



## Local Governing Body Minutes

### Part 1

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| <b>Meeting Title:</b>   | <b>Local Governing Body Meeting - Virtual Meeting</b>  |   |   |
| <b>Meeting No:</b>      | <b>2021/2022/02</b>  |   |   |
| <b>Date:</b>            | <b>Thursday 25 November 2021</b>   |   |   |
| <b>Time:</b>            | <b>1800 - 2009</b>   |   |   |
| <b>Venue:</b>           | <b>Virtual Meeting</b>   |   |   |
| <b>Attendees:</b>       | Neil Fleck<br>Colin Haley<br>Gemma Hayward<br>Clare Huxtable<br>James Lansley<br>Helen O'Connell<br>Jo Sparrowhawk<br>Helen Thompson | Co-Opted Governor<br>Co-Opted Governor<br>Parent Governor<br>Co-Opted Governor<br>Parent Governor<br>Staff Governor<br>Headteacher<br>Co-Opted Governor | Health & Safety/ Vice Chair<br>Development<br>Pupil Premium & GDPR<br><br>Wellbeing<br><br>Chair of Governors |
| <b>Invited</b>          | Helen Flavin and Mel Green   |   |   |
| <b>Apologies</b>        | Matt Divall and Matt Humphrey  |   |   |
| <b>Clerk to Meeting</b> | Pat Arthur   |   |   |

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| 1 | <p><b>Welcome and Apologies</b><br/>The Chair welcomed all to the meeting and said apologies had been received from Matt Divall and no apologies from Matt Humphrey.</p>  |
| 2 | <p><b>Declaration and Conflicts of Interest</b><br/>There were no additional declarations of interest over those already held on the Governor Register of Interests on GVO.</p>   |
|   | <p>SEN introduction and Update<br/>The Chair welcomed Mrs Flavin to the meeting.</p> <p>Mrs Flavin introduced herself and explained she had joined the school as the new SENCO in September.</p> <p>Mrs Flavin explained her background as SENCO for Borough of Richmond upon Thames, before moving to Westcott School in Wokingham.</p> <p>Mrs Flavin explained that LA's work differently and she is trying to get to grips with the different ways.</p> <p>Mrs Flavin said there is a lot of good works happening at the school and she is setting up a few new systems, the SEN information report and policy guidance have been updated and will be approved at the next Education and Outcomes meeting.</p> <p>The SEN report mentions the new assessment process being introduced to track the progress of the special needs children. Lots of these children now, will just come out as working below expectations for the year group, the school is trying to find different ways that we can show that those children are</p> |

making progress in their learning. In the past outside professionals have been bought in to do some of the work like additional assessments and finding out the reading ages. With COVID these services have been difficult to access.

The school have ordered new assessment materials and the school is looking at ways to maximize the time in school and budget to reduce the need for many outside professionals.

The big focus is on wellbeing, Hatch Ride is a very nurturing schools and considers children, mental health, and wellbeing, with COVID and some of those other things in mind there may be children that potentially were not feeling anxious before and are now, the school is making sure there are some extra things in place, like relax, kids are back in school and three of the teaching assistants are having nurture assistant training.

The school is looking at ways to make sure that things are in place for children what might have a specific need that needs working out, they may need a little extra help in the school setting.

CH said from your own experience and that within the school how will the school fix the key assessments for children with dyslexia or autism. How much does the school rely on outside professionals to come into school?

Mrs Flavin responded for a part of these assessments external professionals will be bought in, there is a specific qualification that is needed to diagnose dyslexia. This is a postgraduate course.

Mrs Flavin had spoken with educational psychologists and schools can make these diagnosis now which they tend to do, rather than a particular assessment that diagnosis, dyslexia, they prefer to look at the rate of progress that children make over a period of time, because the school does have a dyslexia screening tool in school which Mrs Flavin has used, it is a snapshot in time and it can give you lots of false positives and negatives, which can be confusing for parents and the child if they are later diagnoses with Dyslexic. It is better to look at progress over time.

