



## Heigham Community Federation

### MINUTES

## Full Governing Board - Virtual Meeting via Teams

Chair – Mike Grimble

6<sup>th</sup> December 2021 at 6.00pm

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

Clerk: **Sheila Lewis-Smith**

In attendance: **Liz Williams, SENDCo at AJS. Naomi Comer, SENDCo at RRIS.**

**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	24/1/22
15/11/21	10.2	Action Point 2: DD and GMc to liaise over a website review.	Dd Gmc	24/1/22
6/12/21	7.3	Action Point 1: MG to put a link to Benchmarking on Governor Hub when it becomes available.	MG	When available
“ “	12.4	Action Point 2: Clerk to add Website review/compliance to January agenda.	Clerk	24/1/22

No.	Item
1.	<p><b>Welcome, Introductions and Apologies</b> <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>• New parent governor Jamie Wallis was welcomed, having previously been appointed as an Associate member.</li> <li>• School Leader representative – Liz Williams was welcomed and thanked for their contribution to the meeting.</li> <li>• Apologies were received and accepted from Sian Jones and Gary McGuinness.</li> <li>• The meeting was quorate.</li> </ul>
2.	<p><b>Declaration of Business &amp; Pecuniary Interests</b> <b>2.1 To declare business and pecuniary interests for items on this agenda</b></p> <p>2.1 None declared.</p>
3.	<p><b>Notification of Any other Business.</b> <b>Chair to agree if any AOB items will be considered at this meeting.</b></p> <p>Confidential Item to be discussed.</p>
4.	<p><b>SDIP monitoring – Phonics &amp; Oracy</b> <b>Updates to the plan.</b></p> <p>MB said that the SDIP had been updated. The Wensum Phonics Hub had been supporting the introduction of Little Wandle to ensure fidelity with the scheme. There had been a few glitches, such as publisher Collins not getting all the resources out in time. There is a need for more resources for lower attainers. MB said as an early adopter, there were bound to be snags. Some improvements have already been seen. The scheme is required to be in place by January 2022.</p> <p><b>Q: Is this scheme very different from before?</b></p> <p>A: Yes, it has a tight teaching sequence, focussing on working memory and long term memory. In a session, the children learn, recall and go straight into writing, which is quite unlike our usual enquiry approach. The method of delivery is the same every day.</p> <p><b>Q: Does the scheme go right through the school?</b></p> <p>A: It is really aimed at Reception and Year 1 but given the current situation, it is also being used in Year 2. The plan is to start a spelling scheme in Year, hopefully one that could be applied across the federation.</p>

**Q: Do Year 3 teachers need knowledge of this phonics scheme?**

A: Yes, it is in the plan from January; Year 3 teachers will also need training.

DD suggested that it would be good to liaise with the SALT in the Spring term to assess the communication friendliness of classrooms at AJS.

**Q: In Year 2, will a standardised test be used?**

A: The LA will not provide any comparative data; we can use any previous paper but must apply the appropriate threshold. Staff are following the videos that have been issued.

*18:08 DI joined the meeting.*

Year 2 phonic checks are being done and will be submitted to the LA in line with the required timescale. There is an 86% pass rate; the national for Year 1 was 82%. The school is relatively pleased with this result but the figure is only indicative.

LC said that the work with Year 1 phonics was a little behind schedule, as time had been taken to settle the children back into school.

LC spoke about the Oracy project. All children in Reception have been screened on the Wellcomm assessments. The Speech and Language Therapist (SALT) employed by the school is providing guidance for both staff and parents. The screening has identified which children need SALT input. Learning walks have been conducted to look for communication friendly classrooms.

**Q: Communication friendly classrooms – is this led by the SALT and is this something governors could come and look at?**

A: Yes. It is a whole school focus on oracy.

LC is undertaking her NPQSL and is focussing on developing a three-tiered approach to supporting speech and language. The communication friendly classrooms is a universal offer for all children; second tier is targeted support; third tier is SALT interventions. The SALT is supporting the universal offer to help prevent more significant cases. Support for parents has offered and has been appreciated.

MB said that most of the leadership team at RRIS now had some professional qualification.

**5. SEND Report****Opportunity for governors to ask questions regarding the report.**

Naomi Comer joined the meeting and was thanked for attending.

Both SENDCos had uploaded their reports to Governor Hub prior to the meeting.

