



**TOWER HILL PRIMARY SCHOOL**  
Fowler Road, Farnborough, Hampshire. GU14 0BW

**Minutes of Full Governing Body (FGB) Meeting**

held on **Thursday 21st October 2021** at **6:30 pm** at the school

**Present:** Nick Brown (NB), Camilla Collins (CC, DTG), Kieran Collins (KC), Owen Gardner (OG, **Chair**), Terry Genis (TG), Helen Kinal (HK), Laura Mace (LM), Laura Ovenden (LO, **Headteacher** (HT)), Agnieszka Sasiela (AS), Nicola Ward (NW, Deputy Headteacher), Mark Whitehead (MW)

**Apologies:** Gemma McDermid (GM, **Vice Chair**),

**Absent:** None

**In attendance:** Laura Elliott (LE, English Leader), Hannah Riley (HR, History Leader), Rachael Purvis (Clerk)

**Meeting started at:** 6:34 pm

1.	<b>Welcome</b>	<b>Action</b>
1.1	The Chair welcomed everyone and explained the fire evacuation procedure.	
2.	<b>Apologies for Absence, Declaration of Pecuniary Interests / Conflicts of Interest</b>	
2.1	Apologies for absence were accepted from GM. The meeting was quorate.	
2.2	There were no conflicts of interest or pecuniary interests declared in any of the agenda items.	
3.	<b>Appointment of Governors</b>	
3.1	<b>Appointment of Co-opted Governors</b>	
	<p>AS and NB had observed the previous FGB meeting and after having had a conversation with the Chair both had confirmed their desire to become governors. Following consultation with the governing body (GB) the Chair recommended their appointment as co-opted governors.</p> <p><b>DECISION:</b> Governors unanimously voted to appoint AS and NB as co-opted governors.</p>	
4	<b>Presentations</b>	
4.1	<b>Reading at Tower Hill</b>	
	<p>Laura Elliott (LE), the Reading Leader, presented to governors how and what reading is taught at Tower Hill. She distributed paper copies of her slides to governors. Below is a summary of the presentation together with governors' questions.</p> <ul style="list-style-type: none"> <li>• Reading is very high on Ofsted's agenda so a deep dive on reading would be expected when they visit.</li> <li>• An inability to read or read confidently is a massive barrier to other learning and therefore the aspiration is that every child reads.</li> <li>• <u>Phonics</u> <ul style="list-style-type: none"> <li>○ Phonics is principally taught in the lower school using the Department for Education (DfE) approved scheme Read Write Inc (RWI).</li> <li>○ All staff are trained and skilled in delivering RWI either through formal training or informal training.</li> <li>○ Sarah Hopkinson is the Phonics Leader; overseeing Phonics teaching, assessment, monitoring and grouping of children.</li> <li>○ There are daily sessions in Years R, 1 and 2 from 20 minutes at the start of Year R increasing to 45 minutes, with slightly longer sessions in Year 1.</li> <li>○ Children are grouped according to their ability following an initial assessment. The small</li> </ul> </li> </ul>	

