

FERN HILL PRIMARY SCHOOL
Richmond Road, Kingston-upon-Thames, KT2 5PE

**Minutes of the Full Governing Body (“FGB”) meeting
held at the school on 21st September 2021 at 6.30pm**

Constitution, Membership and Attendance – (Bold=absent)

LA - 1	PARENTS - 2	CO-OPTED – 6	ASSOCIATE MEMBER- 3	STAFF – 2
Claire Strong (CS)	Rebecca Normand (RN)	Susan Dean (SD) CHAIR	Rachael Crook (RC)	Sarah Khan (SK)
	Rob Terry (RT)	Hugh Kincaid (HK)	Diane Hutchence (DH)	Adam Scott (AS)
		Dean Morley (DM)	Sam Stephenson (SS)	
		Saphina Sharif (Crocker) (SSC)		
		Marcus Stanton (MS)		
		Jo Tatum (JT)		
		Alan Waterman (AW)		

Apologies: As above, in bold

Absent without apologies: None

Also attended: Assistant Head, Anna Davies (AD)
Assistant Head, Lorraine Figueiredo (LF)
Clerk, Francesca Lee (FL)

1	Welcome and Introductions: SD welcomed everyone to the meeting at 6.35p.m. and introduced new Parent Governor RN in person as she had only met governors via Googlemeets previously. Apologies for absence: as above	ACTIONS
2	Declaration of Business Interests in Agenda Items: None	
3	Minutes of previous meetings held on 15th July 2021 and Matters Arising The minutes of the previous meeting, having been circulated prior to the meeting today, were accepted and signed as a true record. With regard to matters arising from the minutes, all points were as per the information given on today’s agenda in the “update” column and were either completed or on the agenda for this meeting.	

<p>4</p>	<p>Head Teacher's Update AS gave governors a verbal update.</p> <ul style="list-style-type: none"> • Material changes to the 2021/22 budget and site issues to report were only the purchase of a new boiler at the cost of £6K and a possible significant spend on new pipework, subject to survey • A Safeguarding update reported that there had been no significant concerns. The Safeguarding policy would be updated once FH was informed of changes required by the LA, in accordance with the revised edition of KCSIE just published • CONFIDENTIAL ITEM • Governors enquired about the return to school and whether there had been any difficulties encountered. Some Year 1 and 2 children were finding new arrangements hard, such as changes on PE days, as systems now differed from pre-Covid ones • Staff were experiencing the pressure of a potentially imminent Ofsted inspection • There is an ongoing complaint which three governors are involved in investigating. It had been sent directly to Ofsted and passed back to the school via the LA Designated Officer. • There are very few Covid cases currently in the school. This week only two children and one member of staff had Covid. Staff are doing regular lateral flow tests 	
<p>5</p>	<p>Strategic Planning The SLT presented the proposed School Development Plan for 2021-22, including the measures of success. AS reiterated that the SDP outlines key priorities for the academic year. It does not indicate everything the school is working on but the key focuses, under which sit action plans with greater details of how implementation will occur to fulfil objectives.</p> <p>Governors thanked the SLT for the SDP 21-22, noting that it represented a significant improvement in the clarity and allowing them to understand the priorities and linked action plans.</p> <p>Question: Could SLT please explain the rationale behind choices for the SDP priorities?</p> <p>For the Self Evaluation Form (SEF), the school is evaluated through moderation and SIP visits. The priorities are then clear for the 90-minute Ofsted phone call that the school would receive prior to inspection. These points are then written in the SEF with KPIs and updated termly. Staff can use the SEF points to inform their action plans and information is passed to governors from it via the HTR.</p> <p>Question: Throughout the SDP there is a consistent focus on the “disadvantaged pupils” – is this a specific FH area of concern or simply reflective of the national agenda? SLT emphasised that disadvantaged pupils are a FH priority and on the SDP for this reason. The last 18 months have caused the gap to widen between disadvantaged and non-disadvantaged pupils across the</p>	

school, with the exception of Year 6. It was suggested that Covid affected Year 6 pupils less than other cohorts, perhaps because of their ability to access home learning better because of their age or because they were already a higher-achieving cohort.

