

**Approved Minutes of the meeting of the Strathmore School Local Governing Body held on 24 November 2025 at 5.00pm at Strathmore School, St Richard Reynolds Campus and virtually.**

[Link to Teams Meeting](#)

[Link to Papers STR-25-2 241125](#)

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

Items in square brackets are references to documents related to this agenda found in the folder STR-25-2 241125.

**Members of the Governing Body in attendance:** Rebecca Branch, Chris Buckley-Reynolds (Chair), Dev Desai, and Sarah Terrey.

**Members of the Governing Body in attendance virtually:** Ayushi Bagga, Marc Dodi, Michael Jacob, and John Nicholl.

**Members of the Governing Body absent :** Mitch Pender and Krystyna Tsochlas.

**Also in attendance:** Toni Edmond-Smith (Headteacher), Assistant Headteachers: Vicky Baker, Adriana Martyr, Amy Upton, and Andy Whiteside, Trustee.

**Clerk in attendance:** Julie Adams, Governance Professional.

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

- 1.1 The Chair **welcomed** attendees and a round of introductions took place for the benefit of new members. Apologies for absence were received from Mitch Pender and the Governing Body agreed to consent to his absence. It was **noted** that no apologies had been received from Krystyna Tsochlas. The Headteacher advised that Laura Wigglesworth was ill and also not in attendance.
- 1.2 The Chair **reminded** that all members of the Committee 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. No declarations were made.

## 2. Presentation

The Governing Body **received** a presentation on changes to the Ofsted Framework and implications for Strathmore School.

The Headteacher **provided** an overview of the new Ofsted inspection framework, effective from November. She **noted** that pilot inspections were underway and that she had attended two training sessions. Key changes included a four-year inspection cycle for special schools, meaning Strathmore was not expecting a visit this academic year. A new five-point grading scale was introduced: Exceptional, Strong Standard, Expected Standard, Needs Attention, and Urgent Improvement. A new evaluation area, 'Inclusion', was highlighted as beneficial for special schools,

focusing on support for vulnerable pupils. The framework would continue to focus on staff wellbeing and the impact on disadvantaged children. The Headteacher **emphasised** that schools should demonstrate their regular practices rather than preparing specifically for Ofsted.

The Governing Body **agreed** that work should be undertaken to ensure the governor strategy is aligned with the School Improvement Plan, given the new Ofsted emphasis. The Headteacher **agreed**, noting this would be looked at as she settles into her role. The Governing Body **added** that this must also align with the overall trust strategy.

The Governing Body **asked** how the inspection would be managed across a multi-site school like Strathmore within the two-day timeframe. The Headteacher **advised** that the inspection would remain at two days. A carefully planned timetable would be essential to provide an overview of all four sites, making consistency across sites crucial. Andy Whiteside **added** that a trustee would be present to ensure clarity on the respective roles of the trust, the LGB, and school leadership.

The Governing Body **asked** about the consequences if a school does not meet the 'expected standard' in one of the evaluation areas. The Headteacher **clarified** that Ofsted would make recommendations and subsequently return to check on the progress made, a process similar to the previous framework.

The Governing Body **asked** if the four year inspection cycle would apply to special schools. The Headteacher **confirmed** this and added that an inspection was now not routinely expected until academic year 2026-27.

The Governing Body **agreed** to revisiting the governors' role in inspections once more detail from the pilot inspections becomes available, to ensure they can confidently support the school and its team. This could be done across all schools in the trust. The Headteacher and Governance Professional would investigate training for governors on Ofsted and circulate details alongside her presentation. **(ACTION)**

The Headteacher **explained** that some parents do not fully understand the school's curriculum, which differs from mainstream schools by emphasising sensory learning. The Governing Body **asked** how the school could improve parents' understanding of its curriculum and practise curriculum skills at home. The Headteacher **explained** that they intend to create a simple, accessible curriculum handout for all parents, including those for whom English is an additional language. This was supported by the Governing Body, some of whom recalled initial difficulty in understanding the curriculum paperwork as a new governor. The Maths Link Governor **provided** an example from a recent mathematics learning walk, observing that a parent might not recognise the activity as learning mathematics without a simplified explanation.

The Governing Body **added** that the school's unique, tailored approach to education should be celebrated. Senior leaders highlighted the challenge of helping parents understand that while subjects like history and geography are taught, they may not be labelled as such, which can be difficult for parents of younger children.

