

**Approved minutes of the meeting of the Strathmore School Local Governing Body meeting held on 24 February 2025 at 5.00pm at Strathmore School (St. Richard Reynolds Campus) and virtually on Teams.**

[Link to Teams Meeting](#)

[Link to Papers STR-24-3 240225](#)

Key:- ➤ Note; ⦿ Discussion; ☑ Discussion and Decision; **XX** Sponsor/Lead; **X mins** allotted time.

**Members of the Local Governing Body in attendance:** Rebecca Branch, Jane Curzon (Chair), Marc Dodi, Laura Dyer, Sarah Hurtado (Headteacher), Alex Lee, and Sarah Terrey.

**Members of the Local Governing Body in attendance virtually :** Ayushi Bagga (Items 1-3E and 3J to 9 only), Michael Jacob and Mitch Pender.

**Members of the Local Governing Body absent:** Dev Desai and John Nicholl.

**Also in attendance:** Lauren Woodiwiss, Deputy Headteacher; Assistant Headteachers: Laura Wigglesworth and Amy Upton, Andy Whiteside, Vice Chair of Trustees.

**Clerk in attendance:** Julie Adams

## **1. Welcome, apologies, declarations of interest and items from the Clerk.**

- 1.A The Governing Body **received** apologies from Dev Desai *and* John Nicholl and **agreed** to consent to their absence.

The Governing Body **welcomed** Lauren Woodiwiss back to her first Governing Body meeting since returning from maternity leave and Andy Whiteside who had previously joined meetings virtually.

- 1.B The Chair **reminded** all governors that they must abide by the Auriga Academy Trust Declarations of Interest Policy and should **declare** if they have an interest in any matter that comes before them. There were no declarations made.

## **2. Minutes**

- 2.A The Governing Body **noted** the draft minutes of the meeting held on 25 November 2024 were not available and will be presented at the next meeting. The Governing Body **asked** when they would be made available. The Clerk **explained** due to the volume of meetings in the coming weeks she could not confirm this at present. She would prioritise this (February's) meeting's minutes first. The Governing Body **agreed** that when the minutes from the November meeting are prepared, they would be circulated for immediate comment to all governors in advance of the May meeting. **(ACTION)**

The Governing Body **expressed** concern that actions arising from the November meeting had been missed. The Governance Professional **advised** that she felt comfortable that all items had been addressed within the agenda.

- 2.B The Clerk **advised** that the report of a Pupil Exclusion Committee had been omitted from the papers and would be circulated after the meeting. **(ACTION)** The Committee had been chaired by Marc Dodi, along with governors from other Trust schools to consider the Headteacher's decision to permanently exclude a pupil. The Committee agreed to uphold the Headteacher's decision. The parents have an opportunity to appeal which will end on the 15 March. The Headteacher **commented** that this had been quite a robust and emotional process. The Clerk **advised** that one of the Committee members, who was very experienced in mainstream permanent exclusion panels, commented that it had been one of the most comprehensive panels he had ever been involved with. The Governing Body **thanked** Mr Dodi for chairing and hoped that they would not have to hold any more exclusion meetings.
- 2.C The Governing Body **noted** the latest published Board meeting minutes and other updates from the Board.
- 2.D The Governing Body **asked** if a date for the AGM had been confirmed. The Clerk **confirmed** that this had been set for the 11 March, however, at a recent meeting the Trustees agreed not to invite LGB's. The Chair would raise this with the Chair of Trustees. **(ACTION)** There were no other matters arising from the minutes.

Supporting Papers: [Trust Board Minutes](#), [Strathmore School Minutes](#).

