

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

Minutes of a meeting of the Full Governing Body of the Federation

Monday 20<sup>th</sup> November 2017, Hovingham

**Present:**

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

**In Attendance:**

Andrew Reid  
Helen Lowdell (Clerk)

<b>Core functions</b>
Ensuring clarity of vision, ethos and strategic direction
Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff
Overseeing the financial performance of the organisation and making sure its money is well spent

Meeting started at 5.30pm

Item	Minute	Action
FG/17/150	<b>Welcome</b> The Chairman welcomed governors. New Foundation Governor, Andrew Reid was introduced and it was explained that he would be attending this meeting to observe. A prayer was said by M Wilson.	
FG/17/151	<b>Apologies for absence</b> L Lealman sent apologies due to family commitments. <b>Governors consented to this apology.</b>	
FG/17/152	<b>Declaration of Interest and Items of Confidentiality</b> There were no declarations of interest. It was decided that no items should be treated as confidential.	
FG/17/153	<b>Notification of urgent other business</b> The Chairman informed governors that Mrs Jean Ellis had died. Mrs Ellis had worked at Hovingham School for around 30 years as a cleaner and a cook before retiring several years ago. Governors would pass on their condolences to her family.	
FG/17/154	<b>Public minutes of the meeting held on 18<sup>th</sup> September</b> <i>[Minutes had been circulated with the agenda]</i> Governors scrutinised the public minutes of the meeting held on 18 <sup>th</sup> October. <b>The minutes were unanimously agreed as a correct record and duly signed and dated to this effect.</b> Proposed: J Senior Seconded: J Pynn	

<p>FG/17/155</p>	<p><b><u>Matters arising from the public minutes</u></b>  <u>[FG/17/138] Staff recruitment</u>  The Head was very grateful to J Senior for assisting in the process of seeking a new teacher for Early Years at St Hilda's. The school had received five applications for the role to start in January 2018 for two terms. Both the Head and J Senior had agreed that none of the applicants should go to shortlist so the role had been re-advertised with a deadline of Wednesday 22<sup>nd</sup> November. There had been two applicants for the new advert to date.  <b><i>Q. Has the job description remained the same?</i></b>  <b><i>A. Largely, yes although we have tweaked the timing in relation to Sports Premium.</i></b>  The Head went on to explain that the candidates had not been suitable for shortlisting for a variety of reasons. One candidate in particular had been very strong but was not available for the full five mornings and one afternoon required. Even after exploring some degree of flexibility around timings, an agreement had not been reached.  <b><i>Q. Are the timings explained in the advert?</i></b>  <b><i>A. Yes, they are very clear.</i></b>  The Head was hopeful that the post would be filled and governors were advised that there had been some strong applications for the Class 2 Teaching Assistant to work with Class 2.</p> <p><u>[FG/17/136] Pupil Premium funding</u>  The Head would find out from the School Business Manager, whether Pupil Premium funding was allocated by academic or financial year.</p> <p><u>[FG/17/138] Gardening contract</u>  The audit that was initially expected to take place in November would now take place in January.</p> <p><u>[FG/17/144] Fencing at St Hilda's</u>  New fencing had been completed. Governors were informed that there was an agreement in place with the school bus company, that he would open the gate to let children into the school.  <b><i>Q. Can we put a sign up outside to make it clear that there is both a latch and a bolt? It would make it more welcoming to visitors.</i></b>  <b><i>A. Yes, I'll arrange that.</i></b>  <b><i>Comment: As a parent, I think the more secure gates are a really good idea.</i></b></p> <p><u>Confidential minutes</u>  Confidential minutes from the meeting on 20<sup>th</sup> October would be circulated and approved at the next meeting.</p> <p>It was confirmed that all other actions had been completed.</p>	<p>JP</p> <p>JP</p> <p>Agenda</p>
<p>FG/17/156</p>	<p><b><u>Ofsted Inspection, 10<sup>th</sup> &amp; 11<sup>th</sup> October 2017</u></b>  <i>[Copies of the report had been circulated with the agenda]</i>  The report had been colour coded by the Head to identify positive comments (green), areas that still needed some work (amber) and areas of concern (red). The Head read through the report methodically, highlighting amber and red comments.</p> <p><i>- The school has largely addressed the areas for improvement since its previous inspection [amber].</i></p>	

This referred to the fact that there had been particular progress in reading and maths but some areas of writing still needed to be addressed.

