



Part two

Part two of the meeting started at 6.50pm

FG/20/099	<p><b><u>Introduction</u></b> C Almond gave an overview of the conversation that took place during Part One to the Head and staff governor.</p>	
FG/20/100	<p><b><u>Elections and Appointments</u></b> The Clerk asked whether there were any nominations for the role of Chair of Governors. <b>There were no nominations.</b></p> <p>The Clerk asked whether there were any nominations for the role of Vice Chair of Governors. <b>There were no nominations.</b></p> <p>It was noted that C Almond's terms of office would come to an end on 18<sup>th</sup> October. C Almond announced that she would like to stand again as co-opted governor. The Clerk asked whether governors were content to carry out a vote with a show of hands and they agreed. <b>C Almond was unanimously re-appointed onto the governing body as co-opted governor.</b></p>	
FG/20/099	<p><b><u>Declaration of Interest &amp; Items of Confidentiality</u></b> There were no declarations of interest. There were no items of confidentiality.</p>	
FG/20/100	<p><b><u>Headteacher updates</u></b> <u>NGA</u> <i>[NGA questionnaire had been circulated with the agenda]</i> The Head explained that some of the answers to this questionnaire were now a little out of date. For example, the question relating to how the schools were supporting vulnerable children in working from home would now include reference to the use of Teams. <b><i>Q. Would this be interactive, with teachers teaching live?</i></b> <b><i>A. It would involve tasks assigned and a rapid turnaround rather than Powerpoints. Teams is flexible in the way it can assign work to groups etc. Videos to groups could be explored but it would be difficult with some children in school and some are home. There might be some GDPR issues as well but it's not insurmountable.</i></b> <b><i>- I don't understand why it would be difficult when other schools have been able to do this.</i></b> <b><i>Q. The question refers to supporting vulnerable children. Are we sure all the children have Internet access?</i></b> <b><i>A. The domestic internet issues are difficult to overcome but we would look at a paper-based solution. We have some laptops that can be accessed by certain children.</i></b> <b><i>Q. Have we looked at audio-based learning? It wouldn't be a full teaching experience, but it would be better than nothing.</i></b> <b><i>A. Yes, this is something I can explore.</i></b></p>	