**Q: Governors understand that there are timescale difficulties for the approval of ECHPs by NCC. Have you experienced these difficulties?**

A: NC said that they rarely come within the 20 week period and they have to be chased. When an ECHP has been applied for, this is usually following an application for top-up funding and the provision is already in place. Sometimes the hold-up is the volume of work in the NCC or it can be awaiting psychological reports etc. MB added that at times the process has sped up but this has been to the detriment of the plan which can be a "cut and paste" job lacking individuality. The LA is not making parents aware of the appeals process.

**Q: Do we need to raise these issues with the LA?**

A: The "cut and paste" scenario has improved. The quality of the service is somewhat dependent on the Co-ordinator you get. NC said she always suggests a planning meeting in line with the Code of Practice.

**Q: Are the Educational Psychology Services accessible?**

A: At RRIS, we have a package of 12 days that includes the visits, meetings and report writing time. There is also a Core Consultation once a term when more children can be discussed. There are also some assessments that NC and Sheree Brock can conduct. MB added that there are other services such as the Social and Emotional Health support of 3 days, advisory teachers and the Inclusion Team.

**Q: As a federation, could we get a bigger package at better value?**

A: This has been costed and it is not financially advantageous.

**Q: Have you had experience of the Norfolk SEN Network?**

A: Yes, a former RRIS parent runs the network. NC created a SEN forum at school to support parents.

**Q: What impact has the lack of face-to-face opportunities had in identifying needs?**

A: NC said there had not been an obvious impact but parents might have a different view. Whilst need has still been identified, it is harder to form relationships with the parents, as meetings are often remote. It is essential to build up trust and this is difficult on Zoom.

**Q: There is a high level of SEN in Year 1; are these needs picked up in Reception?**

A: In Reception, what is typical is very broad; as they get older, the typical becomes narrower. The more formal curriculum in Year 1 throws up needs. Children identified in Reception usually have an obvious significant need.

**Q: Is there any evidence of children coming off the SEN register?**

A: Yes, often for children with Speech and Language needs who have received a package of support. If they do not make progress, they are referred to the NHS. Some needs, such as autism, ASD, dyspraxia and dyslexia are conditions that do not go away.

MB added that children with low levels of attainment used to be put on the SEN register but this is no longer the case.

**Q: Is neurodiversity discussed with the children?**

A: Not in those words but difference is regularly discussed. Sometimes, parents have written to a class to explain things such as hypochondroplasia, as it helps the children to understand.

On behalf of AJS, LW said that they also work on discussing difference and start to introduce the specific vocabulary such as hypochondroplasia.

**Q: On the report, looking at the pie charts of need for the two schools, why are they so different?**

A: The Code of Practice identifies four categories of need. Cognition and Learning shows up more in the junior school. Some areas of need e.g. dyspraxia, may only be identified later.

**Q: Does AJS engage with external agencies?**

A: Yes, the Educational Psychologist is very good. We have the same challenge as RRIS as demand can be greater than the allocation. We also work with the ASD and Inclusion teams.

**Q: If you had a magic wand, what would you wish for?**

A: LW said she would extend the Alternative Provision and extend the support.

LW and NC were thanked for their reports and contributions to the meeting. DI (SEND governor) will continue to liaise with the SENDCos.

*18:45 LW and NC left the meeting.*

**6. HEADTEACHERS' REPORTS**  
**To receive reports from both RRIS and AJS Headteachers.**

The Headteachers were thanked for their combined report, which had been uploaded in advance of

the meeting, giving governors time to consider and challenge.

**Q: Paragraph 5 of Behaviour Incidents Reports on page 7 says of a Year 6 pupil "This is a child who has made a huge amount of progress throughout his 4 years and we are working closely with his parents around his next school placement."**

**Do we know what happens to a pupil with a history of exclusions when they transfer to secondary school or another provision? The transition from infant to junior (usually Rec Road to Avenues) seems well managed and documented but does a similar exchange of information and effective interventions happen when they leave the Federation?**

A: There are transition conversations between the schools. AJS has most contact with CNS and many manage very well at secondary school. MH speaks to the Heads of the High Schools, enabling them to put things in place early on. Children who have been excluded often have environmental and family issues that do not go away; boundaries are needed for their behaviour.

Governors commented that they felt induction in the federation is exemplary and there is a worry that children might enter a less inclusive setting. MH confirmed that the relationship with CNS is strong and he asks about the progress of high-profile children.

