



Full Governing Body Committee Minutes

Meeting Title:	Full Governing Body - Virtual		
Meeting No:	2021/2022/04		
Date:	Monday 28 March 2022		
Time:	1900 - 2026		
Venue:			
Attendees:	Michelle Dickson Liz Doswell Emma Formoy Akif Khan Vicky Kollnberger Karen Mackin Sotos Mandalos Nicci Morris Dan Pearman Geraint Thomas Andrea Walko-Roberts Russell Woodman	Parent Governor Staff Governor Parent Governor Co-Opted Governor Parent Governor Co-Opted Governor LA Governor Co-opted Governor Co-Opted Governor Parent Governor Parent Governor	Educational Visits & e-safety Wellbeing & Sports Funding Pupil Premium Chair of Governors Development Governor & Vice Chair Safeguarding, Early Years & Spotlight Audits and Compliance Head Teacher Deputy Head DP/GDPR/Cyber Security Values Health & Safety Curriculum & SEND
Invited	Laura Yarrow, Curriculum Leader		
Apologies:	Gordon Rimmer and Jonathan Salmon		
Clerk to Meeting	Pat Arthur		

1	<p>Welcome and Apologies The Chair welcomed all to the meeting and said apologies had been received from Gordon Rimmer and Jonathan Salmon did not attend 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 held on GVO</p>
3	<p>Ofsted a) Curriculum update The Chair welcomed Mrs Yarrow to the meeting and explained she would be giving governors an overview of the curriculum, what goes into the planning and the strategy.</p> <p>Mrs Yarrow explained she had worked at Hillside for the last 7 years and has over 20 years teaching experience from the Reading Area and had a lot of knowledge of the local area which helps in her role as curriculum lead.</p> <p>Mrs Yarrow's role was to support and develop the curriculum across the whole school, from early years through to year 6. From nursery and foundation stage 2 she guides each year group when developing their curriculum, she supports with planning time, helps them come up with resources and ideas and helps them answer questions, such as should they have been looking at their curriculum as a whole picture when talking about year groups.</p>

Supporting subject leaders in their role and how to develop their subject across the school, this term has been spent building the subject leaders and curriculum leaders, Mrs Yarrow is the history lead for the school, and she likes to lead by example, Mrs Yarrow ensure the curriculum is visible within the environment around the school, using displays and in newsletters, ensuring school trips are purposeful and enhancing the learning. As part of SLT Mrs Yarrow is involved in the monitoring of lessons, books, and plans feeding into her role of monitoring the curriculum.

Mrs Yarrow gave a presentation on how the curriculum underpins everything that is done at Hillside including the national curriculum, the school improvement plan which leads into professional development needed for the staff. This is then broken down into individual subjects with the subject intent required for each subject and the progression skills. Within the subjects there is a centre part which is the heart of the curriculum. (The slides of the presentation are on GVO)

There is a golden thread, which is influence, and this breaks down into silver threads, the concept goes down to each individual year group. The teachers will plan yearly overviews, these are published on the school website for each year group, the teachers put together a pacing sheet, so they know what is being taught each week in each subject in the year groups. There are medium term plans for lessons unless it is taken from a pre-bought scheme like Read Write Inc or the Kapow computing scheme, it feed down even further into the short-term planning which is the daily lessons.

The short-term plans include the pedagogies, which Mrs Dixon has presented to governors.

Teachers look at the impact through the children's workbooks, assessments, Mrs Yarrow feeds down from this, with the Senior Leadership teach with the scoring, supporting, and monitoring through learning walks, book blinks and looking at planning lesson observation and give feedback.

The school improvement plan is the next steps on how to move Hillside forward, this puts all the parts together.

Mrs Yarrow reminded governors on the Vision and Mission Statement for the school.

Vision – is to provide every child with the learning experience that gives them the self-belief, diversity of skills and inspiration to follow their dreams.

Mission Statement - is to put outstanding education and lifelong learning at the heart of everything we do, by: delivering innovative and inspiring teaching and learning through an enriched curriculum; making our learning experiences fun and enjoyable; working in partnership with pupils, teachers, parents and our culturally diverse community to ensure that all members have a voice; providing a safe, happy and caring environment that is stimulating and engaging, which enables every child to achieve their potential .

Mrs Yarrow shared the slide on the wider curriculum and all the subject that fit within it, Hillside believes the curriculum is fit for the 21st century and must be broad, varied and enriched with exciting experiences that fire children's imaginations and give them confidence to face new challenges and solve problems, value is the core of everything we do and underpins the teaching and learning, teachers know that children learn best when they are offered engaging and immersive opportunities that is fostered through the school approach to learning.

Hillside believes learning should be exciting and interactive, focused on children's own personal needs, this is the intent for the whole curriculum and subject leaders have their own intends for individual subjects such as history, geography etc.

