



## Heigham Community Federation

### MINUTES

## Full Governing Board - Virtual Meeting via Teams

Chair – Nania Poulson

11<sup>th</sup> October 2021 at 6.00pm

| GOVERNING BODY MEMBERS                             |                  |         |   |                  |         |
|--|------------------|---------|---|------------------|---------|
| Mike Grimble <b>(MG)</b><br>Co-Chair of Governors  | Co-opted         | Present | Gary McGuinness <b>(GMc)</b>                        | Co-opted         | Present |
| Nania Poulson <b>(NP)</b><br>Co-Chair of Governors | Co-opted         | Present | Jo Thompson <b>(JT)</b>                             | Co-opted         | Present |
| Michael Bunting <b>(MB)</b><br>Headteacher - RRIS  | HT               | Present | Debbie Dismore <b>(DD)</b><br>Executive Head - AJS  | HT               | Present |
| Avidan Kent <b>(AK)</b>                            | Co-opted         | Present | Nick Thornton <b>(NT)</b>                           | Staff            | Present |
| Sian Jones <b>(SJ)</b>                             | Co-opted         | Present | Deborah Illott <b>(DI)</b>                          | Local Authority  | Absent  |
| Farah Rehman <b>(FR)</b>                           | Co-opted         | Absent  | Rachel Paley <b>(RP)</b><br>Vice Chair of Governors | Co-opted         | Present |
| Louise Carolan <b>(LC)</b>                         | Co-opted         | Present | VACANCY   | Parent           |         |
| Mike Hooper <b>(MH)</b><br>Head of AJS             | Associate Member | Present | Jen Carlin <b>(JC)</b>                              | Associate Member | Present |

Clerk: **Sheila Lewis-Smith**

In attendance: **Mike Jarvis - RRIS Maths Lead, Eleanor Mott - RRIS English Lead, Baiba Zivtins - AJS English Lead.**

**Blue – Challenge/question**

**Yellow – Approval**

**Red – Action Point**

|      |      |         | Action Points |      |  |
|------|------|---------|---------------|------|--|
| Date | Item | Details | By Whom       | When |  |
|      |      |         |               |      |  |

|          |      |  |           |           |
|----------|------|--|-----------|-----------|
| 20/9/21  | 6.2  | Action Point 4: Clerk to add Data to the January 2022 meeting.                                     | Clerk     | TBC       |
| 20/9/21  | 8.2  | Action Point 6: Governors to ensure that they have undertaken some financial training by 15/11/21. | All govts | 15/11/21  |
| 11/10/21 | 6    | Action Point 1: HT's Reports for November to include covid updates.                                | HTs/Clerk | 15/11/21  |
|          | 7.1  | Action Point 2: DD, MG to arrange a suitable date/time for BCR training.                           | DD/MG     | Completed |
|          | 8.2  | Action Point 3: Clerk to add School Baseline data to agenda 15th November.                         | Clerk/LC  | 15/11/21  |
|          | 10.2 | Action Point 4: Clerk to forward website audit tool to support compliance check.                   | Clerk     | Completed |