One of the assessments is Blue Sport and the Ark which looks at reading age, it gives you a reading age for accuracy and comprehension fluency. The child can be tested and then tested t again in six months' time reviewing the progress between tests. This is a better indicator of specific learning difficulty.

When the initial assessment has been made the school can that information to give to the educational psychologist. This information is used to obtain additional support from learning support at the LA or from the educational psychologist.

The school also has an assessment that will look at early math skills give maths ages and another one that is do with processing and one for responding

The Chair asked Mrs Flavin to come to the Education and Outcomes Meeting once a term to update governors also the Business and Assets Meeting to discuss the finances.

The Head said it was a good idea but would be helpful for Mrs Flavin to know the information governors require. The Chair said it was a too way process and the board would be led by the school, except when budget is ending to look at the SEN budget and for governors to understand how the money is spent.

GH said she would want to get into a lot more detail asking a lot more questions about specifics, and between her and Mrs Flavin can agree what if taken to the E & O Committee, it is on the agenda for the meeting on 2 December. We do not want to have staff coming to 2 meeting and repeating themselves to different committees.

## Reading Update

The Chair said governors would know Mrs Green and she had asked her to give an update to governors due to the importance of Reading and Ofsted.

Mrs Green said she welcomed the opportunity to share with governors how hard the school is working on reading and the last 2 weeks has focused on RII document which is looking at intent and implementation and impact.

Mrs Green explained that for the school curriculum and individual subjects the intent is within the offering of learning that is given. Within that is shows what the school intends for the children to get out of a particular subject or the way that it is taught, how the school goes about implanting that. When governors come into school, they should be able to see it happening exactly as it written. It is similar to a subject policy.

The school uses Vipers for example if the school is doing reading at 12.50 every day, governors would be able to see it around 1300 every day.

The Head said the implementation is exactly how the school teaches the subject. The impact is the actual impact now that governors will see when visiting the classroom.

The documents need to be updated regularly because the curriculum and certain areas change, therefore it may affect the implementation for example if the school cannot fit it there anymore. It may work better after a few tweaks, it may be the intent remains the same, but the impact will be different, some of the new implementations that are being put in place may not show the impact for some time to come as it has not been established for some time.

It could be reflected in data specific numbers and percentage figures; it could be children's voice it could be staff or parent voice, or it could be general outcomes and trends.

Mrs Green said for Intent, reading lies at the heart of the curriculum and all the pupils can become fluent confident readers who are able to successfully comprehend and respond to a wide range of high-quality literature in both English lessons and the wider curriculum the school is dedicated to enabling the children to fall in love with books and become lifelong readers. This is the key for academic success, it is also integral to a child's understanding and appreciation of the world around them.

The platform that allows the children to see beyond what they know, sharing cultural experiences and develop vocabulary that they need to effectively express themselves. It is touching on the cultural capital that they need and a love for reading.

The skills the school wants the children to come away with, are closely linked to the Vipers, the letters from the Vipers acronym means:

The 1<sup>st</sup> letter 'V' is a good developer where pupils will develop a good linguistic knowledge of vocabulary and appreciate their rich buried language heritage.

2<sup>nd</sup> 'I' explains the inference skills looking for to develop inquiring minds that delve deeper into text as the pupils explore and draw inferences from what they read.

3<sup>rd</sup> Predictions - make predictions based on their knowledge and understanding of text and the world around them.

4<sup>th</sup> Explaining - to participate confidently in discussions and debate to explain their understanding of a wide range of texts, providing reason justifications for their thoughts, opinions, and ideas.

5<sup>th</sup> Retrieve -. to find information from nonfiction.

6<sup>th</sup> and finally Sequencing and Summarizing on sequencing and in key stage two the skill that children focus on summarizing and sequences summarized the main events and ideas drawn from books that they read.

This is the intention the children should come away with.

Mrs Green explained to governors how this would be achieved from early years using story books and poems, reception children may also hunt for missing gingerbread men or solving clues left by an evil P. This is evident across all areas of the curriculum and all areas of development are covered. For example, the gingerbread man was used for science, maths, and cookery.

