

Hovingham & St Hilda's, Ampleforth CE Primary Schools' Federation
Minutes of a meeting of the Full Governing Body of the Federation
Monday 24th September 2018, Hovingham

Present: **Clare Almond** **Martin Boothroyd**
 Julie Caddy **Jayne Conacher**
 Victoria Forrester **Lynn Lealman**
 James Pynn (Head) **Jane Robinson**
 Johanna Senior

In Attendance: **Helen Lowdell (Clerk)**

Core Functions:

Ensuring clarity of vision, ethos and strategic direction

Holding the headteacher to account for the educational performance of the school and its pupils

Overseeing the financial performance of the school and making sure its money is well spent

Meeting started at 5.30pm

Item	Minute	Action
FG/18/095	<u>Welcome</u> The Clerk welcomed governors	
FG/18/096	<u>Apologies for absence</u> J Caddy sent apologies for arriving late due to family commitments J Conacher sent apologies for arriving late due to family commitments. R Bell sent apologies due to family commitments. Governors consented to apologies. A Reid was not present. The clerk received apologies after the meeting due to family commitments.	
FG/18/097	<u>Elections</u> V Forrester nominated herself as Chair. V Forrester left the room and there followed a secret ballot. V Forrester was unanimously elected to the role of Chair. There were no nominations for the role of Vice Chair. Election of Vice Chair would be carried to the next meeting	Agenda
FG/18/098	<u>Declaration of Interest & Items of Confidentiality</u> There were no declarations of interest made. It was decided that items of confidential would be decided throughout the meeting.	
FG/18/099	<u>Notification of urgent other business</u> Governors agreed to discuss four items of urgent other business: <ul style="list-style-type: none"> • Residential visit to Bewley Park • Updated revised budget (this would be covered under Finance item) • Application for threshold • Technical problems in circulation of governor information 	
FG/18/100	<u>Public minutes of the meeting held on 4th July 2018</u> <i>[Minutes had been circulated with the agenda]</i> Governors scrutinised the public minutes of the FGB meeting held on 4 th July.	

Signed..... (Chairman) Date..... 1

	<p>The minutes were unanimously agreed as a correct record and duly signed and dated to this effect. Proposed: M Boothroyd Seconded: C Almond</p> <p><i>[Confidential minute was tabled at the meeting]</i> Governors scrutinised the confidential minute from the FGB meeting held on 4th July.</p> <p>The minutes were unanimously agreed as a correct record and duly signed and dated to this effect. Proposed: M Boothroyd Seconded: C Almond</p>	
FG/18/101	<p><u>Matters arising from the previous minutes</u> [FG/18/082] Forest schools visit report is still to be completed. [FG/18/083] IT support for governors is ongoing. [FG/18/083] Governors had all been set up with school email addresses and most had confirmed that they were working well. The Chair confirmed that she now has access to the CofG email accounts at both Hovingham and St Hilda's. <i>J Conacher arrived at 5.45pm</i> [FG/18/083] J Conacher had been in email contact with M Carter and would arrange a meeting. [FG/18/083] A revised monitoring schedule had been put in place. Governors were reminded that it was their responsibility to plan monitoring visits. The Head explained that the schedule was still fairly new. Previously, M Carter had been available to release other staff members for monitoring between schools. A new staffing structure meant that the Head was now covering classes for this purpose. All dates were now in the diary. [FG/18/083] The Primary Science Quality Mark had been achieved. The Head was congratulated and he commented that staff had put a great deal of work into the award. The news would be shared with the local paper. [FG/18/083] St Hilda's parental questionnaires would be discussed later in the meeting. [FG/18/088] The Diocese was processing M Boothroyd's application to take on the role of Foundation Governor. The Clerk would provide support where required. [FG/18/088] J Richardson would arrange a follow-up SEND visit this term. [FG/18/088] J Senior would arrange a maths visit this term. [FG/18/088] M Boothroyd and C Almond would arrange a literacy visit this term. [FG/18/089] V Forrester would carry out Safer Recruitment training. She had identified an online course and would liaise with the School Business Manager about this. M Boothroyd had completed a Diocese version of the course. Governors were reminded that this training was required for staff recruitment. [FG/18/089] V Forrester would re-send the link for Prevent training to governors. [FG/18/089] The Clerk would check whether Diocese training was transferable. [FG/18/089] Governors were reminded to send in any training certificates. [FG/18/091] L Lealman reported that she had liaised with the NQT at St Hilda's and that mentoring was being carried out properly. It was noted that all other actions had been completed.</p> <p>J Conacher had been in contact with the police regarding an alternative to the bikeability course and was awaiting a reply. V Forrester had researched alternatives and would continue to do so.</p>	<p>Clerk</p> <p>JR JS MB/CA</p> <p>VF</p> <p>VF</p> <p>Clerk All</p>

