

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

Wednesday 27th November 2019, Hovingham

Present: Clare Almond (Chair) Jayne Conacher
 Keith Johnson Amy Kirk
 James Pynn Jane Richardson
 Johanna Senior Frances Standen

In Attendance: Helen Lowdell (Clerk)

Apologies: Martyn Boothroyd Andrew Reid

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/19/135	<u>Welcome</u> The Vice Chair welcomed governors and said a prayer.	
FG/19/136	<u>Apologies for absence</u> Martyn Boothroyd sent apologies for health reasons. Andrew Reid sent apologies due to family commitments. Both apologies were consented to.	
FG/19/137	<u>Declaration of Interest & Items of Confidentiality</u> Amy Kirk declared an interest in staffing matters. It was agreed that the Headteacher's appraisal would be treated as confidential. Other items of confidentiality would be decided throughout and after the meeting.	
FG/19/138	<u>Notification of urgent other business</u> There was no urgent other business.	
FG/19/139	<u>Public minutes of the meeting held on 16th October 2019</u> <i>[Minutes had been circulated with the agenda]</i> Governors scrutinised the public minutes of the FGB meeting held on 16 th October. The minutes were agreed as a correct record and duly signed and dated to this effect.	
FG/19/140	<u>Matters Arising from the Previous Minutes</u> <u>Letter to Hovingham Estate [FG/19/121]</u> The Chair had sent a letter to the Estate and awaited a response. <u>Safer Recruitment training [FG/19/121]</u> The Chair would complete Safer Recruitment training.	CA

	<p><u>Panels [FG/19/122]</u> The Chair would contact M Boothroyd re his position on the complaints panel.</p> <p><u>Skills audit [FG/19/122]</u> The Chair was awaiting completed skills audits from two governors before analysis.</p> <p><u>Draft advert [FG/19/122]</u> The Head would draft an advert on completion of the skills audit.</p> <p>It was noted that all other actions had been completed.</p>	<p>CA</p> <p>CA</p> <p>JP</p>
FG/19/141	<p><u>Headteacher Updates</u></p> <p><u>Data</u> <i>[FFT data for both schools had been circulated with the agenda]</i> It was noted that this information covered the last three years. The data covered KS1 and KS2 and allowed for trends to be seen. Lead governors for Maths and Literacy had drilled down into trends to see whether they were justifiable or cohort specific. The Head explained that when setting performance targets for the current academic year, FFT 20 data would be used (indicating the top 20% of schools) reflecting the aspirational strategy of the Federation. <i>- KS2 at St Hilda's in 2019 showed Reading at 80%, which is very good but Writing and Maths at 40%. I understand that this was a small cohort but...</i> <i>A. Yes, you are right to raise this, but it can be explained.</i></p> <p>CONFIDENTIAL MINUTE</p> <p><i>Q. Writing appears to be better at Hovingham. Is there anything we can transfer?</i> <i>A. I would say that these results were pupil specific. Both schools were moderated at KS1: St Hilda's at DfE and Hovingham in school. I feel that things have been tightened at both schools. The moderator said that two children [who had not reached greater depth in writing] were very, very close.</i> The Head went on to explain that the two cohorts had been different with at least one child at Hovingham being naturally more consistent. Staff meetings had been held to address writing and it was noted that there was now a need for writing to have more of a natural flow. <i>Q. What are the plans for teaching to move children on [in writing]?</i> <i>A. I think that you will see an impact of Talk for Writing, which looks at how a story is put together. It involves tweaking well-known stories.</i> <i>- [Gov] The trip to Cinderella and the musical theatre club would also help with that.</i> <i>- [HT] Yes, that would all help. There is a change in curriculum. In the past it was more about newspaper reports etc whereas now it's more about being a journalistic writer in order to persuade an audience and that sort of thing. It's at a much higher level.</i> <i>- [Gov] It's also about getting children to choose [how they want to write]. There's a lot of training required for children – it's a higher order of skills.</i></p>	

- [Gov] Faye's English action plan includes exposing children to wider experiences to support writing in different subject areas such as Science.

