



Full Governing Body Committee Minutes

Part 1

Meeting Title:	Full Governing Body Virtual meeting		
Meeting No:	2021/2022/02		
Date:	Monday 6 December 2021		
Time:	1900 -2028		
Venue:			
Attendees:	Michelle Dickson Emma Formoy Akif Khan Vicky Kollnberger Karen Mackin Sotos Mandalos Nicci Morris Dan Pearman Gordon Rimmer Jonathan Salmon Geraint Thomas Andrea Walko-Roberts Russell Woodman	Parent Governor Parent Governor Co-Opted Governor Co-Opted Governor Co-Opted Governor LA Governor Co-Opted Governor Co-Opted Governor Co-opted Governor Co-Opted Governor Co-Opted Governor Parent Governor Parent Governor	Chair of Governors Development Governor Safeguarding & PP Audits and Compliance Head Teacher Deputy Head DP/GDPR/Cyber Security Values Health & Safety
Invited			
Apologies:	Liz Doswell and no apology from Michael Harris		
Clerk to Meeting	Pat Arthur		

1	<p>Welcome and Apologies The Chair welcomed all to the meeting</p>
2	<p>Declaration and Conflicts of Interest There were no conflicts of interest other than those on the Register of Business Interests on GVO</p>
3	<p>Governance Ratification of Co-Opted and Parent Governors The Board had a 1 vacancy for a parent governor but 2 vacancies for co-opted governors in advertising the vacancy for a parent governor the school had 2 nominations one from VK and the 2nd nomination from Michelle Dickson. The board did not want to lose the expertise that VK brought to the board and the experience MD could bring to the board/school, on behalf of the Board the Clerk spoke with Governor Services, who confirm it would be compliant for the school to seek governors' approval to appoint VK as a Co-opted Governor and MD as the parent governor.</p> <p>VK's term of office ended on 19 November 2021 and the Chair of Governors, sought via email the boards approval to make this change. Which was unanimously ratified at the meeting on 6 December 2021</p> <p>The appointment of MD as Parent Governor was ratified at the meeting on 6 December 2021. It was agreed that the Chair would mentor MD.</p>

	<p>The Chair advised the board the term of office for KM was ending on 4 February 2022 as this would be in advance of the next FGB meeting, governors were asked to consider extending the term of office for another 4 years.</p> <p>KM confirmed that she would like to continue as a governor at Hillside and sought re-election.</p> <p>Governors voted at the meeting and were unanimously agreed to co-opted KM for a further 4-year term from 5 February 2022.</p>
4	<p>Approval of Minutes 18 October 2021 via GVO</p> <p>The clerk confirmed the minutes on 18 October 2021 as a true record of the meeting and had been approved with no corrections via GVO.</p>
5	<p>Matters Arising from 18 October 2021 meeting</p> <p>Items 3 - Governor visits</p> <p>The Chair said he and the Head had met and decided in the light of Ofsted, governors would no longer be associated with year groups but move to a different model where governors are associated with subject areas. The Chair would explain the rational in the Ofsted section. Therefore, this action is now closed.</p> <p>Item 7a – Covid document on impact on different groups</p> <p>The Head gave a verbal update and said she would send out the spider gram flow chart tomorrow, the school follows the risk assessment , which relates to hygiene, hand cleaning and touch points. Ventilation is huge for the school and Governor GT has been on training regarding ventilation purging and the school ventilated for 10 minutes within every hour. The school must ensure the classrooms do not go below a certain temperature. The classes have moved back to the bubbles and staff are taking LFT's 3-times a week, wear masks when not in their bubble.</p> <p>The school contingency plan comes into play when 10% of 1 class with positive PCR's, in general that is 3 children out of the class. The Local Authority (LA) ask the school to send home the whole class and for them to take a PCR test, the class remains closed until all their tests are back. This has happened with 2 classes; in one class it was helpful in identifying 2 or 2 other children with COVID symptoms.</p> <p>The new contingency plans have meant the school is reducing the number of visitors in class and cleaning is happening more often. The school have decided to keep the breakfast club and after school club running without separating them at least until the end of term.</p> <p>Assemblies have been split; the school believes it is important for the children to gather once a week.</p> <p>This will continue until the LA advise the school to do something different.</p> <p>Item 7f – Data</p> <p>The Chair said he had met with DP in November, this will be presented to Pupil Learning in January 2022</p> <p>Item 8 – KSCIE</p> <p>VK sent the NGA information on Safeguarding to governor on behalf of the chair as she in managing this. The Clerk confirmed she had no emails on the preferred method of training from governors. It appears that the virtual training on NGA is the preferred method and VK said there are some governors who have yet to complete the training. VK explained this is mandatory training which must be carried out annual in September.</p> <p>VK asked governors to please complete and in they have a problem to contact her, and she would talk them through how to access.</p> <p>The Chair asked VK to individually email the governors who have not completed the training and. The training takes between 45-90 minutes and must be completed by 17 December 2021.</p>