The middle part of the curriculum is the golden thread which ties everything together, the curriculum learning is all connected. The key concept from nursery all the way through the school, they key concept has been focused within the teaching and through pupil learning, it is the golden thread that ties all year groups learning together regardless of subject or topic , it is thinking about how an event, person or place

has been influenced or influences the world today. No matter the subject it is the influence of what is taught and how it fits into the world today.

Each year group has a silver thread. These were introduced to keep for each year group, the curriculum has one key concept that can build connections between the autumn, summer, and spring topics. Reception and Nursery – Journeys, Year 1 – concept of change, Year 2 – power, Year 3 – heritage, Year 4 – resilience, year 5 – legacy and year 6 – conflict.

Mrs Yarrow presented the slide showing the key questions in each of the terms relating the to concepts and connections.

For example, in year 5 which is legacy, they talk about the influences which remain today from the Viking era, the legacies of the Victorians in Reading, they have been talking about this term and next term they would be looking at South America and looking at the legacies of South America in the UK today.

The concepts run through the 3 terms. Each topic starts with a key question, these tend to hook pupils in and are deliberately ambiguous to promote and encourage both curiosity and inquiry, these link to both the silver and gold threads but provides an opportunity for pupils to lead areas of their learning.

Teachers want children to recall and are working hard to ensure the lesson has a starter, which is a recap in all lessons regardless of any subject across the curriculum, they think about what was learnt last term. Mrs Yarrow gave some examples of the conversations had.

Hillside want to focus on skills within teaching in the curriculum so that it is explicit to the pupils. Teachers are being explicit, the skill in this lesson today is so children can talk about it, it is teaching with historical knowledge, examining the causes, the results of a great event and the impact it had on people in a different lesson. It might be building up the evidence to build up a picture in a particular lesson. The children can articulate a bit more and have a greater awareness of the event and the impact of the event.

For example, in assemblies they might be about festivals, these could be religious, or cultural it could be through professions or occupations.

Using the key questions, a lot of time has been spent looking at the choice of reading texts and influential people linked to the curriculum area looking at, legal studies, knowledge of the area and help pupils develop and understanding of parts of the community they are within.

Next steps, Mrs Yarrow as curriculum leader is looking to continue to develop and support subject leaders in preparation for the subject reviews within the school or Ofsted, they are looking to embed the recap slide into lessons, ensure lesson have the right skill focus in all subjects and helping to make them confident to be able to articulate their learning and being able to talk about the learning they had from the previous term or even the year before. Being able to say in a detailed with confidence and have the vocabulary to do so.

The Chair thanked Mrs Yarrow and asked if anyone had questions.

The Chair asked how much the national curriculum changes from year to year and then how much does that necessitate the teachers having to change. If the national curriculum does not change, does Hillside curriculum stay the same each year or does it get refreshed every year even in the national curriculum has not changed.

Mrs Yarrow said the national curriculum does not change, the school does look to keep thing current we want to review our practice, enhance it, build on it and improve.

	<p>VK asked about Golden Threads, which is influence, does this change and when does it change, what is the thought behind it.</p> <p>Mrs Yarrow said they are set in place as the key concept, it not one that changes, the school does not have a cycle of golden threads, there is one golden thread that is maintained throughout.</p> <p>VK said the silver threads does this change.</p> <p>Mrs Yarrow said they have not changed, the school can look to review them in the future, now they are set in place, and they will stay with each of the year groups so that it is not repeated. The children have a different one per year group.</p> <p>The Head said that the amount of work that goes into a scheme of work, it would be hard to change them each year. It has taken a 1 to 2 years to develop the curriculum and what Hillside have now is a bespoke curriculum, which is the one thing you can do with the national curriculum, the school can decide, it can be contextualized, a lot of thought about what Hillside children need and its legacy was based round Hillside being farmland, therefore they looked at the legacy of farming. It fits with most of the curriculum but not with maths, the school does not try and tie in fractions with Vikings.</p> <p>The Head said Mrs Yarrow is a competent curriculum leader, she has worked hard and when it was first discussed about Mrs Yarrow being the curriculum leader it was an overwhelming thought, but Mrs Yarrow has tied it all together and monitored it effectively, she supports the subject leaders and does a great job as governors can see from the presentation. This is what a primary school teacher needs to be able to do, teach all those subject knowing the knowledge and skills that children need for 16/17 different subjects within the primary curriculum, The head thanked Mrs Yarrow for articulating the Hillside curriculum well.</p> <p>GT thanked Mrs Yarrow for the presentation and was very interested in how the gold and silver threads were selected, GT went on to say he was seeing the subject leader for PE soon, and asked if the subject leader has any leeway in which they interpret the various silver thread for example and where they may lead too?</p> <p>Mrs Yarrow said teachers must stay in line with the national curriculum and where it leads to in the end, the curriculum has been developed over the years, in relation to PE it is different because some of the curriculum schemes are bought in, they do not directly link into the silver threads. The threads are parts of the curriculum which the school had developed, such as art, DT, geography, history, and some music are the ones that link directly into the silver thread.</p> <p>EF said the link back from the monitoring into the improvement plans and how the improvement plans can be fluid, is there a set time of year when you look at the things that need improving or is this an ongoing process,</p> <p>Mrs Yarrow said there is a cycle of subjects and books and what lessons were going to be watching, it is in place, so it does not become overwhelming that everything is done at the same time. There is a set process of what subjects are being looked at, which book are going to be looked in which terms, staff are made aware of these and kept in the loop of when things are going to be happening.</p> <p>The Chair thanked Mrs Yarrow for spending some of her evening explaining her role and it was an interesting presentation.</p>
4	<p>Approval of Minutes from 7 February 2022 The clerk confirmed all governors had approved the minutes on GVO</p>
5	<p>Matters Arising Clerk to write to M Harris regarding disqualification, The clerk confirmed this was complete.</p>