### 3. Headteachers Report □ HT - 75 mins

The Governing Body **received** a report from the Headteacher [STR-24-3-03 Headteacher Report.pdf](#) to include Items A-K. *Link governor reports were included / considered at the most relevant section. Questions were invited section by section.*

The Governing Body **discussed** the length and extensiveness of the 23-page report. The Governing Body **asked** if this is written for the LGB or has a wider audience. The Headteacher **reported** that she follows the template provided by the CEO, which acts as her report to him which also informs the Board. The Deputy Headteacher **advised** that the report is useful for SLT to collaborate and reflect on bringing all aspects of the school together. The Governing Body **asked** how long the report takes to prepare. The Headteacher **advised** that as this is required termly now (as opposed to half termly last year) this has reduced some of the workload. The Governing Body **queried** if the Headteacher could just use the headlines and then hyperlink to the detailed documents. They noted the duplication with the SDP and the SEF. The Headteacher **acknowledged** this and **advised** that she is near to completing the SEF and would circulate that within the next two weeks **(ACTION)**. The Governing Body **agreed** that the data contained in the report was useful and there should be more expectation on governors to identify trends and question as currently the report 'feeds' them the answers. The Chair **advised** that she would raise the complexity of the Headteachers report with the CEO in a previously arranged meeting in the next few days **(ACTION)**.

#### 3.A General Update and key risks

[3A. SLT Roles and responsibilities Spring 2025.pdf](#), [3A. Grapevine Newsletter.url](#), [3A. Strathmore CareCalc letter to parents.docx.pdf](#) and [3A. Ofsted Consultation.url](#)

The Headteacher **explained** she revisited the SLT roles and responsibilities due to the return of the Deputy Headteacher. Some items reverted to the Deputy Headteacher but notably the DSL role will remain with Assistant Headteacher, Laura Wigglesworth. The Headteacher has specifically added responsibility for the Grapevine and cultural capital and community. She **advised** that comments from recently recruited teachers advised that they had appreciated the Grapevine in their decision to join.

The Headteacher **advised** that Louise Ross had also returned from maternity leave and had this would allow Luis Ferreria to focus again on his behaviour TLR priority.

The Governing Body **noted** that the Carecalc letter is very clear, raising the school's concerns. The Headteacher **advised** that the letter is being sent to all parents with the documentation for their child's Annual Reviews. She **explained** that there are 25 learners where there are discrepancies between the funding received and provision needed. Some of the discrepancies are significant (£25-£50k). The Deputy Headteacher **reported** that she had worked on one document with a colleague, and it had taken at least an hour and a half of both of their time to re-draft. The Governing Body **asked** if there had been any feedback from parents. The Headteacher **advised** that she feels that parents understand this and are supportive in wanting their child to get the right provision.

The Governing Body **noted** that the difficulty is with the language being used not meeting 'triggers' for funding. The Headteacher **gave the example** of 'a good day for Pupil A would be when he is smiling' but the language needed to secure the funding would be 'Pupil A can smile on a day when he is regulated'. The Governing Body **acknowledged** that these nuances are not child centred and do not align with the parent friendly language normally used in an EHCP.

The Governing Body **suggested** that it would be helpful if the Trust would standardise the language to be used. SLT noted that this would be useful however, due to the differences between each school describing challenging behaviour does need to be school specific. They gave an example of a pupil's whose EHCP was completed in a mainstream school whose identified 'challenging behaviour' would be considered 'normal' for the Strathmore provision.

The Governing Body **suggested** that the Trust may wish to investigate using AI to bring in data from multiple sources, EHCP, EP reports, OT reports etc. The Governing Body **noted** there may be some data protection issues with this, unless an internal / private system is used. The Governing Body **agreed** to feed this suggestion and standardisation with the Trust on the Committee Summary Report. **(ACTION )**

The Headteacher **encouraged** governors to contribute to the current Ofsted consultation.

The Governing Body **requested** that guidance to interpreting the Risk Probability and Tolerance grid be reshared. **(ACTION)**

### 3.B Pupil Numbers for 2024-25 and Attendance

The Headteacher **reported** very high levels of absence for both pupil and staff illnesses. These are almost double than the same period last year. This has been to the lingering and recurring effects of flu and sickness type bugs.

The Headteacher **is considering** the timing of Annual reviews which currently take place in spring term. These are too compacted into a short term. The Headteacher is considering proposing that is changed and she may bring proposals back to the May LGB **(ACTION)**. The Governing Body **noted** that this is linked to the assessment cycle for the school. Andy Whiteside suggested that proposals to amend this should include a transition plan.

