

## FULL GOVERNING BODY MEETING

WEDNESDAY, 22 NOVEMBER 2017 AT 7PM

### Membership

Name	Type	Term expiry date	Attendance
Alison Vaughan	Co-Opted Governor Chair of Governors	15/01/2022	Present
Helen Walsh	Parent Governor Co-Vice-Chair of Governors	20/12/2017	Present
Dianne Bluemink	Co-opted Governor Co-Vice-Chair of Governors	15/01/2022	Present
Paul Beale	Parent Governor	01/09/2020	Present
Katy Jackson	Parent Governor	20/12/2017	Present
Rebecca Goldberg	Parent Governor	20/01/2019	Present
Kay Carter	Parent Governor	25/06/2019	Present
Vacancy	Co-opted Governor	N/A	N/A
Mike Greenwood	Co-opted Governor	15/01/2022	Present
Fiona Doyle	Co-opted Governor	21/11/2021	N/A (Appointed 22/11/2017)
Samantha Perkins	Co-opted Governor	25/01/2020	Present
Ally Tansley	Co-Opted Governor	31/08/2021	Present
Claire Weir	Local Authority Governor	26/11/2019	Present
Sally Eustance	Staff Governor	19/10/2021	Present
Emel Ali	Associate Member	N/A	Present
Emily Gazzard	Associate Member	N/A	N/A (appointed 22/11/2017)
Maria Panayiotou	Associate Member	N/A	Present
Shane Claridge	Associate Member	N/A	Apologies
Adrian Hall	Headteacher	N/A	Present

Also in attendance:

Hannah Cleary – Clerk

**Minutes (For the action log, see Appendix 1 attached to the minutes)**

**The Governing Body meeting opened with three presentations on Maths and English attainment and Inclusion Data.**

**Maths at Rhodes Avenue: Cameron Taylor, Maths Co-Ordinator**

**EYFS 2016/17:**

80.4% achieved Age Related Expectations (ARE) (LA 80.5%) which is a 7.6% decrease from 2015/16 (88.0%) in Maths.

82.6% achieved Age Related Expectations (LA 82.0%) which is a 6.5% decrease from 2015/16 (89.1%) in Number.

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84.8% achieved Age Related Expectations (LA 83.4%) which is a 5.4% decrease from 2015/16 (90.2%) in Shape and Measures.

However, the overall drop can be attributed to 8 children; 3 of which were admitted mid-year; the remaining 5 being SEND.

#### **KS1 2016/17:**

The KS1 SATs results showed no drop from last year and results were almost 10% above the LA and 14% above national. It was important to note that assessments were significantly more challenging than in 2015/16.

88% of KS1 children achieved Age Related Expectations or above against 78.2% LA and 75.1% National. 33% of KS1 children were working above the expected standard in contrast with 26.1% LA and 20.5% National.

Of the 5 disadvantaged pupils who completed Year 2 (current Year 3); 3 performed below expectations and all hold Education Health Care Plans (EHCPs). These children are all individually tracked, and gaps identified with the new maths tracking system with tailored interventions in place to diminish the difference.

KS1 results in Maths continued to be strong and were pleasing particularly in light of the new and more challenging curriculum. It was also important to note the significant progress made by all pupils. All children not achieving ARE were taking part in interventions to diminish the difference by positively targeting gaps in learning.

The action being taken in light of the EYFS and KS1 results for maths included:

Children not achieving the expected standard have been targeted for extra support in Year 3 and this included extra tuition from a class teacher and monitoring assessments.

A continuous provision model was being used to support Year 1 pupils and focus on groups. In addition, Year 1 were also undertaking arithmetic and reasoning papers that mirror those of the Year 2 SATs tests to support exam preparation and highlight gaps in knowledge and learning.

Additional training and resources had been made available for teaching staff in EYFS.

#### **KS2 2016/17:**

100% of KS2 children achieved ARE or above in contrast with 77.1% LA and 74.9% National.

66% of KS2 children are working above the expected standard in contrast with 26.3% LA and 22.5% National.

All KS2 children were making exceptional progress; in the top 5% nationally.

All disadvantaged children in KS2 achieved age expected standards and average scaled scores for all groups were above National.

KS2 results were exceptionally strong and demonstrated that effective systems were in place. The value added was equally impressive and the challenge for the future would be in maintaining the standards as the school moved into three form entry.

