



## Full Governing Body Committee

<b>Meeting Title:</b>	<b>Full Governing Body</b>		
<b>Meeting No:</b>	<b>2020/2021/06</b>		
<b>Date:</b>	<b>Monday 5 July 2021</b>		
<b>Time:</b>	<b>1930 - 2045</b>		
<b>Venue:</b>	<b>Virtual Meeting</b>		
<b>Attendees:</b>	Jeannie Brice Clare Boyden Liz Doswell Michael Harris Akif Khan Vicky Kollnberger Karen Mackin Sotos Mandalos Nicci Morris Dan Pearman Gordon Rimmer Jonathan Salmon Russell Woodman	Co-Opted Governor Co-Opted Governor Staff Governor Co-Opted Governor Co-Opted Governor Parent Governor Co-Opted Governor Co-Opted Governor Co-Opted Governor Co-Opted Governor Co-Opted Governor Parent Governor	Health & Safety Wellbeing - staff and pupils Data Governor Chair of Governors & Equality Development Governor Safeguarding & PP  Head Teacher Deputy Head  Blended Learning Governor
<b>Invited</b>			
<b>Apologies:</b>	Geraint Thomas		
<b>Clerk to Meeting</b>	Pat Arthur		

	The Hillside Governing Body agreed to hold a Full Governing Body meeting via Teams. Governors understand that they would be in an environment that was conducive to confidentiality and private communications.
1	<b>Welcome and Apologies</b> The Chair welcomed all to the meeting and thanked Governors. The Clerk asked Governors if they were willing to have the meeting recorded Governors agreed. Apologies received from Geraint Thomas
2	<b>Declaration and Conflicts of Interest</b> There were no conflicts of interest other than those on the Register of Business Interests.
3	<b>Approval of Minutes 10 May 2021</b> The minutes were approved as a true record of the meeting
4	<b>Matters Arising</b> Clerk to send RSE policy to new governors – Action complete
5	<b>Reports</b> a) Headteachers Report The Head said she had responded to the questions submitted by KM and the Chair.

The Head said the Early Careers Teacher (was NQT) have signed up for a 2-year programme. The school must sign up to an accredited provider, this is University of London who are working with the Keys Academy Trust. It will be easier for the ECT's to attend the training sessions.

The school will also have 4 NQ T + 1 so they remain as NQT's. The ones that will finish this year. From September new teachers out of university are now called ECT's - it is quite a complex framework that they must work through over the next two years. This is funded by the DfE.

In the second year because they must have a percentage of time out of class the DfE funds for the mentor and the mentor need to go on some significant training to support the ECT's .

MH said NQT + 1's. Are they getting a 5% reduction next year? How does that impact in terms of covering and things is it? Is it quite a lot?

The Head said that is a good question. What the DfE are saying is that existing NQT's become NQT plus ones in September should be entitled to 5% or less. The government is suggesting that they should have 5% because of the lack of opportunity they have this year to be able to observe other teachers and to work on their own professional development.

We have an HLT attached to every year group and the HLTA can then step in and cover the teachers. Mrs Dixon is the Assistant Head and one of roles this year is going to be putting together a support package together to support the NQT + 1 and will make sure they are well supported over the next year to ensure they have had all the opportunities they need to ensure they are supported in their career.

MH said it will not be too much trouble for you in terms of having to cover the extra time. The Head said the school had planned for it.

The Chair said we have heard the phrase NQT + 1 before, is there a concept of NQT +2 after 2-years . At what point does the label disappear and they become a regular teacher.

The Head said after the second year, there is no further support and no time out of class.

JB asked what is 5% referring to 5% salary, 5% of their time?

The Head said education, out of face-to-face teaching time so they can go and serve others. 5% equates to a morning or afternoon, so 5% is that an hours' worth? It is more likely they get a whole morning or afternoon

The Head said the only other thing she was going to add in the report, was to update on data but we are still in the middle of reviewing because we wanted to leave things if we could towards the end of term.

Phonics screening is happening this week. The Head reported GLD for early years and of 80%.

The Chair asked if the Head could explain to everyone what GLD means?