**Q: Where has the child gone who has left RRIS?** MB provided this information for governors.

**Q: When a child has challenging behaviour, do you receive negative feedback form other parents?**

A: Yes, sometimes. It is often around parental misunderstandings around things like the Code of Practice. MH understands their concerns but this is life in a mainstream school. It is about having sensitive conversations and working together. Parents of children with SEND sometimes ask for the challenges to be shared in order to promote understanding.

**Q: Norwich Opportunity Area projects on page 8**

**Funding for the NOA is for a limited period which has been extended but could end soon. Are the projects being undertaken ones which will be sustainable from Federation resources once the NOA funding ends?**

A: The two main areas this funding has supported is the setting up of the Alternative Provision class in training and resources. The staff are our own, so this is sustainable. The second project was for Jake Rose-Brown as an Inclusion Champion. Most of this was around training, so nothing will have to stop.

**Q: Has any work been done with Peapods as Community Champions?**

A: LC had been involved attending meetings but this is now on hold. MB added that funding was supporting the Coaching Project and were awaiting to see if this approach works.

**Q: When is the Tutoring programme due to start and who are the staff?**

A: MH said it was due to start after Christmas. Some of the training arrangements are complicated. There will be a mixture of school staff and mentor teachers, who will work across the school. Much of this depends on the recruitment process. If sessions are to be held after school, it will be delayed until the days get lighter.

**Q: Records of Concern - there is a percentage change of children and incidents. How similar is the approach of staff to reporting?**

A: MB confirmed that the level of detail with AJS is similar. There is a very professionalised approach in both schools. They deal with the same families, adopt the best practice and procedures so therefore the data should look the same. A lot of safeguarding issues are reported, even small single incidents.

**Q: Is it really true that there are zero incidents of bullying at RRIS?**

A: Children of Infant school age are not very aware of others and therefore incidents are not

	<p>systematic but often impulse driven. When bullying is identified, it is discussed at behaviour meetings. Whilst there are no incidents on this occasion, it does not mean they never happen. Governors said that the preventative measures in both schools were reassuring.</p> <p>MH added that whilst children and parents might report bullying, this did not always meet the definition of bullying as being on several occasions and on purpose.</p> <p><b>Q: Are school staff being invited to Support Planning meetings?</b></p> <p>A: It depends who the Family Support worker is. Some cases are closed without a meeting; the assessment phase does not always include the school which, in MH's opinion, it should.</p> <p>There are multi-agency meeting at Child Protection level but sometimes at Family Support level it is only the school involved. MB commented that the figures are artificially low as parents have to consent to a Family Support Plan.</p> <p>Governors were pleased that the recruitment of office staff for AJS had been successful.</p> <p><b>Q: How is the school (AJS) managing with Steve Chambers being on secondment to Coleman Federation?</b></p> <p>A: There is capacity in the SLT as Liz Williams has stepped up and backfilled for Steve. The class are doing well in his absence.</p> <p>NP advised governors that at the next meeting, all governors would be asked to pose a question against the HTs' report on the Chat function on Teams.</p>
7.	<p><b>FINANCIAL MANAGEMENT</b></p> <p><b>7.1 BCR and monitoring report</b></p> <p>MG advised that the BCR had not yet been updated from the Budget Revision 2, so no update available at this time.</p> <p><b>7.2 Financial benchmarking</b></p> <p>The LA's Schools' Benchmarking is not yet available on the NCC website. This makes comparisons with peer group schools, although the pool is getting smaller as schools move out to academy status. Benchmarking is also available on the government website; MG will compare information when it becomes available.</p> <p><b>7.3 SFVS review</b></p> <p>This will come to the governors at the January meeting.</p> <p><b>Action Point 1: MG to put a link to Benchmarking on Governor Hub when it becomes available.</b></p>
8.	<p><b>STAFF</b></p> <p><b>Update as required if not included in HT reports</b></p>
	<p>MB advised that the advert for the recruitment of a HLTA had not resulted in a strong field. Contingency plans will be put in place in the Spring Term.</p>
9.	<p><b>PLANNED ADDMISSION NUMBERS (PAN)</b></p> <p><b>9.1 To approve the PAN for RRIS 2023-2024</b></p> <p><b>9.2 To approve the PAN for AJS 2023-2024</b></p> <p><b>For submission to LA by 21st January 2022.</b></p>

