

Hovingham & St Hilda's, Ampleforth CE Primary Schools' Federation
Minutes of a meeting of the Full Governing Body of the Federation
Monday 21st January 2019, St Hilda's

Present: Clare Almond
 Jayne Conacher
 Lynn Lealman
 Andrew Reid
 Johanna Senior

Martyn Boothroyd
Victoria Forrester
James Pynn (Head)
Jane Richardson

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/19/001	<u>Welcome</u> The Chair welcomed governors and said a prayer.	
FG/19/002	<u>Apologies for absence</u> F Standen sent apologies due to family commitments Governors consented to this apology. Rachel Bell had agreed with the Chair that she would be on maternity leave for the time being [FG/19/007]	
FG/19/003	<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/19/004	<u>Notification of urgent other business</u> Governors agreed to discuss two points of business from the Chair.	
FG/19/005	<u>Public minutes of the meeting held on 3rd December 2018</u> <i>[Minutes had been circulated with the agenda]</i> Governors scrutinised the public minutes of the FGB meeting held on 3 rd December 2018. The minutes were unanimously agreed as a correct record and duly signed and dated to this effect. <i>[Confidential minute was tabled at the meeting]</i> Governors scrutinised the confidential minute from the FGB meeting held on 3 rd December. The minutes were unanimously agreed as a correct record and duly signed and dated to this effect. Proposed: J Senior Seconded: A Reid	

Signed..... (Chair) Date.....

FG/19/006	<p><u>Matters arising from the previous minutes</u> <u>FG/18/150</u> The Clerk had reviewed the governor training certificates in the file and would contact governors individually.</p> <p>It was noted that all other actions had been completed.</p>	Clerk
FG/19/007	<p><u>Governing Body Business</u> <u>Parent governor</u> A new parent governor, Frances Standen had been appointed. F Standen was a parent of two children at Hovingham. She would have some difficulty in attending meeting on Monday evenings, so governors were asked to consider changing future meeting dates.</p> <p><u>Headteacher appraisal</u> CONFIDENTIAL MINUTE</p> <p><u>Governor vacancies</u> The Chair informed governors that Julie Caddy had resigned from the governing body with immediate effect due to difficulties in attending evening meetings. A staff governor election process would therefore be put into action across the federation. A staff governor could be selected from any member of staff including clerical staff. The Chair thanked J Caddy for all her work with the governing body. Governors were informed that Lynn Lealman would like to step down at the end of her term of office in March. The Chair thanked L Lealman for her work with the governing body over many years. Governors were asked to consider potential new co-opted governors. The terms of office for parent governor, Jayne Conacher would come to an end at the end of March so parent governor elections would be actioned at that point. The Head noted the need to communicate more effectively the fact that parent and co-opted governors would be sought across the whole federation rather than to represent individual schools.</p> <p><u>Current governors</u> Rev Catherine Reid had verbally agreed to become an Associate Member. The Chair would contact her by email to formally welcome her to the governing body. The Chair had spoken with Rachel Bell and reported that she would like to take up the offer of maternity leave. <i>Q. How long will the maternity leave last?</i> <i>A. There is no guidance about this but in the past governors have taken the equivalent that they would have taken in employment, which was one year.</i> It was proposed that, in the meantime the role of lead governor for science should be offered to F Standen. The Vice Chair would mentor F Standen.</p>	Chair
FG/19/008	<p><u>Headteacher updates</u> (Core Function – Educational Performance) <i>[Headteacher report was circulated with the agenda]</i> <u>Monitoring</u> Governors were advised that the new SIA, Heather Mensah, would be visiting Hovingham during the week commencing 4th February to take part in joint lesson observations with the Head. She would be visiting St Hilda's on 9th April for the same. The reason for the long gap between the two visits was that a peer review would be taking place on 21st February, which would provide</p>	

useful evidence. The peer review would be carried out by Mrs Wells, Headteacher of West Heslerton and Mrs Tweddle, Headteacher of Gillamoor. The review would involve lesson observations and book scrutiny with feedback at the end of the day. Governors were invited and encouraged to attend. It was noted that some members of staff had limited or no experience of an Ofsted inspection and it was hoped that the review would provide a useful similar experience. The Head explained that he had taken part in this exercise in other schools and had received very positive feedback from the teachers involved. It was also hoped that pupils would benefit from having visitors to the classroom and that the experience would help them to be more forthcoming. The review was part of a programme of external monitoring.