The Headteacher linked the discussion to the co-production of Education, Health and Care Plan (EHCP) outcomes with parents. This collaborative process helps to define what is most important for a child to learn, especially for post-16 pupils, where the focus shifts from academic subjects to essential life skills, such as being able to visit a restaurant or a barber.

### 3. Minutes

- 3.1 The approval of the minutes from the meeting on 29 September 2025 was deferred as they had not been circulated. The Governance Professional **apologised** for the oversight and took an action to circulate them requesting that if governors become aware of this prior to a meeting to inform her urgently so that matter can be rectified in a more timely fashion. **(ACTION)** These would be formally approved at the next meeting.

A wider issue concerning system notifications for uploaded papers was also discussed, with an action for the Governance Professional to investigate. **(ACTION)**

- 3.2 The Governing Body **noted** that several items, including various policy documents and the School Self Review, were on the agenda for the current meeting. It was also confirmed that a recommendation to write off an outstanding school lunch debt and two confidential actions had been completed.
- 3.3 The Governing Body **reviewed** four incomplete actions from the previous meeting. It was agreed to move the review of the Behaviour Lead role to the spring term. **(ACTION)** The action concerning governors' use of time was a later agenda item. An update was provided on arranging finance meetings and it was noted that the School Improvement Partner's report was delayed as the visit had only just occurred, but future dates were now aligned with the meeting schedule. The Governing Body **agreed** these items could be closed.
- 3.4 The Governing Body **noted** the Chairs resolution to replace Strathmore Boilers STR-25-2-03.4 Board-Res-25-01 Strathmore School Boilers – signed. . Andy Whiteside **expressed** full support for this decision, emphasising the importance of addressing such critical infrastructure needs promptly.
- 3.5 The Governing Body **received** the latest published Board meeting minutes and other updates from the Board including the Consultation Responses 2025 111025 and 241125. The Governing Body **received** a verbal update from Andy Whiteside from the Trust Board. The last Board meeting covered staff progression, end-of-year financial reporting, and safeguarding, but the main focus was the proposed merger. A joint due diligence exercise on finance and HR arrangements, conducted by the two central teams, had concluded there were no 'show stoppers' to prevent the consultation on the merger from proceeding.

The Governing Body **asked** about the composition of this group. Andy Whiteside **clarified** that a steering group, comprising two trustees from each trust and co-chaired by AW, was formed to commission the due diligence exercise. This group was empowered by both trusts to produce shared material and make recommendations

back to their respective boards. It was also **noted** that the new trust board structure was being designed to ensure equal representation.

He **explained** that both Trust boards had agreed to proceed to a formal consultation, which went live before the half-term break and would run until 1st December. A steering group would then review the feedback and make a further recommendation to the boards for their December meetings.

The Governing Body **asked** about the level of engagement from parents and carers with the consultation process. Andy Whiteside did not have that specific data to hand. The Headteacher **reported** that the response at school level had been very quiet. A few parents had asked questions initially and were directed to the consultation documents. There had not been many questions from staff.

Reflecting on the consultation documents, the Governing Body **suggested** that whilst assuaging fears, the documentation could do more to promote the benefits of the merger. This was noted, and the main benefits of efficiencies from combining central teams and enhanced collaboration between schools. It was also clarified that certain fears, such as the reallocation of EHCP funding, were unfounded as this was not legally possible.

The Governing Body **expressed** concern about staff understanding of the word "efficiencies" and its potential implications. Andy Whiteside **clarified** that there were no plans to seek further efficiencies from individual schools as part of the merger. For the central team, while there were no immediate plans for redundancies, roles may be reviewed and changed over time.

The Governing Body **expressed** a concern about the potential impact of standardising operating systems across the new trust, particularly the training time required and the pressure this would place on the Senior Leadership Team. Andy Whiteside **confirmed** that the Local Governing Body's role in scrutinising such impacts would continue and that any future changes would be subject to consultation to assess the opportunity cost. It was also noted that the new trust board structure was being designed to ensure equal representation.

The Governing Body **asked** if the makeup of the Local Governing Body would need to be reviewed post-merger, particularly regarding staff and parent governor roles. Andy Whiteside **explained** that this level of detail had not yet been reached, but it would be addressed through a new, unified scheme of delegation. The intention would be to analyse the different approaches and preserve the best elements from each trust.

Andy Whiteside **outlined** the merger timeline. If approved, essential legal processes such as staff and asset transfers (TUPE) would need to be completed for a September 2026 start. The subsequent work to identify and realise efficiencies from a unified central team and align contracts would be a one-to-two-year project from that point. All governors were encouraged to contribute to the consultation.

