

Hovingham & St Hilda's, Ampleforth CE Primary Schools' Federation
Minutes of a meeting of the Full Governing Body of the Federation
held at St Hilda's, Ampleforth
Monday April 25th 2016

Present:

James Pynn (Head) Mark Wilson (Chairman) Jane Holloway (Vice Chairman) Victoria Forrester Sallie Harland Johanna Senior	Rosalind Garnish Jayne Conacher Lynn Lealman Freda Shaw Martyn Boothroyd
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In Attendance:
Heather Leggett (School Business Manager)
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/16/120	<p><u>Welcome</u></p> <ul style="list-style-type: none"> - A prayer was said by F Shaw. - The Chairman welcomed governors. 	
FG/16/121	<p><u>Apologies for absence</u></p> <ul style="list-style-type: none"> - Andrew Coulthard sent apologies due to illness. Governors consented to this absence. 	
FG/16/122	<p><u>Declaration of Interest & Items of Confidentiality</u></p> <ul style="list-style-type: none"> - There were no declarations of interest made. - It was decided that no items should be treated as confidential. - It was pointed out that a number of the papers relating to School Improvement visits were marked confidential. It was agreed that, while these could be discussed the papers themselves should not be filed with the minutes. 	
FG/16/123	<p><u>Notification of urgent other business</u></p> <ul style="list-style-type: none"> - Governors agreed to discuss collective worship at the end of the meeting. - Governors had been informed by email that the HMI inspection had taken place on Friday 2nd April. It was agreed that it should be discussed straight away. - The Vice Chairman reported that the inspector had been able to find much of the information he needed from the school website and had commented on how much the site had improved. - Governors were informed that the inspector recognised that minutes show an increase in the amount of questioning during governor body meetings. Governors were reminded that, while this had improved they had a collective responsibility to hold the headteacher to account and that they should all be asking questions on all areas during meetings. - The Chairman informed governors that a full written report was expected 	

Signed..... (Chair) Date..... 1

	within a fortnight. It was felt that the inspection had been very positive.	
FG/16/124	<p>Public Minutes of the FGB held on 21st March 2016</p> <p>- Governors scrutinised the public minutes of the FGB meeting held on Monday 21st March 2016.</p> <p>The minutes were unanimously agreed as a correct record and duly signed and dated to this effect.</p> <p>Proposed: M Boothroyd</p> <p>Seconded: F Shaw</p>	
FG/16/125	<p><u>Matters arising from the previous minutes for which there is no separate agenda item</u></p> <p>- (FG/16/114) J Holloway apologised for that fact that she had not yet circulated the new governor welcome pack. She would do so before the next meeting. S Harland gave J Holloway a letter from Hovingham pupils to be included in the pack. A pupil from St Hilda's should write a similar letter.</p> <p>- (FG/16/110) Governors were informed that surveys could be carried out by Mandx as frequently as the schools require. It was suggested that they take place on a triennial basis.</p> <p>- (FG/16/111) Governors were told that the new School Improvement Advisor would be Lisa Jones and that J Pynn would be meeting with her for the first time that week.</p> <p>- (FG/16/113) A number of governors reported that they did not yet have access to the cloud. <i>[This was resolved during the meeting]</i></p> <p>- (FG/16/117) The Clerk told governors that she had re-written the Instrument of Governance in line with new regulations and that she would be sending it to the Diocese, who would then forward it to NYCC for ratification.</p> <p>- (FG/16/117) J Pynn explained that it was proving challenging to find a temporary replacement on the governing body for S Harland during her maternity leave. It was suggested that staff governors be invited to share the role on a rotation basis, but there had been questions as to whether this was acceptable. J Pynn asked governors to approach the matter with sensitivity as the workload for staff at both schools was already very high. The Clerk would find out whether there were any restrictions on how the role could be filled.</p>	<p>JH</p> <p>Clerk</p> <p>Clerk</p>
FG/16/126	<p>Finance and Premises</p> <p><u>Draft budgets</u></p> <p><i>[Draft start budgets for both schools had been circulated with the agenda]</i></p> <p>- H Leggett explained that both start budgets were drafts only and reminded governors that the figures were just estimates. However, it is expected that the figures would not change dramatically.</p> <p>- Governors were told that there may be some changes to the figures for 2017/18 and 2018/19 due to the National Funding Formula. This new funding system (currently at consultation stage) would involve funding coming directly from the DfE and may result in the schools receiving more funding, although it is not yet possible to predict the impact.</p> <p>- Hovingham is currently entitled to Sparsity Funding. Governors were told that</p>	