Minutes signed by (PRINT): GEMMA McDERMID

Signature: *Gemma McDermid*

Position: VICE CHAIR OF GOVERNORS

Date: 25<sup>th</sup> November 2021

Page 1 of 12

	<p>groups are led by teachers and Learning Support Assistants (LSAs).</p> <ul style="list-style-type: none"> <li>○ RWI is taught progressively with each new set of sounds being a progression from the previous one. For example, set 1 starts with one letter sounds which builds to diagraphs (2 letter sounds).</li> <li>○ At the end of each session children put sounds together to spell out words called Fred Talk, using Fred the Frog.</li> <li>○ Pronunciation is an important focus in RWI with a need to teach the children 'pure' sounds, often having to correct previous learning. Resources are provided to help parents with this as well.</li> <li>○ Red words are 'tricky words' that do not follow phonics sounds and are taught alongside the letter sounds.</li> <li>○ On-going assessment helps teachers to monitor progress, re-grouping as necessary and putting in place catch up learning if needed.</li> <li>○ Formal Phonics Screening is conducted in Year 1 where the children are tested on real and made up words.</li> <li>○ Phonics is continued into Key Stage 2 (KS2) for those whose phonics is not secure. In Years 5 and 6 the Fresh Start programme is run.</li> <li>○ <b>Q: Is there a pattern to the children that need support in KS2?</b> SEND (Special Educational Needs and Disabilities) children do not always find phonics easy. They may need to learn to read by alternative methods e.g. by sight. The government prioritises phonics and their expectations are very high however Tower Hill recognises that there is a need to have a holistic approach. Others who struggle would include children with dyslexia, some Pupil Premium (PP) children and those who simply find learning hard. For those placed on the Fresh Start scheme there is the additional challenge of overcoming the stigma of having to go back to Year 1 learning.</li> <li>○ <b>Q: Is there additional or 'top up' training each year?</b> New staff receive formal training and new LSAs receive informal training in house. Sarah Hopkinson monitors teaching and training needs through observation, working with anyone who needs help. The RWI programme itself does not change year on year.</li> <li>○ <b>Q: How do you teach the children to unlearn non-pure sounds?</b> The children are very receptive to learning the pure sounds. Workshops and videos are used to help support parents alongside the children. There are also links to writing where some inadequately trained pre-schools who dip into teaching result in things like teaching children to write in capitals.</li> <li>○ The Phonics Screening that did not take place last year due to the pandemic will happen in the autumn term in Year 2 instead.</li> <li>○ <b>Q: Are you constantly conducting assessments, not just the national screening?</b> Yes, assessments are threaded throughout the teaching from listening to children read, to half termly assessments.</li> <li>● <u>Reading books:</u> <ul style="list-style-type: none"> <li>○ The latest government guidance is that reading books must be matched to where children are in their phonics. However it is recognised that some children can just read using educated guesses, pictures and context which is not allowed for in their scheme.</li> <li>○ The school uses a variety of reading schemes which have been mapped onto the RWI programme so that books can be selected for each set. The simplest books start with just pictures, moving onto use of short simple words, then short sentences and finally increases in words and complexity.</li> <li>○ RWI recommend a book is read three times; the first time to decode the sounds and words, the second to understand the words and the third to fluently read it.</li> <li>○ Children were heard weekly by a teacher and an LSA to monitor their progress and communicate progress to parents. It is recommended that children read three times a week at home with parents.</li> <li>○ <b>Q: Are there many parents that do not commit to home reading?</b> Home reading is monitored by staff with a colour coding scheme so the school can identify where they need to plug any gaps in school. It can be very difficult for some children and particularly the</li> </ul> </li> </ul>	
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4.2	<p>older children so the team are always looking at ways to encourage them.</p> <ul style="list-style-type: none"> <li>○ <b>Q: Would it be possible for retired grandparents to come in and hear reading?</b> Yes; pre-Covid this was invaluable and when it is safe to do so, it will start again. Currently, Year 6 prefects listen to KS1 children. In addition, there is someone who will listen to reading in the Breakfast Club. Governors agreed that this was a lovely school family approach.</li> <li>○ In Year R the sounds and Red words studied each week were attached to reading records to help parents to know what they needed to practice. The approach's success had been shared with the Years 1 and 2 teams to incorporate into their practices.</li> </ul> <ul style="list-style-type: none"> <li>● <u>Key Stage 2:</u> <ul style="list-style-type: none"> <li>○ Phonics was taught to the few children that need it.</li> <li>○ Confident readers who had worked through the reading scheme became 'free readers' and could choose their own books including from the school library.</li> <li>○ Reading comprehension skills (inference, prediction and vocabulary) became more of a focus in reading lessons.</li> <li>○ Reading was still heard regularly in class by teachers and LSAs.</li> <li>○ A Reading Spine had been developed to ensure children experienced a breadth of books which ranged across different cultures, traditional tales, poetry, environmental issues etc. They were read with the class, for longer books just a chapter would be read to get children interested.</li> <li>○ All teachers knew who were the lowest 20% in their class and had interventions in place to support them.</li> <li>○ <b>Q: Does the list of children in the 20% change?</b> Yes some improved and moved out of the 20% group. It was hoped that others would not drop down into the group however there would always be a lowest 20% group.</li> <li>○ <b>Q: Where does the 20% group sit compared to the standard?</b> This varied between classes. Detailed data would be presented at the next FGB meeting.</li> </ul> </li> <li>● <u>Love of Reading:</u> <ul style="list-style-type: none"> <li>○ The team were always looking at ways to help children enjoy reading and a number of events were run through the year.</li> <li>○ Recently a very successful Reading Cafe event was held with one of the Year 3 classes bringing children and parents together.</li> <li>○ Other events included: competitions, Reading Bingo, Book Week and Awesome Author.</li> <li>○ The current Awesome Author was Roald Dahl and teachers across the school were using a variety of resources to introduce Dahl to the children.</li> <li>○ The library was a wonderful resource which the team were very happy had now re-opened following the pandemic.</li> </ul> </li> </ul> <p><b>History at Tower Hill</b></p> <p>Hannah Riley (HR), the History Leader, presented to governors about history teaching at Tower Hill. She distributed paper copies of her slides to governors. Below is a summary of the presentation together with governors' questions.</p> <ul style="list-style-type: none"> <li>● It was anticipated that history would be likely subject for Ofsted might to focus on at a visit.</li> <li>● HR explained that the History Curriculum, in support of the Core Curriculum, aimed to inspire children's curiosity to know more about the past, encourage thinking about how the past influenced the present and to foster a sense of identity.</li> <li>● A variety of methods and resources were used to make history fun, immersive and relevant to all children. <ul style="list-style-type: none"> <li>○ Trips and visits in each year group linked to history topics. If it hadn't been possible to go out of school, some workshops had come into school.</li> <li>○ Hampshire topic boxes and artefacts were used in school.</li> <li>○ Local history was built into all the year groups' curriculums. In Year R there was a focus on family history, in Year 2 local war heroes, Year 6 looked at local Hampshire war memorials,</li> </ul> </li> </ul>	
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	<p>Year 3 focused on flight. It was lovely to hear the children talking about their local history with their families.</p> <ul style="list-style-type: none"> <li>○ Six enquiry steps were used to scaffold units of work, hooking learners in and guiding teachers in their planning. Children were encouraged to challenge and ask questions about what they were learning.</li> <li>○ Key and big questions were used to provide the 'overriding question' that children should be able to answer at the end of each topic. For example in Year 5 'How do we know so much about the Mayans when they were so long ago?'</li> <li>○ A full re-write of the history planning was undertaken last year. For Years 1 to 6 this provided consistency across the school. Year R planning was developed differently and woven into their curriculum.</li> </ul> <ul style="list-style-type: none"> <li>• HR encouraged governors to look at the class web pages to see evidence of trips and visits that had taken place e.g. a Tudor Workshop and a visit to Fishbourne Roman Palace. In addition speaking to the children showed the impact the trips had and how well remembered they were, in particular for PP children who might otherwise struggle to have these experiences. A visit to the Gilbert White Centre was the first time a child had seen a cow.</li> <li>• The children's history books / folders contained their Knowledge Organisers and Learning Journeys containing all the key information they needed. The Knowledge Organisers contained the vocabulary, timeline information and a map for a topic which helped to prompt their recall of their knowledge in conversation. The Learning Journeys focused more on skills and their development through years 1 to 6.</li> <li>• Assessment tasks were set at the end of each unit. <ul style="list-style-type: none"> <li>○ It was recognised that for some lower attainers writing a paragraph about a topic would be terrifying so alternatives were used to ensure accessibility for all learners. For example: <ul style="list-style-type: none"> <li>▪ Use of an iPad to verbally record everything they knew about a topic.</li> <li>▪ Year 4 acted out a battle in which they can also talk about armour and demonstrate their full understanding.</li> <li>▪ Three reasons for and against an issue expressed in speech bubbles.</li> </ul> </li> <li>○ Those that could write were encouraged to do so, but writing ability was not allowed hamper demonstration of history understanding.</li> </ul> </li> <li>• Whole school initiatives were used including Black History Month, displays of art around school and themed days.</li> <li>• <b>Q: Has history been introduced into Years R and 1 yet?</b> Yes but it was not done as formal history lessons. Instead the focus was on the progression of time and their lives. There would also be the use of some topics such as dinosaurs, space and the history of toys.</li> <li>• <b>Q: Why is history a subject you would put forward for Ofsted to look at?</b> A large part of the curriculum is driven by history. For example in Year 6 the World War 2 topic was a driver for other areas e.g. art. Ofsted often focused on history or geography, and reading.</li> </ul> <p>Governors thanked LE and HR for their informative presentations and all their hard work.</p> <p><i>LE and HR left the meeting at 7:24 pm.</i></p>	
<p><b>5. Minutes of the last meeting</b></p> <p>5.1</p> <p>5.2</p> <p>5.3</p>	<p>The minutes of the previous meeting held on 30<sup>th</sup> September 2021 were agreed and approved. They will be signed and stored electronically in pdf format on the Governor Hub.</p> <p>Actions arising from the previous meeting were reviewed and recorded on the summary table of Outstanding Actions (page 10) at the end of these minutes.</p> <p>Matters arising from the minutes and the actions list were discussed and are summarised below:</p> <ul style="list-style-type: none"> <li>• <u>Accident Reporting System:</u> <ul style="list-style-type: none"> <li>○ <b>Q: Who could the Chair liaise with about defining areas in the school?</b> It was agreed that the Chair and KC would work together on the accident reporting in preparation for the Premises Committee.</li> </ul> </li> <li>• <u>Governor Visits:</u> KC had placed all the visit reports for last year in the visits folder on Governor</li> </ul>	

