

Hovingham & St Hilda's, Ampleforth CE Primary Schools' Federation

Minutes of a meeting of the Full Governing Body of the Federation
Monday 18th October 2017, Hovingham

Present:

Clare Almond	Martin Boothroyd
Julie Caddy	Jayne Conacher
Victoria Forrester (Vice Chairman)	Rosalind Garnish
Lynn Lealman	James Pynn (Head)
Jane Richardson	Johanna Senior
Mark Wilson (Chairman)	

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/17/129	Welcome The Chairman welcomed governors. A prayer was said by M Wilson.	
FG/17/130	Apologies for absence R Bell sent apologies due to family commitments. J Caddy sent apologies for arriving late due to family commitments. L Lealman sent apologies for arriving late due to family commitments. Governors consented to apologies.	
FG/17/131	Declaration of Interest and Items of Confidentiality There were no declarations of interest. It was initially decided that no items should be treated as confidential. Later in the meeting, it was agreed that two items should be treated as confidential and excluded from the public minutes.	
FG/17/132	Notification of urgent other business Governors agreed to discuss PAN.	
FG/17/133	Public minutes of the meeting held on 18th September <i>[Minutes had been circulated with the agenda]</i> Governors scrutinised the public minutes of the meeting held on 18 th September. [FG/17/117] It was noted that the schools had moved <i>from</i> the Rising Stars assessment <i>to</i> White Rose as opposed to <i>from</i> White Rose <i>to</i> Rising Stars as stated in the minutes. It was also noted that the reading assessment had moved to White Rose.	

Signed _____ (Chairman) Date _____

	<p>The minute was changed by hand and initialled by the Chairman. The amended minutes were unanimously agreed as a correct record and duly signed and dated to this effect. Proposed: J Senior Seconded: M Boothroyd</p> <p>An amended copy of the minutes would be send to the schools to store electronically.</p>	Clerk
FG/17/134	<p><u>Confidential minute of the meeting held on 5th July 2017</u> <i>[Minute was tabled at the meeting]</i> The minute had been presented at the previous meeting and scrutinised by governors. At that time the Headteacher had asked for the minute to be re-worded. The amended minute was unanimously agreed as a correct record and duly signed and dated to this effect. Proposed: J Pynn Seconded: J Conacher</p>	
FG/17/135	<p><u>Matters arising from the public minutes</u> [FG/17/123] The clerk would re-send information about Prevent training to R Bell and C Almond.</p> <p>[FG/17/115] The Keeping Children Safe in Education would be included on the next FGB agenda.</p> <p>[FG/17/116] The Code of Conduct would be included on the next FGB agenda to ensure that it is signed by all governors.</p>	<p>Clerk</p> <p>Agenda</p> <p>Agenda</p>
FG/17/136	<p><u>Headteacher updates (Core Function – Educational Performance)</u> <i>[FFT Data reports for both schools had been circulated with the agenda]</i> It was noted that KS2 data had been updated for 2017 whereas the KS1 data referred to 2016 as the 2017 data had not yet been released. This data had been discussed at a recent RIG meeting. Q. When will KS1 data be released? A. In early November. It will be circulated when it is released. Governors were told that Fisher Family Trust (FFT) was used for target setting and provided information about a range of things. Comment: It's useful to get three years worth of data although trends for small cohorts are very difficult to see. It was noted that this data was only available for the end of KS1 and KS2 whereas governors were provided with data for all year groups by the Head.</p> <p><i>[ROV from Lisa Jones had been circulated with the agenda]</i> Governors were informed that L Jones was due to visit St Hilda's again in November and that the autumn focus would be on data. <i>[L Lealman arrived at 5.40pm]</i> Q. Have all the agreed actions on the back page been completed? A. Yes, they have [details below]</p> <ul style="list-style-type: none"> • The EYFS/KS1 teacher needs to focus on one area at a time and ensure that the provision is fully audited in terms of the intended learning/opportunities and that the areas are properly resourced both indoors and outdoors. The Head and M Carter had been monitoring this and had seen movement towards this being completed. 	

