

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

Wednesday 22nd January 2020, St Hilda's

Present: Clare Almond (Chair) Amy Kirk
 James Pynn Andrew Reid (Vice Chair) Arrived 6.25
 Johanna Senior Frances Standen

In Attendance: Helen Lowdell (Clerk)

Apologies: Martyn Boothroyd Jayne Conacher

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/20/001	<u>Welcome</u> The Chair welcomed governors and said a prayer.	
FG/20/002	<u>Apologies for absence</u> Martyn Boothroyd sent apologies for health reasons. Jayne Conacher sent apologies due to work commitments. Andrew Reid sent apologies for arriving late due to family commitments. Frances Standen sent apologies for leaving early due to family commitments All apologies were consented to. Governors were informed that Keith Johnson had resigned for the governing body. Jane Richardson was not present.	
FG/20/003	<u>Declaration of Interest & Items of Confidentiality</u> There were no declarations of interest. It was agreed that items of confidentiality would be decided throughout and after the meeting.	
FG/20/004	<u>Notification of urgent other business</u> Governors agreed to discuss the school websites and photocopiers.	
FG/19/005	<u>Previous minutes</u> <u>Public minutes of the meeting held on 27th November</u> <i>[Minutes had been circulated with the agenda]</i> Governors scrutinised the public minutes of the FGB meeting held on 27 th November The minutes were agreed as a correct record and duly signed and dated to this effect. <u>Confidential minutes of the meeting held on 27th November</u>	

	<p><i>[Minutes had been circulated with the agenda]</i></p> <p>Governors scrutinised the confidential minutes of the FGB meeting held on 27th November</p> <p>The minutes were agreed as a correct record and duly signed and dated to this effect.</p>	
FG/20/006	<p><u>Matters Arising from the Previous Minutes</u></p> <p><u>Safer Recruitment training [FG/19/140]</u> The Chair would complete Safer Recruitment training.</p> <p><u>Governor on sick leave [FG/19/140]</u> It was agreed that, although he had recently visited the school, it would not be appropriate to expect M Boothroyd to carry out any duties until he was fully recovered. The Chair would cover the Lead Literacy Governor role and J Senior would cover the Safeguarding role, with support from the Head and information from the Clerk.</p> <p><u>Skills audit [FG/19/140]</u> The Chair had completed skills audit analysis. This would be discussed later in the meeting.</p> <p><u>Draft advert [FG/19/140]</u> A draft advert for new governors was on file and would be updated by the Head.</p> <p><u>Christmas concert [FG/19/143]</u> Members of the community had been invited to the Christmas concert and it was very well attended as a result.</p> <p><u>Governor vacancies [FG/19/143]</u> J Conacher had passed on the name of a potential new governor and the Chair had emailed them and was awaiting a response.</p> <p><u>DSE risk assessment [FG/19/146]</u> The Head had followed up on the visual DSE risk assessments and had emailed staff about completing those that were outstanding. He would report on progress at the next meeting.</p> <p><u>Governor terms of office [FG/19/145]</u> It was noted that J Senior's terms of office had come to an end. J Senior indicated that she would like to stand again for the role of co-opted governor. Governors unanimously agreed to re-appoint J Senior as co-opted governor.</p> <p>It was noted that all other actions had been completed.</p>	<p>CA</p> <p>Clerk</p> <p>JP</p> <p>JP</p>
FG/20/007	<p><u>Headteacher Updates</u></p> <p>Governors were informed that the school had a new, very experienced School Improvement Adviser, Matt Blyton, who would be visiting both schools on the afternoon of Monday 24th February.</p> <p><i>Q. Will this be the one visit from the LA that we are entitled to?</i></p>	

A. It is actually the second half of the one visit. When Heather Mensah [previous SIA] met to talk about data, I had already provided her with the answers to her questions, so she only needed half a day.

It was noted that after the meeting on 24th February, the only free support the school would receive would be by phone.