The head said GLD is a good level of development, that is what we aim for the children to get at the end of early years. That is why they a good level of development in their prime areas and are ready for the year 1 curriculum.

The target was 80% and we did get to 80% phonics. We have targeted 95%, and Mrs Dixon knows that is, what we are hoping for.

At key stage 2 it was 80% across the board for reading, writing, and maths and greater depth would be difficult this year due to the pandemic as the children have not had the breadth of the curriculum required.

In terms of reading, it was 4% off our target, maths 2% off our target, Spelling, punctuation, and grammar was 80%. Writing was much lower, 65%

The Chair said writing was not a big surprise because of the lockdown impact. Writing was the one area that was difficult for the children to do at home as opposed to doing a maths calculation or reading a few pages of a book.

The Head said writing was difficult to manage during lockdown since the teachers usually work with the children in class, on editing and improving and modelling to ensure all areas are covered.

JS said at the beginning of the report, the different tiers and universal support has massively increased since last time, does this create many implications for you?

The Head said it is a question that other governors asked. We believe it is a knock-on effect from COVID where people are more stressed, there are more financial issues, addition instances of domestic abuse and families splitting up. We are hoping this is a temporary rise.

Mrs Sadiq is checking with the teachers, senior leaders, checking with families in Tier 1 and hoping that that it will drop to a more manageable level next year

KM said she spoke with Mrs Sadiq last week and talked about the increase in poverty and some turmoil in some families.

The survey that was sent out highlighted some surprises with who have been moved to tier one, but she is checking, all the vulnerable children every morning. My concern is that she is stretched. She says she is not. I know you are aware of it. I asked what she wanted, and the answer was more time.

JB said in the Behaviour Section it says "Pupils have more positive attitudes and commitment to their learning and demonstrate pro-social behaviours in and around school" there are behaviour plans in place.

The Head said some of the behaviours have improved and are not showing as much many antisocial behaviours as they were in the at the beginning of the autumn and spring term, and the support plans that we put in place have made a difference.

JB said thank you one more acronym, what does POBLE mean.

The Head said it was a company name and it is system where writing can be uploaded. Lots of schools can see it and helps with moderation.

b) Safeguarding not in HT report

The Head said there is nothing additional to add. There will be a new Keeping Children Safe in Education (KSCIE) document in September which will focus on bullying specifically on transphobic and homophobic bullying.

GR asked about the bullying incident, the school has a good reputation and there was one incident which was logged. Was this resolved satisfactorily or was it a serious incident and should governors be concerned about it?

The Head said there were no open records, and asked LD if she could recall it?

LD said it may have been year five was dealt with by Ms Ezard and included a lot of restorative conversations with groups of children in year five.

c) Resources Committee update

GR gave highlights from the Resources committee.

One of the core things that we look at is the budget. Were any month 2 months in terms of reporting on the new budget, SBM and the school doing good job of managing the budgets, as expected there are no significant variances within the first couple of months.

We ask for a three-to-five-year budget predictions and projections. SBM is working on these and will try and send out before the end of term.

Some good news there is a platform called 'Lets localize' which is a free to use school service for getting support where people can commit, resource or time or expertise and various other things to help schools out. It has been reviewed e over the last year the schools decided to adopt it and to use the platform, to build our community of both businesses and individuals in the Community to support the school on the specific things that we need. Mrs Benyon is going to be responsible for the system and try to raise the resource that is needed to help the school.

IT replacement programme was a big exercise this year to replace a lot of the IT equipment and the school is going through the process of looking at the programme for the next 2-3 years. What the impact on costs will be. The photo copier contract that is up for renewal and SBM is getting additional competitive quotes. The one quote received looks to be a good deal and is being considered by the SLA. Being diligent in terms of competitive tendering we need to ensure the process is followed for competitive tendering.

GR said he had been speaking with DP in relation to cybersecurity, there is an audit being undertaken to make sure that we have the right procedures in place and enough rigor in place to give us give the school as much protection as possible in terms of protecting their systems and data and protecting the staff from phishing and scam attempts and all those sorts of things that are going on.

