

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

**Minutes of the Full Governing Body (“FGB”) meeting
held via Google meet on 15th July 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 6.34p.m. RN was introduced as the new Parent Governor, having been elected in May 2021. Apologies for absence: none	ACTIONS
2	Declaration of Business Interests in Agenda Items: None	
3	Minutes of previous meetings held on 27th April 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.	

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Head teacher's Report

AS talked governors through the headlines of the HTR.

A review of **progress against SDP priorities**, analysing the **RAG-ratings** of the key objectives, was presented with regard to High Quality Teaching and Learning. The new system had been introduced and implemented this year, but would still need to become further established and embedded next year. It had been anticipated that one "Fern" might have been completed each half term, but this had not quite been achieved, with two of the six Ferns completed thus far. The recovery curriculum around the core subjects had halted the progress of this objective this year, owing to COVID.

Concerning Personal Development, the hope had been to focus on enrichment and to create an overview of events such as assemblies and trips, and also to create a curriculum map. SMSC and British values had also been developed less than had been anticipated, as had work on assessment. These priorities would continue into next year and be on the SDP for 2021-22.

Governors queried whether SLT had enough capacity to complete all this aforementioned work. It had been hoped that in a normal year this would be achievable, but this academic year, and the last two months especially, had seen the SLT involved in far more operational duties than was ideal. AS thanked the rest of the SLT for their tremendous work in beginning to meet these priorities, putting in building blocks for work on the curriculum, for example.

The SLT noted that while the HTR was aligned with Ofsted graded judgments, they now needed to make the SDP align, too.

Initial areas of focus that the SLT were considering for next year's SDP included:
Quality of education:

- To challenge excellence. This had been noted in the SIP report and seen in SLT drop-ins
- to continue to apply and embed the "Ferns"
- to use personalisation to assess gaps and accelerate progress for the more vulnerable children, especially in core subjects

Personal development:

- this had been red RAG-rated on the previous SDP so was subject to continued work
- a survey could be done amongst the community around the interest and talents of the children, especially vulnerable pupils, and they could then be mapped and tracked accordingly
- using the community to broaden FH's exceptional offer (this would be assisted by joining KET, for example)

Behaviour & Attitudes:

- staff to deepen their understanding of the Behaviour system and to have better communication around Behaviour, and better understand the escalation system
- to ensure a consistent approach to Behaviour exists

Leadership & Management:

- the Staff Survey had suggested support staff felt there had been a lack of CPD
- inductions for ECTs
- improving community engagement, by focussing on areas highlighted in the recent surveys - more communication to parents around children's progress; more communication to assist staff well-being

Finance:

- focus on income generation, while continuing to manage costs
- clarify what will be taken into the KET pot (such as club revenue, Voluntary

