

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

Tuesday 2nd February 2021, Virtual Meeting

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

Present:

Clare Almond (Vice Chair) Adrian Bond (Co-Chair) John Crabtree James Pynn (Head) Jo Senior	Liz Bassindale Kim Colenso Amy Kirk Jane Richardson (Co-Chair) Lucy Wilshaw
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In Attendance: **Carole Goodchild** (National Leader of Governance)
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/21/001	<u>Welcome</u> <i>The meeting was chaired by J Richardson.</i> The Chair welcomed governors and said a prayer.	
FG/21/002	<u>Apologies for absence</u> J Conacher sent apologies due to illness. F Standen sent apologies due to family commitments. Governors consented to both apologies.	
FG/21/003	<u>Declaration of interest and confidentiality</u> There were no declarations of interest. There were no items identified as confidential.	
FG/21/004	<u>Notifications of Urgent Other Business</u> Governors agreed to receive information about a covid grant. The Head explained that a small amount of funding had been made available to the school to support families facing financial hardship over the half term. Priority should be given to those receiving free school meals but beyond that, funding should be offered to young carers, families on low income and those facing significant short-term hardship due to covid. The grant was a total of £60 per school, which would provide £15 per family. The Head would contact all parents to identify those in need.	
FG/21/005	<u>Previous Minutes</u> <i>[Minutes of the FGB meeting on 30th November had been circulated with the agenda]</i> DECISION: Governors approved the minutes of the meeting on 30 th November. The Chair thanked the Clerk.	

FG/21/006	<p><u>Matters arising</u> <u>FG/20/135: MSA appointment</u> An advert had gone out for an MSA and cleaner role at 10 hours per week and an MSA only at 6.25 hours per week. Nobody had been appointed for either role, but lockdown restrictions meant there was less immediate need.</p> <p><u>FG/20/135: Curriculum Maestro meeting</u> ACTION: Governors would contact the Head if they would like to be involved in a meeting with the Curriculum Maestro team.</p> <p><u>FG/20/135: Link governors</u> J Senior: Safeguarding, Maths and Communications K Colenso: EYFS J Richardson: SEND C Almond: Literacy and RSE L Willshaw: Vision J Conacher: EYFS, History and Geography F Standen: Communications A Bond: Finance Governors agreed that it would be preferable to have one other in the finance role. ACTION: A decision would be made on whether to create working groups or sub committees. Alternatively, the number of FGB meetings could be increased.</p> <p><i>[C Goodchild joined the meeting at 6.55 and introductions were made]</i></p> <p><u>FG/20/135: NYCC staff wellbeing survey</u> The survey had been circulated and the Head was awaiting a report. Q. How did staff find it? A. [Staff governor] It was interesting but a little generic. It was useful but not very in-depth or specific to teachers or the stress involved with teaching. It would be good to see the final report but I think we need more.</p> <p><u>FG/20/135: Meeting between staff and governors</u> ACTION: Guidance would be sought from C Goodchild on how to conduct a meeting between staff and governors.</p> <p><u>FG/20/135: Prospective new governor</u> Contact had been made with a prospective new governor, but they were uncomfortable with remote meetings, so this had been put on hold.</p> <p><u>FG/20/135: Communications team</u> ACTION: The team would meet when possible with each other and the Head. It was noted that the impact of home schooling had made meeting difficult this term.</p> <p><u>FG/20/135: Staff meeting minutes</u> Minutes had been taken at the staff meeting the previous evening and would be taken by staff on rotation at meetings.</p> <p><u>FG/20/135: Monitor school website</u> ACTION: The communications team would monitor the website.</p> <p><u>FG/20/135: Online governance resources</u> ACTIONS: A decision would be made about whether to join The Key or NGA.</p>	All
		RIG
		RIG
		FS/JS
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		RIG