| No. | Item   |
|-----|--|
| 1.  | <p><b>Welcome, Introductions and Apologies</b></p> <p><i>Welcome, receive and agree apologies / ensuring meeting is quorate.</i></p>   |
|     | <ul style="list-style-type: none"> <li>NP was Chair of the meeting.</li> <li>Mike Jarvis, Eleanor Mott and Baiba Zivtins were welcomed to the meeting; they had been invited to present to the board during item 4.</li> <li>Apologies were received and accepted from Farah Rehman and Deborah Illott.</li> <li>The meeting was quorate.</li> </ul>   |
| 2.  | <p><b>Declaration of Business &amp; Pecuniary Interests</b></p> <p><b>2.1 To make annual declaration of business and pecuniary interests – confirmation that this is complete on Governor Hub for all governors.</b></p> <p><b>2.2 To declare business and pecuniary interests for items on this agenda</b></p>  |
|     | <p>2.1 One governor to complete this action; clerk to send reminder to update this declaration.</p> <p>2.2 None declared.</p>  |
| 3.  | <p><b>Notification of Any other Business.</b></p> <p><b>Chair to agree if any AOB items will be considered at this meeting.</b></p>  |
|     | <ul style="list-style-type: none"> <li>Approval of Minutes of the last meeting 20<sup>th</sup> September 2021</li> <li>Matters arising and action point review.</li> </ul>   |
| 4.  | <p><b>SIDP MONITORING</b></p>  |
|     | <p><b>4.1 SDIP Monitoring – Maths – RRIS &amp; AJS</b></p> <p><u>RRIS</u> - Mike Jarvis and NT had met to discuss the Action Plans. It had been noted that girls' achieving Greater Depth was low much lower than boys. One action to address this is to identify key figures for Learner Champions to raise the profile of females and maths. The school has signed up for Mastering Number project. A focus is to target number facts and to develop fluency. The EYFS framework has changed and the target is to get the new aspects consistent across the 4 classes.</p> <p><b>Q: There is an element of pupil voice on the action plan; is this something you have done before and what will this tell you?</b></p> |

A: RRIS has not tried this before; we are trying to find where the discrepancies are between males and females. The survey needs to be accessible to the age range. The plan is to do this this term and have results to act upon in the spring term.

**Q: With some parents not so able or keen to support their children with maths, does this impact on the disadvantaged more than other children?**

A: There are no maths interventions with an evidence base to suggest they work with this age group. Quality First Teaching is the key; we are giving maths an extra 10 minutes teaching a day and will look at all children regardless of whether they are Pupil Premium.

DD commented that at AJS they try to catch-up on the day or as soon after as possible, delivered by teacher or TA. "ET" (Extra time) is marked in books if this is the case.

The gap between PP and Non-PP children at AJS is significant and staff have those children in mind all of the time.

AJS – NT said that staff have attended a course which was accessed via White Rose. School visits have been planned for Mastering Maths and looking at research.

Key foci- i) Concrete resources to support learning; many children missed out on this support during lockdowns.

ii) The Maths policy devised and applied consistently across the federation.

iii) To ensure disadvantaged can apply concepts to solve problems. Data is to be analysed termly after assessments; gaps seen include sequencing and ordering of numbers and multiplication by 10,100,1000 etc.

NT said that two TAs were trained to deliver Mastering Maths

**Q: Is there a Calculation Policy in place across both schools?**

A: MB/NT confirmed that this was already in place.

**Q: Is CPA used at RRIS?**

A: Yes

**Q: Have the Maths Leads discussed transition and are they in agreement regarding the gaps seen in Year 3?**

A: This has not been done but it was agreed this could be a future action.

#### **4.2 SDIP monitoring – Writing – RRIS & AJS**

RRIS - EM had met with BZ on a couple of occasions. The last 18 months of pandemic had disproportionally impacted on SEND and PP pupils. There is a timeline to action support and EM and BZ will meet again in the Spring Term. The gaps are still being assessed. Little Wandles (formerly Letters and Sounds) phonic scheme is in place; Year 3 teachers are due to visit and see this in action. The Action Plan is a 3-year progression plan. The aim is to build on skills to support progression. The teaching of genres is to be strengthened and good texts have been identified. EM will continue to monitor the plan as a working document.

AJS – BZ The Year 3 phonic input last year was useful, and rewards were now being seen in Year 4. Last year, the English Curriculum had been updated with good quality texts and genres; exemplars of progression had ensured the children were aware of the sequence of progression.

Assessments will be carried out next week using the school's assessment grids. Writing needs to be a secure fit, evidenced on multiple occasions across a range of genre. Interventions will be planned following the assessment outcomes. AJS is being responsive to need and quickly addressing issues through quality first teaching.