<p>Fund donations, PSA funds, afterschool provision)</p> <ul style="list-style-type: none"> – centralise resources at FH – stationery, art resources and so on to be strategic and efficient with spending <p>Governors noted that finance was a significant concern and that it was vital to start moving back towards a balanced budget. They acknowledged the current situation made this difficult, but as at the FRP meeting this week, they stressed that the financial situation needed to be flagged as something that must be a focus for next year.</p> <p>AS reminded governors that staffing was the biggest cost and that staff had not been replaced like-for-like with this in mind.</p> <p>Governors questioned whether a tracking system for foundation subjects would be put in place next year. It was explained that it was a long-term project, but that it would increase the workload far too unmanageably for teachers if they had to be trained in, and embed, a new tracking system for all 8 foundation subjects. It was acknowledged that it was a large piece of work and not the most urgent task to undertake currently. Staff governor, SK, explained that teachers had received training on FFT for the core subjects and that tracking systems did enable teachers to be consistent, but explained that the amount of collaboration and training at the moment would sit on top of an already heavy workload, and that staff were grateful to the SLT for being mindful of this currently.</p> <p>Governors did question whether there might be too many priorities for the SDP 2021-22 and whether it would be better to narrow down the priorities to make them more achievable.</p> <p>Governors requested that they see the final draft of the SDP next year by 7th September to give them time to review it thoroughly, and to have appropriate input, prior to the 21st September FGB meeting.</p> <p>Summer term Nursery, Reception and Writing assessment data was provided, as SLT had been keen to analyse the data only at the latest available opportunity during this academic year, given the lockdowns.</p> <p>Governors challenged why Nursery attainment was off target and had dropped from Spring to Summer, especially in Reading and Maths. SLT explained that many children had not attended Nursery when it had re-opened during lockdown, and that also the time missed is so significant at this time in their life and for the development that would occur normally at this age if they were in education. It had also been harder for them to access online learning than older children, too.</p> <p>Other year group targets had shown a similar trend that if children had not engaged with online learning, and were already borderline for meeting targets, they had usually been the ones to miss their targets. The Year 3 cohort next year will be a priority focus because of this. Action plans were in place.</p> <p>Governors were pleased to see analysis of BAME categories. They questioned what group “any other” might refer to on the data analysis. SLT explained that parents did not have to declare ethnicity on SIMS and thus some children were classed as “any other.”</p> <p>In explaining concerns over the assessment data showing that some children had not reached targets, it was noted that at TLC, SLT had mentioned the difficulty of a new algorithm in place that had also skewed data. The algorithm would therefore be changed next year. Also, SS reiterated that the RS national test had been done by Year 2 children for the first two terms of the year, but then they took</p>	<p>Final draft SDP to be circulated by 7th Sept 2021</p> <p>Presentati on of SDP 21-22 at FGB Sept '21 – agenda</p>
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<p>the optional DfE SATS in the summer. This made estimates hard as they were not comparable like-for-like. New starters were another cause for targets not to be met.</p> <p>However, governors were pleased to see that pupils who had been through Daisy class had outperformed non-Daisy children by the end of the year, as had always been the trend historically at FH.</p> <p>Governors acknowledged that the school uses the FFT20 system and asked the SLT what can be learnt from these top-achieving schools in the country against which FH compares itself. SLT explained that FFT20 is used at FH to maintain aspirational targets, but that it was important to be mindful of the context of FH. For example, FH has a significant proportion of EAL children. While these children perform well by the end of their time at Fern Hill, it is not instant if they arrive in the country with no English. FH would input their data into FFT and thus be able to see where they sit in September in comparison to other schools who have input data, but this provision of data is not statutory. Governors were reminded that the last two years had also seen no standardized assessment without the SATS test taking place. FFT data will be seen at FGB September if it is available by the meeting date.</p> <p>An update on Interventions and their impact was given to include further information after the TLC meeting last week. Governors thanked the SLT for this useful document, which showed a clear breakdown of the attainment. LF noted some interventions had started late in the summer or only finished last week, so their impact could not yet be analysed. Booster groups run by teachers were very effective, as they know the children well. However, for some groups, the extra work at home (Nessie for spelling, for example) required parental engagement, too, for success. Also, some groups ran before school, so children needed to be engaged enough to attend.</p> <p>Catch-up funding pays teachers to provide these extra booster groups, but clearly earnings are not the only factor for these staff, but also how the extra teaching affects their working day.</p> <p>Moving forward to the Autumn term, it is hoped that teachers will provide intervention for their children inside the class.</p> <p>AS noted it would be worth having a one-pager of highlights, streamlining the SDP, HTR and SEF moving forwards.</p> <p>An update on Safeguarding was provided to note that there were no current concerns.</p>	<p>Sept FGB agenda - FFT data to be shared if available by meeting</p>
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<p>5</p>	<p>Chair's Update A verbal update from the FRP Chair presented key points arising from FRP meeting of 13th July 2021. As the meeting only took place two days prior to FGB, it was assumed that not all governors had read the minutes yet.</p> <p>HK noted that:</p> <ul style="list-style-type: none"> ○ COVID was having a financial impact on the school longer than had been expected ○ This year had been challenging, as well as the last ○ Income from lettings was down, by at least 25% ○ The PSA had not raised as much as usual ○ Bubbles did not allow for clubs or Treetops to be run as profitably as before ○ The Voluntary Contributions Fund continues to need focus to maximise income therefrom ○ Staff absence figures were high due to COVID-related issues ○ SEND/EAL had large ongoing costs and required bespoke interventions ○ FRP would hold an extra meeting, on 12th October 2021, to account for the many unknowns at this stage, in order to attempt to get closer to a balanced budget next year ○ The SDP focus on academisation under the FRP remit was going well ○ There had been significant staff movement and recruitment <p>CONFIDENTIAL ITEM not included</p> <p>The GB ratified the following policies approved at Committee, as well as the revised SEND policy for 2021-22: Pay Policy for Teachers Pay Policy for Non-teaching Staff Capability Procedure for teaching staff Capability Procedure for Non-teaching Staff FOI Publication Schemes Data Protection Health and Safety Policy RSE Policy SEND Policy 2021-22</p> <p>Although discussions in earlier meetings had suggested making some policies appendices of others, it was agreed that all of the above should be standalone policies owing to their length and specificity. The Capability Procedure for Teaching Staff had been updated since FRP, as AS had spoken to an HR representative following a governor question. The policies above which had been requested by KET for an exercise in comparing FH and TKA HR policies would now be forwarded to KET by SLT.</p> <p>Governors agreed the document recently circulated showing the process for reviewing policies was useful and clear.</p>	<p>Clerk to send policies ratified to Comms Officer for inclusion on website</p>
<p>7</p>	<p>Governing Body Administration The matter of GB training requirements was discussed, as well as understanding Governors' approaches to CPD. The SIP report had commented that FH governors were not making the most of the training offered by AfC. The clerk had therefore analysed the AfC CPD schedule for 2021-22 and would make personalised suggestions to governors via email, recommending certain sessions for individuals according to their experience, roles and responsibilities on the GB.</p>	<p>Clerk to email governors with individual recommendations for CPD</p>