The Headteacher **confirmed** that in addition to the pupil exclusion, one learner had left and was now in supported living. Another non-attending learner was now successfully back in class. She had received 150 consultations for seven places. The school had been named in three consultations and AfC were allocating the other four. One of the places given is to a pupil who has not been in school for 4 years. He is an out-of-borough pupil and will have a transition package for 2:1 support with a contingency plan to reduce the level of support over time.

The Headteacher **indicated** that one of the recent consultations had progressed to tribunal and after advice from the advocate that the school would lose the case, the place was offered. The reason for this was that being an all-through school even though the place requested was primary, there were places available in secondary.

The Governing Body **noted** that the number of tribunals is rising across the sector with some special schools receiving two per week. The Governing Body **asked** if the school could be forced to take a pupil. The Headteacher **explained** that the tribunal may make this decision, and they may not consider the physical space needed for the child or implications for staffing etc. She **explained** that while one class may be able to accommodate ten learners you cannot equate this across the school as individual contexts need to be considered. A different cohort or class in the same physical space may only be able to accommodate six due to higher levels of adult support. The Governing Body **asked** if there is a template for the consultation responses. The Headteacher **explained** that the central Pupil Admin team provide letters which explain why the school would be unsuitable for the special needs of the child or young person or the attendance of the child or young person here would be incompatible with the efficient education of others.

The Governing Body **agreed** that this should be escalated to the Board to consider proactive actions to support schools with potential increased levels of tribunals. **(ACTION)**

The Governing Body **noted** that attendance is in a better position with a lower level of persistent absence. The Venn diagram shows the intersections of persistent absence, pupil premium and a minority ethnic background. There are three pupils who are currently a priority focus for the school. Social Care involvement will also be added to this diagram.

The Headteacher **reported** that the Educational Welfare Officer had indicated that they had made good improvements with attendance and did not need to buy into the EWO

services any longer. Andy Whiteside **congratulated** the school on this and suggested the importance of Family Support Worker role in the improvement in attendance be highlighted. It would be useful to highlight this to the Board as the other schools in the Trust have this position vacant at present. **(ACTION)**. SLT advised the current live parent survey has had 32 responses and approximately two thirds have reported that they have accessed the Family Support Worker in the last half term, which supports the importance of this role.

### 3.C Safeguarding and behaviour

The Headteacher **reported** that there are no more low-level concerns and filtering and monitoring is continuing.

The Headteacher **explained** that the comparisons on page 9 of the Headteacher report are given against the previous years. Laura Wrigglesworth, the Designated Safeguarding Lead (DSL) advised that while these numbers are lower than last year, they correlate with improvements in behaviour and staff becoming more skilled at supporting sensory processing needs and regulating behaviour. She continues to re-iterate at staff briefings and newsletters the importance of recording concerns.

The Governing Body **asked** if this was partially attributable to having Luis Ferreira's work as Behaviour Lead and his significant work on functional behaviour and the introduction of the internal 'rating' of the Behaviour Support Plans. The Headteacher **felt** that this was a significant contributing factor but that the upskilling of staff. The Deputy Headteacher **advised** that consideration is being given to adding a fourth 'rating' on the BSP's to further refine the support to learners. The Governing Body **advised** that the behaviour section contained in the Headteacher's report gave useful and detailed information for them to consider.

The Headteacher **explained** that two learners had been stepped down from Child Protection to Child in Need and the family are now linked with the appropriate person at AfC who is building a good relationship with them. The Governing Body **asked** which category of need the three learners on Child Protection. The DSL **confirmed** that these were all neglect.

The DSL **reported** that there have been more SPA referrals this term, due to annual reviews taking place, these are due to concerns arising from home. The Governing Body **noted** that there is a central focus on Early Help and asked if this was being accessed and used. The DSL **explained** that going through the Early Help team can lead to delays in the support offered. Within the Local Authority there is a Children with Disabilities Team and often this is more appropriate for the school to access for their learners.

The Headteacher **advised** that there are currently eight secondary male learners who have very complex needs and in addition are entering puberty. This is leading to increased lockdowns at Grey Court and St Richard Reynolds. The Governing Body **asked** if there were external services focusing on male students who may be able to support the

school. The Headteacher **advised** that she had some contacts. Governors **advised** that they may also have contacts and would share them **(ACTION)**.