	<p>Q. Are we still working with Boroughbridge on Maths Mastery? [FG/18/083] A. No. I raised my concerns about travelling to Boroughbridge and we are now working with Amotherby, Slingsby and Settrington, which is much more useful to us. The dates are in the diary.</p>	
FG/18/102	<p><u>Governing Body Business</u> Governors completed Business Interest forms and handed them to the Clerk to file. The Clerk noted missing Business Interest forms and would resend them to individuals to be returned to the next meeting. The Clerk reminded governors of the Register of Hospitality.</p> <p><i>[Standing Orders template had been circulated with the agenda]</i> Governors agreed the Standing Orders and they were signed by the Chairman.</p> <p><i>[Code of conduct had been circulated with the agenda]</i> Governors agreed and signed the code of conduct.</p> <p>Governors were reminded that if M Boothroyd were to step into the role of Foundation governor, there would be co-opted governor vacancy. It was suggested that if that were the case, V Forrester could resign as parent governor and governors could consider appointing her as co-opted governor. This would ensure continuity when V Forrester's terms of office ended in March 2019. The Clerk would support the school in the event of a parent governor election. The Chair would contact R Bell to discuss potential maternity cover.</p> <p><u>Link Governor roles</u> It was noted that Ofsted was currently focussing on the wider curriculum and that the new framework would further accentuate this. Consequently, foundation subjects had been a central part of the SDP. It was suggested that there could be a role for a Broad and Balanced Curriculum link governor. It was suggested that literacy might be covered by one governor rather than the current two. Due to the focus on subjects including Science (currently monitored by R Bell), the Chair would communicate with R Bell before any more decisions were made about this. The matter would be discussed at the next meeting.</p> <p>The Head would arrange for Associate governors to have school email addresses set up in order that they can receive agendas, papers and minutes. It was noted that Rev Catherine Reid should be formally invited to be an Associate governor. It was noted that R Garnish was a great help and support, particularly in matters connected to SEND. However, she should be reminded that, although she would be very welcome, she was not obliged to attend every FGB meeting.</p>	<p>Clerk</p> <p>Clerk VF</p> <p>VF Agenda</p> <p>JP JP or VF</p> <p>VF</p>
FG/18/103	<p><u>Headteacher updates</u> (Core Function – Educational Performance) <i>[Headteacher report for summer term 2018 had been circulated with the agenda]</i> It was noted that St Hilda's had received nine reception starters and Hovingham had received two. This brought numbers to 34 for St Hilda's and 31 for Hovingham. Q. Can you tell us the number of children with SEN is for each school?</p>	

A. I will have to check that and let you know after the meeting.
[It was noted after the meeting that the number of children with SEN at Hovingham was 7 and at St Hilda's it was 6.

The end of the report showed data for Y1, Y3, Y4 and Y5. It was noted that much of this data was marked red, indicating that targets had not been met. The Head explained that targets were challenging and aspirational. Performance management meetings had been scheduled and discussions would take place about the balance between having aspirational targets and accepting that some children were unlikely to achieve them. The complexity lay with the fact that this data came from in-house judgements with no official criteria or test. The Head stated that although this was something he and the staff continued to wrestle with, he was still inclined to set aspirational targets.

Q. Who has access to this data?

A. The School Improvement Advisor and Subject Leaders.

Q. Do prospective parents see it?

A. No and Y6 data is also not visible to the public as it is suppressed due to the size of the cohort. Obviously, Ofsted has access to that data.

Q. Is it worth us having a target-setting policy? Ofsted want us to set aspirational targets but it's really difficult to bridge that gap taking into consideration the circumstances of individual pupils. Is there any way of unifying all of this?

A. It's very difficult to strike the balance as cohorts are so small. Individual children and their back stories will have an impact.