	<p>VK said that she is only looking at GVO and if governors have undertaken the training and not uploaded the certificate or the tick box to say it is completed you will receive an email.</p> <p>The Chair said the NGA modules did provoke some question as to how things are done in school such as policies and single central register, which he had email the Head and KM about.</p> <p>The Chair thought the training was good in that it gave governors example questions that should be asked of the school and know who has responsibility for certain things.</p> <p>Item 10 – Chair to update Matrix document on GVO – focus areas The Chair said he is working on the document due to the changes in areas of responsibility. The action to be carried forward.</p> <p style="text-align: right;">Action Chair to update the Matrix document</p>
6	<p>Chairs Update – Ofsted</p> <p>The Chair said Ofsted would be a standing item on the agenda moving forwards, this would enable member of staff, the head and himself to provide information to governors.</p> <p>The Chair said he had attended some training courses run by Wokingham in November on Ofsted, those governors who are on the Pupil Learning committee (PL) this may be a duplication.</p> <p>The focus now has moved away from data in terms of progress and attainment and will focus on 4 areas</p> <ol style="list-style-type: none"> 1. Quality of Education 2. Behaviour and attitudes 3. Personal Development 4. Leadership and Management <p>The slides will be added to GVO – FGB, Key Documents, then Ofsted section</p> <p>The quality of education in terms of its weighting is regarded as equivalent to the weighting of the other 3 areas combined.</p> <p>The quality of education focus is around the curriculum, ‘what is the intent of the curriculum’, ‘how is the curriculum implemented’ and what is ‘the impact of the curriculum’.</p> <p>The board needs to review how it can focus its efforts collectively, whether as governors in the face of a potential Ofsted inspection governors would be able to talk and articulate those areas of the curriculum. Therefore, the change in emphasis for governors going forward.</p> <p>The Head and Chair have agreed there will be a regular slot in FGB meeting where the staff come to the meetings, for governors to understand each subject to enable them to support the school for the Ofsted inspection.</p> <p>There are subject like the intent of the curriculum and the impact where governors do need coaching and in how to answer a question posed by the Ofsted inspector regarding the curriculum.</p> <p>It is important that governors do not lose sight of all the activities as governors are not necessarily directly related to an inspection.</p> <p>The Head said there is a lot of jargon that must be used in front of the inspectors which it would be wise if governors knew in preparation to show that day how amazing Hillside is. The head has a 90-minute phone call at the beginning of the day with the inspector, therefore she would suggest it is called preparation rather than coaching.</p> <p>The Ofsted framework did change to reflect the curriculum because when just looking at data it did not really consider how diverse the different communities are. Hillside also have a population of children</p>

who come from very deprived backgrounds, who do not have the life experiences and come to school with a good baseline. Where schools do not have this diversity, it is difficult to compare data on a like for like basis.

The Head said the curriculum should be of a high quality regardless of where the school is based be it Chelsea or Lower Earley.

AWR said she had attended a training course last week, regarding curriculum and Ofsted where the 3iii's were discussed, the thing that stood out was that a new curriculum for primary schools was introduced in 2014 and it felt time these were the facts that as a teacher you needed to learn. Whilst it felt strange, the curriculum can be very specific to the school and staff can focus on the needs of the children. Ofsted seem to be a few years behind and it felt like the intent with the new curriculum was not communicated well, whereas now the schools are starting to realise there is freedom and a way to personalise them by focusing on the children and cohorts the school has.

EF said she attended the same session as the chair and KM, it was useful and she had read some of the inspection reports which were linked to the training session and it how the reports are now structured and formatted , it gave a lot of insight into how Ofsted were assess the schools.

As a governor it made her question could she do the school justice in how to describe certain thing and it is definitely a good idea for the Head to prepare and coach governors in understanding what is like to be in school and how does the child feel, that is something that governors need to understand as much as our governance. It is making sure that is a positive experience for everybody.

The Chair said he was at the school for the last Ofsted and this time it feels very different, there is a lot more to know about. For example, 'what are the pupils experience at the school'? As governors we need to be able to articulate what we know and what is discussed in meetings, governors know more than they think.

KM said that she would like to re-enforce that she thought she would not be able to articulate about the school intent and thanked the Chair for the changes he was making.

The Chair thanked KM for being honest and thank KM and EF for joining in the training.