The Safeguarding Link Governors **advised** they would share a report after their next meeting with the DSL in advance of the next LGB meeting. **(ACTION)**

### 3.D Pupil progress and achievements

The Governing Body **received** pupil progress information for Autumn Term 2025 and **noted** that the school's full year presentation will be included in for the May LGB meeting. Annual reviews are currently ongoing.

There are two learners currently who are not at the expected level and more information will be given on this at the next meeting.

The Headteacher had included in the papers detail of the planning moderations across the campuses.

The Chair **reminded** all governors of the importance of arranging their Link Governor visits to support the LGB's understanding of the curriculum areas. All governors were requested to ensure that they complete or at least arrange a visit before the May LGB meeting **(ACTION)**

Supporting papers [3D. Strathmore School Planning Moderation.pdf](#)

### 3.E School Development Plan and School Self Review

- i. The Governing Body **received** the [STR-24-3-03Ei Strathmore School SDP 2024-2025 \(January 25 update\).pdf](#)
- ii. The Headteacher **presented** a mid-year review of each of the 4 SDP Priorities. [STR-24-3-03Eii Strathmore School SDP 2024-2025 Presentation.pdf](#)

The Headteacher **reflected** that this SDP had evolved from the time immediately after Covid to build on the Strathmore Development Framework which had been created by school leaders during that time. More people had been engaged with Leaders previously been able really develop their thinking on what was next while the school was not 'running' in the same way as normal during this time. This had been more challenging to implement than expected when combined with the complexities and demands of operating a fully functional school.

The School Improvement Partner and the Trust CEO routinely monitor progress on the SDP.

SDP priority 1 All 14-19 learners will follow an appropriate learning pathway and make progress towards an accreditation.

The Headteacher **advised** that the development of the learning pathways has involved a wider team and gaining the buy-in of all staff, while the school was fully operational, so progress had been slower to ensure its success. There has been lots

of training sessions with staff. This priority has been closely monitored by SLT, the School Improvement Partner and the Trust CEO. By spending the time to support staff and take their input, SLT have streamlined the units, simplified the planning proforma and know what remains to be done to move forward quickly by the end of the year.

There are no students currently on the fourth pathway of 'Community Readiness', for pupils who are unable to access academic education. Staff's knowledge and confidence in planning and delivering all pathways will be a key focus in the next few months. The SIP will return in the summer term to review this. The Governing Body **noted** that the school is halfway through the implementation of this new curriculum and **asked** if the curriculum is now accredited by AQA as had been planned. The Deputy Headteacher **advised** that units 1-4 have been four units have been created but they have taken longer to develop than expected and are not yet accredited. The Governing Body **noted** that once accredited they can be published and made available to other schools. The Assistant Headteacher will give an update at the strategy day.

The Governing Board **noted** that part of this priority was to develop a residential programme. Rebecca Branch **fed back** on her recent governor visit with Tom Lloyd, the school Lead, detailed in her report. Ms Branch **advised** that there had been a great deal of research undertaken by the Lead. One of the areas which he was developing was to the staff buy-in to the work. He was also reviewing some of the previous activity in this area, such as overnight stays in the flat, as preparation for a residential. There were several logistical challenges which he had been keen to overcome. The Governing Board **noted** that a survey had also been given to parents on their appetite for residential. Ms Branch had not seen this, but it had been mentioned in the discussion. The Chair would send the survey on to Ms Branch. **(ACTION)**

The Governing Body **asked** how SLT intended to measure the effectiveness of the 'Community readiness' pathway. The Deputy Headteacher **explained** that this would be linked to the internal ratings on the behaviour support plans and the additional category which will be included related to extreme behaviour. The limited use of this category would show that engagement in learning was being achieved. The Headteacher **added** that this is about inclusion and supporting pupils to move between pathways seamlessly. She **added** that another indicator of success would be the length of time a learner spends out of class. The Governing Body **asked** how often the assessments of the behaviour support plans would be made. The Headteacher **advised** that this would be at least termly.

