

Hovingham & St Hilda's, Ampleforth CE Primary Schools' Federation
Minutes of a meeting of the Full Governing Body

Wednesday 21st October 2020, Virtual Meeting

[Meeting was conducted using Microsoft Teams due to Covid-19 restrictions]

Present:	Clare Almond Kim Colenso Jayne Conacher Amy Kirk Jane Richardson Frances Standen	Adrian Bond Liz Bassindale John Crabtree James Pynn Jo Senior
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In Attendance: **Lucy Willshaw**
 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/20/104	<p><u>Welcome</u> The Clerk welcomed governors and visitors.</p>	
FG/20/105	<p><u>Elections and Appointments</u> <i>[Introductory statements from each prospective new governor had been circulated prior to the meeting]</i> Prospective new governors were asked to leave the meeting.</p> <p>It was noted that the Governing Body had three vacancies for Co-opted governors and two vacancies for Foundation governors. The Diocese was processing an application from Lucy Willshaw to become a Foundation governor.</p> <p>Governors discussed gaps within the governing body and the skills and experience of each prospective new governor before making a decision with a show of hands. Governors unanimously AGREED to co-opt Adrian Bond onto the Governing Body. Governors unanimously AGREED to co-opt Kim Colenso onto the Governing Body. Proposed: J Conacher Seconded: A Kirk</p> <p>Governors unanimously AGREED to invite John Crabtree to be an Associate Member. Governors unanimously AGREED to invite Liz Bassindale to be an Associate Member. Governors agreed that they would like to invite Nicola Wood to the next meeting with a view to inviting her to be an Associate Member having received some more information from her.</p>	

	<p>Prospective new governors returned to the meeting and were told of the decision.</p> <p>The Clerk asked whether there were any nominations for the role of Chair of Governors. There were no nominations.</p> <p>The Clerk asked whether there were any nominations for the role of Vice Chair of Governors. There were no nominations.</p> <p>Clare Almond nominated herself for the role of Chair of this meeting and governors approved.</p>	
FG/20/106	<p><u>Declaration of Interest & Items of Confidentiality</u></p> <p>There were no declarations of interest. There were no items of confidentiality.</p>	
FG/20/107	<p><u>Notification of Urgent Other Business</u></p> <p>Governors agreed to discuss two items at the end of the meeting:</p> <ul style="list-style-type: none"> • Staff workload • Support offered to the governing board by another school 	
FG/20/108	<p><u>Previous Minutes</u></p> <p><i>[Minutes from the meeting of 23rd September had been circulated with the agenda]</i> Governors approved the minutes of the meeting on 23rd September Proposed: J Senior Seconded: J Conacher</p> <p><i>[Minutes from the meeting 8th October had been circulated with the agenda]</i> Governors approved the minutes of the meeting on 8th October Proposed: J Conacher Seconded: J Richardson</p>	
FG/20/109	<p><u>Matters Arising</u></p> <p><u>Outdoor space in Hovingham [FG/20/086]</u> The Head reported that he had approached the Estate about pupils using parkland. The Estate had not agreed to this. The matter had also been discussed with the school visits advisor, who would meeting the Head that week. The following points would be raised during the visit:</p> <ul style="list-style-type: none"> • Risk assessments • Access issues • Staffing ratios • Infection control and bubbles • Parents volunteering to help <p>The Head would share responses with governors at the next meeting. <i>Q. Is there a basic accepted level of outdoor provision in England and do we tick that box?</i> <i>A. Not that I'm aware of but I can follow it up.</i> <i>- There is no access to green space and there is a high wall around the yard. I think this needs to be a priority. [We have been discussing this for] over a year.</i> The discussion continued and the following points were raised:</p>	Agenda