	<p><u>FG/20/135: Attendance clarification</u> It was noted that lockdown regulations had altered the attendance issues discussed at the last meeting, as most pupils were not currently in school.</p> <p><u>FG/20/137: HLTA clarification</u> HLTAs may cover short term absence but not long-term absence or maternity leave. There was no requirement to put an additional TA in the classroom, but it was advised that this may be useful.</p> <p><u>FG/20/139: Visitors clarification</u> Information about visitors to the school had been included in recent Risk Assessments.</p> <p>All other actions had been completed.</p>	
FG/21/007	<p><u>Governing body business</u> <u>Chair's update</u> The Chair reported that she had been in contact with C Goodchild and with the diocese.</p> <p><u>RIG</u> <i>[RIG meeting minutes had been circulated with the agenda]</i> A RIG meeting had taken place on 8th December. The Chair commented that there was a need to gain more parental views and felt that responses in the past had been limited. The Head noted that there were some parental comments in the HT report and that they had previously been collected from a HT survey and from governor surveys. <i>- In my experience, many schools are using Microsoft forms. These are impartial as well as being very quick and efficient to use.</i></p>	
FG/21/008	<p><u>Headteacher updates</u> <u>Headteacher Report</u> <i>[Report had been circulated with the agenda]</i> An overview of the situation (lockdown in numbers) had been included along with some positive feedback from parents. <i>Q. Have parents faced difficulties as well?</i> <i>A. Yes, various families have needed help with equipment, using Teams, resources and some have needed their child to come in school. We have had some face-to-face contact as well as emails and teachers are all making weekly phone-calls to families.</i></p> <p><i>Q. Do you have any statistics about the percentage of children engaging with online learning? What's the breakdown of how successful it is?</i> <i>A. For each class, we have a spreadsheet and that's RAG rated each week. I talk to teachers about engagement online and with assignments and that helps us to see where they are.</i> <i>Q. Can governors have that information?</i> <i>A. Yes, I can do that. In terms of submitting work, I want to talk to our SLA about this. It seems to be different with different schools with some more flexible than others. But I can give you a general overview.</i> ACTION: Provide breakdown of engagement with online learning.</p>	JP

Q. In legal terms, are we classed as open and if children aren't engaging, are they school refusers? How does the government expect us to engage? In terms of Safeguarding etc, what is our duty?

A. Schools are open. I complete DfE returns each day indicating the numbers on site. The level of engagement is picked up during phone calls. If we have concerns, more specific conversations are had with Ryedale Early Help.

Q. When I spoke to Faye, she seemed anxious about children not engaging. What support are we giving to staff?

A. Every teacher rings the family of every child weekly. Faye, myself and John Crabtree are providing IT support and there is cross Federation planning. If a child is not engaging, we are inviting them into school.

Q. Are we using the TAs?

A. Yes, all staff are in school on a rota basis. [After the meeting it was clarified that one staff member was not in school for childcare reasons] TAs are supporting in the classrooms and with remote learning and they are taking part in training.

Pupil numbers

The Head explained that pupil numbers in the report included those expected in September, based on applications made in January. As ever, these numbers were likely to change throughout the year. For instance, two families had been in touch recently expressing interest in the schools.

It was noted that two children with SEN and a high level of need, one in each of the schools, would be moving from Class 1 to Class 2 in September.

Sports Premium

Governors were informed that there was a carry forward of £7K of Sports Premium funding that would have to be spent by the end of March or clawed back. The report included links to Sports Premium plans for both schools and to DfE guidance.

The Head explained that an outline proposal included development of resources in EYFS, which would create a good starting point for getting children active. The Federation had engaged with North Yorkshire Sports and the SBM was in the process of checking elements of the figures.

Data

The report showed data from the end of the Summer term 2020. Governors were reminded that the data came from teacher assessment and in many cases, referred to children who had not been in school since March 2020. End of year targets were also included although it was noted that setting targets and collating data in the current situation was challenging.

- It is concerning that there is so much red on the final page when you are expecting children to be falling further behind, especially in writing.

A. An element of that I am doing with Ian Clennan [National Leader in Education] is about catching up. You are right to bring up writing. The problem here is that home learning is often done on devices [rather than being written down].