It was acknowledged that it was not only academic focuses that needed to be taken into account, but that also tapping into the talents and interests of all pupils would be beneficial in terms of maintaining their well-being and self-regard. Some children, it was noted, could be supported in a way such as designing a club for their interests rather than by academic support, to which they might respond less well.

Catch-up funding would ensure disadvantaged children could access clubs.

It was noted there was a higher proportion of FSM children lower down the school and that the demographics were clearly changing, and that staff and governors needed to be mindful of this.

It was stated that there had also been significantly more mobility than in previous times. 28 new children had started in-year this year, not in Reception, 24 of whom were from Hong Kong. It was anticipated they may not all stay long-term either but AS was always keen to accommodate whole families of siblings and would go over numbers to accept a sibling of a child who had a place in another year. Numbers would go over by 3 in Year 6 this year.

It was stressed that research into disadvantaged pupils showed the work done to improve their opportunities also impacted positively on all other pupils. Therefore, whole class approaches rather than separate intervention would benefit everyone.

AS noted that responses to surveys and questionnaires also informed the SDP objectives, and getting the community re-engaged following Covid was vital. A strategic vision around the impact of joining KET would be put together if this goes ahead

Discussions around cost management had taken place with Sophie Cavanagh (SC) and where lettings income would sit.

Question: What are the timeframes for achieving objectives on the SDP? It was reiterated that it was an annual document but that AS would RAG-rate it for the HTRs during the year. Some objectives would be achieved faster than others and not all objectives would receive equal focus throughout the year. It was stressed that not all objectives could be a focus at once, and that government changes could also inform changes on the focal points.

The SLT expressed that they needed to stand firm with their objectives, as sometimes the SIP could try to re-focus objectives to drive the LA agenda, rather than those specific to FH. An example of this was the focus on BAME last year – which proved not to be so relevant to Fern Hill in terms of gaps in attainment.

The SDP itself would not change although action plans sitting beneath it would do during the year. Some of the more important action plans had been written by the SLT (for example, Phonics, as it had seen DfE required changes) but others were created by Subject Leads.

It was important to recognise which objectives sat with which GB committee.

It was agreed that SSC would send the SLT further input particularly around other measures of success that could be added, but Governors agreed unanimously that they were satisfied with the content of the SDP 21-22.

Governors were full of praise for the SDP and the amount of work that had gone into formulating it.

