



HILLMEAD PRIMARY SCHOOL, 216, BISHOP'S STORTFORD

MINUTES OF THE FULL BOARD OF GOVERNORS MEETING

Tuesday 25th May 2021 at 7.00pm

Present: Michelle Shenston (MS) (Head), Philip Middleton (PM) (Chair), Gillian Lawson (GL), Dan Morgan (DM), Laura McMillan (LM), Jacqui Oliver (JO), Alison Mully (AM), Gareth Lewis (GLE), Farisai Dumbura (FD), Hannah Draper (HD)

Apologies: Ulrike Kadritzke (UK), Titi Akerele (TA), Anne Winship (AW)

In attendance: Fiona Hill (FH) (HfL Clerk)

No.	Item	Action by Whom	Action by When
1.	Welcome and Apologies for Absence The Chair welcomed everyone to the meeting. Apologies received from Ulrike Kadritzke, Titi Akerele and Anne Winship. The governors approved their absence.		
2.	Declarations of Conflicts of Interest Governors were reminded of the need to declare any conflict of interest, either pecuniary or other, with any item on the agenda. No governors declared a conflict of interest.		
3.	Register of Pecuniary Interests – Update to Declarations Most governors have now completed the annual declaration for the Register of Pecuniary Interests on GovernorHub. ACTION: UK to complete the annual declaration on GovernorHub.	UK	11th Jun
4.	Notification of Items of Any Other Business <ul style="list-style-type: none"> - Disadvantaged Children - Governors Newsletter - Governor Section of the School Website - Governing Body Preparation for the Next Academic Year 		
5.	Approval of the Minutes of the FGB Meeting on 2nd March 2021 The minutes of the FGB meeting, held on 2 nd March 2021, were approved by the governors as a true and accurate record. ACTION: PM will sign the March minutes and take them into the school office for filing. Matters Arising <ul style="list-style-type: none"> - PM has signed the October and December FGB minutes. - LM has updated the list of governor roles on the school website. ACTION: PM to respond to LM's email. - Most governors have signed the Code of Conduct. They will be asked to sign another one at the July FGB meeting, as this will be a business meeting in preparation for the next academic year. (See AOB below). - DM has done Safer Recruitment Refresher training. - Most governors have confirmed on GovernorHub that they have read 'Keeping Children Safe in Education' by selecting Declarations tab. ACTION: DM, FD and UK to confirm on GovernorHub that they have read KCSIE. 	PM PM DM/FD/UK	11th Jun 11th Jun 11th Jun

	<ul style="list-style-type: none"> - The committee discussed the proposal that the school take over responsibility for the mobile classrooms and the setting up of a working party to oversee the project. (See Item 9 below). - The committee has set up a Risk Register, which will be reviewed at each meeting. <p>Q: Is the Risk Register specific to the Finances & Premises Committee?</p> <p>A: Yes, but it can probably be adapted for use by the other committees.</p> <p><u>People Committee – May 2021</u></p> <ul style="list-style-type: none"> - Staff are using Covid lateral flow tests twice a week. - The new staff are settling in well. - Two part-time teachers and one full-time teacher have resigned. Interviews have taken place and two full-time teachers have been appointed. - The attendance figures for disadvantaged pupils appear worse, because of the way in which Covid absence is reported. The attendance of Pupil Premium children is 96.1% compared to whole-school attendance of 97.5%. - The committee discussed safeguarding concerns and vulnerable children. - The school discussed fixed-term exclusions. - The school has subscribed to CPOMS, an online system for recording child protection and safeguarding concerns. It is also being used to record behaviour and SEND issues. <p>Q: Are the two new teachers experienced teachers or NQTs?</p> <p>A: One of each.</p> <p><u>Governor Action Plan</u></p> <p>The Governor Action Plan is being discussed at Curriculum Committee, People Committee and Finance & Premises Committee meetings and each committee has drawn up its own mini action list.</p>		
7.	<p>Headteacher’s Report and Governors’ Questions</p> <p>The Head’s Report, Remote Learning Provision SEF and Venn diagram of the overlap between PP and vulnerable groups were available on GovernorHub for governors to read before the meeting.</p> <p><u>Exclusions</u></p> <p>The number of fixed-term exclusions has increased since the last Head’s Report and this was discussed at the recent People Committee meeting. The school is working with the children concerned to regulate their emotions and manage their behaviour. There has been one emergency EHCP review and the children are receiving one-to-one LSA support.</p> <p>The Head asked governors if they had any questions on the contents of the report.</p>		

