

**Hovingham & St Hilda's, Ampleforth CE Primary Schools' Federation**  
**Minutes of the Full Governing Body**

**Thursday 29<sup>th</sup> April 2021, Virtual Meeting**

*[Meeting was conducted using Microsoft Teams due to Covid-19 restrictions]*

**Present:**       **Clare Almond** (Literacy / RSE)  
                   **Liz Bassindale** (Associate member)  
                   **Adrian Bond** (Chair / Finance)  
                   **Amy Kirk** (Staff governor)  
                   **James Pynn** (Head)  
                   **Jane Richardson** (SEND)  
                   **Jo Senior** (Maths / Safeguarding / Communications)  
                   **Frances Standen** (Communications)  
                   **Lucy Wilshaw** (Vision)

**In Attendance:**   **Carole Goodchild** (National Leader of Governance)  
                           **Helen Lowdell** (Clerk)

**Core Functions:**

*Ensuring clarity of vision, ethos and strategic direction*

*Holding the headteacher to account for the educational performance of the school and its pupils*

*Overseeing the financial performance of the school and making sure its money is well spent*

*Meeting started at 5.35pm*

Item	Minute	Action
FG/21/023	<p><b><u>Welcome</u></b>            The Chair welcomed governors and L Wilshaw said a prayer.            The Chair welcomed C Goodchild and noted that she had been supporting the governors. She would be asked for advice during the meeting if necessary.            Governors were reminded of the code of conduct and of the confidential nature of the meeting.</p>	
FG/21/024	<p><b><u>Apologies for absence</u></b>            K Colenso sent apologies due to prior engagement.            J Crabtree sent apologies due to illness.            L Wilshaw sent apologies for having to leave early due to work commitments.            Governors consented to apologies.            J Conacher did not attend.            The meeting was quorate.</p>	
FG/21/025	<p><b><u>Election</u></b>            There were no candidates for the role of Vice Chair.            The election was deferred to the next meeting.</p>	Agenda
FG/21/026	<p><b><u>Declaration of interest and confidentiality</u></b>            There were no declarations of interest.            There were no items identified as confidential.</p>	

FG/21/027	<p><b><u>Notifications of Urgent Other Business</u></b> Governors agreed to discuss the Diocese SLA and the Federation vision at the end of the meeting.</p>	
FG/21/028	<p><b><u>Previous Minutes (att.1&amp;2)</u></b> <i>[Minutes of the FGB meetings on 2<sup>nd</sup> February and 1<sup>st</sup> March had been circulated with the agenda]</i> <b>Decision:</b> Governors <b>approved</b> the minutes of the meetings on 2<sup>nd</sup> February and 1<sup>st</sup> March.</p>	
FG/21/029	<p><b><u>Matters arising</u></b></p> <p><u>FG/21/011: Training</u> <b>Action:</b> The Clerk would present a training record at the next meeting.</p> <p><u>FG/21/006: Communications plan</u> F Standen had circulated a draft communications plan. Governors were encouraged to get involved and it was noted that staff would also be engaged. J Senior added that clarity over the school vision would be key in a communication strategy.</p> <p><u>FG/21/006: RIG</u> There had been no RIG meeting since the last meeting.</p> <p><u>FG/21/008: Learning engagement</u> The Head had put information related to this into a folder in the meeting container.</p> <p><u>FG/21/014: Photos of behaviour statements in the classroom</u> The Head had put information related to this into a folder in the meeting container.</p> <p><u>FG/21/006: Curriculum Maestro</u> J Richardson and J Senior had contacted the Head about Curriculum Maestro. The Head had sent contact details of Nicola, Maestro rep.</p> <p>All other actions had been completed.</p>	Clerk
FG/21/030	<p><b><u>Governing body business</u></b> <u><a href="#">Update from Carole Goodchild / Governing Body structure</a></u> Following the meeting in February, C Goodchild had been in contact with some of the governors. She had a number of ideas to further develop the governing body:</p> <ul style="list-style-type: none"> <li>• Two FGB meetings per term, one focussed on curriculum and the other on finance.</li> <li>• Removal of committees with the exception of statutory committees (HT performance management etc).</li> <li>• Agree FGB meeting dates at the end of the academic year for the next year.</li> <li>• An un-clerked meeting in September as a form of CPD for governors including skills analysis, self-evaluation of the previous year, a GB action plan, impact and proposals from the SDP, code of conduct and priorities for the next academic year.</li> <li>• Implementation of a monitoring visit sheet to enable focussed, strategic visits.</li> </ul>	