Q. Will you get to see the SIA at termly meetings?

A. I am hoping he will be at the termly Headteacher meeting.

Headteacher report

[Report had been circulated with the agenda]

The Head reported that pupil numbers continued to be fluid. A prospective family with a Y5 child had visited Hovingham but a Y1 child was moving from St Hilda's.

CONFIDENTIAL MINUTE

Governors' attention was drawn to the data section of the report and the Head explained that Pupil Progress meetings had taken place during a training day. While it was recognised that the RAG rated report showed a good deal of Red, governors were asked to refer back to data from the summer term to make real comparisons. They were advised that some of the targets were very aspirations and that some children had limited or no prior data due to the setting that they had come from.

The Maths resource HeadStart was being used by the school. It had the advantage of being able to produce a standardised score but it required continued monitoring. Lesson observations had taken place at St Hilda's that day and more would be done at Hovingham soon. A summary of children adrift of ARE and those Exceeding, had been shared with teacher to help them to focus and to inform subject leaders. This information could be shared with link governors.

Q. What does the Science Enthuse partnership involve?

A. This is not yet off the ground. It was going to be a group of schools with funding from the EVA and a programme had been agreed but the goalposts have moved, and EVA is now in discussion with the STEM centre. The offer had been for CPD, but this was accessible anyway. I will keep you updated.

Q. What kind of research is done by the Maths Mastery Research Group?

A. This is the second year and the format has changed. This year, there are six sessions, three of which are Learning Walks and the others are observations. These are funded and we are generating income as we don't need to pay for my release. This is upskilling – it's about learning to apply all of the research out there.

Q. Are our children using the prayer space?

A. Yes, they are. The challenges are to maintain the space being used and keeping it refreshed and when the weather improves, creating an outdoor space.

St Hilda's SEF

[SEF had been circulated with the agenda]

The Head explained that this had been written to the new Ofsted framework and that it was being updated on an ongoing basis. The overall effectiveness of the school was currently Good but Early Years was still classified as RI.

Q. What actions are being taken to engage Early Years parents?

A. [Staff governor] We are still sending home the Learning Journeys and we are asking parents to tell us about their child's current interests. We have had a Stay and Play, and we are planning another one before parent's evenings. We are encouraging them to send in the 'Wow slips' about things their children have been doing out of school and these are celebrated in assemblies.

Q. Are there any parents who are not engaging at all?

A. Nobody is doing nothing, but it can be hard to catch some parents, especially if the children are coming to us through Daisy Daycare.

Q. Is Daisy Daycare just for nursery aged children?

A. So, there are some from KS1 as well.

Q. Who is the more responsible for milestones? Can Daisy Daycare work with us on this?

A. I think that when it comes to inspection, there is a focus on the Reception class but it's worth having a chat with them. We would have to triangulate with parents and make sure they are happy for information to be shared.

Q. When it comes to the school's Vision, which external body ratifies the Vision and where to we, as governors go to get triangulation, to make sure that our Vision is working? Is this something that SIAs look at? Where do we find evidence?

A. This area would be explicit in the Diocesan visit reports. It's also something that governors can triangulate during day to day visits to the school.

St Hilda's SIAMs SEF and Church Schools Overview

[Both documents had been circulated with the agenda]

The Head had updated the SEF following a visit from Heather Rattenberry in the summer term.

The Church School overview was a new document, design to help schools and governors by putting all relevant information on one page. An equivalent document had been created for Hovingham as well.

Governors were advised that St Hilda's was expecting a SIAMs inspection during the next academic year with Hovingham to be inspected the year after and that the new SIAMs framework would be in use.

Q. Is the new framework vastly different?

A. Yes, hugely. 'Outstanding' is now being called 'Excellent' and it is much more difficult to achieve.

Heather Rattenberry would visit on March 24th and governors would visit to look at Vision and Values, carry out a book scrutiny and discuss RE, with a focus on Intent, Implementation and Impact as well as assessment. A Reid would present a report at the next meeting.

Comment: These reports seem to be very comprehensive.