	<p>Q: Will the recent staff resignations have an impact on the proposed staffing structure for the next academic year?</p> <p>A: No, the staff changes will not impact the staffing structure.</p> <p>Q: Will the appointment of new members of staff have an impact on the children's learning?</p> <p>A: The school will provide a thorough induction for new staff to bring them up to speed quickly. They will also be provided with a mentor to help them settle in.</p> <p>Q: When will the teachers know which class they will be teaching in September?</p> <p>A: The Head has already spoken to staff to find out which year they would like to be in. The final decisions will be made after half-term.</p> <p>Q: Does the school need to worry about the number of resignations, as these are more than in previous years?</p> <p>A: The reasons for the resignations are not a cause for concern even though the number of resignations is more than in previous years. They are leaving for their own professional development and to further or change their career, not because they are dissatisfied with the SLT. The SLT are very reflective and have discussed the reasons why these members of staff are leaving.</p> <p>Q: Could Covid stress be part of the reason for staff leaving?</p> <p>A: This may have been a factor in the decision-making process.</p> <p>Q: Will the school be offering exit interviews?</p> <p>A: No, it is not planning to, but would do so if it was felt to be appropriate.</p> <p>Q: Do other schools offer exit interviews?</p> <p>A: No, not as a general rule.</p> <p>Q: Should the governors send an exit questionnaire to the staff, who are leaving?</p> <p>A: The Head emphasised that if governors do decide to do so, the anonymous responses must not be allowed.</p> <p>Q: Will the school be able to replace the particular skills of the three members of staff, who are leaving? A: Yes.</p> <p>Q: Is there an increase in the needs of SEND children, as a result of Covid, and has this resulted in more challenging behaviour?</p> <p>A: Only a small number of SEN children, in the current cohort, have experienced an increase in their additional needs as a result of Covid. There are social and communication issues with some of the younger children. Some children are presenting with significant special educational needs when they start in Nursery.</p> <p>Q: Does the school have any idea of what evidence it is expected to provide to show the impact of the strategies in place to close the gap between disadvantaged and non-disadvantaged pupils and when will this evidence be available?</p> <p>A: There will be evidence in Nursery and Reception of improvements in children's speech and language skills and in their ability to take turns. There may be less of an impact on the children's academic outcomes at this stage. The school will also use pupil voice as evidence.</p> <p>Q: when will the school have evidence of an improvement in</p>		
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	<p>children's academic outcomes?</p> <p>A: Each child has been allocated 15 hours' one-to-one tuition under the National Tutoring Programme. The school will receive a report on the children's progress after the tutoring programme comes to an end.</p> <p>Q: Why are children finding it difficult to concentrate in lessons and what is the school doing to improve children's concentration and attention span?</p> <p>A: The children are finding it difficult to concentrate, because they have been on screens for too long over the past year. The school needs to identify which children are struggling to engage and which ones are actually listening even if it they do not appear to be doing so.</p> <p>Q: How is the school monitoring the lack of engagement of some children?</p> <p>A: The SLT are checking regularly on each class and addressing any issues straightaway.</p> <p>Q: Does the Head have any concerns about the data in the SEF?</p> <p>A: The Head is not unduly concerned, as the data is probably not an accurate reflection of where the children are. The Head would be more concerned if the data hasn't improved by the end of the summer term.</p> <p>Q: Are the attendance figures an improvement on this time last year? A: Yes.</p> <p>Q: Looking at the venn diagram of the overlap between PP children and vulnerable groups, how are the points calculated?</p> <p>A: The Head calculated the points for each child based on a formula, which takes into account the number of ACEs (adverse childhood experiences) each of them has faced, which may potentially affect their life chances. ACEs include: abuse, neglect, drug or alcohol abuse, mental health, domestic abuse, imprisonment, separation, divorce and bereavement. Only three PP children on the diagram did not have a single adverse childhood experience. After analysing the results, the school was able to assess the needs of each child and put measures in place to make them more prosocial.</p> <p>Q: Is there a correlation between the data on the Venn diagram and the cohort assessment data?</p> <p>A: The Head will be able to comment on this and confirm if there is a correlation between the two at the next FGB meeting.</p> <p>Q: Are any of these children taking part in the extra-curricular activities or receiving support from the therapist?</p> <p>A: Not all of them. Some of the children have been offered extra support, but have refused to accept it.</p> <p>The governors thanked the Head for her report. They also thanked her and the staff for their hard work so far this term.</p>		
8,	<p>Safeguarding</p> <p>The risk assessment is updated regularly. This will be a rolling agenda item and will be reviewed at each FGB meeting.</p>		