Signed _____ (Chairman) Date _____

	<ul style="list-style-type: none"> • To use the additional adults to ensure that the areas are set up every day. The Head and M Carter had seen evidence of this happening. • To begin to analyse the pupil progress end of year data as it is collated. All subject leaders had analysed pupil progress data. Link governors were encouraged to speak to St Hilda's teachers about this in more detail. • To continue to explore creative solutions for the fluctuating numbers on roll across the federation. This related to the recruitment process that the school was carrying out. <p><i>[The Hovingham summary SEF had been circulated with the agenda].</i> The Head explained that the SEF now had much more of a focus on data following recommendations from Joy Willis. The most recent version of the SEF summary had been reduced to 17 pages. This version had been presented to Ofsted.</p> <p><i>[The Hovingham Self Evaluation ROV had been circulated with the agenda]</i> Q. Has this now been superseded by the Ofsted visit? A. Yes it has, but information here will be picked up by Lisa Jones in her Spring visit. The Head went on to explain that the key aspect of this visit was that Joy Willis from the LA had validated the judgement that Hovingham was a Good school. Comment: This looks like a very positive and timely visit. A. Yes it was and it was also useful for staff to have a new person with fresh eyes coming in, just prior to the Ofsted visit. The final page of the report had provided a list of recommendations including: <i>Improve the effectiveness of the SEF by providing sharper statements about the impact on pupils' outcomes of actions taken and focus on the progress the school has made since the last Ofsted inspection.</i> Q. Can you give us an example of where you have used a sharper statement? A. Item 1.4, milestone 3 in the SDP [Work scrutiny identifies gaps in practice that are that are being appropriately addressed and pupils' progress is accelerated] outlines how a milestone would impact on pupils. I have been through the SDP and updated any statements where that aspect wasn't in place. The Ofsted inspector appeared to be happy with the SDP for where the school is at the moment.</p> <p>Governors were informed that the Federation was working towards gaining a Primary Science Mark. The Head had taken on the role of Science subject leader from his predecessor and had taken part in his first training session in September. He reported that the session was very positive and that it had prompted a conversation with staff about science and an audit of the subject. The schools were now working towards a science action plan. The next meeting would be in December. It was noted that additional, free training had been unlocked by the programme. RIG had discussed the idea of a science link governor and it was agreed that governors would consider taking on the role with a view to it being assigning at the next FGB meeting.</p> <p><i>[Pupil Premium reports for both schools had been circulated with the agenda.]</i> It was noted that these reports had been seen by Ofsted.</p>	<p>Link gov's.</p> <p>All Agenda</p>
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Hovingham had just two Pupil Premium children and St Hilda's, four so overall the federation received very little funding. However, decisions still needed to be made about what to spend the money on. Pupils in Y6 had been given 1-1 maths teaching in the form of over-teacher and pre-teaching.

The Head reminded governors that in the past, Pupil Premium funding had gone towards residential trips such as the trip to Edinburgh. As the trips had been organised by the schools, they were responsible for covering any gaps in funding. He asked governors to consider whether this was a good use of resources, especially as the trips were offered in years 4,5 & 6 with the same visit being offered for Y4 and Y6.

Comment: I don't think it would be unreasonable to not pay for two visits to the same place.

The Head described one example where such an arrangement was valuable to a pupil.

CONFIDENTIAL MINUTE

Comment: It's clear that this should be done on a case by case basis.

A. Yes, but there is a wider benefit to making the trips available to Y5 and Y6 only – I'm conscious of the financial pressure on all parents, not just those who fall within the Pupil Premium bracket.

Q. Do we have to discuss this with Gillamoor [as they are partners in this issue].

A. Yes, and I've had tentative conversations about issues surrounding staffing. With a smaller cohort, there is a wider staffing issue. Should I, as Headteacher go on these visits? Is it the best use of my time?

Q. Will there be logistical problems if class sizes continue to grow?

A. Yes. We have predicted the size of trips and if we have 17 kids going, it will mean potentially me and one other member of staff having to go.

Comment: I don't have a problem with only years 5 and 6 going but I do like having two separate trips.

Governors agreed to consider this issue for next year.

Q. Is Pupil Premium allocated by academic year or by financial year?

A. I will have to check this with Heather. I don't think we are able to retain funds after a child has left the schools.

Governors were informed that the focus for 2016-17 was targeted support with the impact being demonstrated on individual pupils. It was noted that support would always have a positive impact on the rest of the class.

Q. Can parents have any input in how the funding is spent?

A. I will look into that. I think there is a degree of dialogue.

Q. Do we currently have children taking part in 3rd Space Learning?

A. There are a certain number of children doing this every week.

Q. How do we pay for this provision?

A. We pay per term.

Governors were informed that a Y6 pupil was currently taking part in this intervention and it was having a demonstrable impact.

Q. I understand that the nurture group is to be re-established. How is that going?

A. We're not actively looking at this at the moment. Nurture needs of other children are being covered by the teacher. We need to find the right person to manage this.

[Sports Premium report had been circulated with the agenda].

Governors were informed that inter-schools competitions were taking place each term along with special events including pentathlon and laser shooting.

