule of meetings for the rest of the academic year. The meeting dates were		



Minutes of the **Crowland Primary School**  
**Full Meeting** of the Board held at the School, Crowland Road, London, N15 6UX  
 Held on **1 February 2018**, at **6.00 pm**.

	<p>noted as follows:</p> <ul style="list-style-type: none"> <li>• <b>Full meeting of the Board – 19 April at 6.00 pm</b> <ul style="list-style-type: none"> <li>○ Presentation – Maths</li> <li>○ Assessment practices</li> <li>○ Update on Safeguarding</li> </ul> </li> <li>• <b>Resources Committee – 22 May at 8.00 am</b> <ul style="list-style-type: none"> <li>○ Financial Outturn and Set budget Profile</li> </ul> </li> <li>• <b>Full meeting of the Board – 21 June at 6.00 pm</b> <ul style="list-style-type: none"> <li>○ Presentation – PE</li> <li>○ SEF</li> <li>○ SDP</li> </ul> </li> <li>• <b>Resources Committee – 10 July at 8.00 am</b> <ul style="list-style-type: none"> <li>○ Financial Quarter Return 1.</li> </ul> </li> </ul>		
<b>15.</b>	<b>Information from the LA on HEP (Haringey Education Partnership)</b>		
15.1	Governors noted the contents of the information shown, which was despatched in advance of tonight’s meeting. It was <b>AGREED</b> that the school and the Board would join the partnership in principle unless otherwise advised.		
	<b>All members of staff, with the exception of the Executive Headteacher, left the meeting at this stage for the confidential items and did not return</b>		
	<b>Part two - confidential</b>		
	See confidential minutes attached <u>strictly for governors only unless otherwise advised.</u>		
	<b>There being no any other business items the Chair thanked governors for their attendance and closed the meeting</b>		

*There being no further business items the meeting finished at 8.25 pm.*

**APPROVAL OF MINUTES BY CHAIR OF THE BOARD OF GOVERNORS**

I, Chair of the Board of Governor, approve these minutes as an accurate representation of the Meeting, which took place on **1 February 2018** at Crowland Primary School at 6.00 pm.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
**Roger Knight**, Chair of the **Board of Governors**,  
 Crowland Primary School