GR will spend some time with DP, Mrs Carter, and the IT supplier, to ensure we have in place all the required things needed. To make sure we have good and robust procedures in place.

The Health and Safety update report undertaken by CB, there is nothing particular to report. There are 2 issues with leaky roof, and these are being dealt with as ongoing issues.

The Chair asked CB if she was able to do a hand over with GT? CB said yes, she had a conversation with GT as they could not both undertake the inspection.

GR said the Asset Management Plans, will be addressed at the beginning of the next school year, we must basically review all the asset logs and everything else will make sure the audit is completed.

Capital works program. No progress has been made due to supply chain issues and the backlog of customer demands for suppliers. SBM will be obtaining quotes over the summer for building works for the toilets and shelter.

The Head would like to convert an area in the corridor into 2 rooms, so this is an area where the rooms will give more privacy and silence when trying to work with some of the children in the school. Planning permission is not required.

Traffic calming outside there is no update with just chasing Wokingham Council to see if they are going to take the temporary measures out and turn it into something more permanent. It is having an impact. It is slowing down the traffic, and people seem to be a bit more respectful of the fact that the school is there and be more aware of the traffic and people crossing the road.

Yellow Brick building is now run by complete childcare, the Head is undertaking some negotiation to use it for half a day each week from next year.

It will be significant for the school because these would be used for special needs children that need to work outside of the classroom, this will give them an opportunity to have a whole morning where they can work with them on their individual needs. It creates a dedicated space to for them to be able to do that.

A great ambition for school to have and make good use of that space, which is currently not being used by Complete Childcare. Complete Childcare want to come back in and use it for half a day going forward from next year as well. There are still some negotiations going on to making sure the school have enough in writing about the way the arrangement will work and to ensure that nobody is going to be making any deals.

Basically, if people move on, it needs to be survivable of the people, and that is not clear in the MOI.

One thing on the condition survey we have had a long-standing problem with windows in the school there have been some concerns from a health and safety point of view and leakage and other things.

Wokingham Council at no cost to the school have agreed to replace all windows in the summer holidays. They have carried out a work to the bungalow.

The Head said it is not only the windows, but solar panels are also going to be installed there will be a shelter built in the main grounds of the school and will be connected and plugged into the panels. It will allow the school to generate their own electricity.

[KM asked if the works to the windows would disrupt the summer school?](#) The Head said it is only for the school and a small number of children, it should not be a problem.

d) Pupil Learning update

RW said Catch up funding the school have decided to use Thirdspace teaching for maths, teachers can change the pathways by discussion with the company.

The head has covered data.

SEND Updated. KM was speaking arranging a meeting with the Inclusion Manager for last week. KM said he had emailed her twice and has not received a response. The head said she would follow this up

Teaching, Monitoring, and Learning.

Reading Blinks have been undertaken , SLT do 'pop-ins' on the reading

RW Inc had a development day, which highlighted more pace was needed in delivering Phonics.

The September Inset day will be on reading.

A Blink was carried out on the bottom 20% of children and overall, it was good.

Safeguarding - covered in the report.

[KM said there was one piece of news – the Summer School, it seems like a government funded initiative for pupil premium children which will allow them to come into school, they will have a hot meal which they may not otherwise have. It is great for parents as well as children.](#)

[The Chair said with respect to the data, as we go into the new academic year, are we anticipating the management and tracking of data, barring any lockdowns, again. Will it return to the traditional cycles they have been on, when for example, would we expect to be setting targets for next year?](#)

The Head said in September last year we set the targets and the children are coming out being either one or two steps behind where they should be, which is good considering they were at home for a part of the year.

There might be a few adjustments and there are a few new children starting. The targets can be shared at the next governors meeting.

VK said, the summer school, has this been well received by parents, are you getting engagement from the parents.

The Head said the school decided to print out packs for parents and Mrs Sadiq has asked individual families and completed the forms with them there has been no update from her, but we have about 50 children that we hope will come, but it is not just for our families, we are hosting it for schools in the area as well, we are not quite sure of the numbers from our school or are surrounding schools at the moment.