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Reports

a) Headteachers report - see part 2 for some of the report

One of the questions from the chair on GVO was around the cultural capital. The Head shared a slide with governors giving examples of cultural capital in school over the last 10-days.

Mothers -day present room – Behaviours	Swimming -	Skills
RE Inspired visit – knowledge	Girls Football Skills -	Skills
Assembly on Refugees – Behaviours	Reading Books by ne author	Knowledge
Comic Relief - Behaviours	Police Safety visit	
Visit to Reading Museum Behaviours	Choir rehearsal	Skills
Swimming Skills	Year 3 Egyptian Day	Knowledge
School Values		

It is about not separating society from the one that know more and can do more and ensuing that there is enough cultural capital in school to that everyone can be competent and have good social status.

The Chair thanked the head for clarifying, the explanations was very focused on education visits.

b) School Improvement plan

The Chair thanked the head for responding to the questions on GVO.

The Head said there was an update, the White Paper from the DfE had been released toady and plan is for schools to join existing school trust by 2030, along with other things embedded within the report.

There is an increase for newly qualified teacher, which will hopefully entice younger people to take up teaching, they will be commencing on a salary of £30K.

Another target is for 90% of children to leave primary school by 2030, being able to read, write and do mathematics to a good standard, referring to the question on frequency of curriculum changes, the white paper will impact the curriculum.

There is a reference to tuition strategy, professional qualifications that staff can take was outlined in the opportunity for all paper.

The school will be joining the NCTM mastering number in early years, the head listened to the launch today, it is about the automaticity of numbers and how younger children know there is numbers within numbers. These are called Cardinality.

LD said she has them and can give out to the most relevant year groups, they are like a mini-Abacus that all children will have in reception and year 1, it is for 15 minutes a day for 30 weeks, 4-days a week the children will be having mastering numbers, it is supposed to eliminate children getting to years, 3,4,5, and 6 without really knowing what numbers are about.

c) Safeguarding - see part 2

d) Health and Safety Update

GT said Wokingham asked for a mandatory inspection which they called seeking assurance. It involved 2 site visits a preliminary with the site controller and SBM, working through the Wokingham template everything was fine. There were one or two minor issued with accessibility which were action immediately. All the legislative and statutory requirements were ticked off.

The inspector (new in post) visited in February and was working to a slightly different template, there was some concern around signage and about the school kiln.

In the report these were listed as priority actions, protocols with cleaning and she highlighted staff training and refresher training course should be held every year for staff with regards to health and safety matters. These are easily achievable.

The risk assessment needed some updates, and these were highlighted in the report, they may need to be some RA training required.

The report contains more action which are less of a priority and GT said SBM had these in hand.

The Inspector said there was a very positive attitude to health and safety at Hillside and it was the first sentence of the report.

The inspector did refer to the door between the ICT suite did look ramshackle and did highlight this as a priority, hopefully the school may even be able to move towards a solution on the leaky roof situation. Overall, it was a positive experience for the team. The Site controller worked very hard and is commended for his input on the day along with SBM.

The Chair said it was the best Health and Safety update governors have ever had. The head said GT makes it sound exciting.

The Head pointed out the Kiln is behind a cage and there is nothing wrong with the kilns.

e) Racial Equity Update

The Chair said he had met with Charlotte Heart who is a year 3 teacher and leads on racial equity. Charlotte had some training and racial literacy training which changes the perspective a bit on the next steps. Last term the focus was going to initially be on the curriculum to see if that needs to change, if anything within the curriculum needs tweaking and try and address some of the racial equity challenges, the racial literacy training had slightly reoriented that.