Q. Realistically, will we reach those targets?

A. It will be challenging. We will know more when the children come back. Maths is difficult because we are using the White Rose scheme and we

	<p><i>might not be able to cover it all before the assessment. There is work to be done and that is one of the reasons why I am working with Ian.</i></p> <p>Q. Are you happy that we have adequate resources? A. Yes.</p> <p>Q. What is your plan for assessment when children come back? A. It depends on when that is. If it is on March 8th, it will be a case of plugging the gaps and tailoring support. Q. Presumably there will be some sort of assessment? A. Yes, but it might be in the form of a quick quiz. Q. Have we got those planned in? A. It depends on when they return. - I would have thought you would have a plan to get a quick assessment for teachers. A. When they are back in school, we can pick up the level and when they commence working, the gaps can be rapidly filled.</p> <p>Q. The government has been talking about providing extra funding to support schools. Have you seen anything about this? A. I have seen headlines but no detail.</p> <p><u>Visit Report from York Diocese</u> <i>[Report had been circulated with the agenda]</i> The Head explained that this was an opportunity for L Willshaw to meet with the Diocesan advisor, in her role as Foundation governor and to become familiar with the SIAMS framework. The Chair added that L Willshaw was working on the theological aspect of the Vision and Ethos of the federation, which would be reflected in the SDP. The Chair thanked L Willshaw for her valuable input.</p> <p><u>National Leader in Education</u> The Head had been receiving support from NLE, Ian Clennan in tackling operational challenges. Ian provided additional leadership capacity to work, for example, on the existing SDP.</p>	
FG/21/009	<p>SDP <u>School Partnership Improvement Plan</u> <i>[The plan had been circulated with the agenda]</i> The Chair commented that governors new to the role would value a session with C Goodchild on their part in the SPIP.</p> <p>SDP <i>[The plan had been circulated prior to the meeting]</i> The Head explained that the plan showed the period before Christmas with additional data. The new format [currently in development] would fulfil all requirements alongside the SPIP. The Maths and Literacy leads would contribute to the plan</p> <p>Q. To support Reading, will you reconsider the use of volunteers? A. Absolutely, subject to risk assessments.</p>	

	<p>Q. Who is the Science lead? A. Me [Head].</p> <p>Q. Does Science link to Maths? A. It links to Maths, Literacy and other subjects.</p> <p>Q. The plan mentions Curriculum Maestro. Have you had any feedback from teachers about this resource? A. That is a question for individual teachers. All are working very hard with it and some using it well. There are some things that we need to do to make it better, but the programme is addressing issues identified by Ofsted.</p> <p>Q. Will it show value for money while we are in the process of catching-up? A. Yes, I think so.</p> <p>Q. [C Almond] My contribution has gone into the governance strand. How are we going to build on that? How are we going to work together to chisel that out? A. I think we need a facilitated meeting. A. I think we need to organise ourselves and just do it. A. There needs to be more communication. A. [C Goodchild] James is working with Ian Clennan so we need to be sure of what they are putting in before adding your thoughts. I would be happy to help where I can. ACTION: Arrange an SDP focussed meeting with governors and C Goodchild.</p> <p><u>Federation Strategy</u> The Head would attend a second meeting about Federation Strategy and would feed back at the FGB meeting in April.</p>	<p>JR</p> <p>Agenda</p>
<p>FG/21/010</p>	<p><u>Finance and Premise</u> <u>Budget monitoring report</u> [Report had been circulated with the agenda]</p> <p>Q. Are school numbers still pertinent? A. Yes.</p> <p>Q. Does this include a three-year forecast? A. No, this report doesn't but it does indicate the in-year position of £13,096 for this year and £20,322 for last year.</p> <p><u>School Financial Value Standard</u> [SFVS had been circulated with the agenda] Governors were reminded that the document had to be approved and submitted to the Local Authority by 31st March.</p> <p>Q. Are we doing any work to address the fact that we are in the highest 20% of schools for administrative costs and for energy costs? A. There isn't anything we can do about energy costs [as they relate to working in an old building at Hovingham]. Any member of the governing body can talk to Heather [SBM] about this.</p> <p>Q. What can you tell us about the pupil-teacher ratio [in the lowest 20%]? A. The difficulty here is that benchmarking puts us together as one school.</p> <p>- I think the SFVS is equal to Safeguarding in terms of governor responsibility and it's important that all governors understand it. I'm not</p>	