	<p>Staff and pupil wellbeing was discussed at the recent People Committee meeting.</p> <p>ACTION: The Head will complete the Annual Safeguarding Report to governors during the summer term.</p>	MS	13th Jul
9.	<p>Year 5 Bulge Class</p> <p>- As mentioned in Item 6 above, DM has discussed the future of the mobile classrooms with HCC. They are happy for the school to take over responsibility for these, pending a formal agreement. The school will also be responsible for maintaining the classrooms and end-of-use. The school will set up a working party to discuss the options. HCC will have budgeted for the removal of the classrooms, which is not cheap. The school will try and obtain funding from HCC. The FGB agreed to delegated responsibility to the Finance & Premises Committee for setting up a working party to liaise with HCC regarding the purchase of the classrooms.</p> <p>Q: Do the mobile classrooms require any maintenance at this stage and, if so, how much is it likely to cost? A: The toilet seal needs replacing, but there are no other significant repairs needed at the present time. Q: Is there any rental cost if the school takes over responsibility for the mobile classrooms from HCC? A: No/</p> <p>PM has spoken to HR regarding the restructure and redundancy consultation process. He is awaiting confirmation from HR of the indicative costs of the restructure. The Head needs to present the governing body with the proposed staffing restructure as soon as possible, as the consultation will need to start by the beginning of January, but can be brought forward if necessary. ACTION: PM will prepare a report for discussion at the FGB meeting in September. ACTION: Head to draw up the proposed staffing restructure.</p> <p>Q: Will the school consider applications for voluntary redundancy? A: Yes.</p>	PM SM	13th Jul 13th Jul
10.	<p>Benchmarking</p> <p>The Finance & Premises Committee have carried out a benchmarking exercise. The school spends more on energy than other schools of a similar size.</p>		
11.	<p>Schools Financial Value Standard</p> <p>ACTION: GL will circulate the SFVS to governors once it has been finalised. It needs to be submitted to HCC before 28th May.</p>	GL	27th May
12.	<p>Approval of the Draft Budget 2021/22</p> <p>The Finance & Premises Committee have reviewed the draft budget 2021/22, which is looking positive for the next three years.</p>		