the criteria for this had altered: it had referred to the distance from school that pupils live *by road* but it will now refer to that distance as *the crow flies*. This may impact the funding, which would be significant if it is lost as it currently stands at £29,000. The loss of this funding, if it happened would be graduated but would still have a major impact.

- The most effective way of increasing funding was still to increase pupil numbers.

Q. Will there be any increase in funding to cover things like the Living Wage or changes to pensions?

A. No – this will all have to be absorbed by the funding we have already.

Q. There is a reference to pupil numbers. Are these people who have put the schools down as their first choice?

A. Yes. We have access to the admissions system so we know that there are eight pupils expected at Hovingham and three at St Hilda's. There is still one application being processed for Hovingham as the school should technically only admit eight but we are in a position to say yes to one more because the class won't actually be full.

Q. I can see that the next two years show a deficit being carried forward. Is this a problem?

A. We do have a predicted deficit but we are confident that we can manage it. In my experience, the forecasting for year three always looks bad [as it predicts a worse case scenario] but a lot can happen before then and we have always been able to push it back.

Q. St Hilda's looks worrying - would you agree?

A. It has been worse in the past. We are guessing about pupil numbers [for 2017/18 and 2018/19] based on siblings but there is always the possibility of new pupils coming in.

Q. How would this work? Is there still space for new pupils?

A. They would have to contact admissions but we wouldn't turn anyone away. Hovingham has developed a reputation for picking up the waifs and strays.

- J Pynn pointed out the importance of first impressions, in the form of the school website and improved décor, to attract new pupils.

Q. Has there been any interest from the new housing estate [opposite St. Hilda's]?

A. Yes, we have had one family enquire about a nursery place.

Q. Looking at the teaching expenditure – how is this affected by maternity leave?

A. We have been paying into a staff absence insurance scheme so this will cover S Harland's pay during her maternity leave.

Q. At what point will we have to start thinking about making savings?

A. You will see a revised budget in the Autumn, which will give you a better idea of any funding changes and their impact so the figures will be more accurate.

- J Pynn explained that the change in broadband provider had not been included as it was still in progress. This sort of change in expenditure can make a difference.

Q. Will the move to Mandx [building maintenance service] have an impact?

A. No, this is likely to be cost-neutral.

- J Pynn pointed out that there may be a reduction to the amount of supply teaching required in the future. This has been very high recently due to the extra monitoring that staff are having to take part in following the Ofsted