	<ul style="list-style-type: none"> • The Head was looking into working with Gilling School to implement a Forest Schools programme. • There was concern that all pupils were missing out because of small number who required additional adult supervision. • There was a lack a midday supervision at both schools. • Sports Premium funding could be spent on midday supervisors. • A midday supervisor role would have to have enough hours to make it attractive. The role was often linked to a TA but this would mean TA hours lost in the afternoon. <p>The Head would advertise for an addition midday supervisor at Hovingham.</p> <p><u>Training Opportunities [FG/20/090]</u> The Clerk read out NYCC training courses that may be useful for governors and would email the details after the meeting. C Almond had previously circulated additional training and it was noted that the diocese might be another good source.</p> <p><u>KCSiE [FG/20/091]</u> It was noted that an email from each governor to the Clerk would be sufficient to confirm that Keeping Children Safe in Education had been read by individual governors.</p> <p><u>Home learning options [FG/20/0100]</u> The Head had met with the IT manager and had received information that day for staff and parents about Blended Learning. Parents had been surveyed about their child's access to appropriate technology.</p> <p>It was noted that all other actions had been completed.</p>	<p>Head</p> <p>Clerk</p> <p>All</p>
FG/20/110	<p><u>Governing Body Business</u></p> <p><u>Link governors</u> The Chair explained the concept of link roles to new governors:</p> <ul style="list-style-type: none"> • Link governors would talk to lead staff members and discuss aims for the school year. • Meetings would take place to monitor success and look at pupils' work for triangulation. • Each visit would result in a report to be fed back to governors. • Until recently, link governors were in place for the curriculum only. There would now be link governors connected to the other core functions. <p>A Bond would take on the role of link finance governor. K Colenso agreed to take on Early Years or staff. C Almond would email all governors with their link governor roles and any gaps would be discussed at the next meeting.</p> <p><u>The Key</u> The Chair explained that The Key was an online resource to support school governors. The resources cost £300 per year. Another resources was the NGA, although this was thought to be more expensive. Governors would decide at the next meeting whether or not to buy into this resource.</p> <p><u>Input into the SDP</u> It was noted that governors now had more input into this working document. J Richardson explained that she would be meeting with the SENCO on Friday 23rd October and requested more information on SEND resources.</p>	<p>CA Agenda</p> <p>Agenda</p> <p>JR</p>

	<p><u>Meetings</u> Governors agreed to hold six FGB meetings per year [excluding extraordinary meetings]. The following dates were agreed for the remaining meetings in 2020-21 Monday 30th November Tuesday 2nd February Thursday 29th April Thursday 24th June RIG meetings would focus on Early Years at St Hildas. <i>[J Richardson left the meeting at 6.55pm]</i></p>	
FG/20/111	<p><u>Headteacher update</u> <i>[Verbal update]</i> The Head reported on the following points:</p> <ul style="list-style-type: none"> • Attendance was at 96.5% at Hovingham and 98.01% at St Hilda's. • Parent's evenings were taking place by phone and at each school, between 25 and 33 parents and carers were contacted or would be contacted. • A technology survey had been shared with all parents and there had be 28 returned at Hovingham and 26 at St Hilda's. • The Head had carried out training in DFE COVID Testing, Safeguarding, Home learning, Managing COVID cases and Phonics. • Conversations had been held with the diocese and with the cluster. <p>It was noted that this was a verbal update as the Head usually gave written updates at the start of each term.</p> <p><i>Q. Has there been any more staff training?</i> <i>A. Yes, staff took part in phonics training, Faye has done some Literacy Network training, Daisy has worked with the Maths Network and there has been a range of other training.</i></p> <p><i>Q. Has the training been remote?</i> <i>A. Yes.</i></p> <p><i>- [Staff governor] I am booked onto end of Y2 assessments.</i></p> <p><i>Q. How is Covid training disseminated?</i> <i>A. There is a weekly briefing involving key documents, information from webinars, face-to-face meetings and sharing presentation notes.</i></p> <p><i>Q. Does this cover everybody?</i> <i>A. Yes. Everybody has access to weekly Federation briefings.</i></p> <p><i>Q. What structure is there in place to keep all staff informed regarding testing etc. Is there are document to keep track?</i> <i>A. I have to submit pupil attendance records to the DfE on a daily basis and reasons for absence.</i></p> <p><i>Q. Is that specific to Covid?</i> <i>A. The DfE is very specific in terms of breakdown.</i></p> <p><i>Q. Is it accessible to all staff?</i> <i>A. [Staff governor] When I do the daily register, there's a drop-down box and now there are different codes are for things like self-isolation, awaiting test results...that sort of thing. It's very specific.</i></p> <p><i>Q. Can anybody dealing with that class access that information?</i> <i>A. Yes, they can.</i></p> <p><u>Staff Health and Wellbeing</u> <i>[A graph benchmarking staff sickness absence had been circulated with the agenda]</i> There were no questions.</p>	

