

	<p>welcome pack and that she was waiting for the most current information regarding serving governors, annual timetable etc. J Holloway would present the pack at the next FGB.</p> <p>- <u>School Improvement Advisor</u> (FG/16/125 - 111) Governors were told that J Pynn had met with the new School Improvement Advisor, Lisa Jones along with Helen Davey and that they had visited both schools. The meeting had been very productive and more meetings were scheduled for after half term. J Pynn commented that Lisa Jones had many years of relevant experience and that he was looking forward to working with her.</p> <p>- <u>Pupil numbers</u> (FG/16/126) Governors asked whether there had been any enquiries from the new housing development opposite St Hilda's. They were told that there had been a couple of enquiries but nothing directly from there.</p> <p>- <u>Staff governor</u> (FG/16/125 - 117) J Pynn told governors that Julie Caddy would be prepared to act as staff governor during Sallie Harland's maternity leave. The clerk confirmed that it would not be possible for the role to be shared between two people.</p> <p>- <u>Reconstitution</u> (FG/16/125 – 117) The clerk confirmed that the instrument of governance had been accepted by the diocese and NYCC. Governors had been emailed with a copy of the new instrument.</p> <p>- <u>Information sharing</u> (FG/16/125 – 113) Governors were still experiencing difficulties with the 'cloud'. J Pynn agreed to meet with governors and demonstrate the process. Governors should contact J Pynn to arrange a session.</p> <p>- <u>Pupil premium</u> (FG/16/127) Governors asked when pupils had access to the Internet for homework if it is not available to them at home. They were told that this takes place during lunchtimes. J Pynn explained that there was minimal need for the Internet for homework purposes.</p>	<p>JH</p> <p>All</p>
<p>FG/16/141</p>	<p>Finance <u>Hovingham Y/E Summary [circulated prior to the meeting]</u> Q. Is this showing that we have less funding for the free school meals? A. Yes. UIFSM (Universal Infant Free School Meals) funding is based on a estimate of the take up of free school meals. If this amount changes, alterations will be made in the future. In the case of Hovingham, the take up was predicted to be 80% but in fact it is 100% so we should receive funding for the extra 20% in the future. Q. Is this also the case for the money spent on 'post Ofsted support'? A. No. The school has to pay for supply teaching to cover staff members who are receiving extra support or training. The school is supported in the respect that we do not have to pay for advisors to visit but we do have to cover the supply teaching costs.</p> <p>- J Pynn explained that the frequency of meetings with advisors could change but that they would continue for some time. The additional cost of supply teaching had been allowed for in the start budget. A plan had been drawn up for individual staff and when they would need cover for this reason.</p>	

Q. Can you explain about the extra hours for admin and clerical?
A. This variant occurs in both schools. In order for admin staff to do their jobs, they've had to work for more hours. This does not appear on the St Hilda's Y/E Summary due to an earlier payment made to a member of staff but extra hours had occurred across both schools.
Q. Is it now necessary to increase their hours?
A. No, it's not required on a regular basis but we have allowed for certain specific bits of work such as working on the website. We have also allowed for the fact that staff are working with a new headteacher.
Q. Can you remind us about the additional HLTA?
A. Last year we had a very large intake with seven or eight reception starters. This meant we needed a new TA. The original plan had been for classes 1 and 2 to share a TA but as we have seen from the data, it is important for both classes to have an extra person all the time.

St Hilda's YE Summary [circulated prior to the meeting]