The Head said the school can help governors frame answers to that question, and it is about being succinct in the response. It is likely there will be 2 inspectors who will do everything in one day, governors need to ensure they are all saying the same thing in the same way. The inspectors need to see it happening in school.

The Head said it can be frustrating as a lead to think something is happening in the classroom, and it is different to what is in the policy.

VK asked if the Chair was going to share the slides from the training.

The Chair said it is on GVO and would share the link with governors, and suggested governors read the slides specifically on the focus areas.

DP said that intents were discussed at pupil learning and every subject must have their own intent. There is a 50-page document which could be shared with governors and added to GVO.

The Chair thanked DP, but said before the document is shared, he would review with DP to see if the format was suitable for governors, or it need to be simpler or in a different format.

SM asked if the Head knew what was happening with the inspection and when it what would happen?

	<p>The Head thought it unlikely that the inspection would take place in the next two week, the school is not due an inspection until Summer 2022, but believed Ofsted were working 2 terms behind. The Head Suggested the school and governors be ready by the end of the spring term for an inspection.</p> <p>SM suggested that it would be a good idea if governors started to spend more time in school.</p> <p>The Head reiterated that it was not possible now as the school is only allowing in social workers and other agencies but was hoping that by the spring term things would have changed. If not, the school can find a way to do visits remotely, children can be interviewed, and book work can be uploaded for governors to view.</p> <p>The Chair said the main reason previously was to meet the year groups and complete a monitoring report, governors are moving away from this type of visit and will be focusing on subject areas given the emphasis on the curriculum within Ofsted.</p> <p>It is more appropriate to have governors focusing on English, Maths or Art with the subject leader and therefore will understand more about the curriculum for that subject, and what the intent is and how it varies across the year groups.</p> <p>A monitoring report will still be produced and that would enable all governor to have a better insight into the curriculum.</p> <p>SM said it is working on teaching and behaviour and would progress be part of that?</p> <p>The Chair said in terms of progress and data it is not being ignored, he was still the data governor and will be meeting with Deputy Head and reported on in pupil learning meetings.</p> <p>All governors need to have some understanding of what the data shows and where the school is, the emphasis is less on data, the chair asked the question at the Ofsted training was how qualitative ways progress can be shown, DH shared with the chair was an example of how the school does this. Before the subject is taught children are asked to write down a mind map or drawing of what they know about the subject and then at the end of the of the teaching are asked to demonstrate visually how there understanding of the subject has changed. These are qualitative measures of progress.</p> <p>The Head said progress is looking at books, what can the children do now that they could not do a month or two months ago. Which is why governor need to look at books even virtually. For example, to see the quality of writing in a history book is as good as the quality of writing in an English book.</p> <p>If the quality of recording in science as good as the children’s English books, it is much more about books now. It is the cold and hot tasks – what they knew when they started and what they know now that is the progress measures the school will be using.</p> <p>The Chair thanked everyone for their engagement and discussion, the Chair and Head would agree the support governors need and will be included in the FGB meeting.</p> <p style="text-align: center;">Action: Chair and Head to discuss support for governors for Ofsted and subjects to be discussed</p>
7	<p>Reports</p> <p>a) Headteachers Report</p> <p>The Head said she had a few questions on GVO on her report, the head would not go through her report but had a few things to highlight.</p> <p>The School Improvement Plan (SIP) – the work and activities are progressing well, especially around the quality of teaching, writing observations have been carried out during this term. Mrs Dixon who is the leader for Teaching and Learning and writing leader has undertaken the observation and it is good, in some cases better than good. Some teachers have needed coaching and feedback.</p>

The books are mostly okay, but with the interruption to children's education it has an impact on their handwriting and the presentation. Some of the work could be quality, feedback has been given on the books, maths and reading have also been looked at this term.

School behaviours and learning behaviours is strong, children are focused on their learning, and have a good attitude in lessons and respectful.

Assemblies are challenging, children are finding it hard to just sit still for a sustained period and listen. The children want to be doing. It is improving, the school needs to raise its expectations. The school is not back to February 2019, where the behaviour was outstanding.

Therapeutic training is going well, and the new behaviour is socially based on those principals.

The Head said admissions are interesting because there is a waiting list:

Year 6 = 44

Year 5 = 29

Year 4 = 45

Year 3 = 24

Year 2 = 23

There the figures reduce. There is only 1 child on the list for reception. The school has a good reputation and has a healthy waiting list, but the school needs to be mindful of the younger year groups, there are not the children in the community to fill those year groups.

The response to the open days with 3 being undertaken, the 4th one is on Thursday with 13 families due to attend.