Curriculum Maestro

[A document about Curriculum Maestro, including staff response to the programme, had been circulated with the agenda]

The Head explained that Nicola, a member of the Curriculum Maestro team would be holding an online meeting on Tuesday 3rd November at 4pm. Governors were invited to join the meeting.

Q. How much training has there been for staff? I know they were asked to browse it over the summer.

A. Staff were shown how the programme functions earlier in the year and then asked to explore it themselves. The team have been happy to help and support but it is very intuitive software. There have been some elements that need more explanation and Nicola will do that.

Q. I know it was introduced to staff but was this your idea?

A. We had a staff meeting with a demonstration. We looked at the pros and cons and there were some meetings with other small schools who are using it.

Q. Was it your decision?

A. In consultation with the staff.

Q. I am not confident with the fact that this staff meeting hasn't been minuted. I don't have a record of the meeting.

A. I hear that but equally you can ask staff.

Q. What is Nicola's role with Curriculum Maestro?

A. She is a consultant with the Curriculum Maestro team.

The Head went on to explain that the programme was demonstrable of the whole National Curriculum with a broad coverage and an assessment tool.

Q. When the staff consultation took place and during the summer of 2020 when staff explored the programme, were the two key staff members on maternity leave involved?

A. No.

- One of those two is the Early Years leader and the other is a senior staff member at Hovingham so only 50% of the staff were represented at the consultation.

Q. In the report it says that leaders were already taking action to improve the curriculum planning. Why did we change tack?

A. At that point [Ofsted, March 2020] we had already explored Curriculum Maestro and there had been discussions with Nicola.

- It doesn't cover mixed age classes.

A. It allows staff to adapt projects year by year.

- On the staff feedback form, staff flagged up a lack of mixed-age [provision]

A. That's why we're having the Teams meeting with Nicola. It will help with understanding.

- Feedback says not all subjects are included.

A. Curriculum Maestro does cover everything but because we have existing schemes in, for example RE, PE and PSHE, we already have the evidence we need in those subjects.

Q. So, we have two separate systems?

A. Absolutely. Curriculum Maestro fills the gaps. Staff indicated that they could see RE and PSHE but in the other subjects, there are gaps. Staff all agreed that if there was something that would do this better, it was worth doing.

- It looks to me like you brought in another souped-up scheme of learning when we have professionals to do this.

A. The programme allows us to evidence rapidly and this was previously missing.
Q. Why?
A. That's where we were at. There was more of a focus of English and maths.
- It was a work in progress. I wouldn't have been panicked into doing this.
You've got highly skilled professional staff already doing it.
A. With Ofsted, we only have a certain amount of time to get this done [and this allows us to] make rapid strides more quickly. It's something that many other schools use...
- I don't like [the comparison with] other schools. I don't know who they are.
We need to compare ourselves with ourselves. I find it difficult to see the need for it in our schools.

It was noted that The Head was currently subject leader for history, geography, art and DT and supporting with music although this subject had an element of the NYCC music scheme for KS1.

Governors were encouraged to attend the meeting on Tuesday 3rd November at 4pm with staff and the Curriculum Maestro consultant.

Staff structure

[Staff structure was circulated with the agenda]

Q. How are TAs split between classes?

A. At Hovingham, class 1 has a TA 100% of the time and class 2 has at TA 90% of the time. At St Hilda's, the nursery-Y2 class has a teacher and a TA. The older class will soon have a TA subject to agreement by governors.