SDP 2 All learners will make progress in their identified areas of need through specific evidence-based approaches and strategies.

The Governing Body **noted** that this has involved new pedagogy and analysis by teachers. The Gestalt Language programme is now in its second year and the teacher who has taken it over from Amy Upton, has continued its success.

The Headteacher **explained** that CPD on sensory regulation, interoception and sensory diets has taken place. This is integrated support and guidance with the Therapy team and Educational Psychologist is having a positive impact on language development and a decrease in incidents of behaviour. The interoception training supports children to manage their emotions. This can include being 'hangry (hunger and anger) which is experienced by a number of the pupils. Kerri Morgan, Director of Therapies, is leading on this.

The Headteacher **advised** that two new family workers are now in place. She is aware that there are vacancies in other schools across the Trust and Strathmore School are trying to support. A recent cross Trust workshop which had been delivered received feedback from some Strathmore parents that due to the breadth of development needs, they did not find it relevant to them. The Headteacher had **provided** the family sessions which are running this year, and parents have been asked if there were other areas they would like to be covered. Andy Whiteside **acknowledged** that whilst having the benefit of being in a Trust, some areas, such as these may need to have local solutions directed towards particular cohorts. The Headteacher **advised** the survey results would be shared at the next meeting. **(ACTION)**

The Headteacher **explained** that work to embed the TEACCH Principles has been paused. The field of autism has changed in the last 10 years, so training is being directed to these underlying principles, such as neurodiverse affirming behaviour.

Analysis on conditions and diagnoses has been harder to complete as the management information system, Arbor, does not have the facility to record more than one area of disability. The Headteacher **is confident** that all needs are supported. The Assistant Headteacher, Laura Wrigglesworth, **advised** that in the last year more pupils have presented with ADHD needs, however, many parents are reluctant to push for a diagnosis. With this in mind, learners had been surveyed. The learners with the most significant needs were placed in a focus group with an occupational therapist. This helped them to focus their attention and aided improvements to receptive understanding and ability to co-regulate. The Governing Body **agreed** that it would be useful for the link governor for receptive and expressive learning to follow this up in a visit **(ACTION)**

SDP 3 All learners will make progress as a result of embedding a broad, experience rich and age-appropriate curriculum.

The Headteacher **explained** that they have developed curriculum leaders who understand the coverage of the area they lead and who input into the 4-year coverage cycle. Timetables have been created to give greater equity in age groups across school. Progress on the curriculum leader handbook has been slowed due to limited capacity in SLT, but there will be a diluted format of this available. The planning proformas have been simplified and there is more work being undertaken on this.

The INSET Day schedule for 2025-26 is a priority for the development in summer term. It had been hoped to develop a differentiated programme of CPD for staff on different career paths, but there is no capacity at present to do this.

The Headteacher **explained** that all schools in the Trust are working towards the Educating for Equality award. She will share the criteria for this (**ACTION**) It relates to the cultural capital, diversity and inclusion and the school has already met most of the Level 1 audits points. The cultural capital offer is supported by the '10 Promises' and inclusion is at the heart of everything which happens in the school.

Work on the outdoor learning area has started at Grey Court Sensory Room. There are further projects planned for St Richard Reynolds and Russell campuses, which are dependent on the funding being available.

SDP 4 Learners will increasingly strengthen their learning as a result of improved school leadership at all levels.

The Headteacher explained that there is a large portion of staff who have signed up for accredited courses, such as NPQ and HLTA. Staff have a sense of pride in developing their skills. In occasional instances staff have underestimated the commitment that this takes, juggling fulltime work and family commitments. Other staff also used their own initiative to develop. A teacher recently secured their funding for Boccia training and equipment for the school.

As mentioned previously, curriculum leaders are developing and with the mid-year appraisals coming up, governors will be able to see evidence for themselves.

The Headteacher **thanked** Laura Dyer and Sarah Terrey for their wellbeing governor report and **advised** that the focus on this is stepping down and looking more towards what the school is doing. The Deputy Headteacher **advised** that staff will have questions on wellbeing in the staff survey and whilst these could be benchmarked against previous years, but a decision has been made to completely anonymise these surveys meaning it will not be possible to track responses to groups i.e. teachers, TA's, campus etc.