The action being taken in light of the KS2 results for maths included:

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Tracking of individual pupil progress for Years 3, 4, 5 and 6 via regular pupil progress meetings.

Year 3 provision was being reviewed regularly and in particular for vulnerable and disadvantaged groups.

An increased emphasis was being made on the provision of mastery for all children, and use was being made of specific resources and materials such as *'Maths Makes Sense'* and *'Maths No Problem!'*.

The effective systems already in place for Year 6 would continue (setting, homework); and alongside outstanding teaching this would be incorporated into the new curriculum. Year 6 had also adapted teaching groups to enhance the levels of differentiation and tailored support provided to the cohort.

Assessment throughout the school mirrored the Year 2 and Year 6 procedures and took place three times per year using arithmetic and reasoning papers. Data was inputted into a spreadsheet that highlighted gaps and strengths and was used to inform planning and interventions. This system had commenced in 2016 and was working exceptionally well, as demonstrated through the excellent KS2 results.

### **English Attainment 2016/17: Sophie Papworth and Jette Rayner, Acting English Leads**

#### **EYFS 2016/17**

83.7% of EYFS children had achieved a Good Level of Development in Communication and Language, in contrast with 83% LA.

80.4% of EYFS children had achieved a Good Level of Development in Reading, in contrast with 79.2% LA.

77.2% of EYFS children had achieved a Good Level of Development in Writing, in contrast with 76.5% LA.

The action being taken in light of the EYFS data included:

Further language and communication opportunities would be developed to support speaking and listening.

Interventions had been put in place much earlier in the academic year and included *'Talk Boost'*; *'Write Dance'*; *'Time to Talk'*; and fine motor skills.

Increased reading and writing opportunities were already in place and included guided and buddy reading schemes using both classroom support and parent volunteers.

Core texts had been revised to ensure high quality was being shared.

Two small groups of children had been identified for increased phonics support.

#### **KS1 Phonics 2016/17**

96% of Year 1 children achieved the Phonics threshold in contrast with 82.9% LA and 81.2% nationally.

5 Year 2 children had re-taken Phonics; all of whom had additional needs. 60% had achieved the threshold in contrast with 65.5% LA and 61.7% National.

The action being taken in light of the Phonics results included:

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Baseline assessments conducted at the beginning of the academic year 2017/18.

Continuous provision for English and Maths.

Tailored interventions including number club and handwriting.

Amended timetable.

Increased number of Phonics groups.

One higher group moving onto reading comprehension activities.

One group focussed on letters and sounds.

Highly experienced LSAs, HLTAs and teaching staff in place.

Additional support for Year 2 children who didn't meet the Phonics threshold.

Trugs for Year 3 children who didn't meet the Phonics threshold.

Selection of high quality core texts to engage all abilities.

### **KS1 Reading 2016/17**

89% of KS1 children working at or above the expected standard in reading in contrast with 78.8% LA and 75.6% National.

41% of KS1 children working above the expected standard in reading in contrast with 30.1% LA and 25.2% National.

### **KS1 Writing 2016/17**

87% of KS1 children working at or above the expected standard in writing in contrast with 74.09% LA and 68.2% National.

24% of KS1 children working above the expected standard in writing in contrast with 20.3% LA and 15.6% National.

It was important to note that the baseline assessments undertaken on the KS1 cohort (2016/17) were much lower than in previous years; however, the results were very strong, and the school was in the London Top Quartile for both Reading and Writing.

The action being taken in light of the KS1 Reading and Writing results included:

Core texts being used to drive writing improvements.

Marking code in place to provide children with the tools to recognise their targets and make progress. These targets were linked to end of year expectations.

Adapting the approach of teaching of reading in line with the increasing demands and challenges of the new curriculum.

For children who did not achieve ARE in Year 2; interventions and teacher-led intervention groups for Year 3 had been put in place to diminish the difference and children would continue to be tracked via regular pupil progress meetings.

### **KS2 Reading 2016/17**

97% of KS2 children working at or above the expected standard in reading in contrast with 70.2% LA and 71.5% National.

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66% of KS2 children working above the expected standard in reading in contrast with 27.0% LA and 24.5% National.