	<p><i>confident about approving this. Schools are sometimes audited and if we get this wrong, it's our responsibility.</i></p> <p><i>A. I completely agree. Historically, this document has gone through the FGB and last year there was some scrutinising by Clare Almond with Heather. When Jo went through the Safeguarding audit, she asked me for samples of documents so that is a good way to address this. There is a deadline – the document was released to governors as soon as it was available.</i></p> <p>Governors agreed to hold an extraordinary meeting to approve the SFVS before the deadline.</p> <p>ACTION: Arrange a meeting date with governors to approve the SFVS.</p> <p><u>Pupil Premium Report</u> <i>[The report was circulated with the agenda]</i> It was noted that the number of pupils eligible for Pupil Premium was very low.</p>	Clerk
FG/21/011	<p><u>Safeguarding</u> <u>Safeguarding Audits</u> <i>[Audits for both schools had been circulated with the agenda]</i> The Chair thanked J Senior for working on these documents. Q. The audit states that the School Business Manager retains copies of identity documents used to obtain DBS checks. Is that legal under GDPR rules? A. Yes. J Senior explained that each audit was made up of seven sections. Having talked to the Head about the audits, she selected two items to check: fire drills and documents relating to images. Governors discussed the level of Safeguarding training on the governing body. ACTION: The Clerk would liaise with the SBM and compile a list of all training undertaken by current governors.</p> <p><u>Addendum to Child Protection Policy</u> <i>[Document had been circulated with the agenda]</i> It was noted that this addendum referred to online learning.</p>	Clerk
FG/21/012	<p><u>Health & Safety</u> <u>Risk Assessments</u> <i>[Risk Assessments for both schools had been circulated prior to the meeting]</i> No questions.</p> <p><u>Health and Safety Inspection Reports - Paperwork</u> <i>[Reports had been circulated with the agenda]</i> Q. Where there any issues raised? A. Minimal, and they have all been addressed.</p>	
FG/21/013	<p><u>Monitoring Visits</u> C Almond had met with Faye Dodds-Aston to discuss Literacy. She reported that there was a level of concern about pupils not engaging and falling behind and said that staff were anxious about the situation when children did come back to school. It was noted that one of the challenges was poor Broadband and governors considered whether it was possible to send out physical resources such as</p>	

	<p>reading books. The Head explained that some physical resources had been distributed already.</p> <p>C Goodchild commented that new DfE guidance released that day about supporting children during the pandemic might be useful to governors.</p> <p>ACTION: C Almond would present a written report at the next meeting.</p> <p>J Richardson had been in contact with Faye Dodds-Aston about access, particularly for the child with EHCP and reported that communication with the family was good and there had been good progress.</p> <p>J Senior would meet with Daisy Dunning about Maths later in the week.</p> <p>ACTION: Present Maths meeting report at the next meeting.</p> <p>K Colenso and J Conacher would meet with Sarah Watkins about EYFS.</p> <p>ACTION: Present EYFS meeting report at the next meeting.</p>	<p>CA</p> <p>JS</p> <p>KC/JC</p>
<p>FG/21/014</p>	<p>Policies <i>[All policies had been circulated with the agenda]</i></p> <p><u>Behaviour</u></p> <p>Q. How is the policy working? A. It is different at the moment as we have very few children. We have had time to unpick the policy, for instance demonstrating respect and responsibility in the classrooms.</p> <p>Q. At the end of the chain, does it come to you? A. Yes.</p> <p>Q. Have there been any exclusions? A. No.</p> <p>Q. It's obviously a large document. Is this what parents will see? A. Yes.</p> <p>Q. Should we slim it down to make it more parent-friendly? A. I am open to looking at that. - It would be good to see pupil versions as well.</p> <p>A. They look different for different year groups</p> <p>ACTION: Take photographs of behaviour posters and circulate to governors.</p> <p>Q. Do we need to include the Vision Statement? A. That's a good idea.</p> <p>Q. Is the policy the same for children with SEN? A. We do have to make adjustments for some children but it's all the same policy.</p> <p>Governors approved the Behaviour Policy.</p> <p>ACTION: Create an edited version of the policy to share with parents.</p> <p><u>SEND report and Policy</u></p> <p>- It states that the SENCo was responsible for children with SEN on a day-to-day basis, but it should be the class teacher. A. I will change that. - The report is excellent.</p> <p>Governors approved the SEND Policy subject to minor adjustment.</p> <p><u>Equality</u></p> <p>Governors approved the Equality Policy.</p>	<p>JP</p> <p>JP</p>