Q. Have we appointed a KS2 TA?

A. We will be appointing during the first week after half term.

Q. What will the hours on the contract be?

A. Two full days. This will make the position more attractive as well as filling the gaps so we should get some strong applicants.

Q. Will they also be an MSA?

A. Yes, on Thursday and Friday lunchtimes.

Q. If TAs are watching children at lunchtimes, time will be taken out of the afternoons to have a lunchbreak. Is there capacity for them to have lunch during collective worship [in the morning]?

A. TAs have their lunch breaks at different times already.

Q. Does the same thing happen at Hovingham, to help increase the number of people over lunch?

A. It wouldn't increase numbers over lunch as not all TAs are MSAs.

Sports

[Information about sports from Hawkes had been circulated with the agenda]

Hawkes held sports lessons on Mondays at Hovingham and Fridays at St Hilda's. Governors were reminded that the sessions focussed more on transferable skills.

Q. Did Daisy [Dunning] do a course?

A. Yes. Daisy is delivering PE with class 2 alongside Hawkes and she is happy that Hawkes are delivering the curriculum.

Q. Why are we using Hawkes [if we have D Dunning]?

A. Because it's a good use of sports funding and they provide a wide range of sports for younger pupils so there's a balance across the Federation.

Q. Is Daisy doing sports at Hovingham as well?

A. No. It doesn't fit in with her timetable.

All

	<p>The Head explained that the document had been revised following guidance from the SIA and that all action plan points had been pulled into one document. This was a clearer way of indicating success and keeping an ongoing record of progress. Developing the Federation was a key area for governor input. English and maths milestones were for link governors to discuss with subject leaders. The revised document had been shared with the SIA.</p> <p>- I thought this looked like a good start.</p> <p>- It looks sharper and more focussed. It's good to have some documentation and for it to be shared with governors so we can track how we are economising.</p>	
FG/20/113	<p>Finance and Premises <i>[Budget monitoring and general finance reports had been circulated with the agenda]</i></p> <p>Q. Have we started planning for catch-up funding?</p> <p>A. Yes, and I would urge governors to talk to English and maths leads and the SENCo. Money will be spent on maths Third Space Learning and there may be money for Faye [Class 2 teacher at St Hilda's] for additional TA time.</p> <p>Q. Has this money started coming through?</p> <p>A. Yes. It comes in three tranches.</p>	Link govs
FG/20/114	<p>Safeguarding</p> <p>The Head reported that training had been completed and a meeting would take place with the Health and Safety advisor. Risk Assessments continued to be updated and a document had previously been shared with governors indicating monitoring responsibilities.</p>	
FG/20/115	<p>Health & Safety <i>Aspects of Covid-related staff training had been discussed earlier in the meeting: FG/20/111.</i></p> <p>There was nothing more to add.</p>	
FG/20/116	<p>Policies <i>[Policies had been circulated with the agenda]</i></p> <p><u>Hovingham Admissions</u> This policy was unchanged from last year.</p> <p><u>St Hilda's Admissions</u> This policy was unchanged from last year.</p> <p><u>Budget Management</u> This was a NYCC standard policy, personalised to the schools. - The policy refers to finance link governor. I don't think this should all be taken from the full governing body and onto a link governor. The Head would alter this point.</p> <p><u>Teachers Pay</u> This was a NYCC standard policy, personalised to the schools.</p> <p><u>Parent Visitor Behaviour</u> This policy had been recommended by NYCC and had gone out parents for consultation.</p>	Head

