



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

Minutes of Full Governing Body (FGB) Meeting

held on **Thursday 29th September 2022** at **6:30 pm** at the school

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

Apologies: Camilla Collins (CC, **Vice Chair**)

Absent: None

In attendance: Rachael Purvis (Clerk)

Meeting started at: 6:32 pm

1.	Welcome	Action
1.1	The Chair welcomed everyone to the meeting and confirmed the fire evacuation procedure.	
2.	Apologies for Absence, Declaration of Pecuniary Interests / Conflicts of Interest	
2.1	Apologies for absence were accepted from CC. The meeting was quorate.	
2.2	There were no conflicts of interest or pecuniary interests declared in any of the agenda items.	
2.3	The following Annual Declarations had largely been completed by governors on Governor Hub: <ul style="list-style-type: none"> • Pecuniary Interest • Keeping Children Safe in Education (KCSiE) • Code of Conduct Action 1: Complete annual declarations on Governor Hub	
		KC, ED, HK
3.	<i>The Clerk chaired the meeting for item 3.</i>	
3.1	DECISION: Governors agreed the term of office for Chair & Vice Chair as one year.	
3.2	Election of Chair of Governors	
	Nominations for the role of Chair were received for OG prior to the meeting. No further nominations were made in the meeting.	
	DECISION: Governors elected OG as Chair of Governors.	
3.3	Election of Vice Chairs of Governors	
	Nominations for the role of Vice Chair were received for CC prior to the meeting. No further nominations were made in the meeting.	
	DECISION: Governors elected CC as Vice Chair of Governors.	
	Nominations for the role of Second Vice Chair were received for AS prior to the meeting. No further nominations were made in the meeting.	
	DECISION: Governors elected AS as Second Vice Chair of Governors.	
4.	Minutes of the last meeting	
4.1	The minutes of the previous meeting held on 14 th July 2022 were agreed and will be signed and stored electronically in pdf format on Governor Hub.	

Minutes signed by (PRINT): OWEN GARDNER

Signature: *Owen Gardner*

Position: CHAIR OF GOVERNORS

Date: 20th October 2022

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4.2	Actions arising from the previous meeting were reviewed and recorded on the summary table of Outstanding Actions at the end of these minutes.	
4.3	<p>Matters arising from the minutes and the actions list were discussed and are summarised below:</p> <ul style="list-style-type: none"> <u>Governor Safeguarding Training</u>: It was agreed that all governors should complete the 'Introduction to Safeguarding' e-learning from Hampshire for which the Clerk would send out the link and add to the annual declarations. In addition, it was proposed that the next Whole Governing Body Training (WGBT) should be on Safeguarding. <p>Action 2: Send out link to 'Introduction to Safeguarding' training e-learning.</p>	Clerk
5.	Governors' Core Function 2 Holding the HT to account for the educational performance of the school & pupils	
5.1	<p>HT's Report</p> <p>The HT had circulated her written report to governors prior to the meeting. She raised the following updates and additional points and took governor questions.</p> <p><u>Staffing:</u></p> <ul style="list-style-type: none"> The Special Educational Needs and Disabilities (SEND) Support / Emotional Literacy Support Assistant (ELSA) role was now filled. The HT had split the role into three roles and these had been filled with internal candidates. The new ELSA required training which the HT was seeking to put in place as soon as possible but it was expected that it would take 7 months for them to complete their training. Therefore, as an interim support to the children, the HT and ELSA would be looking at developing art therapy support. <p><u>Arbor Management Information System:</u></p> <ul style="list-style-type: none"> The new Arbor system will replace the current SIMS with the move taking place over half term. This would also mean a move away from Parentmail as the new system incorporated this functionality. Q: Do you expect some growing pains for this changeover? Is there a timeline to warn parents? Parentmail will not be switched off until November 2022 so there will be a period of overlap of the old and new systems. Q: So parents won't be aware of the change at half term? Yes. The office team were currently sending out data sheets to parents to get updated email addresses in readiness for the new system. Governors discussed the need to balance giving sufficient warning of the coming change without doing so too early that they did not have enough detailed information to answer parents' questions. The HT explained that she would be drip feeding information to parents over the coming weeks. Q: Will there be drop-in sessions for those parents needing support in getting the new app up and running? Yes. It was agreed that parent communications were vital and the HT explained that their contingency plan would be to use paper communication if problems occurred in establishing the new system. Parent governors would welcome it if the new system allowed two parents access to one account and the HT would investigate this possibility. <p><u>Pay Policy:</u></p> <ul style="list-style-type: none"> The HT had included the School Comms from Hampshire regarding the release of the new Pay Policy and its adoption by governors with her report. She explained that a draft of the policy would be released on the 10th October, and a finalised version in the week of the 17th October 2022. She would therefore not have the ability to bring the policy to the Finance and Personnel Committee prior to approval being sought at the FGB meeting on the 20th October 2022. Governors understood the very tight turn around required to prepare the policy and send it to governors for review prior to the FGB meeting. They were happy for it to be brought straight to the FGB meeting and did not require the F&P committee to consider it prior to that. 	