Q. Why has [results in] KS1 in Hovingham deteriorated?

A. This is cohort specific.

CONFIDENTIAL MINUTE

Q. Middle attainers in KS1 appear to have dropped the most [in comparison to other years] – is that right?

A. Last year, the cohort was very polarised with children either exceeding or missing in Maths.

Parental Questionnaires

[Responses had been circulated with the agenda and updated versions were presented on screen]

It was noted that responses were broadly positive with many 'agree' or 'strongly agree' answers.

Q. Why are there only 18 responses?

A. There are many more than last year actually. Last time there were only 7 or 8.

- It's quite interesting that multiculturalism is considered a strength of the school.

A. Yes. I think that shows that people are comfortable with the teaching of RE.

- [Staff gov] We have been celebrating other religions, especially with KS1 where we have looked at Diwali...

- [HT]...and we had a very positive response to the Christmas play last year.

CONFIDENTIAL MINUTE

The Head explained that he had liaised with the Chair and put together a response to go out on Friday addressing issues raised.

It was hoped that a new sports club would start at St Hilda's after Christmas, but it was stressed that this would have to be viable.

Out of school activities were taking place involving partnerships with groups such as National Parks. However, trips out of school were difficult due to transport costs. Parental contributions were a possibility and the schools were trying to strike a balance but there was a limit to what could be done.

The viability of a Breakfast Club was uncertain.

Q. Would it be worth explaining to parents that a Breakfast Club was considered last year but that it was not viable at that point?

A. Yes and I think the same could be said of sports clubs.

Q. Do we know why people are not responding? There are only 11 responses at Hovingham.

A. This might be to do with family grouping. If there are four children in one family, there might only be one response which would cover a large number of children.

Q. Do people put their names on the questionnaires?

A. Some do and some don't.

Q. How can you explain the concerns about behaviour?

	<p><i>A. There are different issues and we are working through the behaviour policy to solve them.</i></p> <p><i>Q. There appear to be some parents with concerns about a range of subjects. Were there any comments linked to these?</i></p> <p><i>A. No, and without those comments it is difficult to know how to respond. There might have been some misunderstanding about some of the questions.</i></p> <p><i>Q. Do we need to re-think the wording?</i></p> <p><i>A. The reason I did it like this is that Parentview had remodelled and these questions reflect that. So, the questions about 'wider personal development' is part of the new version.</i></p> <p><i>- Perhaps we could include examples of wider personal development to avoid confusion. And leave more space to comment.</i></p> <p><i>Q. Are you disappointed that there were so few Strongly Agree answers at Hovingham?</i></p> <p><i>A. It might be symptomatic of staffing issues at Hovingham. However well this is being managed, for some there is the key element of the double loss of those two teachers. Responding to children is very important and having that person who knows you inside out and still has that relationship with you...as a teacher that's quite a wonderful thing.</i></p> <p><i>Q. Why do you think there was a comment about stopping the Golden Table?</i></p> <p><i>A. That came from a thought that some children are always on the Golden Table. [The Head explained that the Golden Table was an opportunity for children showing good behaviour during lunchtimes to be rewarded]. There are some kids who try very, very hard but, because they are normally well behaved, there is just an assumption. It is difficult and I want to reflect on it.</i></p> <p><i>Q. Do you think it has improved behaviour at lunchtimes?</i></p> <p><i>A. I don't know how much impact it has had actually.</i></p> <p><i>- [Staff gov] I think it only works as an incentive for some children.</i></p> <p><u>PAN</u></p> <p>The Head explained that the PAN referred to the number of children the school could accept within one year-group. The PAN for Hovingham was 8 and at St Hilda's it was 7. The Head felt that it would be acceptable to keep those numbers.</p> <p><i>Q. What does SPO stand for?</i></p> <p><i>A. [After the meeting it was confirmed that this stood for Strategic Planning Officer]</i></p> <p>Governors approved a PAN for 8 for Hovingham and 7 for St Hilda's.</p>	
FG/19/142	<p><u>School Development Plan</u> (Core Function – Strategic Direction)</p> <p><i>[SDP had been circulated with the agenda]</i></p> <p>Governors were advised that the SDP had been updated on 18th November and that some areas had moved on since then. The document had been RAG rated and the Head noted that much of it was a 'cautious amber'.</p> <p>A series of staff meetings would take place about assessment of History, Geography, Music and Art.</p>	