SSC to send suggestions for SDP measures of success amendment to SLT

<p>6</p>	<p>TLC Update and Remit</p> <p>The 2021-22 Terms of Reference for the TLC Committee were approved by the GB, subject to changing the quorum to be the greatest whole number above 50% of the committee (as is the case for FGB meetings), and governors discussed the most appropriate way for TLC to meet its obligations, as set out in the TOR.</p> <p>It was noted that FL had looked at each clause pertaining to a responsibility of the committee and had listed the means in which this obligation is met, whether it be via a link governor meeting, committee meeting reviewing policies or other actions.</p> <p>It was noted that while the Subject links were the most valuable means of carrying out the TLC responsibilities, governors needed to be mindful of the SLT time and workload involved in this.</p> <p>Hence, rather than having governor visits on many days throughout the year, a new Governor Link Day had been designed and presented by the SLT.</p> <p>Governors were informed that the SIP Emma Smith, and Angela Langford at AfC, had assisted in designing the day, and it gave governors time in classrooms, and time to meet teachers and children to ensure essentially that what is being said at committee meetings is borne out in practice in the school. Governors were reminded that this was the rationale behind the day and that governors were not supposed to be evaluating what they see themselves.</p> <p>Where possible, governors would be able to see their link subject in two different year groups to see consistency. At break times, governors could meet the teachers, having been furnished with their action plans in advance of the day. Seeing this action plan was vital as the meeting with the Subject Lead would be shorter than in previous years, at only 20 minutes.</p> <p>Governors could also be given questions to promote discussion with the Subject Leads, although could ask their own questions, too.</p> <p>The link governor meeting with the teacher would only have the SLT present if the Subject lead were new (as two are currently).</p> <p>The SLT and Subject Leads would have a role in guiding governors' focus on the day. AS could do this when presenting to governors at the start of the day, it was suggested.</p> <p>Governors would be able to talk to children on the day. Finding out what they can retrieve from their learning and how engaged they are in the conversation would help provide evidence of the effectiveness of the teaching.</p> <p>Governors were pleased with the plans for the day and the fact they could also attend extra observations that were not only for their link subject. It was agreed that this format would be adopted in 2021/22, but the following points were noted;</p> <ul style="list-style-type: none"> • there would need to be clear continuity between one governor link day and the next to see the progress made and impact of the action plans. • clear output from the day was important, including the consideration of next steps for the coming visit. • RN as a new governor has not yet been assigned a subject area so will speak to the clerk about what she wishes to be involved in • JT wishes to visit Treetops before or after school to see it in action. • JT would work with the SLT on the feedback form to be provided to governors after each link day. • The TLC TOR and Protocol documents would need to be amended to reflect the introduction of Governor Link Day. <p>A data timetable had been produced and circulated by the SLT to show when there would be data drops and how this would fit in with TLC meetings.</p> <p>Each term has an assessment week, then a moderation week prior to a data drop.</p>	<p>Clerk to change quorum for TLC</p> <p>Sports Fund to be given more focus at TLC</p> <p>Clerk to check link governor names on link governor day document</p> <p>RN to inform clerk of subject interests in relation to governor link day</p> <p>JT/SLT to discuss Feedback form for Governor Link Day</p> <p>Amend TLC TOR and protocol to include Governor Link Day</p>
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	<p>The first cycle of these will fall in November, giving children time to settle into the new year before being assessed.</p> <p>It was noted that some timeframes between the data drop and the TLC meetings were short (most notably in the Spring term) but governors agreed that seeing the data 3 days in advance in March 2022 would be sufficient as they accepted the tight deadline at that point in the year. It was acknowledged, too, that it would headlines only available at that point, rather than core lead analysis.</p> <p>It was suggested that further, more detailed analysis would therefore be made available on Governor Link Day in May 2022, and this core analysis would be shared as pre-read 5 days prior to the link day.</p> <p>Governors thanked the SLT for creating this comprehensive timetable for the year ahead.</p>	<p>Data for March 2022 TLC to be available 3 days prior to meeting</p> <p>Core analysis of data to be available 5 days prior to 5th May Governor link day</p>
7	<ul style="list-style-type: none"> CONFIDENTIAL ITEM 	
8	<p>Ofsted</p> <p>Governor feedback from the AfC Ofsted training session of 13th September 2021 was provided for the GB by attendees AS and HK.</p> <p>Main points included:</p> <ul style="list-style-type: none"> Ofsted had increased its descriptors for reaching an Outstanding rating, so previously outstanding schools were less likely to be graded as such under the new framework. The Education Inspection Framework (EIF) had changed greatly since the last inspection in 2008 Attainment was a key Ofsted focus “Good” is attainable if there are plans in place for weaker areas, even if they have not yet been embedded to see the impact Ofsted would be mindful of Covid and look at attainment data from 2019, although the school is free to show other attainment since then if desired The requirement for a “good” grading is for all children to perform well across all areas in a board curriculum Governors queried how intervention fitted into this point. It was noted that quality first teaching with support in class was preferable to children going out of the classroom for intervention groups. Where they did have to go out, for example to meet an Occupational Therapist, the teacher was reminded not to have the same focus in the class lesson each week at that same time that the child would then miss regularly Ofsted will look at how FH provided learning during Covid and their use of catch-up funding SLT advised governors to read the School Inspection Handbook RC offered governors a list of useful questions that Ofsted could ask them One Ofsted deep dive would be on early Reading. FH may have some say in choosing other subjects to be the focus of deep dives. <p><i>8.20 SK leaves the meeting</i></p>	<p>Clerk to circulate EIF school Inspection Handbook for governors to read</p> <p>RC to provide list of questions governors may receive during Ofsted inspection</p>
9	<p>Governing Body Administration 2021-22</p> <p>All governors confirmed that they had:</p> <ol style="list-style-type: none"> reviewed and approved the Governing Body Standing Orders approved and confirmed agreement with the Governors’ Code of Conduct ensured all their personal information contained on the Register of Interests sheet is accurate read KCSIE Part 1 	<p>Clerk to amend Standing Orders</p> <p>Clerk to change quorum figures on FRP and TLC TOR</p>