Safeguarding:

- The HT had received training on the use of the My Concerns software and was now better able to conduct analysis of the data. She was conscious that she had been actioned to bring a data analysis to governors and working together with Clare Down in her SEN Assistant role this would now be possible. She noted that it was most effective to direct the analysis in response to governor questions.

Clubs and wrap around care:

- Sports For Kids (S4K) had experienced some teething difficulties taking over the wrap around care and numbers had been low.
- The HT was very disappointed that S4K had not secured Ofsted registration to have four-year-olds in their care which they had announced to parents at short notice. The HT had put in place staff to cover this so that parents were not let down in the interim period while the registration was completed.

Mental Health and Wellbeing:

- The HT had met with the Mental Health Support Team and put in place an action plan which would focus on:
 - Pupil Voice
 - Targeted support
 - Establishing a new Wellbeing Governor role
- LM volunteered to take on the Wellbeing Governor role with support from the Chair.

Attendance:

- The HT apologised that her attendance figures were not correct in her HT's report. The correct figures were:
 - Attendance to date: 96.16%
 - Unauthorised absences: 1%
- The children had only been in school for four weeks so far, meaning that attendance of 80% could just reflect a week off sick.
- One pupil was on roll but had 0% attendance whilst they awaited transfer to a special school as soon as possible.
- One pupil had very low attendance due to mental health difficulties.
- Two pupils had very low attendance (53% and 60%) as a result of having taken holiday during term time. Penalty notices had been issued by the office team for the first time. Governors fully supported this action.
- 30 children had attendance below 85%. The school were working closely with these families to improve the situation, some of which was late attendance.

Governor Questions:

The HT responded to questions submitted by governors in advance of the meeting.

Q: What are the financial implications to the school of the pay increases? All pay rises had been planned into the budget including a supplementary grant of £55k to cover additional costs. The full impact of the increases would be more clearly seen at Budget Revision in November 2022.

Q: Have there been any unanticipated implications? No. From 2023/24 monies for pay increases will go directly into the budget share which was something to be mindful of in future.

Q: With the high levels of special needs and safeguarding, what are the financial implications for the school, and the short-term delivery of curriculum?

- An additional Learning Support Assistant (LSA) has been employed and in addition, the first £6k of support for a child with an Education and Health Care Plan (EHCP) had to be funded by the school. So there was a financial impact, however the HT was not concerned.

- There was also an impact in ensuring that all children were included in accessing the curriculum. However, this was not an unusual situation and one which the school was well placed in dealing with.
- The children had settled well into Year R.

Q: What are the implications on the delivery of the curriculum with more than half the school being vulnerable children (272 vulnerable out of 416 children)? The number of vulnerable children has not changed from previous years. High focus is placed on mental health support and disadvantaged children (through Pupil Premium funding).

Q: Are there any actions expected from the survey feedback, as there doesn't appear to be any major concerns raised, or themes from the feedback? (The feedback and survey results are outstanding - thank you to everyone that contributes to the overall performance of the school.)

- The HT had been very pleased with the lovely feedback from parents.
- The development suggestions were being looked at and issues raised would be picked up such as: increasing cultural diversity and bike racks. HT commented there was little change that could be made on some issues, including Sports Day.
- A Parent Governor fed back that she found the Learning Boards outside classrooms and the Tapestry system to be very helpful in knowing what was happening in class.