3.6 There were no matters arising that were not covered elsewhere on the agenda.

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

#### 4. Headteachers Report

The Governing Body **received** a report from the Headteacher STR-25-2-03 Strathmore School Headteacher Report.pdf to include Items 3-11. The Headteacher **introduced** her report, which she described as a celebration of recent achievements. She **invited** questions from the governors and asked for feedback on the report's content for future meetings.

##### 4.1 General Update and key risks

The Governing Body **thanked** the Headteacher for the new bereavement policy, noting its importance and value across the trust. The Headteacher **explained** its development was informed by her experience, training from St Mary's University, and consultation with other headteachers and staff. She clarified that the policy focuses on supporting pupils and staff with bereavements within the school community, which is distinct from the staff special leave policy.

**Noting** that the Intimate Care Policy had been approved at the last meeting, the Governing Body requested more detail its origins and how it was co-produced with parents. Senior Leaders explained that the intimate care policy originated from the RSE curriculum, focusing on teaching children about consent and public/private matters adding that the policy includes consent forms and specific intimate care plans for students from Key Stage 2 and above, emphasising the importance of working in partnership with parents and, where appropriate, the students themselves.

The Governing Body **commended** the partnership approach with parents in developing the policy, highlighting the importance of giving children agency, voice, and the ability to self-advocate. They noted the significance of integrating personal care into the school's educational approach, recognising its fundamental importance for the cohort of students at the school and its links to communication skills.

The Headteacher **emphasised** that the intimate care policy is intrinsically linked to safeguarding, as it empowers pupils to assert their independence and enables the school to question established practices, ensuring that support is provided only when necessary and appropriate.

##### 4.2 Pupil Numbers for 2025-26 and Attendance

The Headteacher **noted** that at the beginning of the academic year, some pupils were in hospital. It was explained that due to the school's small cohort, absence percentages can appear disproportionately large. For example, an 8% absence rate for a particular pupil group was found to be attributable to a single child who required a staggered return to school after a hospital stay.

The Governing Body **asked** how the Headteacher challenges term-time holidays. The Headteacher **explained** that whilst such absences cannot be officially authorised, an understanding approach is taken due to the difficulties families face with holidaying during peak times. For the few families who do this, which was three out of 108 in the last half-term, it is seen as beneficial for family well-being. The school requests booking details and

emergency contacts and tries to integrate the holiday into the pupil's learning. A different approach would be taken with families who repeatedly request term-time leave.

The Governing Body **asked** why current attendance was lower than the previous year's end-of-year figure and how the attendance data is composed. The Headteacher **clarified** that the attendance data includes all absences, whether authorised or unauthorised, such as for medical reasons and difficulties with school transition. The lower attendance at the start of the academic year was partly due to hospital appointments and a gastroenteritis outbreak. It was **noted** that with small pupil numbers, percentage changes can appear more significant than they are in absolute terms.

#### 4.3 Safeguarding and behaviour

The Governing Body **received** the report from the Designated Safeguarding Lead, who had given apologies due to illness. The Link Governor for Safeguarding **reported** on her visit, report included in the last meeting. She **confirmed** that she had no concerns and felt that safeguarding was well-managed, with a clear plan for the year.

The Headteacher **informed** the Governing Body family support workers were being trained to become Level 3 qualified deputy DSLs. This was intended to provide a more holistic understanding of contextual safeguarding concerns within family dynamics and to ensure a DSL was always available on campus. It was also noted that these staff would participate more in internal 'team around the child' meetings due to their significant impact on pupil attendance and outcomes.

Senior leaders provided an example of the positive impact of a family support worker, who had arranged clubs for a pupil reluctant to attend school. This intervention had bridged a communication gap with the family and resulted in the pupil being much happier to come to school.

The Governing Body **asked** about the use of the Hackett Continuum detailed in the report. Senior Leaders explained that this is a toolkit used to support families and young people regarding sexualised behaviours and vulnerabilities. It helps to provide risk provision within the curriculum and guides conversations with families about developmentally normal behaviour, particularly for pupils who may be developmentally delayed. The Safeguarding Link Governor **explained** that the school was exploring such frameworks because a cohort of pupils had displayed challenging behaviours related to puberty last year. The Headteacher **added** that the school would likely develop 'sexualised behaviour plans', similar to existing safety and intimate care plans, to facilitate collaborative conversations with parents on sensitive topics, acknowledging cultural differences and providing support for staff.