	<p>Hub. A new folder for the current year had been set up and a new proforma would be coming soon.</p> <ul style="list-style-type: none"> <li>○ <b>Q: Is it possible to remove the table formatting from the proforma?</b> KC said he was going to rebuild the proforma to remove the current formatting issues.</li> </ul> <p>NW left the meeting at 7:27 pm.</p> <ul style="list-style-type: none"> <li>• <u>Thank you letters</u>: The HT thanked CC for the beautiful individual hand written letters she had produced for the children on the school council. The children had been stunned and very appreciative.</li> <li>• <u>Safeguarding Meeting</u>: Chris Cartledge (SENDCo, Special Educational Needs and Disabilities Coordinator), had now returned to work. HK had set up a meeting with Chris and LM for the first week after half term, with the possibility of also including the FSLW (Family Support Link Worker) Gail Meaney.</li> </ul>	
<p>6.</p> <p>6.1</p>	<p><b>Governors' Core Function 2</b> <i>Holding the HT to account for the educational performance of the school &amp; pupils</i></p> <p><b>HT's Report</b></p> <p>The HT gave a verbal report to governors.</p> <p><u>Leadership and Management:</u></p> <ul style="list-style-type: none"> <li>• A round of recruitment for a new Year 5 teacher and a Special Needs LSA had been unsuccessful and therefore a second round would be conducted.</li> <li>• <b>Q: Was this due to people not applying or applicants not being up to scratch?</b> There had been two applicants for the teacher post. One had pulled out having received another offer and the second was not suitable. The three LSA applicants had not been suitable and had not been invited to interview. Governors supported the HT in not appointing if no suitable candidates were available.</li> <li>• The HT had advertised the Staff Governor vacancy but had not had much interest from the staff team. However, Emma Dinsdale (Assistant HT) who was currently on maternity leave and due to return at the beginning of the summer term, was keen to stand as staff governor.</li> <li>• <b>Q: Can we recruit someone whilst on maternity leave?</b> The Clerk agreed to check the process with Hampshire Governor Services (HGS).</li> </ul> <p><b>Action 5:</b> <i>Investigate whether a staff governor can be elected whilst on maternity leave.</i></p> <p>NW returned to the meeting at 7:33 pm.</p> <ul style="list-style-type: none"> <li>• Pay recommendations had been made and reviewed at the Pay Committee on 13<sup>th</sup> October 2021. Letters to staff had been prepared and performance management meetings were on-going with some delays due to absence.</li> <li>• There had been many staff absences due to Covid either for illness or to look after dependents. However, thanks to NW's coordination, there had not been a class without a teacher, although KC had needed to step in on some occasions.</li> <li>• There had been approximately 25 cases of Covid in the children.</li> <li>• A new stream of funding had been received. School Led Tutoring funding had only been available on application last year but this year a grant had been made. Small groups of up to three children could be tutored outside school hours. KC was looking into ways to make this happen through recruiting, use of LSAs and possibly teachers during holidays. The grant funded 75% of the cost with the school making up the remaining 25%. Any unspent money would be clawed back.</li> <li>• <b>Q: How will you decide which children should receive tutoring?</b> The younger children tended to be exhausted at the end of the school day so it would be offered to Years 3 and above. Within this group Years 5 and 6 and disadvantaged pupils with the greatest need to improve their progress would be the focus.</li> <li>• <b>Q: If the school absorbing 25% of the funding does this provide an incentive for parents to make use of the tutoring before or after school for free?</b> Yes it is a fabulous opportunity particularly as otherwise tutoring would be very expensive. It was recognised that it would be very hard to incentivise some children.</li> </ul>	Clerk