	<ul style="list-style-type: none"> <li>• A school year planner with all relevant dates such as the Headteacher appraisal in the Autumn term, notification of staff appraisals etc.</li> <li>• A governing body action plan incorporating impact and priorities.</li> <li>• All papers to be circulated ten days before meetings.</li> <li>• Questions to go to the Chair of Governors five days before meetings.</li> <li>• Colour-coding policy content to clearly indicate any changes.</li> <li>• One headteacher report at the first meeting of the term with any changes highlighted in a re-circulated version for the second meeting.</li> </ul> <p><b>Action:</b> C Goodchild would circulate her thoughts to governors via the Clerk.</p> <p><i>- I think the curriculum and finance focus would be very helpful. My personal feeling is that we are not focussed enough on finance. When I last did a skills audit as Chair, it was clear that there was a lack of confidence in finance so I think it would be a good idea to tackle it all together.</i></p> <p><i>- I am very much in favour of the two types of meeting. It would make discussions more focussed.</i></p> <p><i>- Colour coding on policies and reports would make things very easy.</i></p> <p><i>Q. It makes sense to have the two types of meeting because it enables focus. The only aspect of this [that I'm not sure of] is how actions from the previous meetings are dealt with. Which meeting would they carry over to?</i></p> <p><i>A. That would depend on how immediate the issue is.</i></p> <p><i>- I think it makes good sense to have a clear structure and I like the idea of an additional meeting in September.</i></p> <p><u>Governor training with Julie Pattison</u></p> <p>J Richardson had circulated an action plan resulting from a training session with NYCC School Improvement Adviser, Julie Pattison. The following points were raised:</p> <ul style="list-style-type: none"> <li>• The Head had created an updated policy review schedule, so all statutory policies were up to date. Policies could be assigned to specific governors for scrutiny.</li> <li>• Governors should be given adequate time to respond to communications and communication should take place at reasonable times.</li> <li>• Policies should reflect views of stakeholders. This would be addressed as part of the Federation consultation.</li> <li>• Staff should input into the Headteacher report.</li> <li>• Link governors should ensure that the desired effect on learning and wellbeing is monitored.</li> <li>• Staff and governor meetings had been mentioned in the SDP.</li> <li>• A structured induction process should be introduced. The Head had shared a model governor induction and training policy with the Chair.</li> <li>• J Richardson had taken part in NGA training about succession planning.</li> <li>• The Chair would consider possible reasons for meetings overrunning and felt that there may be a tendency to stray away from the strategic into operational matters.</li> <li>• Self-appraisal of the governing body will address how effective they are on matters strategic.</li> <li>• Workplace training could be taken into considering when recording governor training.</li> </ul> <p><u>ELP training (att.3)</u></p> <p>J Senior reported that the summary circulated was on behalf of the four governors taking part in Executive Leadership Programme on the subject of Federations.</p>	CG/Clerk
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	<p>This was a series of three sessions in Autumn, Spring and Summer, each one looking at the key roles of governors. The first session in November was about vision and the second, in February focussed on holding the headteacher to account. The report included a completed audit form. A similar summary would be circulated after the summer session.</p>	
<p>FG/21/031</p>	<p><b><u>Staff Health &amp; Wellbeing Report (att. 4)</u></b></p> <p>The Chair confirmed that he was content for the staff governor to remain in the meeting for this item as the discussion would be about actions rather than content of the report.</p> <p>The Chair gave an overview of the report and the following points were raised:</p> <ul style="list-style-type: none"> <li>• The Chair had received advice from the LA about how to take findings from the report forward in the most constructive way for staff.</li> <li>• The report had been discussed with the Head.</li> <li>• Overall, the results were good.</li> <li>• There had been good input from teaching staff but not all support staff had completed the questionnaire.</li> <li>• The next step was for the findings to be shared with governors.</li> <li>• Staff would then be invited to meetings to explore three or four of the questions in more detail to see how concerns could be addressed.</li> <li>• Actions would be implemented before assessing how useful staff had found the exercise.</li> <li>• The Chair noted that it was important to listen to problems raised and that problems needed constructive solutions, but governors should remember their strategic role and refrain from making promises.</li> </ul> <p>Questions and comments included:</p> <p><b>Q. Are the governors not responsible for the wellbeing of the staff?</b></p> <p><b>A. [CG] Governors are responsible for the wellbeing of the Headteacher and the Headteacher is responsible for the wellbeing of staff.</b></p> <p><b>Q. If we have concerns [about staff wellbeing], how do we address them?</b></p> <p><b>A. [CG] The first person to go to would be the Headteacher. A lot of schools now have a staff wellbeing policy in place, written by the Head and staff together. This is one policy that I've updated this year at my school because of covid. We were worried about staff wellbeing at this very difficult time. So perhaps that could be a next step and the staff governor could have input.</b></p> <p><b>Q. Who is the workplace wellbeing person? When I was a teacher, we had an appointed person to go to with any problems. I was under the assumption that every school had one.</b></p> <p><b>A. [CG] In a lot of schools, people go to the Headteacher but many now have a wellbeing champion.</b></p> <p><b>A. [Head] We have tried to implement this, but we don't have staff available to do it.</b></p> <p><b>- Our governing body has [had problems with] capacity for Chair and Vice Chair and it was also difficult to get a staff governor. There is a reluctance to do things and I find it very difficult. It is the first place I've been involved with where people stand off. If you are the Chair, you have nobody to go to. It's a difficult culture. From a strategic point of view, we need to tackle the reasons why people don't want to do things. In the best organisations, everybody has some input but when I've wanted to do things, there is no reaction, or I'm told there's no capacity.</b></p> <p><b>- You're right. It's lonely at the top. Hopefully, if we get some buy-in from the staff, we can break down some barriers.</b></p> <p><b>Q. How will staff respond?</b></p>	