Feedback: Please thank Gail and all the staff that support our families for the exceptional work they do and the impact they have. They really are extraordinary.

Q: Do the low numbers of children attending S4K currently make the club financially viable going forwards?

- It was noted that the numbers had increased somewhat this week with 15 attending the previous day. Feedback on the club was that the children loved it and particularly the more energetic provision.
- Attendance was dominated by Year R children and it was predicted that attendance would build during the year, and also year on year. It was noted that the parents of older children probably had alternative arrangements in place currently and that growth would come with the younger children entering and coming up through the school.
- **Q: Was it the case that when agreeing to the club it was on a trial basis for one term?** That had been the arrangement for proposed 'in-house' club. However, S4K had now taken full financial responsibility for the club. S4K would like to expand into providing holiday clubs with free places for those in need, however the HT would not approve this until S4K had proved themselves.
- **Q: Is there any commercial benefit from the club to the school?** No. SCL had previously paid a small 'rent', however, the HT was not concerned about a commercial gain. Currently importance was placed on provision of wrap around care. Longer term, it would be great to benefit those who could not afford places.

Q: It is encouraging to observe attendance levels increasing overall, albeit unauthorised absence appears to have increased. Are there any trends observed so far (fully accepting of course we are only 3 weeks into the new school year)? Apart from the holiday cases it was too soon to judge any trends.

Feedback: What a delight to read the positive, inclusive and encouraging comments. The teaching staff should be immensely proud of the excellent results received. The HT had fed back to staff at the INSET days at the beginning of term how well they had done.

Q: Is there a theme to the types of safeguarding concerns raised (34 My Concerns submitted)? How does this compare to previous years? Are these about 34 different children?

NW left the meeting at 7:08 pm.

- The HT presented two graphs from My Concerns showing: the number of different concerns raised from 1st September 2022 to that day; and the same for the previous year. The number of categorisations of the concerns had been expanded this year making comparisons difficult. However, the overall picture was similar for both periods.
- **Q: Could someone be in more than one category?** Yes.

NW returned to the meeting at 7:09 pm.

- The largest numbers of concerns fell into the following categories; welfare, wellbeing, home issues, behaviour and attendance.
- To date this month there were 50 open cases in My Concerns, relating to 34 children. One child had 6 concerns; 7 concerns had been 'filed' this term and at the time of analysis there was one case awaiting triage.
- The Designated Safeguarding Leaders (DSLs) met every few weeks to review the open cases and 'file' any that no longer needed to be kept open.
- In the same period last year 32 concerns were raised as compared to 50 this year.
- **Q: Were the concerns raised from home visits?** Yes, often cases of neglect. It was also noted that behaviour issues were being better recorded this year.
- **Q: Is there liaison with secondary schools when children leave Year 6?** Yes, the entire case history for a child is passed onto the new school.
- **Q: Are all the concerns new this term or were they already in the system?** These were all recorded this term. All previous data is kept when cases are filed.
- The HT would like to develop their ability to delve deeper into the data in future and HK would work with the team in developing the analysis.

Q: A suggestion, is a Parent Teacher Association (PTA) something you have considered? Yes.

- People had been asked to form a PTA in the past but there had been no commitment. Parents were very willing to volunteer to help with jobs around the school. However, a PTA needed an individual to drive it forward.
- The HT will ask parents to help with the Christmas Fair and hoped that following on from that, ask if any of them would be willing to form a PTA.
- A parent had asked about whether there were any parent governor vacancies currently. As there were no vacancies currently governors briefly considered associate membership of the GB but decided that it was not appropriate at this time.
- **Q: Have you had much feedback from parents who are concerned about the increased cost of living?**
- The HT had asked the office and pastoral teams for their feedback. There had not been many issues raised; a few had said that they could not afford school visits and there had been an increase in food parcels. It was thought this may change as the weather got colder.
- There was a strong awareness of the link between vulnerable children, their home environment and their financial situation. The HT had a small £3k/£4k fund from an Aldershot charity to help families. In addition, she had the seed of an idea to turn a room into a 'community pantry'. A governor offered to reach out to other charities for additional support which the HT welcomed.
- The HT was very mindful of the current financial situation, particularly when it came to school trips etc.