	<ul style="list-style-type: none"> <li>• Recovery Premium funding had been introduced this year. It was being spent on an extra fully qualified teacher for part of the week in Year 2 to support children getting to where they needed to be.</li> <li>• <b>Q: Do you have someone earmarked for this post?</b> Someone is already in post, a former KS1 leader at the school.</li> <li>• Sports Premium funding planning was also underway with KC wanting a specific focus on athletics. It will also be possible to provide swimming to Years 4, 5 and 6.</li> <li>• The Pupil Premium strategy is a high focus for the government and plans were currently being worked on.</li> <li>• There had been recent updates to the Safeguarding and Child Protection policies which would require updated policies to be brought back to the next FGB.</li> </ul> <p><b>Action 6:</b> Put Safeguarding and Child Protection Policies onto the November FGB agenda.</p> <ul style="list-style-type: none"> <li>• <b>Q: Are there big changes to the policies?</b> This was not thought to be case but had yet to be fully investigated. It was expected that they were likely to focus on sexual harassment and peer on peer abuse.</li> <li>• NW had conducted a full safeguarding quiz with all staff. NW was going to adapt the questions because some were worded ambiguously. Overall the results had been positive and had been used by the SENDCo to provide updates to staff training.</li> <li>• First aid and fire training would be taking place this term.</li> <li>• The October 2021 census had returned 419 pupils and 114 PP children.</li> <li>• Again at short notice, food vouchers were to be issued for half term for the PP families.</li> <li>• A successful open evening had been held which 36 families had attended. LM had attended and prefects showed people around. Additional visits would be happening in the future.</li> <li>• The Published Admission Number (PAN) was confirmed as 60.</li> <li>• INSET day 3 would take place after half term and would focus on curriculum development and planning.</li> <li>• <b>Q: Can governors attend the INSET day?</b> Yes, there would be Early Years training on the same day and governors would be attending.</li> </ul> <p><u>Health and Safety:</u></p> <p>There had been one accident where a child had suffered a buckle fracture to their elbow. The HT commented that there had been a couple of these fractures but investigation had not highlighted a trend as to a reason why.</p> <p><u>Child Protection:</u></p> <p>The number of open cases were:</p> <ul style="list-style-type: none"> <li>• 1 Looked After Child (LAC)</li> <li>• 0 Child Protection plans</li> <li>• 3 Child in Need plans</li> <li>• 8 Early Help Hub cases</li> <li>• 8 post LAC</li> </ul> <p>Two Child in Need cases had been closed this term.</p> <p><u>Quality of Education:</u></p> <ul style="list-style-type: none"> <li>• Parents evenings had been carried out and attendance had been good although one class had to be postponed due to sickness.</li> <li>• There had been a wide range of Continuous Professional Development (CPD) this term so far including SEND, Maths, ICT, Early Years, curriculum and planning.</li> <li>• Assessments would be conducted after half term. The data would be fed into pupil progress cards for parents and would be reported to governors at the next FGB meeting.</li> </ul> <p><u>SEND:</u></p> <p>The following summarises the SEND support being given at October 2021:</p>	Clerk
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	<ul style="list-style-type: none"> <li>• Education and Health Care Plans (EHCPs) were in place for six children, three were in draft, one had recently been submitted and two more were on the waiting list.</li> <li>• One child was attending Huckleberries and two more children had been identified to attend after half term.</li> <li>• Three children were seeing a counsellor.</li> <li>• Five children were seeing a Play Therapist.</li> <li>• 14 children were receiving support from an Emotional Literacy Support Assistant (ELSA).</li> <li>• Counselling was being provided for four members of staff.</li> </ul> <p><b>Q: What sort of counselling provision is this?</b> Professional counselling from an outside provider.</p> <p><u>Behaviour and Attitudes:</u></p> <ul style="list-style-type: none"> <li>• Attendance up to 15<sup>th</sup> October 2021 was 95.42% with 4.13% authorised absence and 0.45% unauthorised attendance.</li> <li>• The HT had written to the whole school to remind them about the importance of good attendance as she did not want a trend developing where Covid was used as an excuse for non-attendance.</li> <li>• <b>Q: Is 95% attendance good?</b> In the current context yes it was, particularly compared to nationally, however the aim was to achieve 96%.</li> <li>• <b>Q: Are the unauthorised absences followed up?</b> Yes, particularly those who are a cause for concern.</li> <li>• A child with Covid is now registered as 'ill'.</li> <li>• 65 children (16%) had less than 90% attendance. 30 of these had been absent due to Covid.</li> <li>• There were 12 children who were a cause for concern due to persistent absenteeism, five of whom had taken unauthorised holidays. Any children with less than 85% attendance were a serious concern.</li> <li>• When follow ups on attendance were conducted the team looked for the reasons behind the non-attendance, whether there were any trends, whether support or the FSLW was needed, whether there was anxiety or parent health issues or whether it was due to parental apathy.</li> <li>• There had been vomiting bugs, coughs and colds going round and children with coughs had been sent home as a precaution.</li> <li>• Year 5 had been signed up to participate in a wellbeing survey to take place later in the autumn term.</li> <li>• Children had been appointed as Junior Road Safety Officers (JRSOs) and would be taking part in an assembly in the future.</li> <li>• <b>Q: Have you received any further Covid guidance?</b> No, just there was just the contingency guidance to fall back on. The 10% threshold had been reached in one class and as a result they had been isolated within school, taking their lunch in the classroom etc.</li> <li>• <b>Q: Where do you expect to take the children swimming?</b> At Camberley, due to the closure of the Farnborough Recreation Centre, requiring coaches to travel there which would be expensive and time consuming. The proposed plan was that a year group would attend every day for a week with one half of the group swimming whilst the other half used the sports hall and then swapped over.</li> </ul>	
7	<p><b>Core Function 3: Overseeing the financial performance of the school, making sure its money is well spent</b></p> <p>7.1 <b>Finance and Personnel (F&amp;P) Committee Update</b></p> <p>MW, the Finance and Personnel Committee Chair, briefed governors following the committee meeting on 13<sup>th</sup> October 2021. Minutes from the meeting had been distributed to governors.</p> <ul style="list-style-type: none"> <li>• The budget was in a good position and on track with 50% expenditure.</li> <li>• Additional income had been received as highlighted in the HT's report.</li> <li>• The next F&amp;P meeting on 11<sup>th</sup> November 2021 would be important in reviewing and setting the</li> </ul>	