|    |   |
|----|---|
|    | <p>Year group heads have looked at PP children's books to see what support is required. They have also been examined for trends but none were seen; individual teachers react to the needs of their class.</p> <p>Writing stamina is better this year, having had the children in school for the summer term.</p> <p><b>Q: Is the use of graphic novels for the lower prior attainers based on research or data?</b></p> <p>A: Teacher Richard Ruddick has introduced this as a way of engaging children. He will monitor the impact. DD said that graphic novels were the most used in the library. Funding from the Norwich Opportunity Area supported this project.</p> <p><b>Q: How is handwriting going and how do you monitor it?</b></p> <p>A; A focus on handwriting became less of a priority last year. is year there is more scope in the timetable, supported by the Nelson Handwriting scheme. It is monitored by visiting classes to see it done, looking at books and having high expectations. The assessment grids set the expectations – Year 6 are expected to have fluent joined handwriting. EM added that the Little Wandles phonic scheme also promoted and focussed on letter formation. MB said that Yr 2 were currently still having a focus on phonics, which will be followed by a spelling programme.</p> <p><b>Q: Thinking of our curriculum progression, how confident are the Year 3 teachers with phonics?</b></p> <p>A: This is on the Federation Improvement Plan.</p> <p>Governors expressed how they wished to get back into school to see some of these practices taking place.</p> <p>Mike Jarvis, Eleanor Mott, Baiba Zivtins and Nick Thornton were thanked for their presentations.</p> <p><i>MJ, EM and BZ left the meeting.</i></p> |
| 5. | <b>GOVERNANCE MATTERS</b>   |
|    | <p><b>5.1 Code of Conduct – to confirm governor confirmation via Governor Hub.</b></p> <p>One governor to complete this action; clerk to send reminder to update this declaration.</p> <p><b>5.2 KCSIE – to confirm all governors have signed off on Governor Hub.</b></p> <p>One governor to complete this action; clerk to send reminder to update this declaration.</p> <p><b>5.3 Governor vacancies – progress of parent governor elections.</b></p> <p>There had been two nominations received from RRIS parents. A vote was held, which was extremely close. NP proposed that both nominees be appointed – one as Parent governor and one as an Associate member. <b>Appointments approved.</b></p>   |
| 6. | <b>HEADTEACHERS' REPORTS</b>  |
|    | <p>Reports from both schools had been uploaded to Governor Hub prior to the meeting.</p> <p><b>Q: In relation to racist incidents, how do we support the children who have experienced racism?</b></p> <p>A: MH: Thankfully this is not frequent. It depends on the age of the child; some children in Year 5 and 6 can express how they feel. It is about reassuring the child for sharing the incident and that it is not OK and will not be tolerated.</p> <p>On occasion, it may need a wider response to a class or an assembly. Parents are always part of the process. AJS has a team who can support children and parents.</p>  |

MB added that children with a disability are the most vulnerable; he agreed with MH that the approach was tailored to the child, included the parents and that support put in gradually tapers off once it's proven to be successful.

**Q: Regarding the summer data, have the English and Maths books been scrutinised? Are DD and MH conducting lesson observations?**

A: The books have been scrutinised by Subject Leaders and the findings fed back to DD and MH.

NT advised that different sets of books are looked at on a weekly basis, creating a continuous process

Lesson observations – a monitoring plan is due to be put into place. The school wants to achieve high quality teaching and it is not thought that termly lesson observations will be the best way to achieve this.

**Q: Is there any support that staff will need if observations become more regular?**

A: Staff meetings offer support and inform staff. We are working as a team, linking professional development and support, including support from VNET. It is not always senior staff monitoring.

**Q: RRIS - "50 Things to do before you leave RRIS" – can this be adapted to meet the federation's aspirations?**

A: Yes, the model you see is for this year. It was launched following the first lockdown to make learning enticing; it has been good for public relations, received positive feedback and supports the development of cultural capital and embedding of British values.

**Q: When was a review of medicines in school, such as dates on inhalers, last checked?**

A: AJS & RRIS – this has been done. A new policy is to be presented.

Governors clarified the census information on a child at School Support; this is a SEND child with no ECHP. In this case, an ECHP is being converted from one from another authority to a Norfolk ECHP.

The number of EAL children (28) in Reception was discussed. LC explained that the increase is because of changing the information gathering forms; the school has added "How many languages does your child hear / speak at home?". This has increased the response; 28 different languages have been identified in the school.