- *Teachers generally plan well for the mixed-age classes [amber]. Occasionally, work given to pupils when they have finished a task lacks purpose [red].*

The Head agreed with this comment and felt that there was a challenge faced by teachers working with two curricula at the same time. He emphasised the importance of children being given meaningful follow-up tasks when they had completed work. There was a need to move away from the culture of teachers working too hard and pupils not working hard enough.

- *Improvements to the teaching of mathematics are beginning to pay off, [amber] but there are too few opportunities for the most able to develop their knowledge to a greater depth [red].*

Governors, particularly maths link governors were urged to observe the very strong work being carried out by maths subject leader, Carla Martindale to tackle this issue.

- *The quality of pupils' written work is variable [amber]. Teachers are not consistent in their expectations of spelling and presentation of work. Pupils do not apply skills they have learned in English when they write in other subjects [red].*

It was noted that due to the very small cohort, Ofsted inspectors had scrutinised books from this academic year and last academic year. The Head felt that there had been a significant shift but acknowledged that there was still work to be done with presentation and maintaining expectations.

- *There are still too few opportunities for the most able mathematicians to solve problems at greater depth in the subject [red].*

It was noted that the recent change to the White Rose planning and assessment tool would resolve some of these issues and provide further problem-solving and reasoning activities.

- *...leaders have been less vigilant in ensuring that there are high expectations of the quality and presentation of written work in subjects such as science, history and geography. The approach to correcting spelling is not consistent in all subjects. Teachers pay insufficient attention to pupils' spelling of technical language, for example when pupils are writing up science experiments [red].*

The Head explained that Faye Dodds-Aston had already made this a focus of literacy monitoring. Conversations with staff had highlighted the need to ensure application in science lessons and across the curriculum.

- *The school has a system for assessing the performance of teachers. Performance management targets are linked to pupils' progress and attainment [green] but, for some staff, these targets are not always specific enough to set challenging and ambitious end goals [red].*

Governors were informed that this comment related to wording within performance management targets. Wording had now been changed from 'at least expected progress' to 'good progress'.

- *[re. SEND pupils] A few pupils have individual learning plans but these lack precision in detailing what pupils need to achieve and by when [red].*

Governors were reminded that a recent SIAMS inspection had been very positive about SEND. The Head pointed out that due to the timing of that inspection, there had been a focus on one particular child with a range of

issues and support from external agencies. This child had since left and the school now had a range of pupils, newly on the register. As a result, some of the paperwork had not yet been put in place and information was still to come from outside agencies. It was noted that the TA support in Class Two had changed from somebody trained in SEND to a TA who was in the process of being trained and upskilled.

It was noted that in the past, SEND was the sole responsibility of the SENCo. However, class teachers continued to have directly responsible for the pupils and having the correct paperwork in place was a legal requirement.

**Comment [staff governor] – During a staff meeting, the SENCo gave us lots of information about papers that we need to have in place and some very helpful suggestions. We're now a lot clearer about paperwork.**

**Q. Do you keep a record of documents that you have chased from outside agencies?**

**A. Yes we do. For example, I recently had to contact Speech and Language about a report and I discovered that their records had not been updated since 2015. I will be keeping a log of all conversations I have with this agency in order to protect ourselves. It is the responsibility of the staff to get in touch with me if they think something is missing.**

**Q. [To staff governor] You said that the information from the SENCo was very useful. Do you feel that staff would benefit from more training?**

**A. Not really general training but some specific training could be useful.**

The Head explained that this could be looked into when paperwork had been completed and needs identified.

**Q. Where would you source this type of training?**

**A. From a variety of places: an EMS [Enhanced Mainstream Provision], the Local Authority or another school. Sometimes it's not really training that we need. It can be a case of providing evidence of what we've done to support a specific child to give to an outside agency, which would lead to specific training.**

*- Pupils' writing in English shows that they are confident writers and can apply adventurous vocabulary and write appropriately for an audience [green]. They do not always apply the skills they have learned in these lessons when they write in other subjects. The spelling of technical vocabulary, for example in science, is often incorrect and the presentation of work and handwriting is not always of the same high standard as in English books [red].*

The Head explained that part of this was connected to monitoring and part of it was about providing children with the vocabulary.