When learning about life cycles for example the children had butterflies, the books would be next to the caterpillars, and the children could explore and read those. Books about artists in the art area and books about construction in the construction area.

Phonics is important and in key stage one and early years they are following letters and sounds, and the approach is very multi-sensory. The results have been 93% or 95% consistently for many years now. However, in April the DfE decided that letters and sounds are no longer adequate. Spelling needs to be streamlined with the phonics results, the school are exploring different schemes one the school is looking at is called supersonic phonics, it has a lot of resources, is multi-sensory and has lots of phrases that the school uses.

The phonics tracker highlights the children who are not meeting expectations and it helps when interventions are required. The school is looking to improve the consistency of these interventions across the school.

The reading culture starts in reception and the school has a text-based approach to learning, which the flows through the school. English starts with a text, but so can maths and history.

The school is developing a reading environment with display boards around the school which are dedicated to reading, looking to make the reading areas inviting and books refreshed. The class authors have been added to each year group and added in some other books to ensure the children are learning about different things.

The Chair said this is what visitors will want to see from the co-ordinator all the way through and it permeates all the way through the school.

Children will be excited by the authors and will go to look for other books by that author. This is what Ofsted will want to see, the enthusiasm, excitement, and joy for reading.

Mrs Green said the children have special books for their boxes and in year 6 they have evidence of Vipers in their Science, Mrs Green said reading was embedded from reception to year 6.

The Head said she was proud of reading and how it has been embedded in the school, the work undertaking during COVID and now it is being implemented.

Both the Chair and Head thanked Mrs Green.

CH asked if there were any resources that the school needs?

Mrs Green said phonics, because they will need to be in line with the new scheme, as these cannot be mixed and matched as well as early reading books.