Governors were advised that staff were currently making judgements about children who had SEN that indicated that they would not reach ARE. A small number of children with some additional learning needs may still achieve ARE but it was still a difficult prediction to make.

Q. If there are children who are not expected to reach ARE, is that resources led?

A. In terms of specific children in these schools, no. We use programmes that provide measurable progress even if children are not reaching ARE. F Dodds-Ashton regularly attends SENCO network meetings and has fed back to all staff, the need to children to have SMART targets.

Q. Do you have any concerns with any particular year groups?

A. No. As the cohorts are so small it's more about drilling down into the individuals. For example, [one year group at one of the schools] showed that no boys achieved ARE, which might indicate a problem until you unpick the individuals and see that there are reasons for this. We had another pupil who exceeded in reaching and writing but not in maths. Does this indicate a problem with maths teaching? No. They are just stronger in the other areas. However, we do need to ask whether our provision is given our children space to exceed.

The Head went on to explain the benefit of the new monitoring system, which gave him more of an insight into each individual child.

CONFIDENTIAL MINUTE

Parental questionnaire – St Hilda's

[Responses had been circulated with the agenda]

Comment: The responses seem to be very positive.

A. Yes, I agree although once again there is a relatively low number of responses and some didn't respond to every question. At both schools,

	<p>there were some particularly powerful responses to the question ‘What are the three things that make you proud to be parents at the school?’</p> <p>Q. Is there any follow-up to negative responses?</p> <p>A. All the responses are confidential.</p> <p>Q. Why is that?</p> <p>A. So that people are honest and frank with me.</p> <p>Q. Why are there so few responses? Are you concerned that there is a problem with parental engagement?</p> <p>A. There are a variety of reasons why they don’t get filled in. Some people don’t have time. If I do know who has written a negative comment, I contact them and invite them into school to discuss the issue.</p> <p><u>Primary Science Quality Mark</u></p> <p>It was noted that the federation had been awarded with the Primary Science Quality Mark.</p> <p>Q. Are we the only school in the area with this?</p> <p>A. I understand that there are only 200 – 300 schools in the country with the award and we’re the only ones in the area.</p> <p>The Head stressed that this award needed to be built on. The schools would be visited by the Malton School Science Bus and the Ryevitalise team and the award would also act as a signpost for STEM [Science Technology Engineering and Mathematics] ambassadors. Both schools had also taken part in the Countryside Day and had been visited by the Cosmodome.</p> <p>Q. Last year, the children were taken to a science lab by Terrington Hall. Is that likely to happen again?</p> <p>A. I’m not sure as there have been some staff changes.</p> <p>Q. Is the Science Mark something we need to work on to retain?</p> <p>A. Yes. We have indicated our next steps and in 2021 we will seek revalidation.</p>	
FG/18/104	<p><u>School Development Plan (Core Function – Strategic Direction)</u></p> <p><i>[School Development Plans for 2017-18 and 2018-19 had been circulated with the agenda]</i></p> <p>Governors were advised that the 2017-18 SDP now showed milestone data and that there were one or two ‘amber’ items.</p> <p>Q. Is the date for the new RE curriculum 2018 or 2019?</p> <p>A. I have now moved the target date for this to 2019. I would like to establish a mixed-age rolling programme.</p> <p>The Head explained that there was a common thread between the SDPs from 2017-18 and 2018-19 and that the plan was valid across both schools. The plan tackled issues including progress in writing and maths and the development of foundation subjects</p> <p>Governors were advised that the foundation subjects part of the plan aimed to build on specific subjects and that it could be expand on in the future. Computing for example would cover Y6 expectations and would involve IT consultants working in conjunction with staff and pupils in a high-profile project that would be rolled out to other schools. This would provide another opportunity for good publicity.</p> <p>Q. Do you have places lined up for worship visits yet?</p> <p>A. There is a new Education Advisor at the Diocese so I will talk to them about this as well as other members of the Howardian Alliance. It will probably be a case of getting people into the school due to the budget.</p>	