	<p>November Budget Revision for the remainder of the financial year.</p> <ul style="list-style-type: none"> <li>• Changes to the Pay Policy incorporating revised pay scales had been reviewed.</li> <li>• The Performance Management Policy changes including the removal of 'minimum expectations' were reviewed and approved.</li> </ul>	
8.	<b>Core Function 1: Ensuring clarity of vision, ethos and strategic direction</b>	
8.1	<p><b>Policy Reviews</b></p> <p>The following policies were circulated to governors prior to the meeting for their review:</p> <ul style="list-style-type: none"> <li>• Pay Policy, previously reviewed by the F&amp;P Committee and recommended for approval.</li> <li>• Early Career Teachers (ECT) Policy, replacing the Newly Qualified Teachers (NQT) Policy.</li> <li>• Attendance Policy and Targets</li> <li>• Governors' Allowances Policy</li> <li>• Early Years Foundation Stage (EYFS) Policy</li> <li>• English as an Additional Language (EAL) Policy</li> <li>• Behaviour and Relationships Policy</li> </ul> <p>The following comments and questions were raised on the policies:</p> <p><u>EYFS Policy:</u> there was a typo on page 3 - 'This policy will be reviewed and approved by Laura Elliott, Early Years Leader, every 2 of years.' Remove the stray 'of'. This had been noted by the HT and was now corrected.</p> <p><u>EAL Policy:</u></p> <p><b>Q: Do we link up children between classes who speak the same first language, perhaps offering a 'buddy' for new arrivals who speaks the first language?</b> In the past we would have New Arrivals Ambassadors which we would like to start again. Last year the school achieved an EMTAS (Ethnic Minority and Traveller Achievement Service) Bronze Award and we would like to improve on this going forward. In addition, a member of the team spoke Nepali. The buddy suggestion was a good idea especially as the number of EAL children was rising.</p> <p><u>Behaviour and Relationships Policy:</u></p> <p><b>Q: Do children engage with and understand each of the different awards/rewards? Is there an opportunity to reduce the number of award schemes?</b> NB commented that he asked his children if they understood all the reward schemes. Whilst they knew about the schemes' existence they were not always fully aware how they would achieve an award. The following is a summary of the governors' discussion:</p> <ul style="list-style-type: none"> <li>• The award schemes had been looked at the beginning of the term by the staff team. TG had observed discussions at the INSET day in September 2021 where staff looked very carefully at tailoring the schemes to make the most of them for the children.</li> <li>• Some schemes were targeted at particular groups of children.</li> <li>• <b>Q: Do we need to talk to the children more about the reward schemes?</b> Yes this might be helpful. For example, the team had become aware that children and parents were not aware how prestigious the Governors' Award was. They were also aware that they had 'lived' the Dojo scheme for a long time and that this might need refreshing.</li> <li>• The outcome was an agreement to use Pupil Voice, assemblies and letters to parents to communicate about the different schemes.</li> </ul> <p><b>DECISION:</b> Governors approved the policies listed above.</p> <p>The policies below were also circulated for review. However, after discussion it was decided to bring them back to the next FGB meeting on 25<sup>th</sup> November 2021 for approval once amendments had been made as a result of the questions below.</p> <p><u>Off Site Visits Policy:</u></p> <p><b>Q: Is there a reason for using 'inclusion' rather than 'exclusion' in the sentence 'Any decisions with regard to the inclusion of a child on a visit or residential will involve parents, the class teacher and at least one member of the SLT' as it implies that all children need to be 'cleared'</b></p>	