Assessment

Reading and Maths assessment materials had recently changed. The school was now using PIRA [Progress in Reading Assessment] for Reading, which produced a standardised score and allowed for comparisons with previous years for Y2 and Y6 pupils. For Maths assessment, the school was using Headstart, which also produced a standardised score.

Q. It seems as though data has dropped a little in both schools during the Autumn term. Is this a trend and is it something we should be working to address?

A. This is a tricky transition period, particularly for children moving from Y2 to Y3 and anecdotally, I would say it happens in schools of all sizes across the board. Some elements of this relate to the curriculum as there is a jump from KS1 to KS2.

The Head went on to explain that there was a maths curriculum for each year group while there were KS1, Lower Junior and Upper Junior curriculums for Reading and Writing, making it difficult to accurately gauge where a child was and whether they were on track. In addition to this, not enough cohorts had been through the system to provide comparison.

Data from the end of the Summer term 2018 showed that there were a number of children adrift and governors were informed of specific circumstances.

CONFIDENTIAL MINUTE

The Head had met with staff for pupil progress meetings to discuss rapid improvement. Targets would be aspirations without being unrealistic, but the Head was keen to avoid assuming that children would be unable to achieve. It was noted that if a child was shown to be below, it did not necessarily mean that they had not progressed. Catch-up sessions were in place at St Hilda's using Pupil Premium funding and a number of interventions were in place at Hovingham.

Q. Is further moderation planned?

A. Yes. Daisy [Dunning] has accessed training and Carla and Faye had a meeting with Lee that they felt was very useful. Howardian moderation meetings are a source of meaningful moderation rather than just a 'book look'. We should know more by the end of Spring term especially as we would have covered more of the maths curriculum and accessed more of the assessment test.

The Head commented that when observing across both schools, he had seen children being given the opportunity to address any errors.

Q. Is assessment made harder with children from private schools who have not worked within the National Curriculum?

A. Yes, it can be more difficult.
Q. [With new pupils] do you look at the first assessment in school along with teacher judgement?
A. Yes but we are also looking at the last statutory assessment, if the child had been in the state system, and that can be very useful.

SEF

[SEF was circulated with the agenda]

The Chair commented that the SEF was very detailed.

The Head explained that, after consulting Heather Mensah, the Hovingham SEF had only been partly changed. This was due to a new Ofsted framework expected in September. It was felt that the St Hilda's SEF should be prioritised as an Ofsted inspection was likely to happen sooner at that school and the EYFS had been in RI.

Governors discussed changes to Ofsted and it was noted that it was possible that only external data would be taken into consideration in an attempt to manage teacher workload. The national picture showed a leaning towards the broader curriculum and personal development, and it was recognised that this was a period of change.

The Head commented that Heather Mensah had been very helpful with her comments and her reminder that the school should be clear about the impact of any changes made. Link governors were asked to focus on this in their monitoring.

Q. There are some new acronyms in the data. Can you explain what 4U means?

A. 4 refers to the school year. During the autumn term of Y4, children would be expected to be at 4L, which means 4 Lower. In the Spring term they should 4M (middle) and in the Summer term they should reach 4U or 4 Upper. S refers to Secure. Going forward, standardised scores will make the data tighter.

Q. What do the areas highlighted in purple mean?

A. These are the next stages to change. Those highlighted in green are the ones I am happy with. This is in preparation for the peer review this term.

Diocesan advisor

[Visit reports had been circulated with the agenda]

The new school advisor from the Diocese, Heather Rattenbury had held two different meetings at the schools. At St Hilda's she had toured the school while at Hovingham, a meeting had been held with M Boothroyd and A Reid to discuss the updated SIAMs framework. This meeting had identified the fact that there was a school motto at St Hilda's – 'Where everyone grows'.