Q. What does the staff absence refer to?
A. This was maternity leave. We knew this would happen but it is impossible to be accurate about when and for how long.
Comment: There is a good saving in energy costs.
Q. Why is there a variant in catering costs?
A. There is a discrepancy and this is something that Heather wants to look at.
Q. Can Sports Premium funding be carried forward?
A. Yes, and we had an amount carried forward from 2014/15 as well.
Q. Will there be more costs associated with Forest Schools [from the Sports Premium funding]?
A. Forest Schools provision will have to change in the next academic year.
 - J Pynn explained that due to recent staffing changes Forest Schools activities at St Hilda's would have to take place on site through the 'Green Gang' and the curriculum. Hovingham would continue to use Estate Land until the end of July. Forest Schools would carry on but not in the same way.
Q. All of the accredited Forest Schools staff are at Hovingham. Can we provide the same for St Hilda's?
A. Lynn [Lealman] has done some Forest Schools teaching within the curriculum. We have looked at St Hilda's staff with this in mind: it would not be suitable to as the NQT to carry out Forest Schools and the same applies to the SENCo. Working offsite in the woods certainly has its benefits but there are also costs in terms of transport and staffing.
 - Governors were told that the PE provision would be re-packaged with more spent of sports coaches at both schools. This would allow for HLTAs to receive training for the coaches.
Q. Can HLTAs at St Hilda's become qualified to teach Forest School activities?
A. I will have to look into this. If it is possible, the school would have to cover the considerable training costs.

Hovingham Start Budget [circulated prior to the meeting]

- Governors were told that the figures were based on the assumption that the staff member currently on maternity leave would return in the summer of 2017 and that there would be a new member of staff working alongside at FTE 0.6.
 - J Pynn explained that, subject to written confirmation, Carla Martindale would be working full time from September.
 - Governors were told that recent staffing changes would mean that, as of

September there would be no senior teacher at Hovingham on Tuesdays. J Pynn proposed that Michelle Carter to work at FTE 0.8 (Tuesday - Friday). On Tuesday mornings, she could monitor early years and support the NQT at St Hilda's. On Tuesday afternoons, she could meet with Julie Caddy and she could be in class on Wednesday – Fridays. Michelle Carter's PE expertise would mean that some of these extra hours could be covered by the Sports Premium funding.

- All of these changes would give Michelle the opportunity to experience a senior leadership role. J Pynn reported that all the evidence he had seen, including Michelle's excellent relationship with pupils of all ages, indicated that she would be suitable for senior leadership.

- Other advantages would be a greater sense of continuity for the classes and more opportunity to hold whole school staff meetings. The staffing changes would also have a positive impact on the budget.

- Governors were told that, as the new maths subject leader, Carla would be meeting with the maths advisor and would take part in a maths subject leader course from the Esk Valley Alliance. Literacy leaders would also take part in a similar EVA course. Rose, Faye and J Pynn would meeting with Heather Russell and J Pynn and Faye would meet with an English advisor in July.

- The chairman congratulated J Pynn for finding a seamless solution to recent complex staffing issues.

St Hilda's Start Budget [circulated prior to the meeting]

- Governors were told that little had changed here. They were reminded that more pupils were needed in order to increase income and that just three extra pupils would remove the deficit. It was noted that a change in broadband provider had created savings.

Comment: We have seen much worse but we must be mindful of the impact of changes.

Governors agreed to approve the start budgets for both schools.

Proposed: V Forrester

Seconded: J Holloway

- J Pynn was thanked for explaining the situation so clearly.

Federation finance information [circulated with the agenda]

- The document outlined the advantages and disadvantages of merging school budgets for federated schools.

- J Pynn explained that, although not all federated school had joined their budgets, Castleton and Glaisdale had gone down this route and the headteacher there had been very positive.

- It was felt that if governors did decide to make this change, it would be logical to do so for the start of the financial year. J Pynn suggested that governors create a working party to explore the issues in more depth.

Q. Can you explain the impact of this in terms of financial benchmarking?

A. The schools would not be considered separate entities and this could be seen as a disadvantage but I have found that benchmarking is not always useful, especially in schools of our size.

Q. Would Heather Leggett require additional training to work in this way?

A. We would be working closely with the NYCC finance team and meeting with Jane Douglas so I don't think it would be necessary.