	<p><b>to attend, rather than any discussion being the exception?</b> Governors discussed the wording noting that the intention was that the off-site policy is intended to be positively inclusive but that the wording could be misinterpreted. HK volunteered to liaise with the HT over some alternative words.</p> <p><b>Action 7:</b> Suggest alternative words for the Off Sites Visits Policy.</p> <p><b>Q: Should a check be conducted on the Evolve System (Hampshire system for approval of educational visits)?</b> Yes, KC would include this in the Risk Assessments control check.</p> <p><u>Complaints Procedure:</u></p> <p><b>Q: The 'who to contact' column within the table on page 2 does not always specify the details of who to contact in the event of needing to make a complaint?</b> Governors agreed that this needed further clarification and possibly a change to the table column's title.</p> <p><b>Action 8:</b> Clarify the 'who to contact' column on page 2 of the Complaints Procedure.</p>	<p>HK</p> <p>HT</p>
9.	<b>Governing Body Organisation</b>	
9.1	<p><b>Roles and Responsibilities</b></p> <p>Following the appointment of AS and NB, they agreed to the roles and responsibilities set out below:</p> <ul style="list-style-type: none"> <li>Both AS and NB to join the F&amp; P Committee.</li> <li>NB to join the KAD 1 monitoring team.</li> <li>AS to join the KAD 2 monitoring team.</li> </ul>	
9.2	<p><b>Governor Visits</b></p> <p>KC confirmed the arrangements for this term's KAD (Key Area for Development) monitoring visits:</p> <ul style="list-style-type: none"> <li>KAD 3 – 1<sup>st</sup> November 2021, 9 am to 12 noon, option to have lunch</li> <li>KAD 2 – 18<sup>th</sup> November 2021, afternoon</li> <li>KAD 1 – 2<sup>nd</sup> December 2021, time to be confirmed</li> </ul> <p>The HT invited governors to join the school Christmas Dinner and would send them details nearer the time. Governors thanked KC for coordinating all the visits.</p>	
9.3	<p><b>Governor Training</b></p> <p>The Development and Training Governor (DTG, CC) encouraged governors to look at the wide range of courses available on Governor Hub and book themselves onto courses.</p> <p>The DTG had updated the Governors' Induction Pack and uploaded it onto Governor Hub for their information and highlighted that it contained a number of useful links. She asked them to download and complete the Skills Audit. She explained that there were no wrong answers as its intention was to help guide their training.</p> <p><b>Action 9:</b> Download and complete the Skills Audit from the Induction Pack and send to CC.</p> <p>The DTG noted that Governor Hub was now in partnership with The Key, a resource for governors. She offered to look at the cost of subscribing and to liaise with JF about whether it would be affordable in the budget revision.</p> <p><b>Action 10:</b> Liaise with JF about the affordability of adding a subscription to The Key into the budget.</p> <p>It was agreed that it would be good to assign 'buddies for the new governors.</p> <p><b>Action 11:</b> Assign buddies for LM, NB and AS.</p> <p><b>Q: What do I need to do to prepare for a visit?</b> KC would send out an agenda for the visit in advance. There would be an opportunity for governors to ask questions and if they would like to see particular things they should get in contact prior to the visit so that this could be arranged for them. Overall a visit was an opportunity to visit the school and check to see firsthand that it was working in the way it was reported as working.</p>	<p>LM, NB &amp; AS</p> <p>CC</p> <p>Chair</p>
9.4	<p><b>Ofsted Planning</b></p> <p>KC posed the following Ofsted style question to governors for them to consider:</p> <p>"What do you think is the key characteristic of Tower Hill?"</p> <p>Governors offered the following answers: empathy, friendliness, passion, family, diversity, inclusivity,</p>	

