

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

Monday 30th November 2020, Virtual Meeting

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

Present: **Clare Almond** (Vice Chair) **Adrian Bond** (Co-Chair)
 Kim Colenso **Jayne Conacher**
 John Crabtree **Amy Kirk**
 James Pynn **Jane Richardson** (Co-Chair)
 Jo Senior **Frances Standen**
 Lucy Willshaw

In Attendance: **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 5.35pm

Item	Minute	Action
FG/20/130	<u>Welcome</u> <i>The meeting was Chaired by J Richardson</i> The Chair welcomed governors and said a prayer.	
FG/20/131	<u>Apologies for absence</u> A Bond sent apologies for arriving late due to work commitments.	
FG/20/132	<u>Declaration of interest and confidentiality</u> J Crabtree and the Clerk declared an interest in the item related to contracts. There were no items identified as confidential.	
FG/20/133	<u>Notifications of Urgent Other Business</u> Governors agreed to receive information about DBS checks at the end of the meeting.	
FG/20/134	<u>Previous Minutes</u> <i>[Minutes of the FGB meeting on 21st October had been circulated with the agenda]</i> DECISION: Governors approved the minutes of the meeting on 21 st October. <i>[Minutes of the extraordinary meeting on 4th November had been circulated with the agenda]</i> Governors questioned the inclusion of a clarification about contracts on page 2 of the minutes that was made after the meeting. The Clerk would remove this line from the minutes on the understanding that the matter would be discussed in more detail later in the meeting. DECISION: Governors approved the minutes of the meeting on 4 th November subject to the removal of the line in question.	

	<p><i>[Minutes of the extraordinary meeting on 23rd November had been circulated with the agenda]</i></p> <p>DECISION: Governors approved the minutes of the meeting on 23rd November</p>	
FG/20/135	<p>Matters arising</p> <p><u>Outdoor space [FG/20/109]</u> The Head reported that a meeting with the Health and Safety office, Wayne Thickett, had been rescheduled for w/c 7th December.</p> <p><u>MSA appointment [FG/20/109]</u> Adverts had gone live for the role of playleader and cleaner for both schools to supplement the MSAs. There had been no response at Hovingham and one response at St Hilda's. An interview would take place during w/c 7th December.</p> <p>Q. What would a playleader do? A. They would facilitate playground games. At Hovingham, this would help with the outdoor provision, which is a priority, and the posts could be funded with Sports Premium.</p> <p>Q. What does the cleaning involve? A. Everything – toilets, tables, light switches.</p> <p>Q. What are the hours? A. I think it's about 1 ½ hours per day.</p> <p>ACTION: The Head would clarify the hours in an email to the Vice Chair.</p> <p><u>KCSiE [FG/20/109]</u> ACTION: The Clerk reminded governors to email her with confirmation that they had read Keeping Children Safe in Education.</p> <p><u>Curriculum Maestro meeting [FG/20/111]</u> J Conacher reported that she had attended the meeting about Curriculum Maestro. While she found it illuminating and was able to see the advantages in the way it tracked different criteria, she still had reservations about the programme. Concerns included the fact that it worked by year group when the schools had mixed year classes and the fact that it did not cover the entire curriculum. She concluded that she was not totally convinced that it was necessary.</p> <p>Q. How long are we in the contract? A. It is annual but if we drop out, we will not have access to the data.</p> <p>Q. So, if the company folds, we will have lost everything? A. I don't know. I will have to check.</p> <p>Q. Can we back up the data? A. No, they have a legal duty to back up their data.</p> <p>Q. How would that work? A. The data within their structure belongs to our children. The structure is their intellectual property, but they have a commitment to the contract.</p> <p>Q. Can we have a further meeting on this? A. Yes, with as many governors as possible.</p> <p>Q. Is there further training lined up? A. No. At the moment, I'm allowing time during staff meetings for teachers to develop their teaching plans. Nicola has offered to hold a meeting with governors.</p> <p>Q. How are staff finding it now? A. [Staff governor] Our opinion is relatively the same. I've quite quickly</p>	<p>Head</p> <p>All</p>