**Q: Are the children at different levels of language acquisition?**

A: Yes, Nicky Cushion is monitoring and focussing on the lower levels of acquisition.

DD added that many in AJS are not within the first 3 years of arriving in the UK; funding only starts in Year 1.

**Q: If children are off school for 10 days with covid, are the school able to provide work?**

A:MH: If a child is well, the school provides work. Year 6 pupils have been able to be taught live all day and have been able to access it, although it is not easy and would not work with younger year groups. If only 1 or 2 children are out of class, resources are sent. Free School Meals have also been offered but there has been no take up.

J A:MB: The RRIS newsletter is sent out a week in advance and provides remote learning links so that all have access to the resources if they need them

**Q: The number of Pupil Premium in Reception looks very low?**

A: There is no imperative for parents to apply at Key Stage 1, as they already have access to Universal Free meals. Vouchers are due to be issued for half term, and we are asking parents to sign up.

T added that holiday activities were also due to be run, which could be an incentive for parents to sign up for FSM.

|    |  |
|----|--|
|    | <p>DD asked if a reminder about applying for FSM could go out to parents in Year 2, prior to entering Year 3. MB said that this had been done. DD said that unfortunately, several parents who were eligible but had not applied, now faced a 6-week meal bill.</p> <p><b>Q: Where are the attendance targets stated?</b></p> <p>A: They are given for AJS and RRIS as 96% within the policy. Persistent absenteeism is being tackled.</p> <p>MB advised that since writing the report, there had been an exclusion of 3.5 days; support/liaison was in place from School to School. As the child needed their own dedicated learning space, MB had given up his office for this purpose.</p> <p>HT's confirmed that the census had been returned.</p> <p>DD and MB were thanked for their reports, which the governors had found very informative.</p> <p><b>Action Point 1: HT's Reports for November to include covid updates.</b></p>  |
| 7. | <p><b>FINANCIAL MANAGEMENT</b></p>   |
|    | <p><b>7.1 BCR and monitoring report RRIS</b></p> <p><b>7.2 BCR and monitoring report AJS</b></p> <p>MG said that the BCR monitors the progress of the budget and impacts on the Budget Revisions. The monitoring report is useful in seeing deviations from the original budget. MG advised the indicative budget is based on previous pupil numbers; a modest increase will be seen, as pupil numbers are not so high. This is currently the third year of the government's 3-Year plan, so future budgets are unknown. A Budget Revision is due for both schools on 2/11/21.</p> <p><b>Q: I10: Income from supply teacher insurance is high - will that need to be adjusted upward at the next budget revision?</b></p> <p>A: I10 – Supply – yes this is routinely tweaked at budget revisions. We have teacher sickness insurance and try to only use supply teachers where we have receipts generated from claims. Claims income generally exceeds expense.</p> <p><b>Q: E04 and E14: the amount for cleaners is minimal and the contract cleaning appears to be paid up front. How will these change now that the cleaning is in house?</b></p> <p>A: E04 and E14 – Cleaners came in house as of 1 September 2021 so from September month end you will see cleaning employee costs increase and no further contract costs. There will be a change to site team between BR1 and BR2 as we decided to use kickstart to employ an assistant caretaker with some cleaning duties but this has so far taken 3 months and the job is not yet live with the Job Centre.</p> <p>It was suggested that in-house training on Budget Control Reports could be provided for governors.</p> <p><b>Action Point 2: DD, MG to arrange a suitable date/time for BCR training.</b></p> <p><b>7.3 RAG RRIS</b></p> <p><b>7.4 RAG AJS</b></p> <p>MG explained that the RAG is reviewed on a termly basis by the Local Authority. He advised that the process is undergoing some changes to make it more useful. Both schools are currently at Amber 2. MG requested governors email him should they have any queries on the RAGs.</p> <p>Governors noted that the two items on amber for AJS involved both the deficit in Year 3 and the carry-forward to address the deficit. RRIS RAG reflected an amber judgement against an 8p</p> |