	progress, child focus, staff who loved their jobs.	
<b>10.</b>	<b>Dates of next meeting:</b> <b>Premises Committee:</b> 4 <sup>th</sup> November 2021, 6:30 pm (online) <b>F&amp;P Committee:</b> 11 <sup>th</sup> November 2021 at 6:30pm (online) <b>FGB:</b> 25 <sup>th</sup> November 2021, 6:30 pm (at school)	

The meeting closed at 8.25pm.

## Outstanding Actions

No.	Date	Agenda Item	Action	Whom	Deadline	Status
<b>Academic Year 2020/21</b>						
34	25/03/2021	6.1	Update school accident reporting system to include location	Chair	Autumn 1	<b>ON-GOING</b>
47	27/05/2021	6.3	Complete any outstanding visit reports and send them to KC.	Chair	ASAP	<b>COMPLETE</b>
<b>Academic Year 2021/22</b>						
1	30/09/2021	2.3	Complete annual declarations on Governor Hub	Chair, HT, LM, NW	ASAP	<b>COMPLETE</b>
2	30/09/2021	5.1	Compose a letter from the governors to congratulate the children on the school council	CC	ASAP	<b>COMPLETE</b>
3	30/09/2021	5.2	Organise a Safeguarding meeting with SENDCo	HK	ASAP	<b>COMPLETE</b>
4	30/09/2021	7.3	Add termly Governors' Newsletters to the agenda planner	Clerk	FGB: 21 Oct 21	<b>COMPLETE</b>
5	21/10/2021	6.1	Investigate whether a staff governor can be elected whilst on maternity leave.	Clerk	ASAP	
6	21/10/2021	6.1	Put Safeguarding and Child Protection Policies onto the November FGB agenda.	Clerk	25 Nov 2021 FGB	
7	21/10/2021	8.1	Suggest alternative words for the Off Sites Visits Policy.	HK	25 Nov 2021 FGB	
8	21/10/2021	8.1	Clarify the 'who to contact' column on page 2 of the Complaints Procedure.	HT	25 Nov 2021 FGB	
9	21/10/2021	9.3	Download and complete the Skills Audit from the Induction Pack and send to CC.	LM, NB & AS	25 Nov 2021 FGB	
10	21/10/2021	9.3	Liaise with JF about the affordability of adding a subscription to The Key into the budget.	CC	ASAP	
11	21/10/2021	9.3	Assign buddies for LM, NB and AS.	Chair	ASAP	