Good practice is being maintained with the induction of new staff. Further development work has been paused as it will be a larger project involving more of how it interacts with the Trust HR programme. The Headteacher **noted** that some of the work undertaken by Laura Wigglesworth in this area had been adapted, by the Trust HR as good practice.

The Governing Body **agreed** that the work across the school in training and developing staff was excellent and asked how their workload is balanced. The Headteacher **explained** that there is protected time for appraisals and training. The Governing Body **asked** if there has been any impact assessed of the HLTA course. The Headteacher explained that this would be observed in Learning Walks, but it is just within one term of starting so it is too early to assess.

The Governing Body **asked** if the Action Research was qualitative. The Headteacher **explained** that it was as there is a lack of quantitative research in the SEND field. Staff have been supported over the last couple of years to equip them with the tools and skills needed to lead an action research project. The Governing Body **asked** if it was a requirement that staff undertake this. The Headteacher **explained** that often this was the choice of the staff member as they were keen to pilot approaches. The Governing Body **noted** that appraisal objectives capture the development of new approaches and staff are encouraged to share their learning with others, which in turn motivates others. This also promotes deeper collaboration between staff. The Governing Body **noted** that it can be problematic if Action Research is not purposeful and is attached randomly to performance reviews. Assistant Headteacher, Amy Upton **commented** that in special school settings there is very little literature and evidence on some of the areas they are researching. The Governing Body **acknowledged** this and **noted** that whilst being at the forefront of developments, the leadership should be mindful of capacity.

*Ayushi Bagga left.*

- iii. The Governing Body **noted** the full Strathmore School Self Review (SSR) Autumn 2024 would be shared within the next two weeks. **(ACTION)** The Chair **reminded** governors that the last Ofsted inspection highlighted the need for the school to identify how learners know they are part of the community, and this should be evident in the SSR .

Supporting papers: [3E. Curriculum Leadership 24-25 – updated February 2025.pdf](#), Link Governor Visit reports [STR-24-3-03Eiv LG RB PE- 240125.pdf](#) and [STR-24-3-03iv LG RB Skills for Independence 161224 170125.pdf](#)

### 3.F Visitors Reports

[STR-24-3-03F 2024 Autumn SIP Report Strathmore.pdf.url](#)

The Governing Body **noted** the SIP report from Marie Newman, the new School Improvement Partner, and in the spring visit she would be reviewing SDP Priorities 2 and 3.

The Governing Body **noted** the comments from Andy Platt, new Lead School Improvement Partner, whose background was mainstream secondary provision in Kingston Borough. He had wanted to get to know some of the schools with which he was not familiar. The Governing Body **thanked** Laura Wrigglesworth for hosting the visit.

### 3.G Partnerships and community links

The Governing Body **noted** the extensive range of links at all campuses and noted the impacts which had come from these activities. The Headteacher **advised** that whilst lots of links were identified , feedback from parents had been that there needed to be more around Art.

[3G. Community links.pdf](#)

### 3.H Staffing

The Headteacher **reported** three permanent teaching posts had been filled to start in the summer term. Learners had been supported by other teachers and HLTA's and there had been no dip in their progress due to the vacancies. The Governing Body **asked** how long-term absence was being covered. The Headteacher advised that there were two staff members currently covering in acting roles. The Deputy Headteacher **advised** that recruitment is currently under way for teaching assistants. She is actively discouraging applicants who do not see themselves at Strathmore long term due to the investment in training and developing staff. There had also been a reduction of two agency staff in secondary. One had left and one had been identified as being surplus to requirements following learning walks.

The Governing Body **noted** that this was the first meeting since the Headteacher had submitted her resignation. The Headteacher **explained** that this had been a difficult decision to make. The Governing Body **noted** that the communication of this to the school community had been well-managed and effective in re-assuring parents. The Chair **advised** that she was working with the Trust on the recruitment of the replacement.