The packs only came out from Wokingham last week, which is quite late. We hope that it takes off and happens again at half term and Christmas. Get Active have been chosen as the company to run it at Hillside. The school have been able to say there are a few children not entitled to PP, but it would benefit them to come along to the club, they have kindly given a few free spaces.

KM said there are different hubs and Hillside are doing sports.

#### Wellbeing

The recent survey was discussed covering workload and work life balance. It was noted that people enjoy working at Hillside. most recent survey highlighted workloads, work life balance.

The response to the survey was not as high as expected, hopefully that was because everyone did not have anything bad to say.

There were 4 priorities: Communications, staff development, and building positive relationships with more regular feedback on performance.

Following the children survey, the workload has increased for the Inclusion Manage. From September it will be discussed how to share more of the work amongst staff and how to support children who display challenging behaviour. This will be part of Therapeutic Teaching.

There is consideration to having whole school assemblies delivered via Teams.

Transition days did not go ahead.

VK asked if the wellbeing survey, what happened to the information after completion of the survey. From experience the more staff are engaged with it but explaining what had been done, does drive engagement.

The head said It came back to SLT the information allowed the wellbeing leaders to focus on communication and come up with an action plan. SLT looked at the practicalities of it and spent the meeting focused on that to make sure that staff notice a difference straight away and staff can see they are being listened too.

The Head agreed there is no point in collecting information if they do not do something about it. It may be hard to show the impact in the two weeks to end of term.

LD said the fist wellbeing survey focused on lots of questions about all aspects of wellbeing and from that the team then picked out all the highlights then picked out those four areas of focus that RW has mentioned.

	<p>A strong statement said something like I know I recognize that the management team have my wellbeing as a priority and staff feel that anyway. This second survey was about communication.</p> <p>Something that people brought up in the first surveys has become area of priority for the team,</p> <p>It has been positive, and staff recognize that, and the more that we show that things are being acted upon and listen to and recognize, we are helping motivate more people to participate.</p> <p>VK asked if it was anonymous? LD said it was</p> <p>The Chair said before we move on can you please confirm that MH and DP have met to discuss data and MH is happy to start engaging more in the data once the new term starts.</p> <p>MH said that is correct and looking forward to it.</p>
6	<p><b>Policies</b> Governor V Kollnberger</p> <p>There are a couple of outstanding policies which need to be completed before the end of summer</p> <p>VK asked the Head to look at the Complaints policy as it needs to go live on 1 September, The SRE policy is being used but is not on the website.</p> <p>It would be helpful if all these policies could be updated in time for 1 September and on to GVO.</p> <p>The Chair said that during August, some governors will be needed to review and approve the policies.</p>
7	<p><b>Therapeutic Learning</b></p> <p>The Head shared a presentation which showed 3 days of training on Therapeutic Learning run by Wokingham. This has been very successfully used by other Local Authorities.</p> <p>The Chair said this training was delivered to the chairs of various governing bodies, it was interesting and thought provoking.</p> <p>The Head said in essence therapeutic thinking is a set of principles to support children who have a need that if unmet their behaviour becomes an unmet need.</p> <p>In the training we were helped to think that children are either born lucky or unlucky. At Hillside we want to ensure that all children can be successful no matter what their start in life, some children have a better start in life than others and it is up to us to understand the needs of those children.</p> <p>At Hillside there is a very consistent humanitarian approach to helping these children to be successful in school. It is something that is important for us to remember that it is not a child's fault how they behave, if we think of behaviour as an unmet need.</p> <p>We did a lot of work on the training around ACES are adverse childhood experiences. The Head explained you do not get good children and bad children, you basically get lucky children and unlucky children and those who are the unlucky children are the children that experience ACES, adverse childhood experiences.</p> <p>If children face three or more adverse experiences before the age of three. It is difficult for those children to make the right brain connections to function in a pro social way, therefore adverse child experiences might be verbal abuse, physical abuse, sexual abuse, separation, domestic violence, mental illness, alcohol addiction, drug abuse, and incarcerations. Those children's families have experienced those traumas.</p> <p>When an adverse childhood experiences happens, they cause developmental trauma, a trauma can be a</p>

one off incident, but when you are living with these adverse childhood experiences and then get developmental trauma it is very hard for children, to then step into the school place to suddenly focus on history, maths, art, modern foreign languages etc, which can lead to long term negative consequences.