Q. When it comes to Vision and Leadership, can we articulate the school's Vision with practical examples?

A. An example of this would be 'Everyone Growing', which refers to both academic and social opportunities and growing children emotionally. I

would like to get involved with the Archbishop's Youth Trust when possible.

Q. Are there any examples of this?

A. Yes, there are many examples, such as the way they sit for their dinners and how they care for each other. We have clubs that are open to all ages including football club and Lego club, and here you can see older children working with younger children. It should also be recognised that children of all ages working together is a default setting with our [mixed age] class structures.

Q. Do we still go to Malton Sports Centre?

A. Yes, that's still happening. Last academic year we had Spots Coaches at Hovingham and here we had Daisy [Dunning] using her skills from training with Sport Premium funding.

It was noted that reference to residential trips to Edinburgh needed to be updated.

Q. Can you tell us about the Federation prayer?

A. It needs to be revisited as we didn't have enough contributions. It needs to be tackled in a slightly different way. We might go back to the previous version and see whether to want to change it.

Q. I know you have been looking to make links with other churches. Is this something you have asked the Diocese about?

A. Yes, and I will talk to Heather Rattenberry again. An example of something we have done is the diversity day across both schools.

St Hilda's English Hub Visit

[Record of visit had been circulated with the agenda]

The Head explained that the school had received six days of intensive support from the English Hub and that learning would be shared with Hovingham.

Comment: It seems that we're doing well.

A. We were told that we are on a journey, so a lot has been put in place.

The support came with funding and money had been spent on phonics friezes and books. Staff at St Hilda's were also funded to attend training, which was also attended by Hovingham staff.

Q. What does RL stand for?

A. That's the Reading Leader and it's a really key person. Faye needs to monitor regularly and if she needs to go into another classroom, I can cover. We do use supply for full days as the Phonics leader will want to talk to me as well.

Q. Is it a strict system?

A. Exceptionally strict. There has been a lot of reorganisation of resources and changes in teaching style.

Q. Has it been well received?

A. [Staff governor] In my class it works brilliantly for the majority – it's a fast pace. But for those who need to keep up, they need more support.

[A Reid arrived at 6.25]

The Head explained that there was a system of 'Keep Up not Catch Up' for everyone except for the child with an EHCP and that there was a focus on the bottom 20% of the cohort.

Q. How does this fit in the Ofsted Framework and the idea of nurturing?

A. There is an argument that this is a nurturing. If you fall behind and can't access the next stage, you are at a disadvantage. It's tough love and there are high expectations, but it would be a disservice to not do this.

	<p><i>Comment: In a way it's a big ask...but not really because this is what teachers do – using all their skills to look after children [and work on] resilience while pushing them.</i></p> <p><i>A. Yes, and it's really worth governors seeing this.</i></p> <p>The Staff governors explained the process and noted that there was some overlap in books, which would require planning to resolve.</p>	
FG/20/008	<p><u>Governing Body Business</u></p> <p><u>Skills Audit</u></p> <p>Results from the Governing Body Skills Audit indicated strength in 'soft' skills including positive contributions to meetings, knowledge of curriculum etc. There were some gaps in finance and HR as the audit showed a lack of confidence in these areas. The Chair had asked for advice from Alison Smith at the Diocese and discovered that bespoke training was available. Governors would decide at the next meeting whether to access this training.</p> <p><u>Current Membership and Vacancies</u></p> <p>It was noted that unfortunately, Keith Johnson had resigned for responses unrelated to the governing body. This left two vacancies for co-opted governors. The Chair had been in contact with somebody recommended by J Conacher but had not yet received a response. A Smith from the Diocese would try and find an appropriated candidate.</p> <p><u>Committees and Lead Governors</u></p> <p>Governors were reminded that committees had been considered at a previous meeting to closely monitor finance and Broad and Balanced curriculum. The Head had suggested that it might be more useful to appoint one or two governors to become link governors for these roles instead. The Head went on to explain that within one afternoon visit, a link governor would be able to see three or four subjects being taught. He also emphasised the importance of developing a real insight into finance and to develop an understanding of the budget, Pupil Premium funding, Sports Premium funding and the SFVS.</p> <p><i>Q. If the skills are not already here, can we be proactive about finding skills?</i></p> <p><i>A. [Chair] Alison [Smith] is a key person to help with this. She has a network of contacts and I will call her again on Friday. I have accessed Secondary School bulletins, which includes all school staff including admin and other governors. The Communities team at Ryedale District Council will get in touch with all the councillors, many of whom have worked in finance in the past. Obviously, the other part of this is getting training. Although none of us are very experienced, we can all do training.</i></p> <p><i>Q. Can you write to all accountancy firms?</i></p> <p><i>A. I have called many of them and I will also write to Estate Agents.</i></p> <p><i>Comment: Land agents could get a good source as well.</i></p> <p><u>Broad and Balanced Curriculum</u></p> <p>In order to be aware of the Broad and Balanced Curriculum in both schools and to prepare of any Deep Dives from Ofsted, the Head suggested starting each meeting with fifteen minutes to view a sample of work from curriculum subjects. It was agreed that the next meeting should focus of History and Geography.</p>	Agenda