## Schedule of Tower Hill Primary School Governing Body Meetings 2021/22

Timing: All meetings are on Thursdays and start at 6:30 pm unless otherwise specified

Location: FGB meetings – in school (restrictions permitting)

Finance & Personnel (F&P), Premises and Pay Committee meetings – online

Autumn Term 2021		Spring Term 2022		Summer term 2022	
Start of Term Thurs 2 <sup>nd</sup> Sept 2021		Start of term Tues 4 <sup>th</sup> Jan 2022		Start of Term Mon 25 <sup>th</sup> April 2022	
<b>FGB</b>	30 <sup>th</sup> Sept 2021	<b>FGB:</b>	3 <sup>rd</sup> Feb 2022	<b>F&amp;P</b>	12 <sup>th</sup> May 2022
<b>Pay</b>	13 <sup>th</sup> Oct 2021 (6 pm)			<b>FGB</b>	26 <sup>th</sup> May 2022
<b>F&amp;P</b>	13 <sup>th</sup> Oct 2021 (6:30 pm)				
<b>FGB</b>	21 <sup>st</sup> Oct 2021				
Half Term: 25 <sup>th</sup> Oct to 29 <sup>th</sup> Oct 2021		Half Term: 21 <sup>st</sup> to 25 <sup>th</sup> Feb 2022		Half Term: 30 <sup>th</sup> May to 3 <sup>rd</sup> Jun 2022	
<b>Premises</b>	4 <sup>th</sup> Nov 2021	<b>F&amp;P</b>	3 <sup>rd</sup> Mar 2022	<b>Premises</b>	9 <sup>th</sup> Jun 2022
<b>Pay (HTPM)</b>	11 <sup>th</sup> Nov 2021 (6 pm)	<b>Premises</b>	10 <sup>th</sup> Mar 2022	<b>F&amp;P</b>	23 <sup>rd</sup> Jun 2022
<b>F&amp;P</b>	11 <sup>th</sup> Nov 2021 (6:30 pm)	<b>FGB</b>	24 <sup>th</sup> Mar 2022	<b>FGB</b>	14 <sup>th</sup> Jul 2022
<b>FGB</b>	25 <sup>th</sup> Nov 2021				
Last Day of Term Fri 17 <sup>th</sup> Dec 2021		Last Day of Term Thurs 8 <sup>th</sup> Apr 2022		Last Day of Term Fri 22 <sup>nd</sup> Jul 2022	

## Roles and Responsibilities - Tower Hill Primary School Governing Body 2021/22

MEMBERSHIP		ROLES & RESPONSIBILITIES		COMMITTEES				
		Statutory and Other Roles	KAD Monitoring	Finance & Personnel	Premises	HTPM Panel	Pay	Pay Appeal
Laura Ovenden	Headteacher	Safer Recruitment Trained Safeguarding		√	√			
Owen Gardner	LA	<b>Chair</b> Allegations against HT	KAD 3		√		√	
Gemma McDermid	Co-opted	<b>Vice-Chair</b> Safer Recruitment Trained SEND, Attaining Highly	KAD 1	√		√ <b>Chair</b>		
Camilla Collins	Co-opted	<b>Second Vice-Chair</b> Development & Training Governor	KAD 2	√		√		
Kieran Collins	Co-opted			√	√			
Nicola Ward	Co-opted			√	√			
Mark Whitehead	Co-opted	Pupil Premium	KAD 1	√ <b>Chair</b>			√ <b>Chair</b>	
Terry Genis	Co-opted	Forum Rep	KAD 2		√ <b>Chair</b>			
Helen Kinal	Parent	Safeguarding Governor	KAD 3		√		√	
Laura Mace	Parent		KAD 3		√			
Nick Brown	Co-opted		KAD 1	√				
Agnieszka Sasiela	Co-opted		KAD 2	√				

<i>Vacancy</i>	<i>Staff</i>							
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