The data tell you, if you compare people with that have had no adverse child experiences, and those children that do have adverse child experiences, they are four times more likely to have early sex, take drugs, unplanned pregnancies, smoke, become Alcoholics themselves, incarcerated, become violent, have a poor diet, have health issues. There is a likelihood of more morbidity as well therefore the school needs to ensure that it is a child's lucky place and to make sure the school provides these children with protective factors and help to teach them pro social behaviours.

The head explained the green circle would be the school's behaviour policy and the children without adverse childhood experiences fit into that green circle. They are emotionally and physically safe and fit in with the school's behaviour policy. The school needs to ensure the policy look more like the right hand.

The blue circle is a policy that fits all and we see behaviour through trauma. We see behaviour through these eyes of a child that has had these adverse childhood experiences. If you look at the left-hand picture it is trying to force children into a behaviour policy, and they will internalise and externalise.

These children do not need the same entitlement as everybody else they need is you to make it fair for them because they have a different start in life.

If you look at the right there to the left-hand side of this slide, you know the child that the child that cannot see over the over the fence. They are the children who have had those adverse childhood experiences and they do not need the same as everybody else. They do not need the same behaviour policy as everyone else.

These children need to make sure that they are surrounded by protective and caring people and people that understand them and see life through their eyes. They will need an extra box.

Staff need to understand they will need something extra, but this does cause problems because they like to see that children are treated the same. Parents like to think all children should be treated the same. There needs to be an equitable balance for some children. As a school we need to be thinking about equity more than quality when thinking about behaviour at Hillside.

This is the principle behind therapeutic thinking and how we get to those conscious behaviours is to make sure that we have internal disciplines so that the children themselves can control themselves.

The rule is, and those educational consequences are helping children to assist with the repairs whether that is emotion or physical repair. It fits alongside the restorative practice as the school already thinks about a child being involved in repairing relationships

The school needs to use scripts that are kind, calming and helpful, and these have been included the training. It is about using positive phrasing and it is much more than saying something good, then you give them the negative bit and then you give a bit more positivity. Positive phrasing is quite scripted, and teachers need to be specific in their vocabulary.

I hear teachers come to me and say what he trashed my classroom completely trashed my classroom. What he did was push a piece of paper off the table. He threw a book on the floor and pushed the chair over. When we are describing the incident, we can talk to the children about what happened for example 'when you pushed over that chair'. It is easier to discuss with the parent and the child.

Differentiating the dynamic not always doing the same if something is not working well, do not continue, try something different.

KM asked if those children who arrive in school without any speech will presumably come under ACES

The Head said it would be because they probably had adverse childhood experiences if it is a speech and language delay or a speech impediment it is different.

KM said she was talking about those children who cannot express themselves at all, that would come under that category

The Head said they have probably lacked a person in their life that they can attach themselves to, it could be an attachment issue.

For example, the little girl in the picture you cannot teach children to pay better by making them feel worse. When children feel better, they behave better.

We are already on our journey of therapeutic thinking because that is the kind of school we are. The school needs to go one step further and understand that not all children fit into the green circle, and we cannot keep trying to push them into the green circle, because that is our policy. If we want to make children feel better and be able to cope in the world.

GR said that was brilliant, thank you, are you able to share the slide with governors so that they can digest it following the meeting. Is there any documentation that can be shared?

The Head said there are over 140 slides, and these belong to the Trainer, the school can only snip the slides as the school cannot share them. GR said is this a copyright issue, and she would share her power point presentation with governors.

**Action: Head to share Power point presentation on Therapeutic Learning**

The Head said the name of the trainer is Angela Ward and it is under the name of WADAM Angela Ward and her name is WADH AM.

SM asked what her profession was.

The Chair said she was a teacher. The Head She had worked in the juvenile system and everything she talks about has been researched.

The statistics she had shared with teachers was not shared in the presentation to governors, although the Head said that 25% of all crime comes from excluded pupils.