	<p>inspection.</p> <p>Q. What does PTE mean? A. This refers to nursery funded hours and stands for Part Time Equivalent.</p> <p>Q. There has been some publicity about 30 hours funding for 2 year-olds. Is there anything we can do with that? A. We don't have any definite information about that yet. Changes are expected I the way free funding is dealt with, which may mean a slight reduction for us. Before and after school care could be a possibility but until we have an indication of funding levels, we can't commit to the 2 year-old provision. In the past we ran a stand-alone nursery but it was difficult to make this viable as it required a qualified teacher. The summer terms were always busy but we often saw a drop in September to just three or four children. It's not easy to gauge the level of interest.</p> <p>Q. Is this something that can be done between the two schools? A. There is a transport issue. In the past, we had considered working with Slingsby School to run a provision and it was fine if parents were able to transport the children themselves but became more complicated if the school had to cover it as a teacher was required to travel with the children.</p> <p>Q. Can you tell us about the Capital forecast for Hovingham? I understand that this doesn't apply to St Hilda's. A. Hovingham has around £12,000 - £13,000. We have some ideas of what to use it for but nothing concrete.</p> <p>Q. There has been discussion about refurbishing the pupil and staff toilets. How much would that cost? A. Around £15,000</p> <p>Q. We had talked about improving the toilets at St Hilda's as well. Is this going to happen? A. That money went towards the outdoor area instead. Any issues that need to be dealt with will be picked up by the Mandx surveys.</p> <p>- Governors were told that the budget would have to be approved at the next FGB meeting. - The Chairman thanked H Leggett for her work. <i>H Leggett left the meeting at 6.20pm</i></p> <p><u>Cleaning contract</u> - Governors were information that J Pynn would be meeting with Smart Solutions the following day to discuss issues with the current cleaning contract.</p>	
FG/16/127	<p><u>Headteacher's report and updates</u></p> <p><u>Headteacher's report</u> [Report had been circulated with the agenda]</p> <p>Q. Has there been a change in how pupils are assessed for their ARE [age related expectations]? I can see that reading in class 1 [St Hilda's] for example shows a drop in the number of pupils expect to exceed ARE from 33% to 0%. Why has this happened?</p> <p>A. Pupils are assessed for their reading on a half-termly basis. A previous assessment indicated that many were on track but a more recent assessment shows that this is no longer the case. I will be monitoring the next assessment closely.</p>	

These assessments can vary quite a lot by subject matter. The reading assessment has a relatively low number of marks available so a slight variation can have a big impact on the data. You will also see [from the same section of the table] that there were no pupils on track to exceed ARE at the end of summer 2015 whereas this went up to two pupils at the end of spring 2016.

Comment (S Harland): Testing in this area gets much harder year by year so pupils in Year 5 had to make a big jump from Year 4. We are now showing example tests to pupils in advance so that they can adjust. We have to work out whether inference questions are being understood.

Q. How much preparation goes into this area?

A. Every day, with the exception of Thursdays when we go to church, we have half an hour of guided reading. We are using the results from previous tests to identify pupils who need specific support.

Q. How many marks are there overall?

A. There are generally 20 marks very two pieces of writing, including something like a narrative and a poem, with 10 marks for each. So some pupils might get 8 or 9 marks for the first piece of writing and just 3 or 4 for the second. The children are now looking at a variety of types of writing to help them to pull out the information they need. At the start of the school year, pupils were not accessing tests appropriate to their age but this has changed.

Q. Are pupils getting enough support at home?

A. (S Harland) I send home small key-rings with some questions on but I'm not doing this across the board because of the level of homework they already have. There are pupils who don't get much support from parents because they don't feel they have the skills to help them. This is something we have tried to address. We can clearly see that pupils with parental support get better results.

Q. When monitoring staff, how quickly do you give feedback?

A. It varies - it can be instantaneous but I try to feedback at least by the next day.

Q. Is the feedback verbal or written?

A. It would be written if I am formally observing classes. Otherwise it can be an informal conversation.

- J Pynn explained that he had taken on board comments about the formatting of these reports. He was congratulated for his very clear way of presenting data to governors.

Q. Can we expect the Forest Schools programme to be happening at St Hilda's?

A. It is difficult to achieve the spontaneity required to run Forest Schools [at St Hilda's] as there is a cost involved in leaving the site. Lynn is weaving a strand of the programme into some of the work here.

Q. Would it be possible to use the Millennium Green? This is a community facility under the control of the parish council and it's a huge area.

A. It would be a question of getting consent as well as the wider question of timetabling. The issue of trying to fit Forest School into an already full timetable has already been raised at Hovingham. I would like to try and develop the programme at Hovingham to get it as good as it can be before learning from it and bringing it to St Hilda's.

Q. Can elements of the curriculum be covered within Forest School?

A. Not really – it's a different philosophy without follow up work in the classroom.

- Governors commented that they felt the programme had initially been presented to them as a way to integrate the curriculum into outdoor learning.

Pupil premium

[Report had been circulated with the agenda]

- J Pynn explained that he and H Leggett had researched different ways to present this data to governors.