A risk assessment has been undertaken, so that tours of the school can go ahead.

KM asked why there are large numbers for years 4,5, and 6. Are children moving from other school or moving into the area?

The Head said there is a lot of families moving into the area, some from Hong Kong, a lot of Cantonese children are joining the school, this is not unique to Hillside, but to the borough.

MD asked if the school was still doing visits with the children on open days? MD said how impressed she was when visiting the school and how articulate, great and enthusiastic they were. Or has it had to stop because of COVID.

The Head said the children were no longer doing the tours, which is a shame due to children being the school's biggest voice.

VK asked how these numbers compare to previous years in years 4,5, and 6.

The Head said she did not have the number for previous years, it was possible that some parents are moving into the Earley catchment however, Hillside is not a school that automatically feeds into Earley schools.

DP said there are a lot of families who work/going to Reading University and there are a number of appeals, thinking that Hillside is the closest not realising they have to go through the LA first.

The Chair said it not surprising at the Chair's briefing in the past year the analysis and predictions show that demographically there will be less children in the area in the coming years than there are today. There is consultation going on now and the Chair had been invited to attend to consider schools in the

area to formally reduce their admission numbers because a number are failing to get the required number of children required and this has a direct impact on funding.

The Chair said early years parents will probably have more choice on which schools to send their children too. For example, a few months ago the outside area by the office was looking untidy and like a storage cupboard, it will be the first impression of the school. Hillside needs to start competing to get children into foundation, year one and nursery because there will be less children in the Earley area.

SM asked how the figures compared to the other schools.

The Head said she did not have the information as she had only been given the information that day.

The Head said that one-to-one tutoring had commenced, and Hannah Macdonald was back, she was a teacher at the school and is GT daughter. Megan Purcell is an existing teacher and is doing some tutoring, the Head would like to build into the budget for next year.

The Year 5 progress meeting had taken place and some year 5 children had been identified as needing one-to-one tutoring to enable them to be in a good place for year 6 and ready for secondary school.

In Phonics screening 100% has been achieved, not achieved at Hillside previously. The Head is hoping to find out how the other school compare.

b) Safeguarding

The Safeguarding audit was completed today and the report from Wokingham have sent out some safeguarding updates, which the clerk sent out today form the LA.

The Head is looking at what children in care will look like by 2025 and how it will look for Hillside pupils.

The Head said there is some information that is relevant from the early years sector, following the learning case review of the Arthur Lambourn and Joe Hughes cases, was that some early years practitioners do not always have the correct training to recognise the signs of abuse.

The Head said at Hillside the foundation teacher have regular training and meetings to ensure that nothing is being missed. It is important that governors read the information and puts safeguarding in context. It discussed poverty in the 2021 considering COVID. The school if regularly helping with food parcels, there has been lots of school improvements and lots of professional development at Hillside.

c) Audit Update

The Chair said the report from SM was in the meeting pack and was there anything SM wished to add. SM did say he was concerned about the level of input governors needed to have in the audits, there was nothing major to add.

The Chair said there may be exceptions, but it is governor's role to ensure audits are taking place not the job of carrying out the audits, health and safety may be slightly different. As H & S governor you need to see the school.

It is about ensuring that any audit the school must undertake is being undertaken. Any issues from the audits should be monitored as part of the auditing process.

GR said the asset register was a case in point, the view shared at resources meeting was that governors should be getting involved in physically doing the audit. This is not the case; governors should be checking the process and outcomes.

It is good that a new process in place to ensure all the audits are now being undertaken and monitored.

There was discussion on the single central register and why the checks were being carried out by a governor.

KM said having been caught out in the last Ofsted inspection she feels spot checks she undertakes once a term is important to ensure the school does not fail in this area again.

The Chair said this was not a governor doing an audit, but essentially providing oversight.

The Head said for those governors who were not at the last Ofsted the single central register was a problem last time as the inspector was asking for something that have never been asked for before and in hindsight when it was queried, it should not have been requested.

The Head was grateful for the checks that KM undertakes – thank you.

d) Pupil Learning

The Chair explained he was appointed as Chair of the committee and EF was appointed as Vice Chair; a lot of the meeting was regarding Ofsted. Monitoring reports on safeguarding and Pupil Premium are on GVO.

As AWR is a primary school teacher and she has agreed to be governor to focus on the curriculum.

e) Pupil Progress and targets

DP said he had been meeting with each year group in the next 2 weeks to agree what is going and the good targets comparing last year to this year considering 31/2 months where virtual lessons.

The targets are being discussed with the children and teachers are being challenged. Looking at all the groups to establish how the children who have slipped have interventions that are appropriate.