|         | <p>The Chair suggested that when governors can come back into school, perhaps the governors could bring in their favourite book they enjoyed as a child to their year group as part of their introduction to their year group. Perhaps what governors enjoyed as a child</p> <p>Mrs Green thought it would be a good idea and could go on the web page.</p> <p>The Chair asked Mrs Green to share the slides if appropriate with governors.</p> <p style="text-align: right;"><b>Action: Mrs Green to share slide if appropriate with governors</b></p>   |   |  |         |        |          |    |  |   |   |                                 |  |
|---------|---|---|--|---------|--------|----------|----|--|---|---|---------------------------------|--|
| 3       | <p><b>Governance</b></p> <p>a) Term of Office for HT</p> <p>The Clerk explained that the Chair's term of office ends on 31 December 2021 as this is the last meeting before then, governors are being asked to agree to HT staying for another 4-years. Governors said provided HT was happy to stay as a governor, they all unanimously supported the Co-option for another 4 years.</p> <p>b) Resignation of Andrew Southgate</p> <p>The Chair advised governors had resigned as a governor and the post of Chair of B &amp; A committee would be taken over by JL until the election for chair would take place.</p> <p>c) Matt Humphrys</p> <p>The Chair explained that MH had not been in contact with her, the VC or clerk and had sent his apologies for most of the meeting up to end of July at the last minute. He had not undertaken a DBS check following his appointment in May last year. It was recognised that he had a family issue during this period but had committed to a date to come into school with his documents and did not turn up. The Chair explained that it is DfE requirement of being a governor to undertake a DBS check. Governors agreed that it was a safeguarding issue and agreed that MH would no longer be a governor at HR.</p> <p style="color: blue;">GH said that having a governor who has not had a DBS check and has been on the LGB for a period is not acceptable and not a position to be in as Ofsted would give negative feedback to the school.</p> <p style="color: blue;">OL asked how long the DBS last and do governors need to have them frequently.</p> <p>The Clerks explained, these would be renewed when the Governors term of office ends and a new one starts. HT would need to undertake one in January 2022.</p> <p style="text-align: right;"><b>Action: Clerk to provide template letters for the Chair to send to AS and MH</b></p> |   |  |         |        |          |    |  |   |   |                                 |  |
| 4       | <p><b>Approval of Minutes (virtual) 30 September 2021</b></p> <p>The minutes has been approved on GVO by those governors attending the meeting as a true record of the meeting. Parts 1 and 2</p>   |   |  |         |        |          |    |  |   |   |                                 |  |
| 5       | <p><b>Matters Arising from 8 July 2021 part 1</b></p> <table border="1" data-bbox="188 1599 1469 1957"> <thead> <tr> <th data-bbox="188 1599 277 1675">Item no</th> <th data-bbox="277 1599 1031 1675">Action</th> <th data-bbox="1031 1599 1469 1675">Outcomes</th> </tr> </thead> <tbody> <tr> <td data-bbox="188 1675 277 1854">5h</td> <td data-bbox="277 1675 1031 1854">Head to speak with staff and schedule governor visits and provide a schedule</td> <td data-bbox="1031 1675 1469 1854">It was agreed this was not the correct time due to the prevalence of COVID in the school and would be revisited in the Spring term.</td> </tr> <tr> <td data-bbox="188 1854 277 1957">6</td> <td data-bbox="277 1854 1031 1957">CoG to send letter to Nick Bill</td> <td data-bbox="1031 1854 1469 1957">The Chair is going to organise for NB to attend a year 6 assembly to present him with a present.</td> </tr> </tbody> </table>  |   |  | Item no | Action | Outcomes | 5h | Head to speak with staff and schedule governor visits and provide a schedule | It was agreed this was not the correct time due to the prevalence of COVID in the school and would be revisited in the Spring term. | 6 | CoG to send letter to Nick Bill | The Chair is going to organise for NB to attend a year 6 assembly to present him with a present. |
| Item no | Action  | Outcomes  |  |         |        |          |    |  |   |   |                                 |  |
| 5h      | Head to speak with staff and schedule governor visits and provide a schedule  | It was agreed this was not the correct time due to the prevalence of COVID in the school and would be revisited in the Spring term. |  |         |        |          |    |  |   |   |                                 |  |
| 6       | CoG to send letter to Nick Bill   | The Chair is going to organise for NB to attend a year 6 assembly to present him with a present.                                    |  |         |        |          |    |  |   |   |                                 |  |

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|   | 4a  | Virtual Meeting   | These would continue for the foreseeable future and be reviewed in Spring Term  |
|   |   | Head to provide gate code in advance of LGB   | No longer relevant  |
|   | 4f  | Clerk to investigate if this can be completed on GVO  | The Chair had sent to governors and agreed the roles and responsibilities. Chair to send an up-to-date copy to Clerk. |
|   |   | Data Protection<br>Head to invite GH to meet with Phil Marshall and Mrs Sarah Newman-Shepherd | See HT report   |
| 6 | <p><b>Reports and Committee Updates not covered in report</b></p> <p>a) Head Teachers Report</p> <p>The Head said she would highlight some areas of her report that may have changed since her report was written.</p> <p>Attendance, there were some questions which had been answered on GVO, the head said she was unable to add a table. This time last year the whole school was at 97.8% and this year is 95.8%, attendance has been affected by COVID, PCR tests are classed as authorised absence, when they are off for 10 days it is an absence and recorded as such. Across all the year groups it is looking healthy despite some year at 93%.</p> <p>The Head said the question posed by CH on GVO in relation to PP, was a useful question and made the school relook at the reasons for it, the school has done all it can, and another attendance review is scheduled to take place before the end of term. Parents will receive letters if the attendance rate is still low and a more formal attendance plans are put in place.</p> <p>Curriculum – The head said there is a positive vibe in school around curriculum and staff are wanting to move ahead quickly. The curriculum is being prioritised with Reading, Writing, Maths coming first, then phonics and science. Geography is being changed and once all the 3I’s are in the head will update governors. These will be added to the website and will be consistent and similar phrasing used.</p> <p>SEND – The head said there were no questions and the presentation by Mrs Helen was well received.</p> <p>Targets and predictions have been submitted for review by the Primary Improvements Lead at the Trust yesterday. The predictions are being carried out in a more accessible way and children who have changed can be isolated rather than the whole cohort, so closing the gap and knowing which children had, quite inspirational and adventurous targets set, making sure that individual that might be going down or up in predictions are tracked and measure the impact of everything id being undertaken post COVID with catch-up and interventions.</p> <p>The Catch-up plans will be submitted to the Education and Outcomes Committee Meeting in Spring term, and it will be on the school website.</p> <p>The Head said Mrs Flavin is helping with SEND training and other professional development is taking place, staff are feeling valued in gaining some new skills and being able to use them.</p> <p>The said she had met with an unknown external provider for ICT support, it is someone who works across the 2 Oaklands Schools. The said it was a positive meeting and could potentially be a budget saver.</p> <p>The said she had been transparent in what the school were looking for and that she wanted someone who was part of the team to help with strategy as ICT is important to the school and staff.</p> <p>The Head said what he had to offer left her with a positive option rather than having a person in 2-days per week with set hours. He would be putting a proposal together and she would share the document with Governors. The decision will be whether to recruit a person or outsource.</p> |   |   |