	<p><i>used up my sessions so I'm supplementing them myself. I've enjoyed the ideas of the lessons, but the resources are limited.</i></p> <p>Q. Do you have a quota of lessons?</p> <p>A. Yes, there are topics at various depths. I'm still not convinced that the full curriculum is being covered in enough detail. It's more obvious in KS2 because it's having to be adapted for older year groups.</p> <p>ACTION: The Head would present further feedback from staff about Curriculum Maestro at the next meeting.</p> <p>ACTION: The Head would arrange a meeting with governors and the Curriculum Maestro team.</p> <p><u>Catch-up funding [FG/20/113]</u></p> <p>ACTION: Link governors would contact the English and Maths leads about catch-up funding.</p> <p><u>Budget Management Policy [FG/20/116]</u></p> <p>ACTION: The Chairs would clarify link governor roles so that the Budget Management Policy could be amended.</p> <p><u>Base Leaders [FG/20/116]</u></p> <p>The Head was in discussion with HR about the roles of Base Leaders. This was also being explored as part of the Executive Leadership project.</p> <p><u>Staff Survey [FG/20/117]</u></p> <p>ACTION: The Chair would circulate the NYCC staff survey. The Head would mention it at the next staff meeting.</p> <p><u>Staff meeting [FG/20/117]</u></p> <p>The Vice Chair reported that she had been advised by the SIA to be cautious when holding a meeting between all governor and all staff to avoid complications in the event of a grievance. The staff governor noted that a small group of governors would also help to make staff feel more comfortable.</p> <p>ACTION: The Head and Chair/s would arrange a staff-governor meeting.</p> <p><u>Prospective new governor [FG/20/128]</u></p> <p>ACTION: The Clerk would re-send contact details of the prospective new governor.</p> <p>All other actions had been completed.</p>	<p>Agenda</p> <p>Head</p> <p>Link gov's</p> <p>JR/AB</p> <p>JR Head</p> <p>JR/AB/Head</p> <p>Clerk</p>
FG/20/136	<p><u>Governing Body Business</u></p> <p><u>Communication</u></p> <p>The Chair explained that good communication was essential for governors to take forward their strategic role and commented that there was a lack of communication with parents, the community, staff and to a lesser extent, pupils.</p> <p>ACTION: F Standen and J Senior would work together as a communication team and would revisit the communication action plan.</p> <p>Q. Why can't governors have access to staff meeting minutes?</p> <p>A. Sometimes, we don't have formal minutes – just a list of actions. And sometimes individual children are discussed [which would be deemed confidential]. Some schools invite governors to attend meetings so we can</p>	<p>FS/JS</p>