### **KS2 Writing 2016/17**

97% of KS2 children working at or above the expected standard in writing in contrast with 78.7% LA and 76.4% National.

51% of KS2 children working above the expected standard in writing in contrast with 25.6% LA and 17.7% National.

### **KS2 SPAG 2016/17**

98% of KS2 children working at or above the expected standard in SPAG (GPS) in contrast with 78.9% LA and 76.9% National.

67% of KS2 children working above the expected standard in SPAG (GPS) in contrast with 36.8% LA and 30.8% National.

The Progress measures for KS1 to KS2 indicated significant progress:

Writing 3.3 (LA 2.2) Top 10%

Reading 4.4 (LA 1.2) Top 5%

The KS2 English results remained very strong both in comparison with last year and in contrast with LA and National averages.

There was no difference in attainment for reading in relation to gender and boys achieved 7% better for writing at above or expected standards.

There was a small difference in reading attainment for boys (boys 71%/girls 60%) and there was little difference in writing at GLD (boys 52%/girls 50%).

The action being taken in light of the KS2 results included:

The cohort had a low baseline of attainment, so the challenge was to monitor and focus on progress in 2018 via the tracking of pupils at regular progress meetings.

Assessment would take place three times per year that mirrored the procedures in place for Year 2 and Year 6 in respect of SPAG and reading comprehension.

Continuing to embed the use of quality core texts to improve speaking and listening skills; reading and writing.

Continue with '*Big Read*' to support the development of skills and in-depth answers.

Selection of core texts for '*Big Read*' to engage pupils of all abilities.

Develop oracy across the school to diminish the difference.

Targeted CPD for new teachers to ensure high quality teaching.

### **Inclusion Data Analysis 2017: Emily Gazzard, Inclusion Manager**

#### **Whole School Characteristics:**

4.9% of children with SEND support

2.1% of children with an EHCP

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27.8% of children with EAL

### School Characteristics by Year-Group

Year	Number on roll	% SEND	% EAL	% FSM/Ever 6
EYFS	90	8.8	20	3.3
1	92	5.43	35.8	1
2	90	6.6	25.5	2.2
3	90	4.4	25.5	4.4
4	91	6.5	30.7	4.3
5	90	7.7	32.2	11.1
6	90	14.4	21.1	10

#### Support for pupils included:

Regular speech and language therapy.

Increased staffing ratio.

Daily differentiation groups for phonics.

Daily focused teacher-led groups in English and Maths.

Interventions for handwriting, maths and social skills.

Independent free-flow learning established using the new outdoor area to develop skills.

Specialist English and Maths support.

#### The Governing Body asked a number of questions in relation to the three presentations they had received:

Q: Year 1 is currently 2 over the Published Admission Number. Is this causing difficulties for the school and why have additional children been admitted?

A: The additional admissions are multiple birth children. This has caused strain on Year 1 and in addition has also increased the number of children in that cohort with high and complex needs.

Q: How will the school continue to maintain high standards, results and progress? Particularly in light of moving towards three-form entry?

A: The data demonstrates that good progress has been made since Summer 2017 and the difference continues to be diminished. Interventions are in place and already demonstrating positive impact; particularly for Year 6. There is an increased focus on differentiation and providing outstanding practitioners. New baseline assessments for Year 1 are in place to support the transition from EYFS. The school will continue to focus on the priorities identified in the School Development Plan 2017/18 and some additional staff and resources have been deployed in response to the move of three-form entry.

Q: There is a 10% difference between boys' and girls' GLD achievements in KS1 – why is this?

A: This is being reviewed and explored in depth to ascertain possible reasons for the difference and seek the best approach to diminish it; both genders had made excellent progress so the exact reasons behind the 10% were difficult to determine. However, this matter had already been identified and was being discussed at pupil progress meetings.

Q: Are you using Target Tracker to support data analysis?

A: Yes, assessment data is input and used to identify trends for cohorts and individuals; this was in turn used to support planning activity and interventions as well as reports for parents/carers. The data was then used to develop mastery as it was a useful moderation tool, as well as a discussion point for pupil progress meetings/reviews. Training continued to be provided at staff meetings and key teachers were identified in each year group to provide support on the system to new teaching staff.

Q: When will the impact of EYFS interventions be seen?