	<p><i>Q. The pay policy refers to base leaders. Do we still have these posts?</i> <i>A. It's less formal than before. If I'm not at St Hilda's it's Faye and at Hovingham it's across the board.</i> <i>Q. Do we pay base leaders more?</i> <i>A. No and that's not uncommon – I've check with HR. It varies from school to school, but this is not a leadership role.</i> <i>Q. As the base leaders are not as solid as they have been, would it be useful for staff to have a timetable in place to give them some structure?</i> <i>Q. Does the role come with training?</i> <i>A. We are fortunate that we've got experienced teaching staff who are used to me being in another building and they know they can contact me. They are trained in First Aid and anything behavioural can be referred to me.</i> <i>Q. When do we cross the line from experienced teacher to leader?</i> <i>A. We don't really [in this context]. I can go back and change the label to Base Manager.</i> <i>- I'm not sure about the role covering all responsibilities when you are not in the building.</i> <i>A. That is because it still falls on me.</i> The Head would consider and review this point.</p> <p>Governors agreed to adopt all policies subject to alterations to the Budget Management Policy.</p>	Head
FG/20/117	<p><u>Urgent Other Business</u> <u>Support for the Governing Body</u> C Almond reported that she had been in contact with another local school who had offered their support to the governing body. C Almond would contact the school and feedback at the next meeting.</p> <p><u>Staff Workload</u> CONFIDENTIAL MINUTE</p> <p>It was noted that staff workload across the Federation was something governors were aware of and looking to support, especially in light of the extra pressure of COVID-19.</p>	CA
FG/20/118	<p><u>Matters for celebration</u></p> <ul style="list-style-type: none"> • A very positive Phonics visit with good feedback for A Kirk and F Dodds-Ashton. • Successful parent's evenings were held by phone and work sent home was well received. 	
FG/20/119	<p><u>Matters for the next agenda</u></p> <ul style="list-style-type: none"> • School Visits Advisor meeting • Link governor roles • The Key 	
FG/20/120	<p><u>Date and time of the next meeting</u> The next meeting would be Monday 30th November at 5.30pm via Teams.</p>	

Meeting ended at 8.55pm

Actions

FG/20/109	Advertise for new TA at Hovingham	Head
FG/20/109	Circulate training information	Clerk
FG/20/109	Email Clerk with confirmation that KCSiE has been read	All
FG/20/110	Email governors re link roles	CA
FG/20/110	Meet with SENCO on 23 rd October	JR
FG/20/111	Attend Curriculum Maestro meeting on 3 rd November	All
FG/20/111	Circulate anonymised sports information	Head
FG/20/111	Check that maternity leave staff have completed training	Head
FG/20/113	Talk to English and Maths leads and SENCO about catch-up funding	Link govts
FG/20/116	Adjust Budget Management policy	Head
FG/20/116	Consider role of Base Leaders/Managers as in Pay Policy	Head
FG/20/117	Contact school about supporting governors	CA
FG/20/117	Arrange for staff to take NYCC staff survey	Head
FG/20/117	Attend Teams Meeting with Staff	All

The following acronyms may have been used throughout the minutes:

ARE: Age Related Expectation

EHCAR: Education Health and Care Assessment Request

EOY: End of Year

EVA: Esk Valley Alliance

EYFS: Early Years Foundation Stage

FGB: Full Governing Body

FSM: Free School Meals

GLD: Good Level of Development

GSINs: Governors School Improvement Network meetings

KS1: Key Stage One

KS2: Key Stage Two

MSL: Maths Subject Leader

NYCC: North Yorkshire County Council

NAHT: National Association of Head Teachers

NQT: Newly Qualified Teacher

PAN: Published Admission Number

RI: Requires Improvement

RIG: Rapid Improvement Group

ROV: Record of Visit

RSE: Relationship and Sex Education

SBM: School Business Manager

SDP: School Development Plan

SEF: Self Evaluation Form

SEN: Special Educational Needs

SENCo: Special Educational Needs Coordinator

SFVS: Schools Financial Value Standard

SGOSS: School Governors' One Stop Shop

SIA: School Improvement Advisor

SIAMS: Statutory Inspection of Anglican & Methodist Schools

SIRO: Senior Information Risk Owner

SPO: Strategic Planning Officer

SPOC: Specific Point of Contact

SRE: Sex and Relationship Education