	<p>Some amendments to the Standing Orders were suggested for greater clarity, and will be incorporated into the document.</p> <p>It was noted that for both committees (TLC, FRP) and FGB, a quorum should be the greatest whole number above half the number of committee members. Thus, the FRP and TLC TOR would be amended to reflect this.</p> <p>The Terms of Reference 2021-22 for the FRP Committee were approved by governors.</p> <p>The clerk will ensure all non-attendeess tonight have completed points 1-4 above, and will check point 4 with Nicola Dwyer also who holds list of KCSIE confirmations.</p> <p>CPD opportunities were discussed and governors were informed of “Learning Link Better Governor” as an option for training that was pre-recorded as well as live, should this fit better with their schedules.</p> <p>Governors were also reminded to inform AfC of any training done with any other provider. (Details of how to log this had been provided in July FGB)</p> <p>It was stressed that governors wishing to apply to be Trustees with KET, or on the local FH academy Committee, would need to continue CPD.</p> <p>It was noted that governors would be encouraged to report back to the board on training they do, as AS and HK had today after their Ofsted training session. (Item 8)</p> <p>DBS checks were discussed and it was noted that some governors would soon require new checks.</p>	<p>Clerk to create final version of CoC with approved changes</p> <p>Clerk to ensure all governors not present tonight have emailed confirmation of points 1-4 on left</p> <p>Clerk to check with ND that all governors have reported their reading of KCSIE to her</p>
10	<p>Next meeting</p> <p>The date for the next meeting of the FGB, scheduled for 11th January 2022 at 6.30pm, was approved, although it was noted that should FH convert to academy on 1st January 2022 as planned, this may not take place.</p> <p>Governors noted that at the end of November/ early December there might be a requirement for a meeting for a final decision to be taken concerning academisation.</p>	

The meeting ended at **8.24p.m.**

Signed by the Chair _____

Date _____

Summary of Actions

Item number	Action	Responsible person
5.1	SSC to send suggestions for SDP measures of success amendments to SLT	SSC/SLT
6.1	Clerk to check link governor names on link governor day document	Clerk
6.2	RN to inform clerk of subject interests in relation to governor link day	RN/Clerk/SD
6.3	JT/SLT to discuss Feedback form for Governor Link Day	JT/SLT

6.4	Amend TLC TOR and protocol to include Governor Link Day	JT/SLT/Clerk
6.5	Data for March 2022 TLC to be available 3 days prior to meeting	SLT
6.6	Core analysis of data to be available 5 days prior to 5 th May Governor link day	SLT
8.1	Clerk to circulate EIF School Inspection Handbook for governors to read	Clerk/JT/SD
8.2	RC to provide list of questions governors may receive during Ofsted inspection	RC/Clerk
9.1	Clerk to amend Standing Orders	Clerk
9.2	Clerk to change quorum figures on FRP and TLC TOR And Standing Orders Annex B	Clerk
9.3	Clerk to create final version of CoC with approved changes	Clerk
9.4	Clerk to ensure all governors not present tonight have emailed confirmation of points 1-4 on left (Reading/agreement of CoC, Register of Interests, KCSIE)	Clerk
9.5	Clerk to check with ND that all governors have reported their reading of KCSIE to her	Clerk