	<p>SD also recommended governors read the training pathways in relation to their roles and responsibilities at the start of the CPD schedule sent out by AfC. JT, HK, SD and AS would sign up for the Ofsted training on 13th September that AfC had specifically invited FH for. AS would also follow up an earlier offer AfC had made to personalised a session to FH about being Ofsted-ready.</p> <p>It was acknowledged that sometimes the AfC training might not be so accessible, perhaps because of its timings, but that it was incumbent upon governors to find alternative training to fulfil any individual development needs and, in any case, to keep abreast of the latest developments. NGA training modules, which can be accessed from home and at a time convenient to each Governor, were suggested as one method of CPD. AfC should be notified of other training undertaken, and SD will circulate details of how Governors should do this.</p> <p>Governors could share which courses they have booked on at FGB September. Governors could also feed back to the whole GB on training attended where it was deemed a valuable session for all.</p> <p>Governors agreed to co-opt SD again for a four-year term, as her term expires on 1st September 2021.</p> <p>The Chair and Vice-Chair(s) were elected for the GB for the next academic year. It was agreed that SD will continue as Chair, with JT and HK as co Vice Chairs.</p> <p>Meeting dates for the next academic year were approved by all governors and the priorities for the first meeting of the FGB - provisionally scheduled for 21st September 2021 at 6.30pm. – were agreed. It was noted that dates could be subject to change if academisation takes place on 1st January 2022 and that the timing of the FGB meeting to give final approval to the conversion to Academy status would also need to be considered as the process progresses.</p> <p>Emphasis was given to the fact that TLC did not meet as a separate committee until November, and had two meetings fewer than this year on the schedule for 21-22. Therefore, it was agreed that there might be reading or small projects sent via email, as well as a section of the September FGB devoted to TLC business.</p> <p>Governors praised the SLT for their tremendous work during such a hard year, and SD thanked the governors also for their time and commitment.</p>	<p>AS to contact AfC regarding personalised FH Ofsted session</p> <p>Sept FGB agenda – governors to share which training they have booked on</p> <p>SD to inform governors of how to record their non-AfC training with AfC</p> <p>TLC section in September FGB meeting – agenda</p> <p>FGB agenda - governor feedback from Ofsted training session</p>
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The meeting ended at **7.57p.m.**

Signed by the Chair _____

Date _____

Summary of Actions

Item number	Action	Responsible person
4.1	Final draft of SDP 21-22 to be circulated to GB by 7 th Sept 2021	Clerk/SLT
4.2	Presentation of SDP 21-22 at FGB Sept '21 – agenda	Clerk/SLT

4.3	Sept FGB agenda -FFT data to be shared if available by meeting	Clerk//SLT
5.1	CONFIDENTIAL	Clerk/LK
5.2	Clerk to send policies ratified today to Comms Officer for inclusion on website	Clerk/LK
5.3	CONFIDENTIAL	SLT
5.4	CONFIDENTIAL	Clerk/SD
7.1	Clerk to email governors with individual recommendations for CPD	Clerk
7.2	AS to contact AfC regarding personalised FH Ofsted session	AS
7.3	Sept FGB agenda – governors to share which training they have booked on	All governors/Clerk
7.4	SD to inform governors via email of how to record their non-AfC training with AfC	SD
7.5	TLC section in September FGB meeting – agenda	Clerk/JT/SD
7.6	FGB agenda - governor feedback from Ofsted training	Governors attending Ofsted training on 13 th Sept '21