*- In mathematics, the most able pupils are not always sufficiently challenged to develop their mastery of the subject. Consequently, too few pupils exceed the standards expected for their age.*

This comment referred to problem solving. Governors were advised that staff were attending training about end of Key Stage expectations, looking at higher order questions. The Head would carry out booster sessions for Y6 pupils in both schools.

*- Some activities planned by teachers lack challenge or are too dependent on adult supervision. This means that pupils' time is not always well spent engaged in purposeful learning.*

The Head explained that this was about striking the balance between ensuring that, even at age 4 or 5, children have the freedom to explore and the need for tasks to be purposeful. In some ways, the EYFS was too well resourced and provided too much choice. Less choice could help children to be more focused.

	<p>It was pointed out that the previous Ofsted report had been critical of a lack of resources for Early Years.</p> <p>The Chairman commented it was very encouraging to see the large number of positive comments and Head read out the wholly positive comments relating to governance. He thanked the governors for all their hard work in helping to achieve the 'Good' rating.</p> <p><b>Comment: I think we can all agree that we've come along in the last two years. There is always work to be done but it's great that the hard work has been recognised.</b></p> <p>The Chairman told governors that the PCC were delighted with the judgement and the Head noted that the result would be featured in the local newspaper soon.</p> <p>Governors thanked staff for all the work they had done to achieve this result.</p>	
FG/17/157	<p><b>Headteacher updates (Core Function – Educational Performance)</b></p> <p>A very positive open morning had taken place at St Hilda's, largely attended by nursery starters. The Head commented on how well the visiting children fitted in with the current nursery group. The morning had provided an opportunity to share plans of splitting the classes and the placement of a new outdoor canopy. A similar event would take place at Hovingham the following week.</p> <p><b>Q. Has anybody pre-booked for this?</b></p> <p><b>A. Nobody so far but we have two or three families who couldn't make it today and would like to come next week instead.</b></p> <p>There were currently nine children in reception.</p> <p>The school had been approached by the EVA about taking on a student at Hovingham to work with Class One. Conversations with the EVA had indicated that the student was very strong and the Head had accepted.</p> <p>Governors noted that the Worship group had held a positive review meeting. The Head told governors that he was very grateful for the work done by the group. They held a productive discussion about what good worship looks like and how best to engage the children. Discussion had centred on the need for visual, interactive teaching that was balanced enough to cater for a range of ages. The group also discussed building in learning about the Church and the Church coming into the school.</p> <p><b>Q. We have lost the services of Anne Freestone from Castle Howard. Would you like to take up the offer from Rev. Tanya Short [from Malton Methodist Church]?</b></p> <p><b>A. Yes please.</b></p>	
FG/17/158	<p><b>School Development Plan (Core function – Strategic direction)</b></p> <p>The Head explained that the SDP would be updated at the end of term and presented at the next FGB meeting.</p>	Agenda
FG/17/159	<p><b>Finance and Premises (Core function – Financial oversight)</b></p> <p><i>[Financial benchmarking document had been circulated with the agenda]</i></p> <p>Governors were grateful to Heather Leggett for the work done in creating this document, particularly her comments and annotations, which were very useful for providing context.</p> <p>It was noted that it had always been challenging to find similar schools with which to compare but it had become even more difficult now that the federation had a joint budget.</p>	