Q. Would we still receive separate funding for each school?

A. Yes we would.

	<p>Governor agreed to consider this in the autumn term. Proposed: V Forrester Seconded: F Shaw.</p>	
<p>FG/16/142</p>	<p>Headteacher's report and updates [<i>Report had been circulated with the agenda</i>]</p> <ul style="list-style-type: none"> - Governors were reminded that the report was the same as the one circulated at the last meeting. - L Lealman pointed out that her working hours were 24 hours per week and not the stated 25. - Governors noted that the attendance figures were above the threshold that the government currently regard as regular. <p><i>Q. Are the children formally assessed every half term? Is there another way that this can be done so that it does not have a negative impact of their self-esteem?</i></p> <p><i>A. Assessments do take place every half term. From the perspective of Hovingham in particular, I need to see how things are going. The assessments only last for half an hour and they can provide good exam practice. It gives a good idea of whether the children are on track, so it's not the only way but it is a good way.</i></p> <ul style="list-style-type: none"> - There followed a rigorous discussion on the ways in which children in the school were assessed. The following points were made: <ul style="list-style-type: none"> • Children have developed an awareness of the term Age Related Expectations. The small cohort means that they were also aware of the levels of others in the school. • There was concern about children becoming demoralised. • The focus on these tests could mean too much emphasis on what was essentially a narrow set of skills rather than something more holistic. • Children would have to take many exams in the future so testing now could provide them with the skills to face them with confidence. • A new resource would be introduced from September, using assessment through talk. However, this would not replace the current assessment system. • Staff work hard to support children through the assessments and to be encouraging and positive when providing feedback. <p><i>Q. Are there any rules about the test conditions that children have to face?</i></p> <p><i>A. The school has brought in its own assessment system so we can administer it as we chose. Children are made aware of how they did in tests and any issues that come up as these are discussed with teachers. Writing is also assessed through books although this is harder with maths and SPAG. In theory we could lengthen the time between assessments but I don't feel that we are currently in a position to do this. I need to know about progress on a regular basis.</i></p> <ul style="list-style-type: none"> - J Pynn asked link governors to seek pupil voice in this area and to work with RIG and Alison Smith from the diocese to explore ways in which pupil progress can be demonstrated through books. <p>Governors agreed that more specific analysis of data should be carried out by RIG.</p> <p><u>New Curriculum</u></p> <ul style="list-style-type: none"> - Governors were informed that the new curriculum was available on the website. They were invited to view books to find out more. 	<p>Link gov's</p> <p>All</p>

	<p><u>HMI Inspection [Letter had been circulated with the agenda]</u> - Governors agreed that the letter sent to the school following a recent HMI Inspection was clear and honest.</p> <p><u>Maths Visits [Reports had been circulated with the agenda]</u> - Michele Hattersley, mathematics advisor for NYCC, led an effective staff meeting on the concrete, pictorial and abstract approach to teaching maths. This meeting had been observed by HMI. - V Forrester would follow this up with the maths subject leader. - A meeting had been scheduled with Carla Martindale in late June, to be followed up V Forrester. J Pynn indicated that Carla may take a slightly different route to that of her predecessor and said that she would be working closely with him and the maths advisor. - The report indicated that much had been done but there was still more to do. Marking and feedback had been embedded so progress had been made.</p> <p><u>EVA Visit [Report had been circulated with the agenda]</u> - J Pynn reported that he was happy with the level of progress noted in the report.</p>	VF
FG/16/143	<p>School Development Plan [Plan had been circulated with the agenda] - Governors were pleased to note that the RAG framework showed fewer Red items. Q. Is the marking and feedback policy working? Is it a better system? A. The HMI report commented that there should be more of an emphasis on the impact of feedback and subsequent visible progress in the books. Q. Will the Forest School programme be in abeyance? A. No, it will work differently. Hovingham will continue to use the Estate land and it will also continue at St Hilda's subject to what Michelle and Lynn are able to do. It works best if a link can be made with the curriculum. Q. Is there a governors' action plan? A. This is something we need to clarify with Alison Smith: Does the work done by RIG constitute an action plan or do we need something separate.</p>	RIG
FG/16/144	<p>Rapid Improvement Group (Priority) [Report was circulated with the agenda] - Members of RIG explained that much of their last meeting was taken up with discussions on the various staffing options. - There was also discussion about the HMI inspection. It was felt that this indicated a number of positives while highlighting areas that still need development. Early years for example, was developing well but now required monitoring and evidencing. - Governors needed to be looking at the data in more detail. - The next RIG meeting, scheduled for 16th June, would have more of a data focus.</p>	RIG
FG/16/145	<p>Policies (Statutory responsibility) [Policies were circulated with the agenda] <u>Charging and Remissions</u> Governors reviewed the document and agreed that the Charging and Remissions Policy should be adopted by the governing body.</p> <p><u>Educational Visits</u> Governors reviewed the document and agreed that the Educational Visits Policy should be adopted by the governing body.</p>	