Q. Why is there is a deficit at St Hilda's of £531?

A. This amount has been covered by other funding.

Q. I think this is a much clearer presentation but I would like to see more about the direct impact on children?

A. I agree that more information of that type is needed and this will be easier going forward. The report refers to the last academic year but from now on we should be able to report more on the impact.

Q. There is a reference to 'attachment and trauma' training. Is this an issue in the school and does it impede learning?

A. Yes, this is something we have come across at both schools so the impact of the funding here has been to help staff identify the problem.

Q. Do we have any laptops that are lent to go home with pupils?

A. Not at the moment. We did have a Kindle but that was bought with a different fund and has been given to the pupil concerned to keep.

Q. Is there much homework that requires internet access?

A. Yes but pupils are able to access the internet at school if they can't at home.

- The chairman thanked J Pynn and H Leggett for a very user-friendly document.

Sports Premium

[Report had been circulated with the agenda]

Q. I can see that pupils have had 10 weeks of swimming. Is there any way that we can be given more information about the impact of this on pupils?

A. Yes, we can go into more depth in the next report.

Q. There is reference to 'intra schools sports competitions' [Ryedale Schools Sports agreement]. Should this read 'inter schools'?

A. Yes it should.

- F Shaw commented that she had donated some materials for sports to the schools. J Pynn explained that these would have been passed on and thanked F Shaw for them.

Q. Who is in the Ryedale Schools Sports agreement?

A. A number of different schools including Gillamoor, Kirkby Moorside, Sinnington and Nawton Beadlam.

Q. Do all pupils take part?

A. It varies from event to event. Children at both schools who have taken part have done very well and I'm particularly pleased that year six pupils were able to take part [during their SATs year].

Q. Has participation been reflected in children taking part in sports outside of school?

A. We can do an audit of that.

Q. Are we looking to use the money in a similar way this year?

A. Yes we're trying to do something similar. I would like to have an event

	<p><i>every term. For example, this Friday we will have a climbing wall for all years at both schools. I am also looking into getting a member of Team GB to visit the school.</i></p> <p>Visit reports <i>[Reports had been circulated with the agenda]</i> - Governors agreed that RIG should look at the reports in more detail and follow up any issues.</p> <p><i>Q. Can you explain more about how BAD [Basic Advanced Deep] learning works? Are children being stopped from moving up to work at the level of the next year?</i> <i>A. Yes and this is key.</i></p> <p><i>Q. Are we running the risk of [more able] pupils plateauing and getting bored?</i> <i>A. This way of learning is what Ofsted want to see. They want mastery of learning that is appropriate to ages and to avoid racing up through year groups with no real benefit. All schools are finding this challenging but forthcoming training with the Esk Valley Alliance [to be held in June and September] will iron out any issues.</i></p> <p><i>Q. So will pupils still be adequately challenged? What has happened to the concept of Gifted and Talented?</i> <i>A. The curriculum expectations have risen enormously and are significantly higher than when we were working with levels. This way of working presents the opportunity to broaden depth and mastery, which would mean applying skills without too much signposting. This creates a stronger sense of independence. Recent feedback from HMI about this way of working was positive. Of course, it needs to be monitored and this is done thought termly pupil progress meetings with staff as well as book scrutinies and planning scrutinies.</i></p> <p>SIAMS report <i>[Report had been circulated with the agenda]</i> - The inspection had been discussed at the last meeting. Governors were reminded that the positive report would be significant to the next Ofsted inspection.</p>	
FG/16/128	<p>School Development Plan <i>[Report had been circulated with the agenda]</i> - Governors commented on the size and complexity of the report and requested signposting to significant areas and an executive summary. J Pynn agreed to consider this but warned against reducing the amount of information circulated to governors. - Attention was drawn to page 8 of the report, referring to the responsibilities of governors. Governors were again reminded of the need to provide challenge and to 'close the circle' by providing evidence of impact. - J Pynn commented that the HMI inspector had been very positive about the plan. He pointed out that many of the 'red' items have now been addressed. - The Chairman suggested that the RIG examine the report in more detail.</p>	
FG/16/129	<p>Rapid Improvement Group - Governors were told that, due to the Easter Holidays, RIG had not had the opportunity to meet since the last meeting. It was agreed that they should meet in the next two weeks and that they should look in more detail at data and the HMI report.</p>	