FG/17/160	<p><b><u>Rapid Improvement Group</u></b>  The Chairman and Vice Chairman informed governors that RIG had met the previous week to discuss a range of items:</p> <ul style="list-style-type: none"> <li>• Ofsted inspection and report</li> <li>• Staff recruitment</li> <li>• School trips and support required</li> </ul> <p>The next RIG meeting would look at KS1 FFT data and the new version of Raise Online, known as ASP [Analyse School Performance].</p>	
FG/17/161	<p><b><u>Policies</u></b>  <u>Behaviour Policy</u>  <i>[The policy had been circulated with the agenda]</i>  It was noted that this was an annual policy with no changes apart from the date.</p> <p><u>Child Protection Policy</u>  <i>[The policy had been circulated with the agenda and an updated version had been circulate that morning]</i>  It was noted that this was a new version of the policy, recently released by NYCC.  The Head informed governors that the main content of the policy remained the same as the one originally circulated and recommended that the policy be approved.  <b><i>Comment: I see that NYCC is now referring to this as a Safeguarding Policy so perhaps we should do the same.</i></b></p> <p><u>Hovingham Admissions Policy</u>  <i>[The policy had been circulated with the agenda]</i>  Governors pointed out a typing error of the word Scackleton.</p> <p><u>St Hilda's Admissions Policy</u>  <i>[The policy had been circulated with the agenda]</i></p> <p><u>Internet and E-Safety Policy</u>  <i>[The policy had been circulated with the agenda]</i></p> <p><b>Governors APPROVED all five policies</b>  Proposed: M Boothroyd  Seconded: J Conacher</p>	
FG/17/162	<p><b><u>Governing Body Business</u></b>  <u>Code of Conduct</u>  As the governance file was at the other site, it was decided that the Code of Conduct would be available at the next FGB meeting for governors to sign if they had not already done so.</p> <p><u>Link governor for science</u>  Governors were reminded that the school was working towards the Quality Science Mark with a view to recognising science as a core subject.  <b>Rachel Bell agreed to take on the role of link governor for Science.</b>  The Head would get in contact with R Bell to update her on the progress toward the Quality Science Mark and the ways in which literacy and maths teachers were addressing Ofsted comments about the subject.</p>	<p>Agenda</p> <p>JP</p>

FG/17/163	<b><u>Monitoring visits</u></b> Although not a formal governor visit, J Senior reported that she had attended a maths workshop for the parents of both schools and had been very impressed by an excellent presentation from C Martindale. The workshop had included ideas and encouragement for parents to support their children in learning maths at home.	
FG/17/164	<b><u>Governor training</u></b> The Chairman explained to the new Foundation Governor that training was available for new governors. The Head encouraged governors to look out for training on ASP and for training from the Diocese about the new SIAMS framework. It was noted that the schools were not due to be inspected by SIAMS again until 2021 and 2022 but there was a significant shift in the framework and it looked very different. The Chairman would suggest these as ideas to discuss during the next GSINs meeting.	MW
FG/17/165	<b><u>Safeguarding</u></b> As the governance file was at the other site, it was agreed that the clerk would check that all governors had signed to say they had read Keeping Children Safe in Education at the next FGB meeting.	Agenda
FG/17/166	<b><u>Matters for celebration</u></b> <ul style="list-style-type: none"> <li>• The judgement from Ofsted that Hovingham was a Good school and all the hard work that had taken place to achieve this.</li> <li>• Pupil participation in inter-school sports events including Y1 and Y2 football at Ryedale School and Y5 and Y6 basketball at Ampleforth College. The Head reported that the children had worked well as a team and had displayed excellent behaviour. The following week, pupils would take part in a dodgeball competition. It was noted that these experiences would be especially useful for Y5 and Y6 pupils in their transition to secondary school.</li> <li>• St Hilda's held an excellent joint Remembrance service with St Benedict's. Pupils had behaved impeccably.</li> <li>• The Pre-school sports club had started and the schools had received some positive feedback</li> </ul>	
FG/17/167	<b><u>Items for inclusion on the next agenda</u></b> <ul style="list-style-type: none"> <li>• School Development Plan</li> <li>• Confidential minutes from 20<sup>th</sup> October</li> <li>• Code of Conduct</li> <li>• Keeping Children Safe in education</li> </ul>	
FG/17/168	<b><u>Date and time of the next meeting</u></b> 22 <sup>nd</sup> January 2018, 5.30pm, Hovingham	

Meeting ended at 6.45pm

<b>Impact Statements</b>
Governors received and scrutinised the recent Ofsted inspection report with analysis from the Headteacher.
Governors received and scrutinised financial benchmarking documents.

Governor approved five policies.
Governors appointed a Science Link Governor to monitor science as a core subject and the Quality Science Mark.

**Actions**

Item ref	Action	Timeframe	Name
FG/17/155	Find out whether Pupil Premium runs along the financial or academic year	By next FGB	JP
FG/17/155	Arrange for a sign to go on the new school gate at St Hilda's		JP
FG/17/162	Liaise with R Bell about her new role as Science Link Governor		JP
FG/17/164	Suggest subjects for the next GSINs meeting		MW

The following acronyms may have been used throughout the minutes:

ARE: Age Related Expectations	ASP: Analyse School Performance
EOY: End Of Year	EVA: Esk Valley Alliance
EYFS: Early Years Foundation Stage	FFT: Fisher Family Trust
FGB: Full Governing Body	FTE: Full Time Equivalent
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