The system just does not meet the needs of black children with adverse childhood experiences. And when you start thinking about looking at it through the eyes of a child who has had one 2-3 maybe more adverse childhood experiences, it makes you think very differently, but I think that we need to go on a journey with Therapeutic learning.

The Head asked MH if he had any comments to add as his school had been doing this for some time.

MH said his school was 18 months into applying the approach and are just seeing the changes now especially at play times and lunchtimes. It was a culture change though for a lot of schools as they have been doing things in one way for so long. It does take time for teachers to change their language or change their mindset on how to approach things.

Hillside seem to have started that well already and hopefully in September, it would be the perfect time to really embed it into the whole school

	<p>KM said what are the next steps to Therapeutic learning for the school. The statement of ‘analysing not moralizing’ is an immensely powerful statement.</p> <p>The Head said it is the right thing for Hillside and a natural step to take. It will take some time but yes, It, would be good for the school to do.</p> <p>KM asked how the head was going to do this.</p> <p>The Head said it was going to become part of the SLA, there will be a networking group to look at how it will be implemented into the schools and will become part of Hillside’s School Improvement Plan for next year.</p> <p>MH asked if there was a specific member of staff who would be leading on it? The head said there are 3 SLT members who did the training, and more staff members would be trained in November.</p> <p>The Chair asked who the lead was. The Head said Ms Ezard and Mrs Clark</p> <p>The Chair thanked the head for an interesting presentation and all the engaging questions.</p>
8	<p><b>Governance</b></p> <p>a) Election of Chair</p> <p>The Clerk explained that need to appoint a chair from 1 September. AK if happy to stand again, if there is more than one governor who would like to stand then an election is required.</p> <p>The clerk asked for nomination. There being no further nominations, the clerk asked the committee to agree the appointment of AK. This was unanimously agreed. AK thanked governor for the vote of confidence in him.</p> <p>b) Election of Vice Chair</p> <p>The clerk the process for the election of the VC would be the same. The chair said that VK was happy to remain as VC, are there any other nominations? There being no further nominations, the committee unanimously agreed the appointment of VC for a further year.</p> <p>c) Agree dates for meeting from September 2021</p> <p>The clerk said she did not send the dates out with the agenda, due to the Resources dates being under discussion. All dates for meeting will be added to GVO, but not linked to meeting papers at this stage.</p> <p>d) Governors Virtual Office Update</p> <p>The Chair said there is a new platform Governors Virtual Office that is being adopted, the chair, clerk, VK, and GR have been laying the groundwork and setting the system up. GR will give everyone an update on what has undertaken and how it is used.</p> <p>GR said we are delighted the school is supporting the governing body by paying for the new platform, this will be used for managing all the governance activities. It means that all documents will be stored in one place, there will be a library of all the key document, polices, minutes and agendas along with other items such as terms of reference, code of conduct, and government documents e.g., Ofsted inspections, finance reports, headteachers reports, School Improvement Plan etc.</p> <p>It will automate a lot of the processes, it should mean the GB is more collaborative and have greater communication between us, become more engaged not just in meetings but between meetings to drive activity forward through the platform.</p> <p>Currently the skills audit is a manual process, this is now automated. Governors will complete online, and it can be analysed instantaneously. The impact is that various reports can be drawn from GVO</p>

Meeting packs will be created via the calendar and governors will have all the documentation needed for the meeting.

Governors will be able to download the meeting packs, which will negate the need for large emails.

GR asked governors if they had received the email welcoming them to GVO and should have received a password and username. If not please let GR know. JS and SM said they had not received the details.

If governor have not had the opportunity to go through the platform, they are encouraged to do so. The team have been adding documents and there are items to look at.

Next week training sessions have been arranged for Wednesday 14 and Thursday 15 at two different times, they are being run by GVO and will be 30-minute sessions and then questions. These are interactive and you will be shown how the platform works and the things governors need to do.

In the Key documents, there is a GVO protocol document, and this will give you an overview of the systems and guidance on the things that governors need to commit too in terms of adopting the platform and the way it will be used, and how we integrate it.