	<p><u>Charging and Remissions</u> Governors approved the Charging and Remissions Policy.</p> <p><u>Accessibility</u> Governors approved the Accessibility Policy.</p> <p><u>RSE</u> Governors approved the RSE Policy.</p> <p><u>Catch-up Plan</u> Governors approved the Catch-up Plan.</p> <p><u>Remote Learning Information</u> Governors approved the Remote Learning statement.</p> <p><u>Allergens</u> Governors approved the Allergens Policy.</p> <p><u>Intimate Care</u> Q. Do we document parental consent for us to do this? A. I'm not sure that we do. There are very few incidents and consent is usually given verbally. - I would document it [more formally]. Governors approved the Intimate Care Policy.</p> <p><u>Medical</u> Q. Where are medical documents held? A. They are held securely in the school office. Q. The policy mentioned teachers not willing to provide treatment. Do you have an exemption in the case of anaphylaxis? A. We do not have any staff who would refuse to give treatment. Q. Do you always have somebody in the school who is Epi Pen trained? A. Yes. Governors approved the Medical Policy.</p> <p><u>Substance Misuse</u> Q. Is this policy for pupils or staff? A. Staff have a code of conduct and there is a policy for adults on site but this one does also refer to adults. Q. Do we have a special advisor for pupils on this? A. If I had concerns, I would seek advice through Ryedale Early Help. Governors approved the Substance Misuse Policy.</p>	
FG/21/015	<p><u>Training</u> <i>[Report from the Federation Training had been circulated with the agenda]</i> The report included a federation governance audit, which would be submitted by attendees and circulated among all governors. ACTION: Share and submit audit.</p>	JS
FG/21/016	<p><u>Matters for celebration</u></p> <ul style="list-style-type: none"> Pupils and families had engaged well with collective worship and over 50 children were now attending. Feedback from families was very positive. 	

	<p>J Crabtree commented that he had been monitoring remote learning and that the Head had been a significant driving force behind the collective worship.</p> <ul style="list-style-type: none"> • Staff working hard to make home learning as effective as it can be. 	
FG/21/017	<p><u>Items for the next agenda</u></p> <ul style="list-style-type: none"> • Federation Strategy • Visit reports • Governor training 	
FG/21/018	<p><u>Next meeting</u> A date would be arranged for an extraordinary meeting to approve the SFVS. The next FGB meeting would take place on 29th April.</p>	

Meeting ended at 7.40 pm

Minute	Action	Name
FG/21/006	Contact Head about Curriculum Maestro meeting	All
FG/21/006	Clarify GB structure	RIG
FG/21/006	Decide on how to conduct meeting with staff	RIG
FG/21/006	Meet and discuss communications plan	FS/JS
FG/21/006	Monitor school website	FS/JS
FG/21/006	Decide on whether to join The Key or NGA	RIG
FG/21/008	Provide overview of online learning engagement	JP
FG/21/009	Arrange SDP meeting with C Goodchild	JR
FG/21/010	Arrange meeting to approve SFVS	Clerk
FG/21/011	Compile list of training completed by governors to date	Clerk
FG/21/013	Literacy report	CA
FG/21/013	Maths visit and report	JS
FG/21/013	EYFS visit and report	KC/JC
FG/21/014	Circulate photographs of behaviour statements in the classrooms	JP
FG/21/014	Write edited version of behaviour policy for parental use	JP
FG/21/015	Share and submit audit from Federation training	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	
HLTA: High Level Teaching Assistant	KS1: Key Stage One KS2: Key Stage Two
MSL: Maths Subject Leader	NYCC: North Yorkshire County Council
NAHT: National Association of Head Teachers	NGA: National Governance Association
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
SEF: Self Evaluation Form
SEnCo: Special Educational Needs Coordinator
SIA: School Improvement Advisor
SIRO: Senior Information Risk Owner
SPO: Strategic Planning Officer

SDP: School Development Plan
SEN: Special Educational Needs
SFVS: Schools Financial Value Standard
SIAMS: Statutory Inspection of Anglican & Methodist
Schools
SPOC: Specific Point of Contact