	<p><i>do that after Christmas. There are concerns about confidentiality but there are ways around that.</i></p> <p><i>- [Our former SIA] said that we should have the minutes. People monitor our minutes and we are supposed to be the people monitoring everybody else so it's strange that we are not able to access minutes.</i></p> <p><i>A. They are part of the Federation Briefing</i></p> <p><i>- That is not interactive. That is just you telling us. Our governing body sends minutes out – we don't just send actions. It's important that we get a real feel for what is being discussed.</i></p> <p><i>- We are not seeing the discussion – the interactions and people not agreeing.</i></p> <p>ACTION: The Head would arrange for minutes to be taken during staff meetings on a rotation basis and shared with governors.</p> <p><u>Information</u></p> <p>The Chair explained that the External Review of Governance document shared at the last meeting [23rd October, Att.3, pg.5] listed where evidence should be drawn from. It was noted that elements of the school website were out of date.</p> <p>Q. Who is responsible for the website?</p> <p>A. Me and the admin team. I have liaised with NYCC about the website and every outstanding issue identified by them will be resolved by the next meeting. These issues did not relate to policy but were more about good practice. It's not that the information isn't there, it's that it could be easier to find.</p> <p>ACTION: The communication team would monitor the website.</p> <p>It was noted that holding the Headteacher to account should be carried out in the context of the most recent Ofsted report and a broad agenda and that it would be recorded in minutes. Performance data was shared with governors.</p> <p>Q. Do we get information about Pupil Premium?</p> <p>A. There is an annual Pupil Premium report and information is included in the data summary that comes with the first meeting of the term.</p> <p><i>[A Bond arrived at 6.15pm]</i></p> <p>The clerk reminded governors that they did not yet have a formal committee structure.</p> <p>Governors agreed that there was no information that they needed that they were not currently being provided with.</p> <p><u>Relationship with the Headteacher</u></p> <p><i>[Governing Body Powers, Duties and Procedures document had been circulated with the agenda]</i></p> <p>Attention was drawn to items 16-22 of the document [att.4 pg.3-4] and to the description of a good working relationship between the Head and governors: 'A good Head will discuss all the main aspects of school life with the governing body and will expect the governing body to both challenge and support the school.'</p> <p>Governors discussed this, and the following points were raised:</p> <ul style="list-style-type: none"> • There were questions about whether there was enough time for meaningful discussion, particularly when agendas were very long. 	<p>Head</p> <p>FS/JS</p>
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	<ul style="list-style-type: none"> • A meeting planner was in place and the number of meetings being held had been agreed. • It was not always easy to know when items would come up throughout the year although there were standing items on agendas and regular items related to data and finance. • Not all information needed to come through FGB meetings as governors should be monitoring on a regular basis. • A committee structure would reduce the length of FGB meetings but would require commitment to attend additional meetings. Historically, committees were in place for policies, curriculum and finance but they were dissolved when it was felt that there was too much burden on governors. • It was suggested that committee leadership could contribute towards succession planning. <p>ACTION: The Chair would seek advice on committees from Alison Smith of the diocese.</p> <p>It was noted that governors should not interfere with the data-to-day running of the school [as that would be considered operation as opposed to strategic].</p> <p>The Head would welcome the NLG exploring this further.</p> <p><u>Executive Leadership Programme</u> J Senior reported that she had attended the meeting with three other governors and had found it to be very helpful. There were a number of leads that governors could follow, and it was an opportunity to meet with governors from other Federations. Further meetings would take place in the Spring and the Summer. The Head agreed that the programme was of great benefit.</p> <p>ACTION: J Senior would write a report on the impact of the training in consultation with the other three governors who took part.</p> <p><u>The Key</u> Governors discussed the benefits of joining either The Key or NGA. ACTION: The Chairs would research the two organisations in terms of cost and a decision would be made at the next meeting.</p> <p><u>Headteacher Performance Management Panel</u> DECISION: Governors agreed that the Headteacher Performance Management Panel would comprise J Senior, J Richardson and C Almond. ACTION: The Head would ask Alison Smith for her availability.</p> <p><u>Meeting dates</u> It was noted that meeting dates had been agreed.</p>	<p>JR</p> <p>JS</p> <p>JR/AB</p> <p>Head</p>
FG/20/137	<p><u>Headteacher updates</u> <u>Headteacher report</u> <i>[Headteacher report had been circulated with the agenda]</i> Assessments were currently taking place and data would be presented at the next meeting.</p> <p>Q. Are visitors normally just operational or inspirational? A. It's a mix of both.</p>	<p>Agenda</p>