Hovingham did not have a motto so it was suggested that the two schools adopt a joint motto. Governors commented that it would add to the communality between the schools and would speak to the federation. The Head explained that it was good practice to show a clear vision on the school website.

Governors agreed that Hovingham and St Hilda's should adopt the same motto along the lines of the current St Hilda's motto.

The Head would re-word the motto and bring it to the next FGB meeting.

The Hovingham meeting identified link governor roles of monitoring Collective Worship and RE and it was noted that an annual report in both areas from the link governors would be good practice. The meetings had helped to map out

Head

	<p>how the schools could both have very positive SIAMs inspections. The Head expressed thanks to M Boothroyd and A Reid for contributing to the meeting at Hovingham.</p> <p>The Head also thanked everyone who had been involved in pupil leadership of Collective Worship. Pupils at Hovingham would work with Rev Tanya Short on reflection about how it went. Governors commented on the articulate, thoughtful and helpful nature of the children involved.</p> <p>PCC members have been asked to support the Easter Journey with the schools.</p>	
FG/19/009	<p>School Development Plan (Core Function – Strategic Direction) <i>[SDP had been circulated with the agenda]</i></p> <p>The Head explained that at the beginning of the Spring term it was usual for the SDP to show a good deal of ‘amber’ as supporting evidence was still to come in to demonstrate successful outcomes.</p> <p>Q. Some of the outcomes have targets and some don't. Do the ones without targets fall under in-school assessment and is that acceptable? A. Yes, they do, and it is acceptable.</p> <p>Q. How is pupil voice collated and documented? A. Pupil voice is carried out in a variety of ways. It could be conversations with individual pupils, small groups or surveys. We are also encouraging pupil voice through the parliamentary outreach group. Comment: The success of the Church events must have created some transferable skills, which would all lend themselves to pupil voice.</p> <p>Q. Is it worth looking again at a school council? A. We have such small schools and there is a question of who would run it. I think we talk regularly enough with pupils and we also have children contributing to Worship Group.</p>	
FG/19/010	<p>Finance & Premises (Core Function – Financial Oversight) <i>[Benchmarking paperwork had been circulated with the agenda]</i></p> <p>Governors were advised that, although financial benchmarking was very difficult with small schools this document gave governors the opportunity to question any spending that seemed at odds with similar settings.</p> <p>Q. The amount spent of supply staff seems high and I know we have cut some supply costs. When did the figures come out? A. I'm not sure when these figures came out, but supply costs can be impacted by the circumstances of the schools. For example, we have an NQT who will be accessing more training than other teachers and before Christmas we had sickness in both schools. There are also differences in how we can use in-house cover. We have a hugely experienced HLTA who can cover classes but EYFS needs a higher ratio.</p> <p>The Head went on to explain that supply was sometimes used to access training but that the cost of this was sometimes covered by funding. Income was gained by the school when the Head attended funded training in his role of mentor to the NQT.</p> <p>Q. What are we doing to keep the energy costs under control? A. We now have an efficient boiler pump at St Hilda's and better heating controls, which is helping to save money. Hovingham is more complicated as there are a number of different types of storage heater and it is a listed building.</p>	