The suggestion was to focus on the staff and making sure that all staff understand what is involved with racial equity and ensuring the staff are on board before making any change to the curriculum. The Chair asked the head for confirmation on there being a staff inset day where staff will be trained, education about the concepts of racial equity and bring everyone along on the journey rather than impose curriculum changes. The Head confirmed it is the first inset after Easter.

The other piece of work that is being undertaken is around outcomes - data had been analysed in terms of how children have self-identified, or parents have self-identified in terms of different groups of children and then how they have been performing at school. For example, in reading, children from an Indian background outperformed, whereas children from mixed race white/black background are under performing. In contrast, in writing children of Chinese background are over performing and children of Pakistani backgrounds are under performing, these are some interesting differences.

The Chair and Charlotte discussed when it comes to reporting data there had always been the political narrative around focusing on white British Boys which may be the case nationally, but at Hillside we should look closely at how the different groups are performing to make sure the right groups are targeted in the right subject areas.

The other piece of work is on policies, the Head and Deputy Head are looking at a policy for how racial incidents are handled. There are other aspects that need looking at, such as the uniform policy, different school have different uniform polices for example the wearing of headscarves or girls wearing trousers or other skirts.

The Policies at Hillside are not restrictive, however, that is not made overly clear in the uniform policy. There is a need for the policy to be clear for any parent looking at Hillside as a prospective school so that a parent can understand there are not any kind of restrictive policies that might impact their child.

	<p>There is momentum in the media that in different areas, not just in schools but the wider society, around the Halo Code, it is about children from African background being able to wear their hair naturally and not having it restricted. It will be made clear in policies that Hillside supports this code.</p> <p>The policies need to be clear that Hillside is an inclusive school.</p> <p>The Chair would add his report to GVO in the next day or so.</p> <p><i>AWR said when talking about the data analysis of different ethnic groups it may be worth bearing in mind that English as an addition language, often those parents from certain communities do not want to put they speak another language at home, is the school aware of that as it does have implication on how they perform in reading, writing and maths.</i></p> <p>f) Audits</p> <p>SM said the SFVS audit had been agreed and completed. RW explained that SFVS is the schools financial value statement, as a governing body we must ensure that public money being spent in a wise way.</p> <p>The DfE website has a dashboard which show where the school sits and there is a check list the governing body must complete . it looks at salaries national and locally, there are robust policies for purchasing and financial probity. It must be completed each year and submitted on 31 March.</p> <p>The Asset Management plan audit is being carried out at half term, RW will do a check of the items once the audit is completed.</p> <p>GR completed an audit on Cyber Security the report is on GVO for governors to read.</p> <p>KM carried out an audit on the single central register.</p>
7	<p>Policies for review</p> <p>VK said all policies are up to date, there are 2 policies due in May, the Admissions policy and the Spiritual, Moral and Cultural Policy, 1 in June which is the accessibility policy.</p> <p>The Stress Management Policy is still outstanding, the Chair had made some comments on the policy and only 4 governors had approved it.</p> <p>GT had some concerns from a Health and Safety perspective</p> <p>It was agreed the Chair would review his comments and VK asked governors to review the policy again. Action: Chair to review the stress management policy</p> <p>DP said he would look at the polices and sent to VK.</p> <p>VK asked if in future the polices could be spread across the year and not have so many for review at one time.</p>
	<p>General</p> <p>LD asked if any governor would like to help with SAT's breakfast for year 6, it is beginning on Monday 9 May and it to help ease the children into the day. If anyone is happy to help, please let LD know. VK said she would help. The Chair and GT may possibly help.</p> <p>SM said he had a meeting with Charlotte Heart regarding Geography today. It was very well organised, and some notes will be added to GVO. They spoke about how the school is approaching geography and a bit about the curriculum, the History curriculum is very similar to Geography.</p> <p>The Chair said it was good that governors are organising the meetings with subject leaders. MD has undertaken one on Art and it is on GVO. The Chair reminded governors of the process on GVO in relation</p>

	<p>to the subject leader monitoring reports. He would send an email again reminding governors what they need to do.</p> <p>MD said the teacher had some questions; how do these get filter through? Is for governors to have the conversation or are they raised at governors' meetings.</p> <p>The Chair said if the process has been followed the reports are shared with him, VK, the head and DP. The first step is for the head and DP to look and add any comments and add the comments on GVO, VK and the Chair will read and any actions for governors come out, a task will be assigned to the relevant governor.</p> <p>Governors should upload and then share via GVO.</p> <p>The Head said she had read the report and would get back to the teacher. DP said it is important for the subject leaders have a copy of the monitoring form for there files. It was agreed governors would send a copy to the SL at the same time as adding to GVO.</p> <p>Action: Governors to share monitoring reports with subject leader at the time it is added to GVO</p>
	<p>The meeting closed @ 2026</p>
	<p>Date of next meeting: 09 May 2022 at 1900 hours - virtual</p>

Minutes Approved by FGB on 23 May 2022