	<p>Circus skills and dance workshops had been arranged for July 17th and the climbing wall would be returning during the first half of the summer term. Sport premium funding would strengthen the after-school sports offer and a before school sports club would also be trialled. It was noted that take-up from parents had been challenging but potential prospective parents had expressed interest in the club and it would be going ahead from Tuesday – Friday from the 2nd week back after half term. <i>[J Caddy arrived at 6.15pm]</i> Parents were being asked to contribute a token £1 per session. <i>Comment: This is something that might become more popular through word of mouth.</i> Governors were reminded that some parents had requested a breakfast club but this had not been considered viable. Both schools were committed to the purchase of canopies to enable outdoor activities in all weathers. <i>Q. Does this present a problem for Hovingham given the listed building status?</i> <i>A. There are options.</i> The Vice Chairman reported that governors had been asked about Pupil Premium and Sports Premium during the recent Ofsted inspection as well as SEN funding. <i>Q. Does dance come under Sports Premium?</i> <i>A. Yes it does and we will be offering a dance workshop as part of the ‘treat day’.</i></p>	
FG/17/137	<p><u>School Development Plan</u> Core function – Strategic direction Governors were told that some revisions had been made following a visit from Joy Willis. The plan had not yet been RAG rated as it was still early in the academic year. The plan would be revised again following the Ofsted report.</p>	
FG/17/138	<p><u>Finance and Premises</u> Core function – Financial oversight <u>Staff recruitment</u> M Boothroyd and J Senior were thanked for taking part in the shortlisting exercise for the new Nursery and EYFS teacher at St Hilda’s. The post had not been filled so a revised advert had been put out and some interest had been received. Shortlisting would take place on 7th November and a day-long interview including observed teaching would take place on 13th November. J Senior would attend the shortlisting day. J Conacher would attend the interview day. <i>Q. Will we still be able to get a January start?</i> <i>A. Hopefully. Previous applicants had not had to give a notice period as they had relocated to the area of were returning to work after maternity leave.</i></p> <p><u>Budget monitoring</u> <i>Q. Have there been many changes since the last meeting?</i> <i>A. Not in terms of what we’re planning to spend. We have had our capital spend on wireless update and the toilet refurbishment at St Hilda’s has taken place.</i> <i>Q. How is the gardening contract at Hovingham?</i> <i>A. Great! We’re carrying out an audit in November and have given notice to Scarborough Council for groundworks with a view to them taking over at St Hilda’s as well.</i> <i>Q. Has a TA been appointed at St Hilda’s yet?</i></p>	JS JC

	<p>A. Not yet no. It's all tied up with nursery and Early Years recruitment. We're waiting to see how much that will cost – it will all depend on where they are on the pay scale.</p> <p>The Head went on to explain that he would be meeting with F Dodds-Aston for her performance management and the issue of the support she required would be part of that.</p>	
FG/17/139	<p>Rapid Improvement Group</p> <p>The Vice Chairman reported that RIG had met on 6th October and had discussed the following items:</p> <ul style="list-style-type: none"> • Job applications and procedures • The case of a child Missing In Education (which had been resolved) • Primary Science Quality Mark • Foundation Governor vacancy • Actions from the LA Self Evaluation visit • Marking and feedback updates • FFT data and dashboards • SEN reports • Sports Premium and sports clubs 	
FG/17/140	<p>Governance</p> <p>Governors were reminded that there was a vacancy for the role of Foundation governor. The Chairman reported that he had spoken to former Vice Chairman and member of the PCC, Jane Holloway and she had offered to speak to the incumbent. It was felt that the husband of the incumbent, Andrew, was more likely to be interested in the role. The Chairman had made contact, would arrange to meet with the prospective governor and would report back at the next meeting.</p> <p>Q. Did you find out about approaching the Benefice?</p> <p>A. We hadn't got around to that and it looks as though Andrew is interested in taking on the role.</p>	MW Agenda
FG/17/141	<p><u>Policies</u> [All policies had been circulated with the agenda]</p> <p><u>Pay Policy</u> The Head explained that this was a NYCC model policy with a degree of choice around pay on the main scale. The option to put those on M1 on 2% and other teaching staff on 1% was recommended.</p> <p><u>Induction Policy</u> <u>Probation Procedure</u> Both of the above were NYCC standard documents and would be relevant to staff recruitment. They had been recommended by HR.</p> <p><u>Assessment Policy</u> This policy was a work in progress and would change over time.</p> <p><u>Marking and Feedback Policy</u> This policy had evolved and was closer to current practice within the school. Comment: This looks to be a very clear and useful policy. Comment (staff governor): This was very helpful to me in clarifying the amount of feedback required and how to make it age-appropriate. Comment: It's very good for parents' understanding as well.</p>	