	<p>Q: What has changed since last year to enable the school to set a positive budget?</p> <p>A: The school has additional income and less expenditure due to Covid. There is a change in the formula for calculating additional funding. The school has not factored in any income from lettings, as the school cannot rely on this income.</p> <p>The governors approved the draft budget, as recommended by the Finance & Premises Committee.</p>		
13.	<p>Approve Staffing Structure</p> <p>The governors approved the Staffing Structure 2021/22, a copy of which was on GovernorHub for governors to read before the meeting.</p>		
14.	<p>School Improvement Plan</p> <p>The School Improvement Plan will be updated in September.</p>		
15.	<p>Governor Training and CPD</p> <p>GL has compiled the New Governor Induction Pack, which includes suggested governor training.</p> <p>All non-staff governors are asked to complete Exclusions training as soon as possible.</p>		
16.	<p>Policies for Ratification</p> <p>There were no policies to review at this meeting.</p>		
17.	<p>AOB</p> <p><u>Disadvantaged Children</u></p> <p>The governors asked questions about the report on disadvantaged children.</p> <p>Q: Do all the familiars, who are eligible to do so, apply for Pupil Premium?</p> <p>A: The school does its best to encourage all eligible families to apply. There are some families, who are borderline, and do not quite meet the Pupil Premium threshold.</p> <p>Q: No disadvantaged pupils in Year 5 have reached the expected standard in Maths, although they are making good progress. How is their progress being measured?</p> <p>A: The school is using the HfL assessment grids. These children have made good progress, but it takes time for their attainment levels to catch up.</p> <p>Q: What has the school done to address disadvantaged pupils' low engagement in Maths?</p> <p>A: The low engagement of these pupils was evident during lockdown, although the school did all it could to improve the situation by providing the children with laptops and paper work packs. Since the return to school, intervention groups have been put in place to support these children with Maths.</p> <p>Q: What other support strategies has the school put in place for disadvantaged children?</p> <p>A: Zones of Regulation are being piloted in Snowdrop Class. This is a programme to support the development of children's self-</p>		

	<p>regulation and self-control. The class is working through a booklet entitled "How I See Things". It has also introduced Lego therapy for SEND children, protective behaviours groups, and an after-school reading comprehension session. There is also a Breakfast Club to promote children's social and emotional wellbeing.</p> <p>Q: Does the school receive much support from external agencies? A: The school receives remote external report in writing Risk Reduction Plans, but no physical on-site support. The therapist is making a considerable difference to the children she is working with.</p> <p>Q: How is the school specifically addressing the slow progress in writing of the disadvantaged children in Year 4? A: The children are receiving Wave 1 quality first teaching from their class teacher, together with the support of an LSA.</p> <p>Q: The Year 6 data shows remarkable progress being made by disadvantaged pupils. What is the reason for this? A: The children have made extremely good progress from a low starting point.</p> <p>Q: Has the Head booked any follow-ups with Titi? A: The Head will arrange a meeting with her before the governance visit to discuss how to monitor the use of Pupil Premium over the past year and look at the Pupil Premium strategy going forward.</p> <p>Q: How realistic is it for the school to have a consistent Marking Policy across all classes? A: The school is using in the moment marking and verbal feedback in the classroom. This is effective, as it recognises pupils' achievements and sets out next steps.</p> <p>Q: Where is the information comparing disadvantaged children to non-disadvantaged children? A: In the cohort summaries.</p> <p><u>Governors Newsletter</u> ACTION: JO agreed to draft a Governors Newsletter introducing the governors and providing information about their roles.</p> <p><u>Governor Section of the School Website</u> ACTION: PM will ensure that the governor section of the school website is up-to-date. He has mentioned to Laura that the information is out-of-date.</p> <p><u>Governing Body Preparation for the Next Academic Year</u> The FGB meeting on 13th July will be a business meeting, at which governor responsibilities will be agreed. Governors will also be asked to sign the Code of Conduct.</p> <p>ACTION: Before the FGB meeting, PM will contact each governor to discuss whether they still wish to be a governor, their link roles, committee membership, training needs and to ask for suggestions as to how the governing body can improve, in order to support the Head and the SLT more effectively. PM will also find a year planner to assist with the preparation of agendas for future governing body meetings. He will talk to the Head about possibly reducing the number of committees from three to two.</p>	<p>JO</p> <p>PM</p> <p>PM</p>	<p>13th Jul</p> <p>13th Jul</p> <p>13th Jul</p>
<p>18.</p>	<p>Date of Next Meeting Tuesday 13th July at 7.00pm.</p>		

The meeting closed at 9.00pm.