A parent governor **observed** that parents of developmentally delayed children can have a tendency to infantilise them, leaving them unprepared for the physical changes of puberty, which reinforced the need for the school's proactive support.

Senior Leaders **advised** that the school was working to integrate its behaviour and safeguarding approaches, with the behaviour lead now involved in addressing sexualised behaviour as a safeguarding matter rather than purely a behavioural.

The Governing Body **agreed** to invite the family support workers to the Spring LGB meeting to deliver a presentation on their work. **(ACTION)**

#### 4.4 Pupil progress and achievements

The Headteacher **advised** that a full report on pupil achievement data would be presented at the February meeting, as the relevant assessment work would be completed at the end of the current term. She **noted** that pupil progress meetings had taken place during the last half term and would recommence the following week.

The Governing Body **noted** the process for monitoring progress, which involves half-termly pupil progress meetings where the Senior Leadership Team reviews data, gradings, and video evidence. This allows for the early identification of concerns and the prompt implementation of interventions. The main assessment cycle concludes at the end of Spring Term 1, which differs from many other schools. This is designed to ensure learners have sufficient opportunities and support to achieve their targets.

The Headteacher **added** that the February data report would focus on what the data indicates, such as a potential need for more focus on mathematics or PSHE, or for further teacher moderation, rather than just presenting numbers. The Governing Body **noted** that the school's approach is 'data-informed' rather than 'data-driven'. Behind every grading, there is a narrative that considers individual student circumstances, such as absence, behaviour, or setbacks, and the support that has been put in place to ensure no student is overlooked.

The Governing Body **suggested** that it would be helpful for new governors to be shown the 'Earwig' tracking system on their next visit **(ACTION)**. Governors **recalled** that seeing an anonymised pupil profile had helped them to understand how evidence was gathered and how targets were assessed. The Governing Body **noted** that the school's approach felt very student-centred.

#### 4.5 School Development Plan and School Self Review

The Headteacher **presented** an update on the School Development Plan and School Self Review (SEF). She **explained** that whilst many actions against the SDP targets had been completed, the focus was now shifting from listing activities to evaluating and demonstrating their impact. To this end, the Senior Leadership Team (SLT) would conduct a RAG rating of the SDP this half-term to assess progress **(ACTION)**.

The Headteacher **advised** that to support the focus on impact, the School Improvement Partner and CEO would visit the following week to conduct learning walks across all campuses to observe the impact of recent training, particularly concerning communication. Teachers would be asked to showcase how they had applied their training and the difference it had made for pupils.

Regarding the SEF, the Headteacher **reported** that headteachers had begun a self-review against the new Ofsted headings for the first time. This process would be informed by the RAG rating of the SDP and would evolve over time in collaboration with the School

Improvement Partner. A mid-year self-review form was expected to be ready for the governing body by the February meeting **(ACTION)**.

Governors who had attended the last LGB Strategy session commented positively on the report, noting it was helpful to see the steps being taken to implement the targets which had been discussed. The Headteacher agreed, adding that the report was a celebration of the significant achievements accomplished in the first 12-13 weeks of the term.

The Chair **advised** that Link roles for the School Development Priorities should be discussed and agreed. Marc Dodi **agreed** to link to the 'Communication beyond the classroom' and would contact Vicky Baker **(ACTION)**. Chris Buckley-Reynolds **advised** that he would take over the Safeguarding Link Role and Mitch Pender would continue with the Finance Link role. Following a question, the Headteacher **explained** that Preparing For Adulthood focuses on preparing pupils for life beyond school through the curriculum and EHCP outcomes. She **noted** that work had already started with secondary pupils and needed to be developed across all age groups, including for the youngest pupils.

The Headteacher **added** that subject to her thorough review of the medications policy she would appreciate a governor joining and 'audit' to ensure policy implementation in classrooms, identify training needs, and assess staff competency. Governors were **encouraged** to contact the Chair and Headteacher to express interest in the available roles in order to complete visits before the next meeting **(ACTION)**.

#### 4.6 Visitors Reports

The Maths Link Governor **provided** a verbal update on his recent link governor visit, which he had yet to formally write up. **(ACTION)** He **reported** that he was very impressed with the maths lead, whom he found to be ambitious and confidence-inspiring, though he felt this need to be tempered with a degree of realism. He **noted** a new staff member who had joined from a mainstream environment, which he viewed positively.