	<p><u>No Smoking</u> Governors reviewed the document and agreed that the No Smoking Policy should be adopted by the governing body.</p> <p>Proposed: M Wilson Seconded: M Boothroyd</p>	
FG/16/146	<p>Monitoring Visits</p> <ul style="list-style-type: none"> - A Forest Schools visit had taken place and the report had been uploaded onto the Cloud. Governors commented that an assessor from East Barnby had monitored S Harland and that they had been delighted with how she was doing and with the progress of the children. The confidence and independence of the children was commented on and governors noted that the children who sometimes struggled in other areas seemed particularly inspired by the Forest Schools experience. - J Pynn thanked governors for attending SATs. They were able to monitor invigilation, test standards and how the children coped. 	
FG/16/147	<p>Governor Training (Priority)</p> <ul style="list-style-type: none"> - Governors who had attended the most recent GSINs meeting reported that, following recent changes in government ambitions, schools would not be forced to convert to academy status unless their local authority was considered weak. NYCC was not in this category. Governors all agreed that they were happy to not seek to convert to academy status at this point. - Governors asked about the Diocese training 'Shaping the Future'. J Pynn explained that, while it could be useful and productive, it was a relatively expensive course and the recent SIAMs inspection indicated that the school was already doing well in this area. 	
FG/16/148	<p>Safeguarding (Statutory Responsibility)</p> <ul style="list-style-type: none"> - J Pynn reported that he was continuing to update and work through the safeguarding audit. New staff had completed training including Prevent training. H Leggett would remind governors of when they were required to update their Prevent training. 	
FG/16/149	<p>Urgent Other Business</p> <p><u>Governor vacancy</u></p> <ul style="list-style-type: none"> - In order to fill the co-opted governor vacancy, J Holloway would create a draft advert, highlighting the responsibilities of the role, to be circulated within the school, diocese and wider community. This could be done through the village mailing list, the village diary and the school website. J Holloway pointed out that the recent skills audit showed that governors had a broad range of skills and that there were no specific gaps. V Forrester would forward information about SGOSS to J Holloway. 	JH VF
FG/16/150	<p>Matters for inclusion at next meeting</p> <ul style="list-style-type: none"> - Governor recruitment 	
FG/16/151	<p>Date and time of the next meeting</p> <p>Wednesday 22nd June 2015, 5.30pm at St Hilda's.</p>	

Meeting ended at 7.40pm

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

Impact Statements
<ul style="list-style-type: none"> • Governors reviewed budgets and approved start budgets for both schools, ensuring resources were appropriately focussed on teaching and support for pupils.
<ul style="list-style-type: none"> • Governors approved changes to the staffing structure for the next academic year.
<ul style="list-style-type: none"> • Governors sought to minimise negative impacts of assessments on pupils.
<ul style="list-style-type: none"> • Governors oversaw the SATS administration and invigilation for Y6 pupils.
<ul style="list-style-type: none"> • Governors noted the positive impact of Forest Schools on pupils so far, and sought to ensure that Forest School provision would continue in some form for both schools in the next academic year.

Actions			
Item ref	Action	Timeframe	Name
FG/16/140	Create governor welcome pack	By next FGB	JH
FG/16/140	Arrange to meeting with J Pynn if help required with accessing the cloud	By next FGB	All
FG/16/142	Seek pupil voice and explore additional ways to evidence pupil progress	By next FGB	Link gobs
FG/16/142	View the new curriculum on the school website	By next FGB	All
FG/16/142	Follow up meetings with maths subject leader	June	VF
FG/16/143	Clarify with Alison Smith whether RIG requires separate action plan	By next FGB	RIG
FG/16/144	Meet to discuss data in depth	16 th June	RIG
FG/16/149	Create draft advert for new co-opted governor	By next FGB	JH
FG/16/149	Send J Holloway SGOSS information	ASAP	VF