|           |  |
|-----------|--|
|           | variance. Governors felt that there were inconsistencies in the way the schools had been judged and welcomed the review of the RAG.  |
| <b>8.</b> | <b>DATA</b>  |
|           | <p><b>8.1 EYFS Baseline – RRIS</b></p> <p><b>Update on DfE Baseline and school's own assessments.</b></p> <p>LC reported that 3 classes' DfE Baseline has been completed and the fourth class is due to be finished soon. It has been a big task, taking around 20 minutes to complete each child's assessment. It had not been felt appropriate to start the assessments earlier, as the children needed time to become familiar with the staff.</p> <p><b>Q: What will the school get from this process?</b></p> <p>A: We know what data is being collected but the detail is not shared with the school; printouts for individuals only provides loose qualitative information. It has been time consuming and got in the way of a proper baseline for use in school. The main use will be when the children reach Year 6, when comparisons can be made, although junior schools won't have access to the data either.</p> <p>The school is also conducting its own baseline which will be used across the year to track progress, attainment etc.</p> <p><b>8.2 Assessment on entry data.</b></p> <p>SJ had met with LC to monitor and collect information in the EYFS intake.</p> <p>SJ reported that 118/120 children had been admitted, with one third being from outside catchment area. Governors intend to look further at attracting pupils to the schools; MB is focussing on the for a module of his Master's Degree.</p> <p>The gender split was fairly even, as was the term of birth.</p> <p>Seven children are Pupil Premium and one child is SEND.</p> <p>Both school and DfE Baseline assessments are being conducted. The school will be able to provide this information at the next FGB meeting and will include data from Leuven Scales.</p> <p>Covid and lockdowns have had a more negative impact on EYFS than some other cohorts. This has led to a rise in issues in development, including play, independence skills including dressing and toileting, gross and fine motor skills. Governors noted that a significant number of children are using a fist grip to mark make, rather than tripod grip. Speech and Language skills are being supported by a Speech and Language Therapist employed by the school.</p> <p>SJ was thanked for her report, which will be uploaded to Governor Hub.</p> <p><b>Q: What impact does the children having low levels of development have on the staff team?</b></p> <p>A: It has an impact on staff time, for example, taking children to the toilet, although there are always some that need assistance.</p> <p><b>Q: What percentage accessed nursery provision?</b></p> <p>A: There are very few how did not access nursery but there are gaps in their experiences.</p> <p><b>Q: What dialogue is there between the nurseries and the school's expectations?</b></p> <p>A: This is something we could work on but it is difficult as they come from 20 different settings spread over many locations.</p> <p>A governor with expertise in this area, suggested that nurseries have a responsibility to get children ready for school. She went on to explain the link between gross motor skills and fine motor skill development which supports physical writing skills. It was suggested that some Pupil Premium</p> |



|            |  |
|------------|--|
|            | <p>actions could be devised to support this.</p> <p>LC confirmed that the continuous provision is all set up to develop fine motor skills; the provision is now fully able to access the outdoors. MB said that all children were being assessed on their pencil grip and that Dough Disco was being used to improve skills.</p> <p>The main foci for development are mark making and emotional development.</p> <p><b>Action Point 3: Clerk to add School Baseline data to agenda 15<sup>th</sup> November.</b></p>   |
| <b>9.</b>  | <b>POLICIES</b>  |
|            | <p><b>9.1 To confirm approval of the following policies:</b></p> <ul style="list-style-type: none"> <li>➤ HCF Exclusions Policy</li> <li>➤ HFC Attendance Policy<br/> <b>Governors questioned the different cut off times for recording a “Late”.</b> This is due to the different starting times of the schools to allow parents to drop off children. It was noted that weekly meetings are held regarding persistently absent children. The policy is lengthy, but the schools communicate to parents about attendance in a variety of accessible ways.</li> <li>➤ HFC Complaints Policy<br/> <b>Q: Is it correct that there is no appeals process for a serial complaint?</b><br/> If the complaint has been addressed through the Complaints Policy, there has already been an opportunity to appeal the decisions. However, if this complaint is raised again, it is likely to be serial and needs to be handled in a different way; this is a model in line with DfE recommendations.</li> <li>➤ HFC Staff Discipline and Conduct (NCC Model)</li> <li>➤ HFC Grievance) NCC model)</li> <li>➤ HFC Staff Capability (NCC model)</li> </ul> <p><b>All listed policies approved by unanimous vote.</b></p> |
| <b>10.</b> | <b>MONITORING</b>  |
|            | <p><b>10.1 To confirm governor roles and responsibilities as issued via Governor Hub by NP.</b><br/> <b>Governors confirmed their acceptance of the allocated roles and Job Descriptions.</b></p> <p>NP advised that the monitoring for November would include:</p> <ul style="list-style-type: none"> <li>- Curriculum and Inclusion – school staff to be invited to present this update.</li> <li>- Safeguarding – DI</li> <li>- Pupil Premium and Sports Premium Review of 20/21– JT</li> </ul> <p>It was suggested that Health and Safety (NT and LC) be supported by DD.</p> <p><b>10.2 Website review – arrangements for monitoring.</b></p> <p>GMc has started to look at the websites and has noted some inconsistencies between the sites but not necessarily omissions from what is required to be compliant.</p> <p><b>Action Point 4: Clerk to forward website audit tool to support compliance check.</b></p>   |
| <b>11.</b> | <b>GOVERNOR TRAINING</b>   |
|            | <b>11.1 Update on training undertaken.</b>   |