Signed _____ (Chairman) Date _____

	<p>Governors thanked teachers for creating such a useful document that would have a clear impact on learning.</p> <p>Q. These two policies [Assessment and Marking & Feedback] are really important for parents. Is there any way that we can group them together so that they're clearer and more accessible to parents?</p> <p>A. Yes, that's a good idea and useful feedback.</p> <p>Governors approved all five policies. Proposed: J Conacher Seconded: M Boothroyd</p>	
FG/17/142	<p><u>Monitoring visits</u></p> <p><i>[Literacy class visit report had been circulated with the agenda]</i> Governors were told that the visit had a focus on SEND. The SEND lead governor reported that the children of all ages and abilities were fully engaged by their teacher and that it was a very positive experience.</p> <p><i>[SEND class visit report had been circulated with the agenda]</i> CONFIDENTIAL MINUTE</p> <p><i>[Literacy meeting visit report had been circulated with the agenda]</i> One of the literacy lead governors reported that the focus of the visit had been on marking and that everything they saw had been of a very high quality. The visit had involved meeting with F Dodds-Aston followed by the walk around the school. The governors noted an increased buzz around literacy and commented on the quality of work on the walls. They felt that it was a positive meeting and noted that F Dodds-Aston had a good rapport with the other teachers.</p> <p><i>Comment: I think monitoring is pivotal. All the work that Faye has done with generating objectives is surely going to be advantageous to the children.</i></p>	
FG/17/143	<p><u>Governor training</u></p> <p>Governors had not attended the recent GSINs meeting due to the Ofsted inspection. Alison Johnston would send documents relating to the visit to the Chairman and he would circulate them.</p>	MW
FG/17/144	<p><u>Safeguarding</u></p> <p>Fencing was being installed at St Hilda's the next week. NSPCC workshops had taken place at both schools for Y5 and Y6 as well as age-appropriate assemblies for all children. An evening event had also been held for parents.</p>	
FG/17/145	<p><u>Urgent other business</u></p> <p>The Head reported that he agreed with the PAN of 8 children at Hovingham and 7 at St Hilda's, as recommended by NYCC. Governors agreed that this would be appropriate.</p>	
FG/17/146	<p><u>Matters for celebration</u></p> <p>The Head suggested that the way in which leadership and management had developed across the federation should be recognised. This included the contribution of governors and subject leaders. It was starting to be noticed by outside agencies and was very much appreciated.</p>	

Signed _____ (Chairman) Date _____

	It was noted that the cook at Hovingham had returned to work after a short absence. As an important member of the team, she had been missed and governors welcomed her back.	
FG/17/148	<u>Items for inclusion on the next agenda</u> <ul style="list-style-type: none"> • Keeping Children Safe in Education • Code of Conduct • Science link governor • Foundation governor 	
FG/17/149	<u>Date and time of the next meeting</u> 20 th November 2017, 5.30pm, St Hilda's	

Meeting ended at 7.20pm

Impact Statements
Governors discussed options for Pupils Premium and Sports Premium funding.
Governors discussed staffing and associated budgetary implications.
Governors approved five policies.
Governors agreed with the PAN as recommended by the LA.

Actions

Item ref	Action	Timeframe	Name
FG/17/133	Send amended electronic copy of the previous minutes to the schools.	ASAP	Clerk
FG/17/135	Re-send information about Prevent Training to RB and CA	ASAP	Clerk
FG/17/136	Speak to St Hilda's teachers about Pupil Progress data		Link govs
FG/17/136	Consider taking on role of Science link governor	By FGB	All
FG/17/138	Attend shortlisting day for EYFS teacher at St Hilda's	7 th Nov	JS
FG/17/138	Attend interview day for EYFS teacher at St Hilda's	13 th Nov	JC
FG/17/140	Contact prospective new Foundation governor		MW
FG/17/143	Circulate GSINs documents		MW

The following acronyms may have been used throughout the minutes:

ARE: Age Related Expectations	EOY: End Of Year
EVA: Esk Valley Alliance	EYFS: Early Years Foundation Stage
FFT: Fisher Family Trust	FGB: Full Governing Body
GSINs: Governors School Improvement Network meetings	KS1: Key Stage One
MSL: Maths Subject Leader	KS2: Key Stage Two
PAN: Published Admission Number	NQT: Newly Qualified Teacher
RI: Requires Improvement	RAG: Red, amber, green
ROV: Record of Visit	RIG: Rapid Improvement Group
SDP: School Development Plan	SBM: School Business Manager
SEN: Special Educational Needs	SEF: Self-Evaluation Form
SFVS: Schools Financial Value Standard	SENCo: Special Educational Needs Coordinator
SIA: School Improvement Advisor	SIAMS: Statutory Inspection of Anglican & Methodist Schools

Signed _____ (Chairman) Date _____