Supporting Papers [3H. AAT HR Report 24\\_25.xlsx](#), [3H. CPD Autumn 2 2024.pdf.url](#), [3H. CPD and Key Diary Dates Spring 2024 UPDATED teachers meeting .pdf.url](#) and [3H. Spring Summer Workshops Strathmore Family Sessions.pdf](#)

### 3.I **Learner, Family and Community Voice**

The Governing Body **noted** that this had been discussed previously.

### 3.J **Finance Commentary**

The Finance Link Governor **explained** that he had met with the Headteacher and Finance Team to review the P4 management accounts. He **confirmed** that the school is largely on target to deliver the agreed in-year budget (deficit). The Governing Body **queried** the level of the in-year deficit (-£427k). The Headteacher **explained** that the Trust Board had approved this, and it was her responsibility to ensure this was met. The Finance Link Governor **confirmed** that the Trusts reserves were being used in the short to mid-term, but this was not a sustainable option. Andy Whiteside **added** that locally and nationally there were higher numbers of schools in a deficit position including some which could not report continuing to be a 'going concern'.

*Ayushi Bagga returned.*

[3J. The Auriga Trust 24.25 P4 Mgt Accs.xlsx.url](#)

### 3.K **Health and Safety / Premises Update / and GDPR**

The Headteacher **reported** that the contractor had been appointed for the Hampton site, and it was hoped that keys would be received in Spring 2026 in readiness for full opening in September 2026. The Governing Body **asked** if the Headteacher Recruitment included reference to an additional site. The Chair **confirmed** this was included.

[3K. 24.25 Estates Reporting 21.01.25.docx](#) and [3K. 25.24.23 GDPR Summary.xlsx](#)

#### 4. Governance

- 5.A The Governing Body **reviewed** the membership overview and noted the areas of compliance and training that they individually must complete. **(ACTION)** The Governance Professional **advised** them to prioritise their safeguarding training. STR-24-3-05A Governor Overview inc. Training.pdf
- 5.B The Chair **explained** that the Governance Development Plan for 2024-25 was continuing with the emphasis on continuing curriculum link visits and governor training. **(ACTION)**
- 5.C The Governing Body **received** link governor visits on Exploring the world and being creative, PE and Skills for Independence. The Chair **thanked** governors for these and noted the use of pictures, which are helpful to other governors to understand the subjects visited.

#### 6. Approval of Policies / Statements

The Governing Body **noted** the Pupil Premium report and Strategy and case studies which had been published since the last meeting. The Governing Body **noted** the helpfulness of the case studies.

- 6.A [STR-24-3-06A Pupil Premium Report and Strategy inc case studies.pdf](#)

#### 7. Review impact, planned actions and agree feedback to the Board of Trustees

The Governing Body **agreed** to highlight to the Board of Trustees the family support workers' impact on reduction attendance, the Educational Welfare Officers opinion that Strathmore School no longer needs to buy into the service; the significant progress on the SDP priorities; the increase in consultations and the potential for significant levels of tribunals, and support needed from the Trust in aligning language relating to Carecalc and annual reviews perhaps utilising AI.

The Governing Body noted the actions arising from the meeting.

Number	Extract	Owner	Due Date
1	Governance Professional to draft minutes of 25 November 2024 and share with Chair all governors for approval before the next meeting	JA / JC / ALL	01/04/25
2	Report from pupil Exclusion Committee to be circulated	JA	01.05.25
3	Chair to contact Chair of Trustees re governor attendance at the AGM	JC	11/03/25
4	Headteacher to circulate full SEF to all governors within the next 2 weeks	SH	11/03/25
5	Chair to discuss the complexity of the format of the Headteacher Report template with the CEO	JC	01/03/25
6	Committee Summary report to the Board to include * suggestion of standardisation of language used within Carecalc and potential for use of AI to support this * proactive support which can be offered by the Trust to schools to deal with the increased workload should the number of Tribunals increase. * celebration of the impact of the Family support workers on attendance with the EWO now advising they do not need to buy in their support. *celebration of the impact of the behaviour lead's of focus on behaviour reducing the number of concerns being raised.	JC	04/03/25
7	Guidance on interpreting the Risk Grid (Risk Management Policy) to be shared with all governors	JA	asap