From September the visit reports can be uploaded by governors once completed, the templates can be downloaded for completion.

There is a tasks section, which will be used for actions from minutes, tasks that come out of audits that are part of the matrix of governor's responsibilities and monitoring reports and your own tasks, you may wish to have a list of all the jobs and activities that relation to governance.

Governors will be able to record there training and upload certificates, courses will be listed on the platform. You will still need to ask VK to book the training or add a course if not listed. The training records will form part of the Ofsted inspection and be part of good governance.

All the current policies will be on GVO, and these will be managed in terms of reviewing and approval, once approved it can be upload straight to the school website.

The system allows governors to ask questions on reports using the comments button and approve documents saving time at meetings. If governors subscribe to documents, they will then see the thread of the comments etc.

The system sends an email weekly which will prompt you to review all the latest items added or changed.

The system is to make our lives easier and to help us be more engaged as governors and to manage whole governance process. It should when Ofsted walk in and say they want to see what is happening in terms of minutes and procedures, they will be able to get a view very quickly and understand our commitment, support or collaboration and challenge approach with the school.

The champions of the system are AK, GR, VK and the clerk, all are available to support governors if they have problems or questions. The steering group will run in the background, that will basically pick up any issued and make changes to any access levels or things that we need to do when necessary.

GVO have an email help desk, which can be contacted any time.

The system will formally be live from 1 September.

The Chair said that the clerk worked for other schools GB's who have GVO and is familiar with the system, therefore Hillside already has a first-person reference from the kind of value it adds. It will bring a lot of the efficiency gains as well. The Chair referenced the amount of unpaid time the clerk puts into the FGB, and this should help with the admin management.

	<p>Another good example is the polices that is now going to automatically be reflected in updates on Hillside website. There are different types of efficiency gains.</p> <p>But crucially to GR's last point as well, when we get an Ofsted inspection, we will literally have a login for GVO for the inspector ready and waiting. They will be able to log in and just see with their own eyes everything that the governing body does in a clear, auditable, accountable way, and we prevent spend more of the Ofsted meeting talking about stuff of value to the inspector, rather than just chasing paperwork and then looking for items to make our case.</p> <p>As with any system, it will take some time to get used to it. No one is expecting any of you to be experts on using GVO the moment you log in for the first time. It is probably a bit more painful and more effort for the first few times you use it than using your existing process. Once you get used to it and once it beds down, there will be efficiency gains and will be gains in terms of transparency and productivity and accountability. So do be patient. Stick with it.</p> <p>The chair thanked the clerk, GR and VK, there has been a lot of effort that has gone in the last four weeks to get the system to where it is now.</p> <p><a href="#">SM asked how governors accessed the link for the meeting on 14 and 15 July.</a></p> <p>The chair explained this can be accessed via the GVO calendar, and click on the link, you will also be able to say if you are attending or not.</p> <p>The head and DP will not be able to attend during the day and will have a different session, this can also be arranged for others to ensure all governors have had some training.</p> <p>e) Documents for completion</p> <p>The Chair said there are several documents that need to be completed prior to 1 September. These are: Skills Document, this is in GVO, and needs to be completed once governors have had their training. The Code of Conduct must be completed by every governor. This is in the Key Document Folder on GVO, and governors will need to approve it.</p> <p>The Register of Interests are on GVO within the personal profile for each governor</p> <p>KCSIE – the new version when issued will be added to Key Documents on GVO – Governors will need to approve the document.</p> <p>The Terms of Reference for each Committee are in Key Documents and will need to be agreed prior to the first meeting in the new term.</p>
9	<p><b>Chairs Update</b></p> <p>The Chair said, he wanted to celebrate a few successes that we have had collectively and the staff at Hillside have delivered this last year.</p> <p>It has been a challenging academic year with COVID and lockdown starting after Christmas and the disruption to the children, the staff have done a fantastic job this year, they have been incredibly resilient and dealt with several different challenges with respect to staffing numbers the way teaching has been delivered.</p> <p>Hearing about other schools locally and around the country his observation is that Hillside fared much better with the kind of blended learning and remote learning than many other schools. It is a real success to be celebrated, particularly with the second lockdown coming into place after Christmas. Hillside was able to just hit the ground running when it came to using Teams as the platform.</p> <p>The school did a fantastic job at the start of the academic year from September in starting to use Teams as a way for the children to be doing their home learning each week, just being familiar with logging onto the system, that really put us in a good place. More children were probably engaged with the learning and the quality of teaching during that lock down period was better than it would have been.</p>