	<p><b>A. [Chair] I plan to have a couple of meetings with staff and I will need some volunteers to consider three or four of the questions with the lowest scores.</b></p> <p><b>Q. As the wellbeing of staff is the responsibility of the Head, have they had a written response from him?</b></p> <p><b>A. I have had a conversation with the Chair, but I haven't done any more yet so that you can work through the next steps first.</b></p> <p>The Chair explained that he had been advised that the Head should be involved in staff meetings at some point, but they would initially be held without him present.</p> <p><b>Action:</b> L Wilshaw and C Almond volunteered to support the process and the Chair would email all governors to ensure those not at the meeting could also be involved.</p> <p>The Chair noted that he may have to distance himself from part of the process as he knew a member of staff, but he was confident that he would be able to remain impartial at all times.</p> <p><b>Action:</b> It was suggested that staff meetings could be face to face and a venue would be explored. The church was suggested.</p> <p>Staff wellbeing would become a standing agenda item.</p>	<p>LW/CA AB</p> <p>AB</p> <p>Agenda</p>
FG/21/032	<p><b><u>Headteacher report and updates (att. 5, 6, 7 &amp; 8)</u></b></p> <p>The report followed a new format including space for questions and answers. C Almond was thanked for submitting a number of questions. These would be addressed and responded to after the meeting.</p> <p>Both schools had been NYCC priority 3 since Spring 2021. A new school improvement plan was being developed.</p> <p><u>Pupil numbers and wrap-around care</u></p> <p>Since circulating the report, two more pupils from Hovingham had moved to new schools and it was possible that two families would move away from St Hilda's. This would have an impact on the school budget.</p> <p><b>Q. Are we holding exit interviews? Can we find out why they are going?</b></p> <p><b>A. We have a compilation of information given to me and to teachers.</b></p> <p><b>Q. Do we need to do anything about this?</b></p> <p><b>A. There are a raft of circumstances. By the end of this week, ten pupils will have moved on this year. Some of them are house moves, one or two of them are moves into the private sector, wrap-around care has been mentioned, some would like a wider group for their children to socialise with. These are some of the threads.</b></p> <p><b>Q. We are supposed to take account of stakeholder views. If this is only through the Headteacher, is that satisfying our core function? I have never seen anything written document about pupil exits. From a strategic point of view, it's very important to keep tabs on vital feedback and it should not be through the Headteacher.</b></p> <p><b>A. [CG] You can ask parents to give you exit information, you can do a parental questionnaire. Wraparound care was mentioned, which isn't to do with the school.</b></p> <p>The Head went on to explain that along with meeting Julie Pattison about the issue of pupil numbers, a consultation with parents about wrap-around care was in progress.</p> <p><b>- We have been talking about after school clubs for two years so I'm, not surprised.</b></p> <p><b>A. We did have sports clubs before covid.</b></p>	<p>JP</p>