<p>Q. Do you plan those? A. Yes. [The fact that we haven't had any is] an anomaly of the covid situation.</p> <p>Q. Has Mrs Caddy had safeguarding training as she is the [designated Safeguarding lead] role at Hovingham? A Yes. She shares that role with Daisy Dunning and they have level two safeguarding.</p> <p><u>Visit report from SIA</u> [Report had been circulated with the agenda] It was noted that the SIA at the time of this report was Matt Blyton.</p> <p>Q. How are the monitoring results looking? A. We are currently doing deep dives into a sample of children's books from Y3, Y5, Y6, low attainers, high attainers, children with SEN etc. I am looking week by week at English and maths and making comparisons. As you would expect, it is a mixed picture. There are some issues with presentation but there are also positives. We are using White Rose maths and looking at problem-solving. I'm working my way through all of this.</p> <p>Q. Is it likely that the covid catch-up funding would be used for some of this – if presentation is suffering because children had a break from writing for example? A. Part of it. We do have some interventions for whole classes around presentation.</p> <p>Q. How did the Vision and Ethos meeting go with Philippa Boulding? A. It was very positive. It was about setting the agenda for the meetings with Lucy to create a slimline SEF. We also talked about Headteacher wellbeing.</p> <p>Q. Why does this report says that there was no unauthorised absence at St Hilda's while the HT report says there was 1.95%? A. Matt's figures came from an earlier meeting.</p> <p>Q. What was the nature of the unauthorised absence? A. It was be difficult to say without identifying the family. - The SIA has recommended that we look at fines. I would understand if it was for a holiday but I'm not sure if it's for other reasons. I don't know what the statutory requirements are about fines and whether it's up to our discretion. A. It would be in consultation with an attendance officer.</p> <p>Q. What would be considered unauthorised? A. At this time it would be a holiday or an absence that didn't fit in with covid restrictions.</p> <p>Q. If your child is sick, would that be unauthorised? A. That would be authorised.</p> <p>ACTION: The Head would find out more information from the attendance office.</p> <p><u>SIAMS SEF, St Hilda's</u> [SEF had been circulated with the agenda] Q. Some of this doesn't seem to be current as we no longer had a vicar. Is Lucy [Willshaw] taking forward some of that role? A. Yes, and I will be meeting with Lucy and Philippa [Boulding] to look at SIAMS tomorrow.</p>	<p>Head</p>
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PE Lessons

The Head explained that he would meet with the Health & Safety officer for NYCC during the w/c 7th December. There had been some progress in the use of the village hall for PE lessons if the space were used by different bubbles on alternate weeks.

Q. Are we using internal or external teachers for PE?

A. It's Hawkes Health and they are external.

Q. Are they risk assessed?

A. All peripatetic staff have recognised and accepted risk assessments in place.

Q. Are sports going to be available over the Christmas holidays?

A. That is my understanding.

SEN visit report

It was noted that this has now been superseded by conversations with the SENCo.

Staffing

The staffing structure had been outlined in the Headteacher Report. The Head reported that staff were all working very hard in unsettling circumstances, dealing with home-learning alongside classroom teacher.

Q. How are you getting your support?

A. It's a seven-day week operation at the moment and we are constantly in limbo in case a family or staff member has symptoms. The diocese and Matt Blyton have both been a very good support.

It was noted that the new SIA who would replace M Blyton knew the school very well.

- The staff and I talk together, and I have signposted them to external support where needed. We are looking after each other.

Supply cover

It was noted that benchmarking data showed costs for supply teaching as being very high.

Q. When there is planned training, is there any way we can reduce the cost of supply?

The Head answered that there were challenges in working around current staff timetables.

Q. A couple of the TAs are through their HLTA now. Can they step up to and do some of the supply teaching?

A. I would need to check the latest guidance about HLTAs and what they can do. It might be a challenge, but we can explore that.

ACTION: The Head would check guidance on HLTAs and supply teaching.

Governors discussed the matter further and raised the following points:

- Care should be taken before using childcare as a reason to decide on who to ask for supply cover.
- Cover should be looked at on a strategic level and taking the budget into consideration.
- Governors felt that the matter had been discussed in 2018 and changes were made but the situation had slipped back.
- Supply teachers coming into the school seemed at odds with the policy of restricting visitors to prevent covid infection.
- The Head was making himself available for short-notice cover.
- It was felt that there were not enough TAs between the two schools.