	<p>The Head had been involved in some Deep Dives at Foston, exploring how assessments were carried out there and a similar visit would take place at Terrington. These would be reciprocated. It was felt that this sort of peer support was very useful, especially with the reduction in support from the Local Authority. The visits would look at planning, pupils and books and would give the opportunity to share experiences. It would also be a good experience for teachers and children to have somebody new visiting the classrooms and asking questions.</p> <p>Governors were advised that subject leadership was very much on the national agenda and unions were giving advice to their members in primary settings.</p> <p>Q. Can you explain how pupils know what appropriate application of English and Maths in other subjects means? How do you ask the question?</p> <p>A. That's a good question. I would ask children generic questions about history such as 'Do you like History? I would then ask 'Can you see where you might use Maths in History?'</p> <p>Q. Do you keep a file of pupil voice?</p> <p>A. I do have some recorded – things like a questionnaire that we did for Science. I don't record everything but there is a bank of evidence from me and the subject leaders.</p> <p>Q. Some subjects are easy to measure and a lot of them are marked amber as we're only 1/3 of the way through the year but [it isn't easy to roundly judge progress towards the milestone at this point] and it's difficult to quantify pupil voice. The bank of evidence will go some way to help with that, but do you think we need to be a bit more definitive to measure success?</p> <p>A. I hear that, and some elements do lend themselves more [to being measured] than others. There has been some transition in staffing and some staff are having to come in and work with a totally new class structure. I would say that RAG rating should provoke questions. I also know that HT performance management drills into things like this.</p> <p>Q. How is 'Strengthening Leadership' progressing?</p> <p>A. It is difficult. Faye is leading Literacy, Daisy is leading Maths and PE, Julie is leading Art and the rest of it is me with curriculum leadership. These subjects have been audited.</p> <p>Q. Is there enough time for CPD?</p> <p>A. Yes. There is release time for monitoring, Daisy has also been to a Maths meeting and Faye has been to a SENCo meeting so, yes. But there is also CPD in the form of staff meetings and Amy has been involved in an Early Years working party with the Howardian Hills Alliance.</p> <p>- [Staff gov] That's right. I have been asked to bring evidence of observations for each area of the curriculum and we are working out next steps.</p> <p>- [Head] This allows for moderation and an opportunity to immerse yourself in another school...</p> <p>- [Staff gov]...and sharing ideas and good practice. It's nice to have a chat with somebody else in a similarly small school.</p>	
FG/19/143	<p><u>Governing Body Business</u> <u>Headteacher performance management</u> <i>[The Headteacher and Staff Governor left the meeting]</i></p>	