**Q. Are there any clubs that teachers are running?**  
**A. Only chess club at lunchtimes. Wrap-around care partly comes down to staffing breakfast club. Who is the member of teaching staff to take this on? Julie is going to explore how other schools implement it.**  
**- The governing body should consult on this. I've not seen the consultation, so I don't know what questions are being asked. I'm in the dark.**  
**A. Some parents had begun to ask about clubs, so we did an online consultation that was quite open-ended, asking about timings, costs etc. I'm bringing this to the governing body now.**  
**- We have been through this before. We know that parents need after school care. We need to take that leap and get things in place to attract new pupils.**  
**- We have put on wrap-around care before and been told that it's too expensive. Other schools are saying that it needs to be in deficit for a year or two [before making an impact]. Working parents will not consider a school without wrap around care.**  
**- Working parents need a solid offer, even if it is not five days per week. The offer of 7.30 – 9.00 and 3.30 – 6.00 may be too big but we need something to get pupil number up and I think parents will pay.**  
**- Strategically, we need to speculate to accumulate.**  
**- [staff governor] From a staffing point of view, it will be interesting to see if you get staff volunteering on top of their regular 70 hours per week.**  
 Two governors noted that they had spoken to staff who were willing to run clubs

#### Data

Performance data had been updated to reflect the pupils in school, removing those who have left. Spring term assessments showed standardised scores for Reading and Maths to inform further targeted support. SEN reviews had taken place.

**Q. Was the less satisfactory performance expected?**

**A. The table is about end of year performance and the judgements show where they were in March. As some pupils were not in school from March 2020 to July 2020, it is difficult to accurately assess end of year attainment. You will see a difference between the end of Autumn 2020 and the end of Spring 2021. It has been difficult for all schools because of covid.**

#### Attendance and exclusions

There were anomalies in the persistent absence figure when some learning attended for part of the week only due to covid.  
 There were no exclusions.

#### Staffing

Discussions about return from maternity leave were ongoing.  
 A member of staff who had been off school with illness had now returned.  
 CONFIDENTIAL MINUTE  
 The Head had regular conversations with staff about their wellbeing and signposts to NYCC support were in place.

#### External validations

The Primary Science Quality Mark was due for renewal at a cost of £400 - £500.  
 The Head suggested that this money could be better spent elsewhere at this time.

	<p><u>CPD (att.6)</u> A separate spreadsheet had been circulated, outlining the training undertaken by staff. This included phonics training for staff returning to work, EYFS framework training, first aid and safeguarding.</p> <p><b>Q. How do you make sure it is quality CPD?</b> <b>A. Much of this is signposted by NYCC but I also hold informal discussions with staff afterwards and I have informal dialogue with other Headteachers.</b></p> <p><u>Safeguarding and Health &amp; Safety</u> The report included shared actions across the schools about fire safety and Health &amp; Safety training. A fire practice would take place in the next week.</p> <p><u>Sports Premium (att.8)</u> A separate document had been circulated showing plans to spend sports premium funding on EYFS.</p> <p><b>Q. Why had we not chosen to spend some of the money on swimming? Some children have lost the ability to swim during covid.</b> <b>A. I am exploring this for the second half term, but it will have to come out of revenue. Historically, it has been difficult to explain to Ofsted that taking a mixed age class swimming is above what is expected for the national curriculum. Also, before Christmas swimming was mentioned and one parent governor said that they were not yet comfortable about their child using the swimming pool at that time. We are now pursuing it for the summer term. There is the other element of having to focus on a broad and balanced curriculum as well as English and Maths, but we will sort it out.</b></p>	
FG/21/033	<p><u>SDP (att.9)</u> The SDP had been developed with NLE, Ian Clennan. Input had come from the lead teachers in Maths, Literacy and EYFS and the Head also thanked governors for their input.</p> <p><b>Q. What is Pobble [page 7]?</b> <b>A. It is an online platform where written work can be compared with other schools. We have not used it so far as we've found it easier to photocopy work and make straight forward comparisons that way.</b></p>	
FG/21/034	<p><u>Finance and Premise</u> <u>IT development plan</u> Deferred to the next meeting.</p> <p><i>[L Wilshaw left the meeting at 7.40 as previously arranged]</i></p> <p><u>Start Budget (att.12,13 &amp; 14)</u> CONFIDENTIAL MINUTE <b>Q. What do we need to do with the Start Budget?</b> <b>A. We need to approve the 21/22 element and say that we are taking steps to address the issues.</b> <b>- I don't want to approve this year. There is new information about pupil numbers, and I think too much is being spent on IT. Why are we getting new Chrome books? I don't feel that the supply budget has been addressed.</b> <b>A. I hear that, but we are required to submit a budget by a certain date. ICT comes from the capital budget. I can find out about the deadline for submission – it will be before the next meeting so it will mean another meeting.</b></p>	Agenda