Head

	<ul style="list-style-type: none"> The Head disagreed and felt that there were a high number of TAs <p>The Chair recommended that Finance and RIG work together to find a solution. - We need to be thinking outside of the box with our vision and ethos in mind.</p> <p><u>Christmas</u> <i>[Information about Posada had been circulated with the agenda]</i> The Head explained that the Christmas performance would this year be in the form of an online service involving different classes. The school was working with the Foundation governor and Rev Allwood and the service would be shared with parents on the afternoon of 18th December. The staff governor explained that her class would be performing 'We're Going on a Baby Hunt'. Q. Will you be having Christmas parties with Santa? A. Christmas parties will be held within bubbles and Santa will be leaving presents rather than delivering them. We are expecting a briefing about Christmas cards and we will be giving out Christingle bags.</p>	<p>Agenda- RIG</p>
<p>FG/20/138</p>	<p>SDP <i>[The SDP had been circulated with the agenda]</i> Q. It concerns me that we go from milestones 1 to 4 without anything in between [steps 2 and 3 are currently shown as repetitions of step 1]. How do we make 2 and 3 measurable as milestones? A. This is a working document. A meeting with Faye and Daisy a week on Wednesday will look at that. Q. The SDP is based on the strategic direction set by the governing body. How confident are you that we are doing that? A. Elements related to Ofsted recommendations – yes. The bit that needs more work is the strand connected to the Federation. ACTION: The Vice Chair had started working on this part of the SDP and would share her work with governors. Federation strategy would be on the next agenda.</p>	<p>CA Agenda</p>
<p>FG/20/139</p>	<p>Finance and Premises <i>[Two versions of the budget and notes had been circulated with the agenda]</i> Q. Supply cover will be going down next year. [Why is this]? A. A strand of supply cover is training costs. We are working on the assumption of a settled staff who won't have to access the same level of training. Q. Will we be in deficit next year? A. We currently have a surplus but after Y3 we won't. Q. Are we supposed to be looking at the optimistic or pessimistic version? A. We thought you should see both. The pessimistic relates to families who might be leaving. Q. What are we doing to attract new children? Where are we 'good'? A. We are very good at having a small family school feel. We now have three children from another school so that's positive. We are working on a new website and there is a meeting about that this week. It's about getting a foot in the door and our ethos. The [SDP strand] about the Federation is so that we are singing from the same hymn-sheet. Q. Are families interested in extra-curricular activities? A. Some but at the same time, some families are already doing a lot of these things themselves.</p>	

	<p>Q. Can we do a virtual tour of the school? A. We are having an extended conversation about two or three families interested in the schools visiting. We are asking about risk assessments. Q. Other schools are doing it. I don't see the difference if we are letting other visitors in. Is this coming from County? A. I will look into it. My advice has been not to do it, but I will follow this up. ACTION: The Head would confirm latest guidance about visitors.</p> <p>Q. 'Other Employee' costs are going up by £10K. Can you explain why? A. I will have to check with the SBM and come back to you. Q. Will things be better or worse with the National Funding Formular? A. I will have to check. ACTION: The Head would clarify 'other employee costs' and National Funding Formular information.</p> <p>Q. Teaching staff costs are fluctuating [£314.6K - £302.3K - £314.6K]. I'm assuming there is the same number of teachers and the same staff structure so why the fluctuation? A. This varies a little in terms of cover for maternity leave. There is a post that will move from 0.8 to 0.6. Q. Do we have insurance for maternity leave? A. Yes, and for sickness. There is a grey area as the maternity leave doesn't always add match up to the staff that we are paying for. Sometimes people finish earlier than expected and we always to try to have a handover. It's good for the children and good for the teachers. So, it isn't always straight forward.</p> <p><u>Benchmarking</u> <i>[Benchmarking data had been circulated with the agenda]</i> Q. How does it all add up? We have a lower number of teachers on the leadership scale, a high number of teachers, high teaching costs, high admin costs...can we alter any of these? A. Yes, we can look at resources and other costs. Our staff is largely experienced which is good, but it comes at a cost. One or two are less experienced so they are cheaper. We have small classes and a low number of pupils, so the ratios are askew.</p> <p>Q. We're supposed to be a Federation and we must be cost effective. Can we unbolt the joint Federation budget and compare the two schools? We are comparing ourselves to single schools with a larger number of pupils on roll. We need to compare ourselves to schools of sixty pupils. A. We have tried to get the best match. We can go back and look at it. Some things are shared – Headteacher, Senco, School Business Manager. Q. Is the Headteacher part of staffing costs? We have a Headteacher who is not teaching. At every other small school, Headteachers are teaching. Should you be classed as admin? A. In my previous school, I was teaching at 0.4-0.5. Here, I am working at 0.5 for each school. - We don't get any teaching from you. We are not getting the value per pupil. - At our school the Headteacher teaches. - Other Federations consist of one school in two buildings. If you have two schools married for convenience, there will be difficulties.</p>	<p>Head</p> <p>Head</p>
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- This is a process that has to be done but actually we know what we're about.