	<p>CONFIDENTIAL MINUTE</p> <p><i>[The Headteacher and Staff Governors returned to the meeting].</i> The Headteacher was informed of the decision.</p> <p><i>[K Johnson left the meeting at 7pm as previously arranged]</i></p> <p><u>Promotion and communication</u> Open days had taken place at both schools and six families visited Hovingham. While no families had attended on the day at St Hilda's the Head had shown three or four families around the school since. Q. Are these people with children in the nursery already? A. It's a mixture. Q. Are they in catchment? A. Again, a mixture. I am aware that some families take the opportunity to visit a number of different schools.</p> <p>Stay and Play had taken place at Hovingham. The St Hilda's event had been cancelled due to sickness, but it was scheduled to take place soon. A taster session was booked in for two children starting at St Hilda's after Christmas. Q. I think the Stay and Play is very good. It helps parents to chat to each other while the children lead it. It's a nice way to get everyone together. Are there more planned? A. Yes.</p> <p>Celebration assemblies had taken place at Hovingham last half term and the previous Friday. These had been well supported with a good number of parents attending. A phonics meeting would take place on 5th December.</p> <p>The Head reported that she would like to start sending out a governor's newsletter every term. This would include information about strategy, a focus on a particular link governor role, a thank you to key people from both schools and advert for vacancies. The Chair would email a draft to governors for their comments.</p> <p>The Chair explained that she wrote for The Mumbler and had been given permission to write about the schools for the website. Governors suggested approaching the local newspapers with stories about Christmas celebrations.</p> <p>Governors discussed the possibility of inviting members of the community into the school for an event or to the churches for Christmas plays. It was suggested that the Churches could be approached to identify vulnerable older people who might appreciate being invited. Q. Does this promote the school? Do we need to be talking to people with young children? A. I think it's about starting a conversation. It would also be good for personal development for the children. The Head would discuss the idea with staff and liaise with the Chair.</p> <p><u>Skills Audit</u> Analysis of the skills audit would take place and results would be discussed at the next meeting.</p>	<p>CA</p> <p>JP/CA</p> <p>Agenda</p>
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	<p><u>Governor vacancies</u> It was noted that J Senior's term of office would come to an end shortly. She would stand for re-appointment at the next meeting. J Conacher would advertise the vacancy on the Village email system.</p>	<p>Agenda JC</p>
FG/19/144	<p><u>Finance & Premises</u> (Core Function – Financial Oversight) <u>Revised Budget</u> This item would be discussed at an extraordinary meeting on Monday 9th December.</p> <p><u>Grounds Maintenance Report</u> <i>[Report had been circulated with the agenda]</i> Q. Why does the report say 'No access to inner yard area'? A. It means that from outside of school there is no access to this area.</p>	
FG/19/145	<p><u>Rapid Improvement Group</u> It was noted that there had been no RIG meetings since the last FGB meeting. A date would be set with the Vice Chair. It was noted that members of RIG had been involved in a number of other meetings.</p>	
FG/19/146	<p><u>Health & Safety</u> Both schools had received a routine visit from NYCC to check their Health & Safety paperwork. It was noted that Health & Safety would now be a separate item on FGB agendas. St Hilda's asbestos record had been updated. The Head would follow up on visual DSE risk assessments. The Health & Safety Policy had been updated and signed by the Chair.</p> <p>At Hovingham the Sportsafe form had been investigated. It appears that the equipment had been inspected but the authorisation to work form had not been signed at the time by a member of school staff Records of annual inspections were in place.</p> <p>Q. Do we have a fire warden? A. No. Q. We do not have any First Aid at Work trained staff. Is it mandatory? A. It's advisory but it's about who would do it in terms of time and cost. Q. Are staff trained in Paediatric First Aid? A. Not everybody. Q. Is there ever a time when there is nobody in the school with that training? A. No, there is always somebody with it. Q. Is there anaphylactic training in place? A. Training is due in January, but staff are currently adequately trained at St Hilda's.</p>	<p>JP</p>
FG/19/147	<p><u>Safeguarding</u> There were no Safeguarding issues to report. The Head had attended a routine meeting with the Early Help team. J Richardson had carried out Level Two Safeguarding training with the Diocese.</p>	