A: Data is due to be collected in mid-December and will be collated and analysed. Target Tracker will then be updated at the end of term and compared against the baseline assessment data; results will be discussed at pupil progress meetings. The school were also evaluating the impact of attendance at the on-Facilities nursery/pre-school on progress and attainment. The nursery was also collating data that would be shared with the school.

Q: There appears to be a small number of FSM/Ever 6 children. Is there an issue with under-identification?

A: There doesn't appear to be an issue with under-identification of FSM/Ever 6 children; there is an increase on previous years.

Q: Are the number of children within vulnerable groups fluctuating?

A: In some regards yes. The number of SEND children has increased; although needs are identified early-on, and appropriate support put in place. There was an overall increase in ECHPs and applications. The number of FSM/Ever 6 children had also increased but tended to remain broadly within a static range. EAL children also fluctuated and often were admitted to the school requiring additional support for other needs; this was required to be addressed before progress was clearly demonstrated on a consistent basis.

The Governing Body **thanked** all presenters for attending the meeting; providing such detailed and informative reports and for their ongoing hard work and commitment to the school and the children who attended.

The Governing Body **noted** the superb results across EYFS, KS1 and KS2 and congratulated the Headteacher, all staff, and pupils for their fantastic achievements.

The presentation ended at 8pm.

## **1. Welcome and apologies for absence**

- 1.1 The Chair welcomed everyone to the meeting; particular Sally Eustance and Ally Tansley for whom it was their first meeting.
- 1.2 Apologies were received and accepted from Shane Claridge.

## **2 Declarations of Interest**

- 2.2 Annual declaration of interest forms had been completed by all Governors.
- 2.3 There were no new declarations of interest or gifts/hospitality.

## **3 Late items and order of business**

- 3.1 There were no late items nor changes to the order of business.

## **4 Minutes of the last meeting**

- 4.1 The minutes of the last meeting held on 19 September 2017 were **approved** as a true record and signed by the Chair.
- 4.2 The action log was reviewed and updated accordingly.
- 4.3 The Headteacher confirmed that flowers had been sent to Lucia Glynn.
- 4.4 The Chair confirmed that the Headteacher's Performance Management Panel had met in mid-October 2017.

## **5 Membership of the Governing Body and Committee Appointments**

- 5.1 The Chair **advised** that a candidate; Fiona Doyle; had responded to the Co-Opted Governor vacancy who held financial skills and had been successfully interviewed.
- 5.2 The Governing Body **noted** that a number of Co-Opted and Parent Governor terms were due to expire before the next meeting. The Headteacher advised that the Parent Governor vacancies had been advertised and nominations would close on 24 November 2017.
- 5.3 The Governing Body discussed the constitution of the Governing Body in light of the number of staff that were currently Members and the desire for staff who were Governors (as opposed to Staff Governors); to serve one 4-year term before providing another member of staff with the opportunity to be appointed to the Governing Body. The Governing Body also expressed the desire that Assistant Headteachers be made Associate Members to support leadership capacity and succession planning.
- 5.4 **RESOLVED:**
  - i. That Emel Ali be appointed as an Associate Member with immediate effect;
  - ii. That Emily Gazzard be appointed as an Associate Member with immediate effect;

- iii. That Fiona Doyle be appointed as a Co-Opted Governor with immediate effect and for a term of four-years;
- iv. That Alison Vaughan be re-appointed as a Co-Opted Governor with effect from 16/01/2018 and for a term of four-years;
- v. That Dianne Bluemink be re-appointed as a Co-Opted Governor with effect from 16/01/2018 and for a term of four-years;
- vi. That Mike Greenwood be re-appointed as a Co-Opted Governor with effect from 16/01/2018 and for a term of four-years;
- vii. That Governors who are staff (not Staff Governors) be restricted to holding a one four-year term and the Instrument of Government be updated to this effect;
- viii. That Sally Eustance be appointed to the Resources Committee and Premises and Health and Safety Committee with immediate effect;
- ix. That Maria Panaytiou be appointed to the Communications Committee with immediate effect; and
- x. That Ally Tansley be appointed to the Curriculum Committee with immediate effect.

## 6. Chair's Report

- 6.1 The Chair raised the new data protection legislation (GDPR) that was due to come into effect from May 2018. Maria Panaytiou advised that she would be attending training shortly and that all office staff had either been trained or were due to receive training.
- 6.2 The Governing Body **agreed** that GDPR would become a standing item on all future FGB agendas.