The conversation moved onto admin costs and the following points were raised:

- Anecdotally, some other schools used Teams in the afternoons although they were staffed in the mornings. This approach would need to be workload-driven
- A deep-dive into admin was suggested to try and rationalise the costs
- The schools did not currently have admin provision for the whole day and teaching staff were having to answer phones and deal with enquiries.
- In terms of safeguarding it was important that the correct number of staff were present in the classrooms at any one time.
- It was usual for either the Head or the School Business Manager to be in each school, but this was not always the case and the School Business Manager did not work on Fridays.
- Each school currently had a Base Leader, who were also class teachers.
- The Base Leader at St Hilda's was not teaching on Fridays as she was also the SENCO and Fridays were used for this.
- The Headteacher did not have a set timetable and frequently moved from one school to the other.
- Anecdotally, some small schools worked without admin teams at all.

ACTION: The Head would share a staff timetable.

ACTION: F Standen would research schools operating without admin teams.

Head
FS

Contracts

[A list of contracts had been circulated with the agenda]

J Crabtree and the clerk both declared an interest and left the meeting at 8pm.

Governors discussed contracts.

The clerk returned to the meeting at 8.10pm.

Governors queried the fact that the schools had NYCC contracts for Health and Safety as well as legionella and asbestos monitoring. It was clarified that asbestos was a very specialist service.

Q. Is there asbestos in the school?

A. There is legacy asbestos at St Hilda's and we must presume that there is some at Hovingham?

Q. What is it that we're paying for?

A. At St Hilda's a representative from NYCC will check annually to make sure the asbestos is stable. The legionella testing is carried out weekly by the caretaker, but an external body will also be checking and looking at records. This also falls under Health & Safety.

Q. Do they take samples [for asbestos]?

A. No – they look at the condition.

A Bond explained that this type of checking enables schools to take action if asbestos is mobile and to mitigate against future complaints.

Q. Does the H&S contract involve checking indoor and outdoor equipment?

A. It involves NYCC H&S visits and checking paperwork. The play equipment requires specialist checking.

Q. Who does the cleaning?

A. We are currently with NYCC. Other schools use a private service. I'm not sure if it's cheaper but if a cleaner is off sick, NYCC will provide cover.

Q. Do the ground maintenance people just cut the grass and remove leaves?

	<p><i>A. It varies from school to school. There is some border tending as well.</i></p> <p><i>Q. It seems like a lot of money. Could we use somebody local?</i></p> <p><i>A. The contract is for both sites and they have fulfilled all the NYCC certification. This contract has been looked at recently.</i></p> <p><i>Q. Is this with NYCC as well?</i></p> <p><i>A. No. They used to do it but were more expensive.</i></p> <p><i>- I don't know why the photocopier went through the FGB but not all of these and not all of them went to tender.</i></p> <p><i>A. We can work on tightening this up.</i></p> <p><i>Q. Can you tell us what Advice and Consultancy is?</i></p> <p><i>A. This is the bursar service.</i></p> <p>In future, the finance group would work with the SBM on contracts.</p>	
FG/20/140	<p><u>Policies</u></p> <p><u>Anti-bullying policy</u> <i>[The policy had been circulated with the agenda.]</i> The Head explained that the only change to this policy was a date change. DECISION: Governors approved the Anti-bully policy.</p> <p><u>Children with health needs who cannot attend school policy</u> <i>[The policy had been circulated with the agenda.]</i> The Head explained that this policy used a template from NYCC. DECISION: Governors approved the Children with health needs who cannot attend school policy.</p> <p><u>Behaviour policy</u> <i>[The policy had been circulated with the agenda]</i> It was noted that this policy had been circulated for information and comment only. It was going through a review and would be worked on with staff during their January training day. Q. Are children given an insight in what bullying is? A. Yes, through PSHE and in the classroom. We also work with the NSPCC on this issue. Q. Is there a child-friendly version of the policy? A. Not at the moment but that's a good idea. Q. How appropriate is restorative justice in the case of bullying? Has there been any research into good outcomes? A. Fortunately, bullying is low. I can follow this up with Faye. Q. Do you have an anonymous reporting box? A. Yes, we have one in each school.</p>	
FG/20/141	<p><u>Safeguarding</u> <i>[The Safeguarding annual review had been circulated with the agenda]</i> Deferred to the next meeting. ACTION: J Senior would review the Safeguarding audit for verification at the next meeting.</p>	Agenda JS/Agenda
FG/20/142	<p><u>Health & Safety</u> The Head would meet with the Health & Safety officer from NYCC and report back at the next meeting. PAT testing had taken place at Hovingham.</p>	Agenda