	<p>The Head went on to explain that the School Business Manager was in conversation with the NYCC energy board about solving the issue.</p> <p>Q. The document shows pupil – staff ratio. Is there any adjustment for SEND?</p> <p>A. No, it just shows what the ratio is, or was at the time. SEN might have come into some calculations and it is worth asking whether the additional support is still necessary.</p>	
FG/19/011	<p><u>Rapid Improvement Group</u></p> <p>The Chair reported that RIG had not met since the last FGB meeting but that they would arrange to meet within the next two weeks.</p>	
FG/19/012	<p><u>Monitoring Visits</u></p> <p><i>[Governor monitoring visit reports for Maths and EYFS had been circulated with the agenda]</i></p> <p>It was noted that the Maths report had been discussed during the last FGB meeting.</p> <p>The EYFS link governor reported that she was very happy with what she saw during her visit and that there was a lovely atmosphere within EYFS.</p> <p>It was noted that Lynn Dodds was not a volunteer but was on work placement at the school.</p>	
FG/19/013	<p><u>Governor Training (Priority)</u></p> <p><i>[Stonewall training documents had been circulated with the agenda]</i></p> <p>The Head described Stonewall training, facilitate by the Diocese as excellent and suggested that the Vision and Values team discuss how to implement some aspects of the training. It was noted that teaching about LBGT issues could be particularly challenging in a Church school setting.</p> <p>Q. Do we have any policies that cover this area?</p> <p>A. I am doing Sex and Relationship Education training so it would fit within that.</p> <p>Q. Do we have a racist incident register?</p> <p>A. Yes, we do.</p> <p>Q. Is there a separate policy for that?</p> <p>A. It would be part of the Equalities Policy. We are currently doing everything that we should be doing.</p> <p>The Chair had received a list of relevant training from NYCC and would send it to the Clerk to circulate.</p> <p>J Conacher had undertaken GDPR training and updated Safeguarding training. The Clerk asked for copies of any relevant certificates or as much detail as possible about training undertaken to go into the governance file.</p>	<p>V&V</p> <p>Clerk</p>
FG/19/014	<p><u>Safeguarding (Statutory Responsibility)</u></p> <p><i>[Safeguarding audit for Hovingham had been circulated with the agenda]</i></p> <p>The Head explained that he had working through the document with the SBM and that the audit for St Hilda's would work in a similar way.</p> <p>Q. Who is the second designated teacher for safeguarding?</p> <p>A. Faye and Michelle.</p> <p>Q. Can Michelle deal with any safeguarding issue here if you and Faye are both away?</p> <p>A. I will check with NYCC.</p> <p>Q. Do the police offer any input to older children prior to entering secondary school?</p>	

	<p>A. Yes, this is part of the Crucial Crew programme. Completed audits would be scrutinised by M Boothroyd and V Forrester.</p> <p><i>[Health and Safety reports had been circulated with the agenda]</i> Governors were informed that recommendations in the reports had been largely completed.</p> <p>Q. Is legionella testing carried out regularly? A. Yes, this is done by the caretaker.</p>	MB/VF
FG/19/015	<p>Any Other Business CONFIDENTIAL MINUTE</p> <p>It was noted that some minutes from recent FGB meetings were still to be uploaded to the school website. The Clerk would send the most recent approved minutes to the admin team.</p>	Clerk
FG/19/016	<p>Matters for celebration</p> <ul style="list-style-type: none"> The Chair congratulated both schools for outstanding Christmas events. Governors also noted the wonderful visual impact on the church, which was commented on visitors. Some excellent input to the Worship Group from pupils. 	
FG/19/017	<p>Matters for inclusion on the next agenda</p> <ul style="list-style-type: none"> Action points from Heather Rattenbury's visit report Vision motto for both schools School Financial Value Standard Peer review at St Hilda's Governor vacancies 	
FG/19/018	<p>Date and venue of next meeting 11th March, Hovingham</p>	

Meeting ended at 7.15 pm

Impact Statements
Governors received the Headteacher report and asked questions about data, assessment and moderation.
Governors received the School Development Plan and asked questions about pupil voice.
Governors received benchmarking data and asked questions about spending on supply teaching and energy.
Governors had carried out monitoring visits for Maths and EYFS.
Governors received and asked questions about the Safeguarding Audit.

Actions			
Item ref	Action	Timeframe	Name
FG/19/006	Contact governors re training gaps	By next mtg	Clerk
FG/19/007	Email C Reid to formally invite her to become an associate		VF
FG/19/008	Re-word school motto	By next mtg	Head
FG/19/013	Discuss implementing Stonewall training		Vis & Val
FG/19/013	Circulate NYCC training		Clerk
FG/19/014	Scrutinise Safeguarding Audit		MB/VF
FG/19/015	Send recent minutes to school admin team		Clerk

Signed..... (Chair) Date.....

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	SEF: Self Evaluation Form
SEN: Special Educational Needs	SENCo: Special Educational Needs Coordinator
SFVS: Schools Financial Value Standard	SIA: School Improvement Advisor
SIAMS: Statutory Inspection of Anglican & Methodist Schools	