Governors thanked the HT for comprehensive report and answers.

5.2

School Improvement and Development Plan (SIDP)

Introduction to new SIDP 2022/23

The HT had distributed the new SIDP for 2022/23 to governors before the meeting. It included a one-page summary outlining the three new Key Areas for Development (KADs):

- KAD 1: Literacy – Reading, Writing and Communication
- KAD 2: Inclusion, Aspiration and Diversity
- KAD 3: Curriculum – Subject development in Computing, Music and French; Monitoring; Planning and Feedback; Cognitive Processing.

KAD 1 (Literacy): NW briefed governors.

- Reading and writing were both key skills and they would be focusing on both.

- Reading development focus would include: the Accelerated Reader Programme, provision of online books, poetry, rich texts, Awesome Authors, links to the School Library service and guest readers.
- Knowing the children was very important, especially the bottom 20%.
- Writing development focus would include: Mighty Writer in Years R and 1, spelling, building writing stamina and genres and ICT stimulus (INSET day visit from Mr P).
- Communication development would focus on performance of songs and poems and publishing a book.
- Overall good reading led to good writing and very aspirational targets had been set.
- **Q: Are others able to come in and hear children read?** Yes, very welcome.

KAD 2 (Inclusion, Aspiration and Diversity): The HT briefed governors.

- The desire was for children to aspire to things they didn't currently know existed.
- Year 3 had been asked about their aspirations for the future, demonstrating quite limited knowledge of the possibilities. The team would be weaving different roles and jobs that children might aspire to into all aspects of the foundation curriculum e.g. the job of a botanist when learning about plants. Every term children would be asked again and it was hoped their aspirations would be seen to grow.
- Pupil Voice development would include leadership roles and the school council.
- Staff would develop their Passion Projects as part of their performance management.
- Inclusion development would continue to ensure that the school was doing everything it could to make sure everyone was included in class.
- Diversity development would include celebrating Tower Hill's very diverse community and working to achieve the Ethnic Minority and Traveller Achievement Service (EMTAS) Silver Award.

KAD 3 (Curriculum): The HT briefed governors.

- There was a change in the approach to the planning and feedback policy. There would no longer be an emphasis on marking books for individual written feedback at the end of each day as this was not a good use of teachers' time and didn't benefit the children. Instead, all books would be looked at and verbal feedback given to a whole class with records kept in the form of feedback summaries which governors would be able to look at.
- **Q: Has this approach been adopted by other schools?** Yes, more and more so. If children do not go through the details of the marking and/or cannot understand it, it only serves Ofsted and the parents.
- **Q: If Ofsted came what evidence would you have?** There is a folder of feedback sheets. This approach followed recent Ofsted guidance who would not be analysing the marking as this had become counter productive in the past. Now the Ofsted focus would be on assessment in foundation subjects.
- **Q: I agree that this seems a better use of time, but will SATs be marked in detail?** Yes, testing and marking will still be happening, it will just be done and communicated in a different way.
- Pedagogy development would focus on Rosenshine's Principle. This again was an Ofsted focus; they would be looking for children's recall of previous teaching in previous years.
- **Q: Is there a quiz in the Accelerated Reader Programme?** Yes, the children complete the quiz when they have finished reading a book to test their comprehension and decoding.
- Development of monitoring progress and attainment will impact on learning outcomes.
- Subject development will focus on improving computing, refreshing music offerings and continued French teaching.

Governor monitoring schedule including SIDP monitoring

KC had created and circulated a governor KAD Monitoring Plan and circulated it to governors before the meeting.

Governors agreed the following KAD monitoring teams:

	<ul style="list-style-type: none"> • <u>Staff Discipline and Grievance</u> • <u>Capability Policy</u> • <u>Allegations of Harassment or Bullying of Staff</u> • <u>Best Value Statement</u> • <u>Whistleblowing</u> • <u>Feedback Policy</u> – changed significantly in line with the earlier discussion on marking. • <u>Uniform Policy</u> – this was a new policy required by Ofsted to be published on the school website. The policy aimed to balance cost of living issues with a desire for a smart uniform which the children would be proud to wear. <p>Q: Would it be possible to send out policies showing ‘track changes’ to highlight what updates had been made? Yes, although it was agreed that governors must still read the policies fully.</p> <p>Governors discussed the Uniform Policy, in particular in the light of the change of the school logo the previous year. The only item of uniform with a school logo was the sweatshirt. New sweatshirts cost £10 each.</p> <p>Q: Is second hand uniform available? Yes, although the change of logo made it less desirable currently. There was a two-year transition period for the new logo sweatshirts to come in, another year to go. Second hand items were sold for £1 each.</p> <p>Q: Are you challenged by parents that the uniform is expensive? No that hadn't been the case and if anyone could not afford the uniform, they would be given it instead via the Family Link Support Worker.</p> <p>DECISION: Governors approved all of the policies listed above.</p>	
<p>7. Governing Body (GB) Organisation</p> <p>7.1 Governing Body Policies</p>	<p>The GB policies listed below had been circulated to governors in advance of the meeting. There had been no changes to the substance of the policies.</p> <ul style="list-style-type: none"> • Instrument of Government • FGB Standing Orders • Finance and Personnel Committee Terms of Reference (TORs) • Premises Committee TORs • Pay Committee TORs • Privacy Notice • Governor Code of Conduct <p>Q: Are the policies based on Hampshire Model policies? Yes.</p> <p>DECISION: Governors approved all of the GB policies listed above.</p>	
<p>7.2 Roles and Responsibilities</p>	<ul style="list-style-type: none"> • Governors discussed their roles and responsibilities. The membership and chairs for the following committees remain unchanged: <ul style="list-style-type: none"> ○ Finance and Personnel Committee ○ Premises Committee ○ Pay Committee ○ HT Performance Management (HTPM) Panel • The Development and Training Governor (DTG) changed from CC to AS. <p>Action 5: Send AS details of the DTG role and training information.</p> <ul style="list-style-type: none"> • TG agreed to stay as the Forum Representative. 	Clerk

<p>7.3</p> <p>7.4</p>	<ul style="list-style-type: none"> LM was appointed as the new Wellbeing Governor. GM remained as the SEND Governor. <p><i>GM left the meeting at 8:05 pm.</i></p> <ul style="list-style-type: none"> The agreed roles and responsibilities are summarised in a table at the end of the minutes. <p>Governor Training</p> <p>Following earlier discussion, governors confirmed that they would like to undertake their next WGBT on Safeguarding.</p> <p>Action 6: Book Safeguarding WGBT.</p> <p>Government White Paper</p> <p>Governors had been actioned to read the Government White Paper over the summer with a view to discussing the need for action. In summary, the major concern was that the paper had called for all schools to be part of an Academy Trust by the year 2030. Governors discussed the implications of this for Tower Hill, as summarised below:</p> <p><i>GM returned to the meeting at 8:09 pm.</i></p> <ul style="list-style-type: none"> Currently those targeted for joining a Multi Academy Trust (MAT) are those schools judged to be inadequate or in certain areas. It was possible that Hampshire may come forward with proposals for Hampshire Trusts e.g. a Rushmoor Trust, however, no firm information had been received. Governors were not in favour of losing the school's current autonomy in favour of joining a huge MAT. Governors felt they needed to understand more about academies. The HT had downloaded the Academy Handbook 2022 as a starting point in learning more. There was a concern that in moving away from the current model, the excellent Hampshire Support services would be lost. Q: What is the driving force behind becoming an academy? Unlike Hampshire, some Local Authorities are less good and schools were not improving as they should. MATs done well improved performance in these situations. However, things could also work in the opposite direction. Governors considered forming a Working Party to learn about the issues in greater depth but decided that it was too soon for this action at the present time. They would however continue to keep a watching brief and have a standing agenda item once a term to review this decision. <p>Action 7: Add a termly agenda item to discuss any developments in Government thinking on academisation and the need for an Academy Working Party.</p>	<p>DTG (AS)</p> <p>Clerk</p>
<p>8</p>	<p>Good News</p> <p>Year 6 Residential Trip: The annual residential trip had been moved to the beginning of the academic year. Unfortunately, a day had been missed for the Queen's funeral, but otherwise it had been very enjoyable and successful.</p> <p>Q: How many children went? 54 children went away and 5 stayed at school, some of whom were sitting Grammar School entrance exams. Those staying at school had an alternative week of activities and trips.</p> <p>Q: How did it compare taking children at the beginning of Year 6 as opposed to the end of the year? There were no significant issues and the children got a lot out of the trip.</p> <p>The Chair expressed thanks to the HT for all her hard work in preparation for the meeting</p>	
<p>9.</p>	<p>Dates of next meeting:</p> <p>Pay Committee: 6th October 2022, 6pm, online</p> <p>F&P Committee: 6th October 2022, 6:30pm, online</p>	

The meeting closed at 8.25 pm.