	<p>Q. Will the Broad and Balanced curriculum have an impact on resources?</p> <p>A. We've been shown by Ofsted to have a Broad and Balanced curriculum at the moment. We are looking at developing the library and next year we would like somebody to catalogue stock. You are right be mindful of this though.</p>	
FG/20/009	<p>Finance & Premises (Core Function – Financial Oversight)</p> <p>Revised Budget</p> <p>The Head explained that it was necessary for the Revised Budget to be approved by governors on the understanding that income and expenditure might change.</p> <p>Q. Do premises costs involve rent?</p> <p>A. The costs relate to maintenance.</p> <p>Q. Do we pay rent at Hovingham?</p> <p>A. We may not pay rent directly. I'm not sure if it come out of NYCC.</p> <p>Q. Can we have a breakdown of premises costs?</p> <p>A. We can drill down into this. I am mindful of heating costs for example. The storage heaters at Hovingham are not cost effective.</p> <p>Governors approved the Start Budget.</p> <p>School website [AOB]</p> <p>Governors were advised that the current website had been refreshed in November 2015 and that it was due to be refreshed again, particularly as the back end of the site was no longer supported. It was recommended that governors view high quality websites from Hackness & Wykeham schools and from the BAWB Federation.</p> <p>Q. Who is responsible for designing, building and paying for our websites?</p> <p>A. We are.</p> <p>Q. Does that mean we have free reign?</p> <p>A. Yes it does and the advantage of having our own ICT consultants is that we can get something bespoke with very good photos. I am mindful of how quickly photos date and there is also the issue of GDPR. It will need to be easy to navigate and update.</p> <p>The Head would bring more details including a quote from the ICT consultant to the next meeting. Other quotes would also be provided.</p> <p>The Head had researched prospectuses and explained that some schools produced them while others found too many issues with GDPR and information quickly going out of date. A solution could be a glossy cover with removable printouts. One governor suggested handing out memory sticks with a dynamic digital prospectus, pointing out that this could be a more cost-effective option. It was agreed that the purpose of a prospectus was to keep the schools at the forefront of people's minds. The Head noted that the New Started pack included all relevant information but that it could be better presented.</p> <p>Photocopier [AOB]</p> <p><i>[Information was tabled at the meeting]</i></p> <p>The Head explained that the contract on the 5-year lease for the photocopier would soon expire. Research had revealed that there were a broad range of</p>	Agenda