## 7. Headteacher's Report

- 7.2 The Headteacher's Report had been circulated in advance of the meeting.
- 7.2 The Headteacher presented the report as circulated with the agenda.
- 7.3 The report provided detailed information in respect of the following areas:
  - Context (including admissions);
  - Attendance and Punctuality (including key and vulnerable groups);
  - Staffing Update;
  - Safeguarding
  - Behaviour and Exclusions;
  - Engagement with parents/carers; and
  - Significant dates/events.
- 7.4 The Governing Body was very pleased to note whole school attendance for the Autumn Term 2017 was 97.3%. The Headteacher advised that new systems were in place to monitor and continue to support excellent attendance and there was a renewed focus on punctuality. There had been a slight drop in attendance due to compassionate circumstances.

Attendance	Autumn 1 - 16	Autumn 1 - 17
Non - Disadvantaged	97.70%	97.24%
Disadvantaged	98.70%	96.54%
Non - SEN	97.88%	97.65%
SEN	97.60%	96.92%
Statement/EHC	96.88%	91.67%
Boys	97.61%	97.09%
Girls	97.95%	97.33%

7.5 The Headteacher advised that the school had recently undergone a finance and internal controls audit; minor issues were identified, and thanks were passed onto the School Business Manager for the hard work that had contributed to the positive result and smooth audit.

7.6 The Headteacher advised that the Facilities Manager had supported the recent fire audit that had also been very positive with minor issues identified that were already being addressed. Some of these issues were building/structural related and arrangements had been made for the works to take place. Thanks were passed onto the Facilities Manager for his hard work before during and after the fire audit.

## 8. SEND

8.1 The Governing Body **noted** the presentation by the Inclusion Manager that had been provided at the start of the meeting.

## 9. Reports from Committees and Lead Governors

9.1 The Governing Body **approved** the Scheme of Delegation and Resources Committee Terms of Reference that had been circulated in advance of the meeting.

9.2 The Governing Body **noted** the minutes of the Resources Committee that had taken place on 10 November 2017. The Chair of the Committee highlighted the SFVS was due to take place as well as the positive outcome of the audit (see minute 7.5 above). The Governing Body noted the additional income being realised from lettings and thanked the Facilities Manager for the efforts that had been made to realise this. It was further noted that the School Business Manager had worked with the nursery and after-school club to increase the number of places available and these remained popular and over-subscribed. The LA were currently consulting with the School Forum on the funding formula that would be used to calculate 2018/19 delegated budget allocations. No details were available at present and updates would be given at future meetings. In addition, it was noted that the increase in the London Living Wage had impacted the school in respect of pay increases for a small number of staff.

9.3 The Governing Body **noted** the minutes of the Premises and Health and Safety Committee meeting that had taken place on 10 November 2017. The additional outdoor wooden buildings had been approved and would be installed shortly. The Governing Body passed on thanks to RAPSA for their fundraising and generous

support for the project. In addition, a health and safety walkaround had been scheduled for mid-December as well as an external Health and Safety audit.

- 9.4 The Governing Body **received** an update from the last meeting of the Curriculum Committee. The main items had been an in-depth review of data and approval of policies.
- 9.5 The Governing Body **received** an update from the last meeting of the Communications Committee; the minutes had been circulated along with the Annual Governors' Report 2016/17. The school prospectus was in the final stages (proof stage) and would be shared with Governors once available.
- 9.6 The Governing Body **received** updates from Lead Governors:
- 9.7 Safeguarding: a termly focus for safeguarding visits was being used to maximise the use of visit time. The last visit had taken place in November and the main discussion had been on transitions and admissions/leavers. The focus for the next visit would be a review of the single central record. Governors were offered the opportunity to attend safer recruitment training.
- 9.8 ICT: The Governing Body **agreed** that Mike Greenwood would be appointed as Lead Governor for ICT.
- 9.9 Inclusion: a report from the Lead Inclusion Governor had been circulated in advance of the meeting. A further visit had taken place on 22 November to review progress and attainment data for vulnerable and disadvantaged pupils. There was clear evidence of individual and tailored support in place for all children. Meetings had taken place with the parents of children with additional needs; all were highly satisfied with the support they and their children were receiving from the school. A learning walk would take place in the Spring 2018 term once interventions had become more embedded.
- 9.10 Link: the training plan had been circulated to all Members in advance of the meeting. Governors were asked to consider their training needs for the next 12 months; this would be considered at all Committee meetings to ensure that skills were up to date as required for the different areas of focus and terms of reference. Teaching staff would also consider any relevant training or development that could be offered or procured. Training would also be considered at the Annual Governors' Day that would take place in the Summer 2018 term. Peer-to-peer discussions on training and development needs and links between the School Development Plan 2017/18 and Governor training would also be explored in-depth at a session to take place at the beginning of the next FGB meeting in January 2018. The Clerk **agreed** to circulate the DfE Competency Framework for Governors and the NGA Skills Audit for completion and return.
- 9.11 Assessment: an in-depth review of data would be taking place at the next Curriculum Committee on 28 November 2017.