	<p><i>We do have problems with voluntary contributions not coming close to covering the cost of visits. That is why we made the difficult decision to not go to the Ryedale Book Festival this year.</i></p> <p><i>Q. Does this mean that offsite trips will be minimal this year?</i></p> <p><i>A. Yes, very minimal.</i></p> <p><i>Q. Will that infringe on the broad and balanced curriculum and on exposing our children to different cultures?</i></p> <p><i>A. You're right to bring that up but we do have to prioritise. And we can get people in. For example, we will have the Parliamentary Outreach team coming in, which will be excellent and will involve no cost to the school. It's worth seeking these things out.</i></p> <p><i>Comment: The Friends of Hovingham wanted to take the children for a day out at the end of last term. Although this turned out to not be possible, perhaps we could have a discussion with them to guide them towards funding a trip that would fit in the curriculum.</i></p> <p><i>A. I agree that early conversations with the Friends would be a good idea. There are some projects that we would like to do within the school as well for tangible things like improving the corridor.</i></p> <p><i>J Caddy arrived at 6.45pm</i></p> <p><i>Q. Can you tell us about Academic Resilience? What impact has it had so far and has it produced any improvement in writing?</i></p> <p><i>A. Not specifically in writing. Faye and I are attending some training tomorrow and one of our milestones is seeking to improve the resilience of children at the schools.</i></p> <p><i>Q. What are the markers for achievement in this?</i></p> <p><i>A. We have an action plan involving pupil voice.</i></p> <p><i>Q. When working with pupil voice, do all pupils respond?</i></p> <p><i>A. [Staff governor] There are different ways of gathering pupil voice. For example, we have had a discussion in the classroom about rules and all children took part in that but sometimes it's just selected children.</i></p> <p><i>Q. Does Academic Resilience aim to prepare pupils for transition?</i></p> <p><i>A. Yes, transition within the school and beyond.</i></p> <p><i>Q. Do you get any feedback after the child has left school?</i></p> <p><i>A. Not formally although we do sometimes see former pupils at sports events.</i></p> <p><i>Comment: [Staff governor] Sometimes it's just a dialogue with individuals in the classroom. We would hope to see children less upset and feeling stronger in general.</i></p> <p><i>Comment: It sounds like a very good idea to give children the tools to cope as it can be very stressful being a child nowdays.</i></p>	
<p>FG/18/105</p>	<p>Finance & Premises (Core Function – Financial Oversight)</p> <p><i>[A Year-End summary had been circulated with the agenda]</i></p> <p>Governors were advised that at the end of 2017-18, the school had been told by NYCC that the figures did not balance. Further scrutiny had resulted in the outturn indicating slightly higher income but that expenditure was significantly higher. This increase could be explained by the following:</p> <ul style="list-style-type: none"> • The residential trip to Edinburgh had an expenditure that exceeded income • There was a cost involved with the Primary Quality Science Mark <p>The biggest factor however was the fact that when the two school budgets merged, an error had occurred when entering the school dinners figures. This meant that school dinners were showing to be more that £5K over budget.</p>	

	<p>An in-year surplus for 2018-19 had eliminated the overall deficit, but it was noted that this was a significant error that had made life difficult.</p> <p>Q. Are there ways that we can save on electricity bills? A. We are part of the North Yorkshire bulk buy scheme so if we opt out there will be a procurement issue. The big problem with electricity here is that this is an old building with storage heaters. There needs to be some education among staff about how to operate the storage heaters properly and everyone needs to be reminded to not leave doors open. L Lealman, who had storage heaters at home, offered to look at optimising the school heating system.</p> <p>Q. Why was the ICT expenditure more than double that of the budget? A. This was caused by an unexpected server malfunction, which cost more than £2K to solve. The Chromebooks had already been agreed by this point and the catering problem was not discovered until much later. Q. Is the server now secure? A. Yes, in both schools and we have a very robust backup system. <i>[The Federation had been advised that the Hovingham server should be replaced in the financial year 2019-20]</i></p> <p><i>[An updated budget monitoring report had been shared with governors prior to the meeting]</i> The report indicated a carry-forward of around £4K due to the following: <ul style="list-style-type: none"> • Additional Pupil Premium funding • Two pupils with element 3 SEN funding • A successful EHCAR Q. Will all the SEN funding go out immediately? A. The figures show the hours put in to support a child. The Head went on to give an example of a child in receipt of SEN funding who may need additional support in the mornings when transitioning to a new class next year. The amount of SEN funding could go up or down so it was difficult to make staffing plans for the future. Other variables would be September 2019 pupil numbers and in-year pupil movement. School meals would be capped in the case of a lower take-up.</p> <p>Q. Why is there no allocated SEND teaching support funding indicated on the budget? A. It's all included within teaching staff and support. Q. Is it possible for these specific costs to be shown? A. I can give you those figures. <i>[An additional £1000 per month expenditure had been added at St Hilda's since July 2018]</i> Comment: It seems to be constantly changing and we're all mindful of the need to keep an eye on the budget.</p>	<p>LL</p> <p>JP</p>
<p>FG/18/106</p>	<p><u>Rapid Improvement Group</u> Governors were reminded that there had been no meeting at such although a meeting had taken place with Andrew Smith regarding academisation. It was decided that the governing body would collaboratively explore the various options. The Head asked that there be a sharper focus on the issue with exploration of one or two other academy chains. The Chair explained that historically RIG had involved the Chair, Vice Chair and the Head and that the meetings had provided an opportunity for strategic oversight and for the Head to inform the Chair and Vice Chair of issues prior to FGB meetings. The Chair would continue with RIG meetings in the future.</p>	<p>All</p>