Number	Extract	Owner	Due Date
8	Headteacher to present proposals / transition plans to change timing of Annual Reviews / the school's assessment cycle) to the May LGB meeting	SH	12/05/25
9	Governors contacts who may be able to provide support materials for male puberty to be sent to the HT	RB/MD/	asap
10	JC to share parental letter / email survey regarding educational visits with RB	JC	asap
11	ALL governors to ensure that they arrange their Curriculum Link visits before the next meeting including safeguarding	ALL	12/05/25
12	Alex Lee to arrange his Link Governor meeting with Catherine Penn ?? re receptive learning ??	AL	asap
13	Sarah Hurtado to send information on Educating for Equality Level 1 programme to governors	SH	asap
14	Reporting on the surveys to hear stakeholder voice would be included in next meeting	SH	12/05/25
15	Attendance Policy to be redrafted following the closure of Darrell	SH	01/07/25

Supporting Papers – [16. Committee reporting template.docx](#)

## 8. Confidentiality

The Governing Body **agreed** that the background papers, and the reports identified as confidential should remain confidential and therefore excluded from the published minutes and papers. .

The Chair requested that all staff governors leave the meeting as a confidential matter required discussion.

## 9. Any other business

See also Confidential Appendix A to these minutes.

The date of the next meeting is **12 May 2025**

## CONFIDENTIAL APPENDIX A

**Approved Confidential minutes of the meeting of the Strathmore School Local Governing Body held on 24 February 2025 at 5.00pm at Strathmore School (St. Richard Reynolds Campus) and virtually on Teams.**

In addition to the matters recorded in the minutes [STR-24-1-00 Draft Minutes 300924], following item 8, all staff governors were asked to leave and a confidential matter was discussed.

Key:- ➤ Note; ⦿ Discussion; ☑ Discussion and Decision; **XX** Sponsor/Lead; **X mins** allotted time.

**Members of the Local Governing Body in attendance:** Rebecca Branch, Jane Curzon (Chair), Marc Dodi, Sarah Hurtado (Headteacher) and Alex Lee.

**Members of the Local Governing Body in attendance virtually :** Ayushi Bagga, Michael Jacob and Mitch Pender.

**Members of the Local Governing Body absent:** Dev Desai and John Nicholl.

**Also in attendance:** Lauren Woodiwiss, Deputy Headteacher; Assistant Headteachers: Laura Wigglesworth and Amy Upton, Andy Whiteside, Vice Chair of Trustees.

**Clerk in attendance:** Julie Adams

### 9. Any other business

The Deputy Headteacher, Lauren Woodiwiss, **informed** governors that she had submitted her resignation. She **explained** that she is leaving at Easter, and that this was unfortunate to coincide with the Headteacher leaving. Since returning from maternity leave, the length of her daily commute and the additional responsibilities to her young family had been difficult to balance. She **advised** that a school, similar to Strathmore, close to her home had been recruiting to fill a leadership vacancy, to which she was successfully appointed.

The Chair of Governors **advised** that she had arranged to meet with the Headteacher to ensure that the leadership team will be supported and that arrangements for both the summer term and for the next school year are all in place before the summer holidays. These would be shared once they have been confirmed. A timeline for communications to the wider school community would be planned in a similar way to the Headteacher's resignation was managed to ensure stability. The Chair of Governors **reminded** all governors that this information was embargoed and should not be discussed with anyone outside of the room until the announcement had been made by the Headteacher.

The Governing Body **expressed** their thanks to Ms Woodiwiss and **noted** that she had made a significant contribution to Strathmore School since joining as a student teacher 14 years ago and would be greatly missed. The Governing Body **congratulated** Ms Woodiwiss in her well-deserved appointment.

\* Clerks note - At their meeting on the 12 May 2025 the Governing Body agreed that the prepared confidential minutes could now be released as the information was in the public domain

*Jane Curzon*  
Jane Curzon (Jul 8, 2025 18:10 GMT+1)

Jane Curzon


# STR-24-3-00 Approved Minutes 240225

Final Audit Report


2025-07-08

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