	<p><i>- I'd like another meeting.</i>  <i>- I agree. There's lots happening and obviously it's a forecast so I understand that it can change but a bit more interaction would be good.</i>  <b>Action:</b> The Head would find out the requirements and date for submission of the Start Budget.</p> <p><u>EHCP spending (att.31)</u>  A paper had been circulated outlining the cost of buying in a traded service to get support in applying for EHCPs. At one point, this would have been covered by NYCC, but schools were now expected to pay. It was noted that the distance of an external person might help make applications more successful.  <i>- As SEND lead governor, I would very much recommend this we pay this to get some external support.</i>  <b>Decision:</b> Governors <b>agreed</b> to the purchase of ECHP support.</p>	JP
FG/21/035	<p><b><u>Safeguarding / Health &amp; Safety</u></b>  The Head had been in discussion with NYCC about fencing at Hovingham and governors were asked to consider whether they could continue to safeguard children at the site with the current fencing in place.  It was noted that the railings were listed. Alternative solutions might include a smaller mesh or children being instructed to stay away from the fence.  CONFIDENTIAL MINUTE  <b><i>Q. What's the criteria? There must be guidelines. Another fence might solve the problem, but it might be an overreaction.</i></b>  <i>- We need to not forget that this is a listed building and there are very few children in KS1. Perhaps we can be creative and use planting.</i>  <i>- This is an opportunity to put forward our values of respect.</i>  <i>-...and it should go hand-in-hand with getting the children outside more.</i>  <b>Action:</b> Governors would investigate the issue further.</p>	All
FG/21/036	<p><b><u>Monitoring Visits</u></b>  <u>Maths (att.17)</u>  J Senior felt that Maths was moving in the right direction and it was noted that she had met with Daisy Dunning again earlier that day.</p> <p><u>EYFS</u>  The Head noted that Sarah Watkins had sent information to governors and that K Colenso would meet with her soon.</p> <p><u>Literacy (Att.32)</u>  C Almond report that the visit took the form of a phone call in January. The main topic of conversation had been the impact of lockdown, pupil progress and learning strategies as the children returned to school. Faye Dodds-Aston had given a lengthy update on the improvement in lockdown learning during the second lockdown with increased parental engagement.  C Almond asked for more clarity on catch-up funding:  <b><i>- Obviously, the English Hub have been supporting with Reading, but Writing is showing as red in the data, so we need to be watchful on how we are supporting our young writers.</i></b></p>	
FG/21/037	<p><b><u>Policies</u></b>  <u>Budget Management (Att.19)</u>  Governors <b>approved</b> the policy</p>	

	<p><u>Business Continuity (Att.21)</u> Governors <b>approved</b> the policy</p> <p><u>Exclusions (Att.22)</u> Governors <b>approved</b> the policy</p> <p><u>Disciplinary (Att.23)</u> <i>- I did ask about this policy in the context of SEND. I am anxious that it be used in a constructive way to support EHCP documentation.</i> <i>A. The evidence is really helpful when we need to get support.</i> Governors <b>approved</b> the policy</p> <p><u>Complaints (Att.24)</u> Governors <b>approved</b> the policy</p> <p><u>Unreasonable Complaints (Att.25)</u> Governors <b>approved</b> the policy</p> <p><u>Developing Performance (Att.26)</u> Governors <b>approved</b> the policy</p> <p><u>Internet (Att.27)</u> Governors <b>approved</b> the policy</p> <p><u>Intimate Care (Att.28)</u> Governors <b>approved</b> the policy</p> <p><u>Acceptable Use – Pupils (Att.29)</u> Governors <b>approved</b> the policy</p> <p><u>Acceptable Use – Staff and Governors (Att.30)</u> Governors <b>approved</b> the policy</p>	
FG/21/038	<p><b><u>Urgent Other Business</u></b></p> <p><u>Diocesan SLA (Att.33)</u> Support to the Federation from the Diocese could be in the form of a standard package for £445 or an enhanced package for £645. Historically, the schools had used the enhanced package, but the Head noted that a SIAMS inspection would take place soon and much of the work had already been done so it might be sufficient to purchase the standard package this time. It was noted that the HT Performance Management support had at one time been part of the package but that it would now be charged separately. This service could come from the diocese or from NYCC. It would be possible to return to the enhanced package in two years if necessary. Governors <b>agreed</b> to purchase the standard SLA package from the diocese. Members of the current HT Performance Management panel agreed that they would like to retain the support of the diocese for this work.</p> <p><u>Vision</u> J Senior explained that at the recent ELP training, governors had realised that the Federation vision lacked clarity. A working party, comprising J Senior, L Wilshaw and K Colenso, had been set up to address this and documents had been</p>	