FG/18/107	<p><u>Policies</u> (Statutory Responsibility / Core Function – Strategic Direction) <i>[Policies had been circulated with the agenda]</i></p> <p><u>Anti-Bullying</u> The Head informed governors that the only change had been the addition of the term cyber-bullying.</p> <p><u>Behaviour</u> Governors were advised that the policy had been the result of a very productive training day and meetings with all staff members, including teaching assistants and midday supervisors to ensure that all there was a common understanding and a consistence approach. Work in this area continued particularly with SEND and other, more complex circumstances. The Head would like to consider how the policy is shared with parents and suggested providing parents with a condensed version.</p> <p>Governors APPROVED both policies. Proposed: J Conacher Seconded: M Boothroyd</p> <p>Appendices for the Behaviour Policy to go out to parents would be presented to governors for approval following a review.</p>	
FG/18/108	<p><u>Monitoring Visits</u> <i>[SEND visit report had been circulated with the agenda]</i></p> <p>Q. Does this indicate two different situations across the two schools? A. No, it's more a case of different children with different needs and different levels of parental involvement. The teachers are clearly very skilled, but it can be a juggling act and it does impact on the rest of the class.</p> <p>Governors agreed that an appropriate turnaround time for visit reports should be two weeks. This would allow link governors to start a dialogue with subject leaders.</p>	All
FG/18/109	<p><u>Governor Training</u> (Priority) V Forrester would take part in Chair of Governors training and in Complaints training. Governors were informed that the Federation had purchased a group of online courses from 'Educare for Education' in collaboration with another school. The 27 courses included GDPR, Child Neglect, Child Protection, Health & Safety, Bullying and Prevent. There would be no additional cost for governors to take the courses. GSINs would take place on 6th November at the Downe Arms and would be attended by V Forrester and J Senior. Governors were alerted to the North Yorkshire Education Service website where additional courses from NYCC could be found, including Raising Achievement and Pupil Premium.</p>	VF VF & JS
FG/18/110	<p><u>Safeguarding</u> (Statutory Responsibility) <i>[Keeping Children Safe in Education had been circulated with the agenda]</i> It was noted that all governors present had read the updated section of Keeping Children Safe in Education. Governors signed to confirm this.</p>	