	<p>The Head would meet with the IT manager and discuss home learning options.</p> <p><b>Q. Is room being made in the timetable for Time to Talk or is it just when teachers are available?</b>  <b>A. It's a bit of both. Some children want to talk, and we have freed up some time. It's a real mix so we've got to be flexible.</b></p> <p>The Head would mention the Time to Talk on the school newsletter on Friday 9<sup>th</sup> October.</p> <p><u>Sports funding</u>  <i>[Sports funding report had been circulated with the agenda]</i></p> <p><b>Q. The report mentions the use of iPads for children for video and photography. Are there any safeguarding issues with this?</b>  <b>A. When children are doing PE this is an opportunity for them to film and share what they're doing but it is only ever seen by members of their group.</b>  <b>Q. Do they have a teacher with them?</b>  <b>A. Yes.</b></p> <p><b>Q. How much sporting equipment do we have in the school?</b>  <b>A. I would need to do an audit. At the moment, we have to clean everything. Hawkes bring their own equipment and it's all sanitised.</b></p> <p><b>Q. What are we doing to identify children who don't fit into the classic sporting profile and how are we accommodating their different skills?</b>  <b>A. The PE lessons are structured through skills and the transferable application of those skills. Part of this is about celebrating skills from outside school and promoting them during worship. We also have a range of activities coming into school: we've had bikability, the climbing wall and a visit from an Olympic athlete.</b>  <b>A. [Staff governor] We've been doing football but focussing on balance and control as a skill as opposed to actual games of football. And the children have made a lot of progress.</b>  <b>Q. Have you noticed a drop in motor skills after lockdown?</b>  <b>A. Not gross motor skills. There has been a dramatic decrease in fine motor skills. I have one child who finds gross motor skills very difficult, but they are coping remarkably well. They can engage at their own level and the PE lessons have been really positive.</b></p> <p><b>Q. Are Hawks offering something different every term?</b>  <b>A. Each term is different so by the end of the academic year, everything will have been covered including athletics, gymnastics, dance, football etc.</b>  <b>Q. Do they get to do hockey and netball?</b>  <b>A. Yes, through transferable skills. It's about developing physical literacy.</b>  <b>A. [Staff governor] In the past we had KS2 with hockey sticks, while the younger ones had tennis rackets instead.</b>  <b>- I know that tennis and basketball facilities are in the village.</b></p> <p><b>Q. Thinking about outdoor space in Hovingham: How do we get onto using the Green?</b></p>	<p>Head</p> <p>Head</p>
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	<p><b>Q. Can they work on languages in between [their fortnightly lessons]?</b>  <b>A. At the moment [following the lockdown] we are having to focus more on catching up in English and Maths.</b>  The Chair commented that this was a detailed report that reflected much of the earlier conversation between governors.</p> <p><u>NYCC Staff Survey</u>  The Chair explained that this online Health &amp; Wellbeing assessment run by NYCC, had been suggested by the SIA and would cost £295+vat. The assessment, comprising 35 questions would be taken by all employees of the school and the Headteacher. Information would be collated and analysed, and a report would identify any trends or stress areas. The SIA had noted that with the extra pressures of Covid-19, this would be a good time to carry out an assessment.</p> <p><b>Q. Is it a one-off payment?</b>  <b>A. Yes.</b></p> <p><b>Q. Can we get some feedback [from someone else who has done the survey]?</b>  <b>A. It would be tailored to the school setting and it would have example questions like ‘do you feel that your voice is heard?’ It’s about how valued people feel.</b></p> <p><b>Q. Can we find out if any other schools have used it and found it to be effective? It sounds like a good idea but not if it’s just another form for people to fill in on top of their workload.</b>  <b>A. Matt Blyton mentioned that staff workload was [being looked at by] Ofsted and that we need to be proactive.</b>  <i>- It appeals to me as it’s a formal way of analysing and it could be a good form of training.</i></p> <p><b>Q. Would we have to share the results with Ofsted?</b>  <b>A. No.</b> [After the meeting it was clarified that the whole report would not have to be shared but that headlines or trends could be provided].</p> <p><b>Q. Who’s decision would that be?</b>  <b>A. It would be down to the governors.</b></p> <p>The Chair would explore this further and ask for an example and whether there would be any follow-up support if it was found that stress levels were particularly high.</p> <p>The Head noted that there were workload questionnaires available that were free but that this version would include all of the results being collated.</p> <p><u>Federation Network</u>  The Chair reminded governors that this had been discussed at the previous meeting. She added that the network had been carried out in West Yorkshire by Matt Blyton and that it had been a great success there, resulting in a conference. She felt that the course would be run from a position of experience and authority and that the schools would have a lot to gain. It was noted that the course was project-based, with the Headteacher of each Federation creating a project with the aim of improving their setting. The Head added that, as it was being run by their own SIA, he would have good knowledge of what the schools should focus on.</p> <p><b>Q. Do you have a project in mind?</b>  <b>A. For me, it would be about developing the Federation in all ways:</b></p>	<p>CA</p>
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	<p><i>curriculum, workload, staff meetings – making things more efficient and effective.</i></p> <p><i>Q. Would it feed into the SDP?</i></p> <p><i>A. Definitely.</i></p> <p><i>Q. Would it increase your workload?</i></p> <p><i>A. I think there is nothing better than working with colleagues.</i></p> <p><i>Q. Is it available to all the governors?</i></p> <p><i>A. That's my understanding but we do know how busy you are – there's no obligation.</i></p> <p><i>Q. Do governors take part in the project?</i></p> <p><i>A. No, governance is a separate strand and would be a series of twighlights.</i></p> <p><i>Q. There had been a worry about the budget – are we in a healthier position that we thought we were?</i></p> <p><i>A. By the end of the financial year, we will have a carry forward of £38K - £20K from last year and an in-year surplus of £18K. Going forward, there is potentially another £22K variance in potential sparsity funding figures.</i></p> <p><i>Q. Can we keep carrying this forward?</i></p> <p><i>A. Yes, but I would say that there are pupils in the school now who need [improvements that the funding could provide].</i></p> <p><i>- I think we need to be sure that we have governors who would be able to commit to it.</i></p> <p><i>Q. When are the sessions?</i></p> <p><i>A. There would be one this side of Christmas.</i></p> <p><i>Q. Are they face-to-face or remote?</i></p> <p><i>A. I think, at the moment they would be remote, but in the future – who knows?</i></p> <p><b>Governors AGREED to take part in the Federation Network programme.</b></p>	
FG/20/102	<p><u>Finance</u></p> <p><i>[Budget monitoring report had been circulated with the agenda]</i></p> <p>It was noted that a budget monitoring report had now been superseded by another report.</p> <p>Item deferred to the next meeting.</p>	Agenda
FG/20/103	<p><u>AOB</u></p> <p>It was noted that the Headteacher Performance Management meeting had been scheduled for Wednesday 21<sup>st</sup> October but that it could be moved back.</p> <p>The Clerk noted that this committee should be formed when the new Chair had been elected.</p> <p>The Clerk would research the process for a complaint being received by the school in the absence of a Chair or Vice Chair.</p>	Clerk
FG/20/104	<p><u>Next meeting</u></p> <p>It was noted that the next meeting would take place on Wednesday 21<sup>st</sup> October at 5.30 pm via Teams.</p> <p>The Clerk would invite potential new governors to this meeting.</p>	Clerk

Meeting ended at 8.15pm

### Actions

FG/20/100	Meet with IT manager to discuss home learning options	Head
FG/20/100	Mention 'Time to Talk' on school newsletter	Head
FG/20/100	Explore options for outdoor space at Hovingham	Head
FG/20/100	Seek further information about NYCC staff survey	CA
FG/20/103	Seek advice on dealing with complaints while without a Chair	Clerk
FG/20/104	Invite potential new governors to meeting	Clerk

The following acronyms may have been used throughout the minutes:

**ARE:** Age Related Expectation

**EOY:** End of Year

**EYFS:** Early Years Foundation Stage

**FSM:** Free School Meals

**GSINs:** Governors School Improvement Network meetings

**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

**EHCAR:** Education Health and Care Assessment Request

**EVA:** Esk Valley Alliance

**FGB:** Full Governing Body

**GLD:** Good Level of Development

**KS2:** Key Stage Two

**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