FG/19/148	<p><u>Policies</u> <u>Relationship and Sex Education</u> <i>[RSE policy had been circulated with the agenda]</i> It was noted that this policy may come back with some further changes after Diocese training. Q. Is there a Diocese template for the RSE policy? A. Not yet. Q. Would we have to adhere to one as a CofE school? A. No, but it would be prudent to. Q. Have there been any problems in other schools? A. There have on a national level especially where is concerns LBGTQ issues but nothing locally as far as I know.</p> <p><u>RE</u> <i>[RE policy had been circulated with the agenda]</i> The Head explained that this was based on a very good template. <i>[F Standen left the meeting at 7.35pm as previously arranged]</i> Governors approved the RSE and the RE policies.</p>	
FG/19/149	<p><u>Monitoring visits</u> <u>EYFS</u> J Conacher reported that she had visited the EYFS department in June. She felt that there was more positivity and a more productive atmosphere in the department. Governors discussed the report and the following points were raised:</p> <ul style="list-style-type: none"> • There had been concerns about the EY co-ordinator was not able to spend enough time at St Hilda's but things had improved with support from Katie Stringer [from Foston and Terrington Federation]. • The EYFS teacher from St Hilda's welcomed the support and noted the need for balance between EYFS and KS1. • Some of the boys in Early Years in 2018-2019 had not reached GLD, which could be explained in part by the fact that they were young in their year. • There were discussions about the SEND provision arrangements at St Hilda's. <p>CONFIDENTIAL MINUTE</p> <p>The EYFS report would be circulated for the next FGB meeting.</p> <p><u>Maths</u> It was noted that J Senior had carried out a Maths monitoring visit. The Maths report would be circulated for the next FGB meeting.</p>	<p>Agenda</p> <p>Agenda</p>
FG/19/150	<p><u>Governor Training</u> The Skills Audit would inform any future governor training required.</p> <p>C Almond and J Senior had attended the recent GSINS meeting. They reported that the meeting had looked at the new Ofsted Framework and a number of governance updates.</p>	

	The Clerk would inform governors when the Bite Sized Finance training was available.	
FG/19/151	<u>Any Other Business</u> Other business had been covered earlier in the meeting.	
FG/19/152	<u>Matters for celebration</u> <ul style="list-style-type: none"> • The high percentage of responses to parental questionnaires helping to remind the school of what it was doing well. • Support for the bake sale on Friday to raise funds for a sandpit. 	
FG/19/153	<u>Matters for inclusion on the next agenda</u> <ul style="list-style-type: none"> • Headteacher report with data • SFVS • EYFS report • Maths report • Phonics report • Science report • RE report • Governor terms of office • Skills audit 	
FG/19/154	<u>Dates and venues of next meetings</u> Monday 9 th December, St Hilda's, 5.00pm (Extraordinary meeting – budget) Wednesday 22 nd January, St Hilda's, 5.30pm	

Meeting ended at 7.55pm

Impact statements
Governors challenged the Headteacher about data
Governors challenged the Headteacher about progress on the School Development Plan
Governors received and discussed parental responses to a questionnaire
Governors discussed ways to continue to promote both schools
Governors raised questions about Health & Safety in the schools
Governors approved Headteacher appraisal recommendations
Governors approved two policies

Actions		
Item	Action	Name
FG/19/140	Complete Safer Recruitment training	CA
FG/19/140	Contact M Boothroyd re complaints panel	CA
FG/19/140	Complete skills audit analysis	CA
FG/19/140	Draft advert for governor vacancy	JP
FG/19/143	Circulate draft of governor's newsletter	CA
FG/19/143	Consider inviting members of the community to the schools	JP/CA
FG/19/143	Advertise governor vacancy on village website	JC
FG/19/146	Follow up on visual DSE risk assessments	JP

The following acronyms may have been used throughout the minutes:

ARE: Age Related Expectations	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
KS1: Key Stage One	KS2: Key Stage Two
MSL: Maths Subject Leader	NYCC: North Yorkshire County Council
NAHT: National Association of Head Teachers	PAN: Published Admission Number
NQT: Newly Qualified Teacher	RIG: Rapid Improvement Group
RI: Requires Improvement	RSE: Relationship and Sex Education
ROV: Record of Visit	SDP: School Development Plan
SBM: School Business Manager	SEN: Special Educational Needs
SEF: Self Evaluation Form	SENGo: Special Educational Needs Coordinator
SENGo: Special Educational Needs Coordinator	SGOSS: School Governors' One Stop Shop
SFVS: Schools Financial Value Standard	SIAMS: Statutory Inspection of Anglican & Methodist Schools
SIA: School Improvement Advisor	SPO: Strategic Planning Officer
SIRO: Senior Information Risk Owner	SRE: Sex and Relationship Education
SPOC: Specific Point of Contact	