The Targets for:

- Reception is 92%
- A good level of development in year 1 phonics is 95% the Age-Related Expectations(ARE) is being pushed up but need to know more for greater depth (GD), which is low now.
- Year 6 Reading is 83% and writing 70%. When they left year 2 at 64% , maths was 83% with a combined score of 70%.

For year 2 DP said he would send to the clerk when it has been confirmed.

Action: Year 2 targets to be sent to clerk for dissemination

Teachers are trying to get the child to sit at tables in the Autumn Term, the transition from year 1 to year 2 did not happen as normal.

The head asked DP to explain the 'combined' for year 6 and why, they are being given tutoring to try and increase the combined scores.

DP said the combined is linked to those children that are going to be getting the standard for reading, writing and maths. Not the grammar test for reading writing and maths and they must get all three to be working to the standard. Target tracker (the school's assessment software) gives given Venn diagrams of children targets to help identify who is on track, or behind. In January DP has 2 afternoons where he will be tutoring some of year 6 so that they are ready to leave for secondary curriculum and not playing catch up in year 7.

The Chair said that writing was still the weakest area in terms of where the children were expected to be at the end of the year.

DP confirmed it was, which is why it is in the School Improvement Plan (SIP).

	<p>AWR asked if the documents DP had shown with the targets are for year 2 and year 6 are based on the previous key stage 2, in 2020/2021 not data that was recorded due to lockdown. How was the old target created?</p> <p>DP said Year 2 it was done from Year 1 data last Summer. For some children, they were not a Hillside in year 1 or they were not in the country, therefore, it was not known where they would have been in year 2. It was based upon how they were doing at Hillside in Reception GLD, and they did not get their official GLD (Good Level of Development) published by the DfE.</p> <p>AWR said at the last governors meeting it was discussed last year’s reception cohort, the IT was not measuring greater depth, but whatever the equivalent was for greater depth, was being exceeded.</p> <p>Next year will those greater depth and year 2 be record or just based on what the teachers think they are?</p> <p>DP said they will be based on year one and when they leave reception, they will be either working to standard or not. In transition over from the reception teacher to year one and the transition they can say they are stronger within a specific subject to allow school to target GD in Year 1 onwards.</p> <p>AWR said, it is just being done internally. That is fine, thank you.</p> <p>The Head said the school have target setting meetings, where individual children are discussed and whether they achieved the expected standard in year one in maths, but in year 2 is making good progress, therefore it might be increasing their targets in year 3 and so on.</p> <p>EM said previously the head reflected that other schools had not seen a drop-in writing over COVID, and she wondered if that had been followed up and whether there was anything from other schools Hillside was taking on board.</p> <p>The Head said Whiteknights and Radstock did not have a drop, the school is putting together a greater depth writing workshop for staff in those year groups especially year 6. Radstock said it was cohort specific and they had a strong cohort which was working well.</p> <p>Other school had a drop-in writing, and it had an impact on them.</p> <p>f) SIP Updates</p> <p>The Head said she had sent out a document, but had not had any questions, she had no further updates.</p> <p>The Chair said the document was a single slide and was on GVO and shows the different areas of the SIP and what activities and tasks have been carried out. If you have questions, please ask.</p>
8	<p>Policies</p> <p>VK said the policies on the agenda were incorrect and , there is one policy outstanding for FGB, which is the First Aid in Schools Policy.</p> <p>There are a few from Resources which DP and SBM are working on as there will be a lot more in January and February.</p> <p>It was agreed DP and VK would have an offline discussion of the policies outstanding on GVO</p> <p>GR asked if there was anything VK needed for him or a member of the committee or are the policies in draft format.</p> <p>VK said she needed the policies from the school before they can be added to GVO for governors to approve.</p>

	<p>The Chair emphasised that governors would receive a GVO notification from VK asking for the policy to be reviews. If you are contacted by VK via a GVO notification asking for the policy to be approved, please approve it and or ask questions, because you will be one of two governors that need to approve it.</p> <p>If policies lapse and there was an Ofsted inspection that would be a black mark against the school and governors. For example, if there was no safeguarding policy in place because it was no longer valid or approved it would mean there is no policy in place. Please take these notifications seriously and try and review the policies in a timely manner.</p> <p>Governors do not write the policies or an expert, but it needs to be readable and make sense by someone connected to the school i.e., parents.</p> <p>VK said they are not laborious, as DP and SBM highlight in red what has changed from the year before .</p>
	<p>Meeting closed @2028</p>
	<p>Date of Next Meeting: Monday 7 February 2022 at 1900 hours virtual meeting</p>

Approved at FGB Meeting 7 February 2022