FG/16/130	<p><u>Monitoring Visits</u></p> <ul style="list-style-type: none"> - M Boothroyd reported that he had visited the school that afternoon. He had found staff to be more confident with marking and remarked that there had been a significant improvement in pupil presentation. He felt that the literacy focus had become clearer than before. A report from M Boothroyd would be put onto the cloud. - There was some discussion about the report proforma and it was agreed that this should be used as a starting point and adapted by governors to suit their needs. Governors were encouraged to make visits to the school with a clear idea of what they are looking for. - Governors asked for some direction on how frequently they should go into the schools. They were asked to try and come in on a termly basis and discuss timings with subject leaders. Governors were reminded that monitoring visits do not have to take the form of a classroom visit; they can take place through email conversation or by taking books home overnight. - J Pynn informed governors that the HMI inspector had nothing negative to say about the quantity of visits currently taking place. 	
FG/16/131	<p><u>Governor Training (Priority)</u></p> <ul style="list-style-type: none"> - There were no updates to report due to the Easter Holidays. - The next Governor SIn meetings were approaching and would be attended by members of the governing body. 	
FG/16/131	<p><u>Safeguarding (Statutory Responsibility)</u></p> <ul style="list-style-type: none"> - Governors were told that J Pynn was continuing to work with Charlotte to address actions from the safeguarding audit. - M Boothroyd informed governors that the Church was looking into taking a different approach to safeguarding, involving working more closely with other agencies. He would update governors when new information is released. 	
FG/16/132	<p><u>Urgent Other Business</u></p> <p><u>Collective Worship</u></p> <ul style="list-style-type: none"> - Governors were informed that J Pynn and M Boothroyd had met with Katherine Humpleby [School development advisor from the diocese] to discuss collective worship. It was agreed that until the next Ofsted inspection, worship group would visit the school each Thursday with the exception of one Thursday each half-term when the children would be taken to church. This is designed to better balance time in church with curriculum commitments. - It was pointed out that this is a temporary measure, which would be under review. - Governors were told that there had been some feedback from parents and staff, and that not all of it was positive. <p><i>Q. Would this impact SIAMS?</i> <i>A. SIAMS may be disappointed with the decision but we have good reason to do this.</i></p> <p><i>Q. Have parents been formally told?</i> <i>A. Yes.</i></p> <p><u>Governor visits</u></p> <ul style="list-style-type: none"> - Governors were invited to visit the school during SATs week so as to observe the process. Governors would email their availability to J Pynn. - S Harland requested volunteers to support Forest Schools every Tuesday in May, in particular Tuesday 10th May. 	

	<u>Meeting with Bishop</u> - Governors were reminded that a meeting had been scheduled on Wednesday 27 th April with the Bishop of Whitby. Georgie Metcalf, headteacher of Slingsby Community Primary School, has been invited to attend.	
FG/16/133	Matters for inclusion at next meeting - Approval of start budget - HMI report	
FG/16/134	Date and time of the next meeting Wednesday 25 th May 2015, 5.30pm at Hovingham.	

Meeting ended at 7.30pm

Impact Statements	
<ul style="list-style-type: none"> • Governors' increased challenge and support was noted in the recent HMI monitoring visit. • Governors ensured that pupil premium money was spent to effectively support pupils and that sports premium money was spent to provide opportunities for pupils to participate in a variety of sports and in inter-school competitions. • Governors continued to challenge and support the head teacher with regards to the school improvement process and the educational performance of both schools. • Governors continued to support the Forest Schools provision at both schools. 	

Actions			
Item ref	Action	Timeframe	Name
FG/16/125	Circulate the new governor welcome pack	By next FGB	JH
FG/16/125	Send new Instrument to the diocese	ASAP	Clerk
FG/16/125	Find out about restrictions to replacement staff governor	ASAP	Clerk