	<p>circulated to all governors. She recommended an additional meeting, ideally in person when restrictions had been lifted, to discuss vision and perhaps staff wellbeing. This aim was to be clear on the vision by the start of the new academic year.</p> <p>JS asked governors to consider who the Federation stakeholders were and what the Federation vision 'Where Everyone Grows' means to those stakeholders in a way that would inform the future communications strategy.</p> <p>A meeting could be held on 25<sup>th</sup> May or 7<sup>th</sup> June.</p> <p><b>Actions:</b> Email details to the governing body.</p>	JP
FG/21/039	<p><b><u>Items for the next agenda</u></b></p> <ul style="list-style-type: none"> <li>• Vice Chair</li> <li>• Governing body structure</li> <li>• Staff health &amp; wellbeing</li> <li>• IT development plan</li> </ul>	
FG/21/040	<p><b><u>Next meeting</u></b> Thursday 24<sup>th</sup> June 5.30 pm</p>	

*Meeting ended at 8.25 pm*

Minute	Action	Name
FG/21/028	Create governor training record	Clerk
FG/21/029	Circulate governor development ideas	CG/Clerk
FG/21/030	Arrange staff meetings to discuss health and wellbeing	AB/CA/LW
FG/21/031	Respond to questions from CA	JP
FG/21/033	Clarify deadline and arrange meeting to approve Start Budget	JP
FG/21/034	Decide whether a new fence was necessary at Hovingham for safeguarding	All
FG/21/037	Circulate Vision information and arrange meeting	JP

The following acronyms may have been used throughout the minutes:

<b>ARE:</b> Age Related Expectation	<b>EHCAR:</b> Education Health and Care Assessment Request
<b>EOY:</b> End of Year	<b>EVA:</b> Esk Valley Alliance
<b>EYFS:</b> Early Years Foundation Stage	<b>FGB:</b> Full Governing Body
<b>FSM:</b> Free School Meals	<b>GLD:</b> Good Level of Development
<b>GSINs:</b> Governors School Improvement Network meetings	
<b>HLTA:</b> High Level Teaching Assistant	<b>KS1:</b> Key Stage One <b>KS2:</b> Key Stage Two
<b>MSL:</b> Maths Subject Leader	<b>NYCC:</b> North Yorkshire County Council
<b>NAHT:</b> National Association of Head Teachers	<b>NGA:</b> National Governance Association
<b>NLE:</b> National Leader in Education	<b>NLG:</b> National Leader of Governance
<b>NQT:</b> Newly Qualified Teacher	<b>PAN:</b> Published Admission Number
<b>RI:</b> Requires Improvement	<b>RIG:</b> Rapid Improvement Group
<b>ROV:</b> Record of Visit	<b>RSE:</b> Relationship and Sex Education
<b>SBM:</b> School Business Manager	<b>SDP:</b> School Development Plan
<b>SEF:</b> Self Evaluation Form	<b>SEN:</b> Special Educational Needs
<b>SENCo:</b> Special Educational Needs Coordinator	<b>SFVS:</b> Schools Financial Value Standard
<b>SIA:</b> School Improvement Advisor	<b>SIAMS:</b> Statutory Inspection of Anglican & Methodist Schools
<b>SIRO:</b> Senior Information Risk Owner	
<b>SPO:</b> Strategic Planning Officer	<b>SPOC:</b> Specific Point of Contact