The Chair **shared** that he and Michael Jacob had visited the Grey Court campus and observed similar approaches where learning was taken to the child, including in the corridor. The Chair **stated** he would write up the visit report using the new, clear pro-forma from the trust and would share it with governors to ensure consistency in reporting. **(ACTION)**

#### 4.7 Partnerships and community links

The Headteacher **reported** on a successful visit by Councillor Julia Cambridge. Councillor Cambridge, who is passionate about SEND, observed classes and was informed about the school's achievements as well as the challenges faced by families, such as those related to social housing and attendance. The Councillor **expressed** strong support for the school and the passion of its staff, and requested to be invited to future events.

#### 4.8 Staffing

The Headteacher **discussed** the need to reassess priorities for staff and focus on fundamental aspects of teaching and learning. The challenges faced by campus leads were highlighted, and the Headteacher **explained** that she was managing the aspirations of subject leads by asking them to focus on one key priority per year to avoid overwhelming teachers. The Headteacher also **observed** that the school now had a stable

SLT but a new and changing teaching team, which required a different approach to bring the new team on board.

The Governing Body **noted** the current Senior Leadership Team (SLT) structure, the significant workload placed upon them, and asked how they are supported to delegate tasks, particularly with the introduction of more individualised student plans. Governors **observed** that over the past four years, the SLT structure had evolved reactively as staff stepped in to fill gaps left by departing colleagues. The Headteacher **explained** that the school is working to simplify and focus on fundamental objectives. The heavy workload of campus leads was acknowledged, and plans were outlined to build a support structure beneath them to allow for delegation. This includes a successful initiative where experienced teachers mentor less experienced colleagues. The school is also working with the School Improvement Partner to develop the role of subject leaders in whole-school curriculum development. The Governing Body **requested** a copy of the current staffing structure and suggested reassessment to ensure it was appropriate for the school's needs **(ACTION)**.

Senior Leaders **expressed** appreciation for the new Headteacher's experience and fresh perspective, which had empowered them to pause and ensure initiatives were properly embedded before moving forward.

The Governing Body **acknowledged** that providing the best for the staff was key to achieving the best for the pupils.

#### 4.9 Learner, Family and Community Voice

The Headteacher **advised** that the parent survey was currently live with a closing date of Wednesday.

#### 4.10 Finance Commentary

The Governing Body **asked** if having in-house floating staff members would be more cost-effective than using agency staff. The Headteacher **explained** that the school had previously employed a cover supervisor who was quickly absorbed into a specific role. The current strategy involves using flexibility within the existing staff to cover absences, cancelling agency bookings where possible, and actively interviewing to fill long-term agency roles with permanent employees to improve consistency. It was also noted that staffing needs fluctuate with student cohorts, requiring a degree of flexibility.

The Governing Body **asked** about the impact of relying on cover staff on the workload and wellbeing of permanent staff, particularly in the context of the new Ofsted framework. The Headteacher **confirmed** that the impact was significant. The staff survey had highlighted that the reliance on agency staff had a negative effect on wellbeing and workload, as permanent staff must take on additional responsibilities when their regular team is not present.

The Headteacher would discuss with the COO the possibility of conducting a cost-benefit analysis for employing dedicated cover supervisors versus using agency staff.

#### 4.11 Health and Safety / Premises Update

The Governing Body **noted** the Memorandum of Understanding with Achieving for Children relating to the funding for the new Hampton site. STR-25-2-04.11 Auriga\_ AfC MOU - C@P and S@H - September 2025

#### 4.12 Term Dates 2026-27

The Governing Body **discussed** the proposed term dates for 2026-27. The dates included a two-week October half-term for pupils as part of a two-year pilot scheme, facilitated by eight INSET days. The impact would be evaluated after a full year had passed. It was explained that the additional INSET days were required for essential staff compliance training. Following a query regarding statutory learning hours, it was clarified that academies have some flexibility. It was **noted** that many schools nationally were considering a two-week October half-term due to the length of the term and its impact on staff wellbeing and pupil concentration. The benefits for pupil and staff wellbeing were highlighted. The Governing Body suggested that the second week of the break could provide an opportunity for families to take holidays during a quieter period. The Governing Body **approved** the term dates as proposed.