Outstanding Actions

No.	Date	Agenda Item	Action	Whom	Deadline	Status
Academic Year 2021/22						
9	21/10/2021	9.3	Download and complete the Skills Audit from the Induction Pack and send to CC.	AS	25 Nov 2021 FGB	COMPLETE
18	31/3/2022	5.1	Review the Governors' Induction Pack in light of the Ofsted briefing and add information on the school structure and how things work as required.	Chair	26 May 2022 FGB	ON-GOING
28	14/07/2022	4.3	Circulate details of governor safeguarding training modules when they were available.	DTG / Clerk	22 Sept 2022 FGB	CLOSED
29	14/07/2022	4.3	Add an annual declaration for the completion of governor safeguarding training to Governor Hub.	Clerk	22 Sept 2022 FGB	ON-GOING
30	14/07/2022	7.4	Add visit report summary and discussion agenda item to the last FGB of each term.	Clerk	22 Sept 2022 FGB	COMPLETE
31	14/07/2022	7.5	Read the White Paper and bring back thoughts for the school's strategic direction to the 22 nd September FGB meeting.	All	22 Sept 2022 FGB	COMPLETE
32	14/07/2022	7.5	Add agenda item to September 2022 FGB meeting on White Paper strategic direction implications.	Clerk	22 Sept 2022 FGB	COMPLETE
Academic Year 2022/23						
1	29/09/2022	2.3	Complete annual declarations on Governor Hub	KC, ED, HK	ASAP	
2	29/09/2022	3.2	Send out link to 'Introduction to Safeguarding' training e-learning.	Clerk	ASAP	
3	29/09/2022	5.2	Ask CC about preference for KAD monitoring team.	Clerk	ASAP	
4	29/09/2022	5.3	Send any recent DBS checks completed outside of school to the Business Manager.	All	20 Oct 2022 FGB	
5	29/09/2022	7.2	Send AS details of the DTG role and training information.	Clerk	ASAP	
6	29/09/2022	7.3	Book Safeguarding WGBT.	DTG (AS)	20 Oct 2022 FGB	
7	29/09/2022	7.4	Add a termly agenda item to discuss any developments in Government thinking on academisation and the need for Academy Working Party.	Clerk	24 Nov 2022 FGB	

Schedule of Tower Hill Primary School Governing Body Meetings 2022/23

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 2022		Spring Term 2023		Summer term 2023	
Start of Term Thurs 1 st Sept 2022		Start of term Tues 3 rd Jan 2023		Start of Term Mon 17 th April 2023	
FGB	29 th Sept 2022	FGB:	2 nd Feb 2023	F&P	11 th May 2023
Pay	6 th Oct 2022 (6 pm)			FGB	25 th May 2023
F&P	6 th Oct 2022 (6:30 pm)				
FGB	20 th Oct 2022				
Half Term: 24 th Oct to 28 th Oct 2022		Half Term: 13 th to 17 th Feb 2023		Half Term: 29 th May to 2 nd Jun 2023	
Premises	3 rd Nov 2022	Premises	2 nd Mar 2023	Premises	8 th Jun 2023
Pay (HTPM)	17 th Nov 2022 (6 pm)	F&P	9 th Mar 2023	F&P	22 nd Jun 2023
F&P	17 th Nov 2022 (6:30pm)	FGB	23 rd Mar 2023	FGB	13 th Jul 2023
FGB	24 th Nov 2022				
Last Day of Term Fri 16 th Dec 2022		Last Day of Term Fri 31 st Mar 2023		Last Day of Term Fri 21 st Jul 2023	

Roles and Responsibilities - Tower Hill Primary School Governing Body 2022/23

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