## 10. Policies

10.1 The Governing Body **approved** the following policies:

Communications Policy

Positive Restraint Policy

Lettings Policy

Pay Policy

Neglect Strategy

Values Education Policy

Foundation Subjects Policy

Whistleblowing Policy

Staff Code of Conduct

10.2 The Governing Body **agreed** that the policy schedule would be updated to provide details of the policies due to be agreed by Committees in the Spring and Summer 2018 terms.

## 11. Governor Visits

11.1 See item 9.

## 12. CPD

12.1 See item 9.

## 13. Any Other Business

13.1 The Headteacher **advised** that the Local Authority had developed the Haringey Educational Partnership; this would be trialled for 24 months and reviewed after that time to ascertain value for money and quality of provision.

## 14. Dates of Future meetings 2017/18

14.1 The Governing Body **agreed** the following dates:

Meeting	Date
Communications Committee	Monday, 29 January 2018 at 7pm
Curriculum Committee	Tuesday, 28 November 2017 at 7pm
Resources/Premises and Health and Safety Committees	Friday, 12 January 2018 from 8.30am
FGB	Tuesday, 16 January 2018 at 7pm
Resources/Premises and Health and Safety Committees	Friday, 23 March 2018 at 8.30am
FGB	Monday, 26 March 2018 at 7pm
Resources/Premises and Health and Safety	Friday, 27 April 2018 from 8.30am

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Committees	
FGB	Tuesday, 1 May 2018 at 7pm
Resources/Premises and Health and Safety Committees	Friday, 6 July 2018 from 8.30am
FGB	Tuesday, 10 July 2018 at 7pm

*The meeting concluded at 9.40pm.*

Signed..... Date.....

**Appendix 1 – Action Log**

<b>Date added</b>	<b>Item</b>	<b>Owner</b>	<b>Date for next review</b>
22/11/2017	Clerk to update LA with new membership and Instrument of Government	Clerk	January 2018
22/11/2017 (carried over from 28/03/2017)	Paul Beale to explore the potential to support a visit to the science park in Stratford.	Paul Beale	Autumn 2017
22/11/2017 (carried from 19/09/2017)	Katy Jackson to update the skills audit results with the training suggestions and recirculate this to all Members.	Katy Jackson	22 November 2017
22/11/2017 (carried from 11/07/2017)	Basic summary of SEND/Inclusion interventions to be provided in the Inclusion Report annually	Inclusion Governor	Summer 2018
22/11/2017 (carried from 19/09/2017)	Succession planning to be discussed at the summer term 2018 meeting.	FGB	Summer 2018
22/11/2017	GDPR to become a standing item on all future FGB meeting agendas.	Clerk	January 2018
22/11/2017	Policy schedule to be updated.	Maria Panaytiou	January 2018
22/11/2017	Governors to consider their training needs for the next 12 months as well as considered at all Committee meetings. Teaching staff to	FGB/Clerk/Headteacher	January 2018

	<p>consider any relevant training or development that could be offered or procured. Training to be considered at Annual Governors' Day in Summer 2018. Peer-to-peer discussions on training and development needs and links between the School Development Plan 2017/18 and Governor training to be explored in-depth at a session to take place at the beginning of the next FGB meeting in January 2018. The Clerk <b>agreed</b> to circulate the DfE Competency Framework for Governors and the NGA Skills Audit for completion and return.</p>		
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