The Head said COVID is now rising, and the school is beyond threshold in year 2. A lot of schools are the same, there are children in year 1 who are waiting PCR's

There are no additional measures the school can take as all the measures previously are now in place, the school has instituted bubbles no year groups are mixing. KS2 have very few cases, it will be siblings that may be affected. Parents have been vigilant and keeping siblings off where there positive cases.

Environment and ICT the Head said she had responded to questions on GVO from JL. Option 2 was posed by the Trust and seemed positive, it turned out not to be financially viable due to a specific network connection.

The Head said she believe that all the ICT issues can be resolved for the school by using the person/company she had discussions with. He did put a compelling case in the discussions for cost cutting but not at the affecting quality of provision or connectivity.

GDPR Century the head said there was a query on the costs and whether the school had been invoiced for it and training for staff can be through GDPR century system rather than having Phil Marshall come into school. It means that staff can choose different times and LSA's can be training in school hours rather than be paid overtime out of school hours.

GH said that if the school were struggling with GDPR Century she would be willing to support the school or contact Phil Marshall. GH said it is quite user friendly.

The Head said PM had just returned to school and would give him time to settle back in.

The Chair said the VC mentioned at the September meeting and she is reiterating that if governors could review the papers and ask questions on GVO when they come out 7 days in advance of the meeting rather than leave until the very last minute it would be helpful to the school.

b) Business and Assets Update – nothing specific to report.

c) Education and Outcomes update

GH said thing have moved on as can be seen from the HT report. Attendance is still looking good considering the affect of COVID and letters are being sent to parents

New schemes are being bought in for PE, Geography, and music.

There were no other updates as the E & O Meeting was scheduled for next week.

d) Wellbeing

SG said there was nothing further to add to her report and what was in the HT report. COVID seems to dominate school life, staff are out, and people are being moved to accommodate the gaps , but everyone seems in good spirits and seem to adapt to whatever is happening on the day.

SG mentioned the school letters that go to parents, but if you are not a parent and some governors are not then they are missing out on what is going on in the school, for example dates of activities, celebrations, the newsletter also has information on wellbeing and what the PTO are doing. It was suggested these are added to the Wellbeing reports.

The Head said they should be on the website

The Chair said it would be appreciated to have them attached to the reports, so all governors know what is going on.