|     |  |
|-----|--|
|     | <p>Governor Induction – NT</p> <p>Norfolk Governance Network Conference – MG. MG advised that a video will be made available from the conference, to which he will send a link.</p> <p><b>11.2 Update on training identified or planned, especially in relation to finances, as per action point.</b></p> <p>Monitoring and the Curriculum – RP</p> <p>Effective Budget Monitoring – NP</p> <p>Pupil Premium – FR and JT</p> <p>Understanding Autism – JT</p> <p>Governors were also booked on VNET courses.</p>   |
| 12. | <p><b>Correspondence</b></p> <p>None received.</p>   |
| 13. | <p>Any other business</p> <p>i) <b>Approval of Minutes from FGB Meeting held 20<sup>th</sup> September 2021</b><br/> <b>The Minutes were approved as a true and accurate record – to be signed off by MG.</b></p> <p>ii) <b>Matters arising and action point review.</b></p> <p>Action Point 1: MB to check with JC if it is a requirement to have a governor as a signatory on RRIS Fund Account. <b>Not required, action completed.</b></p> <p>Action Point 2: Governors to sign off that they have read and understood KCSiE 2021 on Governor Hub. <b>Nearly completed; Clerk to remind DI.</b></p> <p>Action Point 3: Clerk to check training records and advise on Safer Recruitment trained governors. <b>Completed.</b></p> <p>Action Point 4: Clerk to add Data to the January 2022 meeting. <b>On-going.</b></p> <p>Action Point 5: NP to allocate responsibilities and role descriptions via email by 11/10/21. <b>Completed.</b></p> <p>Action Point 6: Governors to ensure that they have undertaken some financial training by 15/11/21. <b>On-going.</b></p> <p>Action Point 7: DD to liaise with JC regarding GIAS information. <b>Completed.</b></p> <p>Action Point 8: JC to check / arrange for RRIS governors to have school email addresses. <b>Completed.</b></p> <p>Action Point 9: Clerk to work on either allowing governor access to both accounts or to merge the accounts into one. <b>Completed.</b></p> <p>iii) <b>Publication of Approved Minutes onto school websites</b> – it was agreed that this would be done by the schools, but the clerk will check whether this is within her remit.</p> <p>iv) <b>Face-to-face meetings.</b> Having discussed the Risk Assessments and rising cases of</p> |

|            |  |
|------------|--|
|            | covid, the board agreed to hold the next meeting virtually and to continue to monitor the situation. |
| <b>14.</b> | <b>Date of next meeting</b><br><b>Monday 15<sup>th</sup> November at 6 p.m. via Teams</b>            |

Meeting finished at 19:50

|  |  |       |  |
|--|--|-------|--|
| Signed by the Chair as a true record of the meeting: |  | Date: |  |
|--|--|-------|--|