	<p>options. There followed a discussion, during which the following points were raised:</p> <ul style="list-style-type: none"> • The current cost of leasing photocopiers was £88 per quarter and the cost of copying at St Hilda's alone was £380 per quarter. • Heat treatment copiers had lower copy costs but a high rental charge. • Colour copying was particularly expensive and should be discouraged. • Some schools were using a system of codes for each staff member to help monitor printing and reduce costs. • St Hilda's currently had an office printer as well at the copier. It would be preferable to have all printing through one machine. <p>Q. Why is there more colour copying happening than black and white? A. Understandably, people can't see the consequence. Q. Are there different quantities at different times of the year? A. Yes, there can be more around SATs and at for the end of summer term reports.</p> <p>Governors AGREED to support the Headteacher's choice between Document Solutions or Arena.</p>	
FG/20/010	<p><u>Rapid Improvement Group</u> RIG had met on Monday 20th January and discussed the following subjects:</p> <ul style="list-style-type: none"> • Governing body membership • Governing body structure, training and succession planning • Link governors and their monitoring role • An opportunity to view curriculum work before FGB meetings • SFVS (with the SBM) • Staff performance management through the scrutiny of anonymised data <p><i>[F Standen left the meeting at 7.15 as previously arranged]</i></p>	
FG/20/011	<p><u>Health & Safety</u> The termly visit from the Health & Safety officer would take place during the next week. There were no significant Health & Safety issues to report. Both schools would have their five-yearly electrics check over the half term holiday.</p>	
FG/20/012	<p><u>Safeguarding</u> There were no Safeguarding matters to report. The Head continued to be in consultation with the Early Help team at Ryedale.</p>	
FG/20/013	<p><u>Policies</u> <i>[Policies had been circulated with the agenda]</i></p> <p><u>Educational Visits</u> The policy up been updated followed training undertaken by the Head and was based on a template from NYCC. It would include an appendix of local visits with a map.</p> <p><u>Feedback and Marking</u> This was an existing policy that had been looked at with staff.</p> <p>Governors APPROVED both policies.</p>	

	<ul style="list-style-type: none"> The class newsletter for Class 2 was described by the Head as a useful way of communicating with parents. Governors described it as very informative with a positive tone that effectively encouraged partnership with parents. The two Christmas productions in both schools were mentioned for the large amount of work by those not in the substantive teaching teams and for the very good feedback. 	
FG/20/018	<u>Matters for inclusion on the next agenda</u> <ul style="list-style-type: none"> SFVS Bespoke training from the Diocese School website Science visit report SEND visit report 	
FG/20/019	<u>Date and venue of next meetings</u> Wednesday 11 th March, Hovingham, 5.30pm	

Meeting ended at 7.30pm

Impact Statements
Governors scrutinised and asked questions of the Headteacher Report.
Governors scrutinised and asked questions of the St Hilda's SEF
Governors scrutinised and asked questions of the St Hilda's SIAMS SEF
Governors approved the revised budget
Governors discussed and approved changes to the photocopier contract
Governors approved two policies
Governors received and discussed two governor monitoring reports

Actions		
Item	Action	Name
FG/20/006	Complete Safer Recruitment training	CA
FG/20/006	Send safeguarding governor information to JS	Clerk
FG/20/006	Update draft advert for governor vacancies	JP
FG/20/006	Check DSE risk assessment	JP
FG/20/014	Submit report from Science visit	FS

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

FSM: Free School Meals

GLD: Good Level of Development

GSINs: Governors School Improvement Network meetings

KS2: Key Stage Two

KS1: Key Stage One

MSL: Maths Subject Leader
NAHT: National Association of Head Teachers
NQT: Newly Qualified Teacher
RI: Requires Improvement
ROV: Record of Visit
SBM: School Business Manager
SEF: Self Evaluation Form
SENCo: Special Educational Needs Coordinator
SFVS: Schools Financial Value Standard
SIA: School Improvement Advisor
SIRO: Senior Information Risk Owner
SPOC: Specific Point of Contact

NYCC: North Yorkshire County Council
PAN: Published Admission Number
RIG: Rapid Improvement Group
RSE: Relationship and Sex Education
SDP: School Development Plan
SEN: Special Educational Needs
SGOSS: School Governors' One Stop Shop
SIAMS: Statutory Inspection of Anglican & Methodist Schools
SPO: Strategic Planning Officer
SRE: Sex and Relationship Education