	<p>The Head explained that Safeguarding files in both schools had been updated and that they had been checked by V Forrester in July. Her report would be written up and circulated.</p> <p><i>Jane Richardson left the meeting at 7.30pm</i></p> <p><i>[Fire Risk Assessment documents for both schools had been circulated with the agenda].</i></p> <p>It was noted that governors had received Fire Risk Assessments and that the Chair was monitoring outstanding actions.</p>	VF
FG/18/111	<p><u>Any Other Business</u></p> <p><u>Residential</u></p> <p>The Head informed governors that the school intended to take the children on their regular residential to Bewley Park. Whereas the trip had previously been open to Y4, Y5 and Y6, the Head proposed that it only be for Y5 & Y6 this time. The Head also proposed that the school offer 50% of the cost to children in receipt of Pupil Premium funding. He explained that in the past, much of the costs had been covered by NYCC but that this was no longer the case.</p> <p><i>Q. Can any of the costs come out of Sports Funding?</i></p> <p><i>A. Yes in theory but that would mean less funding for sports.</i></p> <p><i>Q. Would 50% be a blanket policy?</i></p> <p><i>A. Yes it would.</i></p> <p>Governors APPROVED the trip to Bewley Park and AGREED that it should be open to years 5&6 only and that 50% of the costs should be offered to children in receipt of Pupil Premium if required.</p> <p><u>Application for threshold</u></p> <p>It was noted that a member of staff had applied for threshold. Governors agreed that this application should be considered by the Head and Chair.</p> <p><u>Governor papers</u></p> <p>The Clerk would investigate problems with opening attachment experienced by M Boothroyd. Governors asked about using printed papers in light of GDPR regulations. They were informed that they were permitted to use printed papers but that they should be mindful of the additional risk they presented. The Clerk would seek further advice about this.</p>	<p>JP & VF</p> <p>Clerk</p> <p>Clerk</p>
FG/18/112	<p><u>Matters for celebration</u></p> <ul style="list-style-type: none"> • Primary Science Quality Mark • School Games Silver Award • A new canopy for outdoor learning at St Hilda's 	
FG/18/113	<p><u>Matters for inclusion on the next agenda</u></p> <ul style="list-style-type: none"> • Election of a Vice Chair • Link Governor roles • Academisation • Policies 	
FG/18/114	<p><u>Date and venue of next meeting</u></p> <p>22nd October, St Hilda's</p> <p>J Senior gave her apologies.</p>	

Meeting ended at 7.45pm

Impact Statements
Governors elected a new Chair and agreed Standing Orders and Code of Conduct for 2018-19
Governors received and discussed data report
Governors discussed parental engagement
Governors asked questions about the impact of Academic Resilience
Governors scrutinised and asked questions about budget reports
Governors approved two policies

Actions			
Item ref	Action	Timeframe	Name
FG/18/101	Support M Boothroyd in his Foundation Governor application as necessary		Clerk
FG/18/101	Follow-up SEND visit	This term	JR
FG/18/101	Maths visit	This term	JS
FG/18/101	Literacy visit	This term	MB/CA
FG/18/101	Safer Recruitment training		VF
FG/18/101	Re-circulate link for Prevent training	By next FGB	VF
FG/18/101	Check whether diocese training is transferable	By next FGB	Clerk
FG/18/101	Send in any training certificates		All
FG/18/102	Send Business Interest Forms to those missing them	By next FGB	Clerk
FG/18/102	Support the school in the event of Parent Governor election		Clerk
FG/18/102	Liaise with R Bell re maternity cover	By next FGB	VF
FG/18/102	Arrange for Associate Governors to have school emails	By next FGB	JP
FG/18/102	Invite Catherine Reid to be Associate Governor	By next FGB	JP/VF
FG/18/102	Communicate with R Garnish re Associate role	By next FGB	VF
FG/18/103	Look at storage heaters at Hovingham		LL
FG/18/106	Continue to research and explore academisation		All
FG/18/108	Provide monitoring visit reports within 2 weeks		All
FG/18/109	Chair of Governor training and Complaints training		VF
FG/18/109	GSINs meeting	6 th November	VF/JS
FG/18/110	Safeguarding report	By next FGB	VF
FG/18/111	Consider threshold application		VF/JP
FG/18/111	Explore problem with opening attachments		Clerk
FG/18/111	Seek advice on keeping papers re GDPR		Clerk

The following acronyms may have been used throughout the minutes:

ARE: Age Related Expectations	EHCAR: Education Health and Care Assessment Request
EOY: End Of Year	EVA: Esk Valley Alliance
EYFS: Early Years Foundation Stage	FGB: Full Governing Body
GSINs: Governors School Improvement Network meetings	
KS1: Key Stage One	KS2: Key Stage Two
MSL: Maths Subject Leader	NQT: Newly Qualified Teacher
RI: Requires Improvement	RIG: Rapid Improvement Group
ROV: Record of Visit	SBM: School Business Manager
SDP: School Development Plan	SEN: Special Educational Needs
SFVS: Schools Financial Value Standard	SENCo: Special Educational Needs Coordinator
SIA: School Improvement Advisor	SIAMS: Statutory Inspection of Anglican & Methodist Schools

Signed..... (Chairman) Date..... 10