**Action: Staff Governor to add newsletters to wellbeing reports**

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| 7 | <p><b>Safeguarding</b> (not covered on HT report)</p> <p>The Head said she had attended Bracknell Forest Safeguarding meeting and it was to do with low level concern reporting, how it was reported, recorded and how it is passed on to the other authorities. The meeting was very child centred</p> <p>The Head said she needs to communication the schools safeguarding practices to the wider community and the children. There is a new version of the safeguarding policy specially for the children and Bracknell will be sending the school the templates, it will probably be one page in child friendly language so that they can communicate in the same way as adults.</p> <p>The Clerk said that MD had asked for the safeguarding meeting to be scheduled as it had been postponed again possible for next week. The Head was also working her way through the Audit report.</p> <p>The Head said she would look to arrange it as soon as possible. She had reviewed the NGA information from Governor Services</p>   |
| 8 | <p><b>Ofsted</b></p> <p>This will become a standard item on the agenda.</p> <p>The Head said that she was reviewing the website and a few things had changed in heading and it is now more accessible.</p> <p>Governors are aware of the curriculum changes showing the strengths and weaknesses and how these are changing, and how the internal data will be presented.</p> <p>Ofsted will look at the Health and Safety Audits and the school is working on questionnaires which can be completed online for both parents and children.</p> <p>In the next Head's report, there will be a section on data and how it supports the school development plan and targets in terms of impact. Including SEN, PSCN and PP, and CPD.</p> <p>Governors need to be contextually aware of the risks, particularly in the area linked to children in safeguarding. The head will add show wider development to the headteachers support in curriculum including things that are not curriculum related.</p> <p>The head said the NGA document was helpful and would assist in knowing the depth of information required to support Ofsted.</p> <p><a href="#">JL asked who was responsible for the Governors Page on the website?</a></p> <p>The Clerk provides the information to the school for putting on to the website. This information had been provided at the start of term. The Clerk would send another copy to the Headteacher.</p> <p><a href="#">JL said there were minutes on the website going back to 2019, but not up to date ones.</a></p> <p>It was agreed these would be removed and 2020 and 2021 minutes added.</p> <p style="text-align: right;"><b>Action: Clerk to amend governor details to add in changes for the meeting and provide minutes for 2020/2021</b></p> <p>The Chair asked if it could be a governor who was responsible.</p> <p>The Clerk advised that she nor governors had access to the website to upload documents, it should be actioned by the school.</p> <p>The information for the school website is listed in the DfE guidance for school websites.</p> |



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|    | <p>The Clerk would check the document and ensure that all the information required on the governor's page was updated.</p> <p style="text-align: center;"><b>Action: Clerk to review the DfE document for Governors Page of website and send any missing documents to the school.</b></p> <p>The Head said it should be sent to Mrs Newman-Shepherd.</p> <p>Discussion took place as to the length of time documents need to be kept and on the website. It was agreed the Head would discuss with the Trust.</p> <p style="text-align: center;"><b>Action: Head to discuss document storage with the Trust</b></p>   |
| 9  | <p><b>COVID</b></p> <p>The Head said there was not additional information to that previously given in the meeting.</p>  |
| 10 | <p><b>Policies for approval</b></p> <ul style="list-style-type: none"> <li>a) Trust complaints policy</li> <li>b) School Letting Policy</li> <li>c) Managing Unreasonable Behaviour</li> </ul> <p>The clerk said that 50% of governors need to approve the policies. The policies cannot be added to the website until the approval process has taken place.</p> <p>JL asked if the Trust policies had been approved should the school not be adopting rather than approve them.</p> <p>The Clerk explained there was not adopt button on GVO therefore governors need to approve the policies which have been changed to add the HR logo etc.</p> <p>Discussion took place regarding who responded to the questions raised on polices which had been approved by the Trust.</p> <p>It was agreed the Chair would review and decide if they needed to be raised with the Trust.</p> <p style="text-align: center;"><b>Action: The Chair to review the questions on the Trust policies</b><br/> <b>Action: Governors to approve the polices on GVO</b><br/> <b>Action: clerk to complete on GVO for inclusion on the website</b></p> |
| 11 | <p><b>Chairs update</b></p> <p>The Chair said she had no updates.</p>   |
|    | Meeting closed @ 2009   |
|    | <b>Date of next meeting is Thursday 10 February 2022 at 1800 hours</b>  |