Supporting Papers: SDP, SEF, SIP reports, Management Accounts, HR Summary

### 5. Governance

5.1 The Governing Body **reviewed** the membership overview. The Governance Professional **advised** that she would be sending through information for governors to confirm their personal details. She would also include information about training which would need to be completed and suggested that this would be useful to complete in the Christmas break. She **highlighted** the three new confirmations for eligibility, virtual attendance and privacy notices.

5.2 The Chair **thanked** governors who had visited and requested that reports are completed and further visits conducted before the next meeting. **(ACTION)**

### 6. Approval of Policies / Statements

The Governing Body **approved** Behaviour Policy with a suggestion that there should be a tiered system approach to allow for intervention prior to reaching SLT.

The Headteacher **reported** that the Supporting Pupils with Medical Conditions Policy was not ready for approval as a thorough review was being undertaken to ensure it reflected actual classroom practice as previously discussed. It was explained that 'Supporting Pupils with Medical Conditions' will become a Trust-level policy, while the 'Administration of Medication' policy will be a school-level one. The Headteacher **highlighted** the additional responsibility on staff due to the absence of a school nurse and stated that an audit would be conducted after the policy is agreed to identify training needs. She reiterated a request for a governor to assist with reviewing the policy and participating in the audit. The Headteacher also **noted** she was in discussion with the school nursing team regarding the assessment of staff competency. The Governing Body noted that approval of the PPG statement, Strategy SEND Information Report and Home

Communications Policy would be deferred to the next meeting as there was further work to do on them.

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

The Governing Body **noted** the value of the update on the Ofsted Framework, the significant thought being directed to policies by the Headteachers and to the refocussing on priorities for staff to fundamental aspects of teaching and learning to support staff wellbeing.

The Governing Body **noted** the actions arising from the meeting

Number	Extract	Owner	Due Date
1	Headteacher and Governance Professional would investigate training for governors on Ofsted and circulate details alongside her presentation	TES / JA	asap
2	Minutes of last meeting to eb circulated and added for approval at the next meeting	JA	Feb-26
3	Governance Professional to investigate issues experienced accessing meeting papers	JA	asap
4	Review of the Behaviour Lead role to be conducted in the spring term	TES	Feb-26
5	Family support workers to be invited to the spring LGB meeting to present on their role / work	TES / JA	Feb-26
6	Governors to view the Earwig tracking system on their next visit	All	asap
7	SLT rag rating the SDP to assess progress	All SLT	Dec-26
8	Mid Year School Self Review to be presented to the February meeting	TES	Feb-26
9	Marc Dodi to contact Vicky Baker to arrange link visit for the Communication beyond the classroom SDP Priority.	MD /VB	asap
10	Link Governors to contact chair and HT to express interest in available SDP link roles and complete first visits before next meeting	All	Fed 26
11	Chair to write up his visit to the Grey Court campus on the Trust visit proforma and circulate to governors to ensure a consistency in reporting	CB-R	asap
12	Maths Link Governor to complete his visit report	DD	asap
13	Staffing Structure to be circulated to governors	TES	asap

## 7. Confidentiality

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

The date of the next meeting is **23 February 2026 (papers due 9 February 2026)**

*Chris Buckley-Reynolds*

Chris Buckley-Reynolds (Feb 25, 2026 12:22:55 GMT)

Chair of the Strathmore School Local Governing Body

25/02/2026







# STR-25-2-00 Approved Minutes 241125

Final Audit Report

2026-02-25

Created:	2026-02-24
By:	Julie Adams (jadams@aurigaacademytrust.org.uk)
Status:	Signed
Transaction ID:	CBJCHBCAABAA3xGVkZ_xAm5N-2y8_gOAPC06v5_VIEzs

## "STR-25-2-00 Approved Minutes 241125" History

-  Document created by Julie Adams (jadams@aurigaacademytrust.org.uk)  
2026-02-24 - 08:54:10 GMT
-  Document emailed to cbuckley-reynolds@strathmore.org.uk for signature  
2026-02-24 - 08:54:14 GMT
-  Email viewed by cbuckley-reynolds@strathmore.org.uk  
2026-02-25 - 12:21:00 GMT
-  Signer cbuckley-reynolds@strathmore.org.uk entered name at signing as Chris Buckley-Reynolds  
2026-02-25 - 12:22:53 GMT
-  Document e-signed by Chris Buckley-Reynolds (cbuckley-reynolds@strathmore.org.uk)  
Signature Date: 2026-02-25 - 12:22:55 GMT - Time Source: server
-  Agreement completed.  
2026-02-25 - 12:22:55 GMT