FG/20/143	<p><u>Urgent Other Business</u></p> <p>The Clerk reminded new governors that papers must be submitted for their DBS checks within 21 days of appointment.</p> <p>Governors discussed the 'bubbles' system at Hovingham and raised the following points:</p> <ul style="list-style-type: none"> • Many families ran across both bubbles. • There would be advantages to all children being able to socialise together. • Only one bubble could risk the whole school closing in the event of infection. 	
FG/20/143	<p><u>Matters for celebration</u></p> <p>The Head noted that staff were working extremely well as a team across the federation in terms of planning, support and managing behaviour.</p>	
FG/20/144	<p><u>Items for the next agenda</u></p> <ul style="list-style-type: none"> • HT report with data • Federation strategy • Bullying Policy • Safeguarding Annual Review • Safeguarding Audit 	
FG/20/145	<p><u>Next meeting</u></p> <p>The clerk requested that the next meeting be held 5 minutes later to accommodate her work commitments.</p> <p>The next meeting would be held on February 2nd 2021, at 5.35</p>	

Meeting ended at 8.40 pm

Minute	Action	Name
FG/20/135	Clarify MSA hours	JP
FG/20/135	Email clerk re KCSiE	All
FG/20/135	Arrange meeting with Curriculum Maestro team	JP
FG/20/135	Contact English and Maths leads re. catch-up funding	Link govts
FG/20/135	Clarify link governor roles	JP/AB
FG/20/135	Circulate NYCC staff survey	JR
FG/20/135	Mention NYCC staff survey at next staff meeting	JP
FG/20/135	Arrange staff / governor meeting	JP
FG/20/135	Resend contact details of prospective new governor	Clerk
FG/20/136	Start working as communications team	FS/JS
FG/20/136	Arrange for minutes to be taken at staff meetings	JP
FG/20/136	Monitor school website	FS/JS
FG/20/136	Seek advice on committees from Alison Smith	JR
FG/20/136	Write report on ELP training	JS
FG/20/136	Decide on whether to join The Key or NGA	JR/AB
FG/20/136	Ask Alison Smith about availability for HT performance Management	JP
FG/20/136	Clarify rules on attendance authorisation	JP

FG/20/137	Check guidance on HLTAs working as supply teachers	JP
FG/20/138	Share work on the SDP	CA
FG/20/139	Confirm guidance on visitors	JP
FG/20/139	Clarify 'other employee costs' and National Funding Formula	JP
FG/20/139	Share staff timetable	JP
FG/20/139	Research schools without admin teams	FS
FG/20/141	Review Safeguarding audit	JS

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
HLTA: High Level Teaching Assistant	NYCC: North Yorkshire County Council
MSL: Maths Subject Leader	NGA: National Governance Association
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	SGOSS: School Governors' One Stop Shop
SENCo: Special Educational Needs Coordinator	SIAMS: Statutory Inspection of Anglican & Methodist Schools
SFVS: Schools Financial Value Standard	SPO: Strategic Planning Officer
SIA: School Improvement Advisor	SRE: Sex and Relationship Education
SIRO: Senior Information Risk Owner	
SPOC: Specific Point of Contact	