Another has been the way that we have operated collectively at Hillside. The staff in managing the COVID environment in the school. We have had very few instances of COVID cases in the school. We are not aware of any evidence of any transmission within school itself. The way the staff, and then people who all know the processes that have been put in place I think has been fantastic and has really helped to reassure parents that Hillside is a safe place for their children to come back to?

When we looked at some of the data, we have had relatively high return to school rates compared to the national levels and compared to other schools. So again, another good success. The school has been resilient.

As a governing board we have done the best that we can in unwieldy circumstances. Given that we have not been able to go and visit, as we have previously as link governors.

Given the circumstances the pupils attending the year are probably in the best position that they could be. We know not all the data is where we need it to be, but it would be unrealistic to think otherwise.

We focused the wellbeing side of things gives an extra dimension to the way back. We now focus on how we are doing as a school and how staff were able to best deliver the best education possible. Despite the challenges, Hillside is strong, and it has done itself proud and lived up to the school values and it has put us in a good position to go into the next academic year, with blended learning in place.

There are a lot of good initiatives coming in, such as a therapeutic approach, and we seem to be getting attention from Wokingham with some investment in the school. All that adds up to being in a good position next term.

The expectations around governance we need to continue to build on all the good work that has incrementally happened year on year with the governing body we know the Head is pushing to make the school as good as it possibly can be, and we probably will have an Ofsted inspection soon as the last one was in 2018. There have been disruptions there with the pandemic, I would expect the inspection in the next year to 18 months we want to be in the best possible position.

The Head's aim is to be outstanding and as a Governing Body we need to do everything we can to just keep moving towards outstanding and we need to do our part in providing critical challenge to the school.

We can do an even better job. GVO will be part of that it is going to help us in terms of efficiency and accountability. We know that this is a volunteer group, but everyone is here by choice, and it takes time and effort. Everyone has busy day jobs and it takes time and effort, everyone has stresses and strain and other things in our lives. It is often easy for governor work to fall down the list and hopefully GVO will be able to drive engagement and accountability the way that we have now in the new version of the matrix which has the added cadence of activity you will be able to see moving forward when you are expected to complete a monitoring report and the frequency they are meant to be done.

Rather than trying to remember what we need to be doing as governors GVO will be providing us with that prompt and from an Ofsted perspective be providing that level of visibility and transparency and accountability, which will put us in a much stronger position next year.

But ultimately, that is what we are here for as a governing board, and so GVO should help us raise our game in that respect.

The Chair said thank you very much, and he looks forward to working with you all into the next academic year.

The Head thanked governors for all the effort they had put in on behalf of Hillside and the children.

	<p>The Chair said it is CB’s final meeting and unfortunately the plans for flowers and chocolates in person could not happen on behalf of the Governing Body and for the new governors CB was the previous Chair of Governor and left things in great shape for me to take over, we would like to say thank you for your efforts and best wishes and good luck for the future.</p> <p>CB said thank you very much. I have enjoyed my time with Hillside. It is going to be one of the bits I will miss when I leave Reading, chances are I will probably try and join another school where I am moving to because I have had such a good experience here. Keep doing what you are doing because you are all amazing and Hillside is a fantastic school. CB said that she has been proud to be associated with Hillside over the last 4-5 years.</p> <p>The Chair wished everyone a good summer. Please reach out to me, GB, VK and the clerk over the summer. As you potentially get familiar with GVO and go through the tasks that need to be completed in terms of code of conduct and all that other document ready for the next epidemic Year.</p>
	<p><b>Meeting closed @ 2045 hours</b></p>
	<p><b>Date of Next Meeting: TBA</b></p>

Signed

Chair of Governors

Dated