	<p>9.1 To approve the PAN for RRIS 2023-2024  <b>Governors approved a PAN of 360.</b></p> <p>9.2 To approve the PAN for AJS 2023-2024  <b>Governors approved a PAN of 480.</b></p> <p>It was noted that the PAN is higher than current pupil numbers of 341 and 463 respectively but it was anticipated that marketing could increase pupil numbers.</p>
10.	<p><b>MINUTES OF LAST MEETING</b></p> <p>10.1 Approval of the minutes of the meeting held 15th November 2021.</p> <p>10.2 Review of actions</p>
	<p>10.1 Approval of the minutes of the meeting held 15th November 2021.</p> <p><b>The Minutes of the meeting held 15<sup>th</sup> November 2021 were approved as a true and accurate record.</b> It was agreed that Minutes should be signed off virtually on Governor Hub until further notice.</p> <p>All approved Minutes are being uploaded to the schools' websites.</p> <p>10.2 Review of actions</p> <p>15/11/21 Action Point 2: Website review still outstanding.</p> <p>Other actions completed or on-going.</p>
11.	<p><b>POLICIES</b></p>
	<p>11.1 To confirm approval of the following policies / statutory documents:</p> <ul style="list-style-type: none"> <li>a) Children with health needs who cannot attend school</li> <li>b) SEN Information Report</li> <li>c) Positive Handling Policy</li> <li>d) Pay Policy update (Action Point)</li> </ul> <p><b>Governors approved all the policies listed above.</b></p> <p>It was noted that RRIS and AJS had worked together on policies a) and c).</p>
12.	<p><b>MONITORING</b></p>
	<p><b>12.1 Equality, diversity and Inclusion monitoring report</b>  This will be done and presented by FR in the Spring Term.</p> <p><b>12.2 Catch up and attendance monitoring</b>  NP has attended some training regarding Catch-Up. Attendance monitoring to be done by the end of term.</p> <p><b>12.3 Plans to review the SCR.</b>  DI will be reviewing the SCR for AJS on Wednesday 8<sup>th</sup> December. Date for RRIS SCR review to be arranged.</p> <p><b>12.4 Update on Website review</b>  Action to remain as outstanding.</p>



	<b>Action Point 2: Clerk to add Website review/compliance to January agenda.</b>												
<b>13.</b>	<p><b>GOVERNOR TRAINING / SKILLS AUDIT</b></p> <p><b>13.1 Update on training undertaken</b></p> <table> <tr> <td>RP - Monitoring and Curriculum</td> <td>2 December 2021</td> </tr> <tr> <td>MG - Finance Governor Induction (Modern Governor)</td> <td>24 November 2021</td> </tr> <tr> <td>Curriculum for Governors - VNET</td> <td>3 November 2021</td> </tr> <tr> <td>View My Financial Insights - DfE</td> <td></td> </tr> <tr> <td>NP - Curriculum for Governors - VNET</td> <td>3 November 2021</td> </tr> <tr> <td>JT - Pupil Premium</td> <td>22 November 2021</td> </tr> </table> <p><b>13.2 Update on training identified or planned.</b></p> <p>NP - Effective Budget Monitoring 22 February 2022</p> <p>New governors, JW and VY were directed as to how to access Induction training.</p>	RP - Monitoring and Curriculum	2 December 2021	MG - Finance Governor Induction (Modern Governor)	24 November 2021	Curriculum for Governors - VNET	3 November 2021	View My Financial Insights - DfE		NP - Curriculum for Governors - VNET	3 November 2021	JT - Pupil Premium	22 November 2021
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<b>14.</b>	<p><b>Review method of conducting GB meetings</b></p> <p><b>To agree whether meetings in the Spring Term will be virtual or face-to-face.</b></p> <p><b>It was agreed to continue with virtual meetings in the Spring Term.</b></p>												
<b>15.</b>	<p><b>Update on Sports Centre and Policies</b></p> <p><b>a) Brief update</b></p> <p>MB updated the board; the finances are tight; Schools Plus is managing the lettings but there have been a few snagging issues. More income is needed to remain financially viable.</p> <p><b>b) Approval of policies by MG on behalf of the federation</b></p> <p>Accident and Incident reporting</p> <p>Bomb threat</p> <p>Complaints procedure</p> <p>Contractor</p> <p>Data protection</p> <p>Finance</p> <p>Fire safety</p> <p>Health and safety</p> <p>Legionellosis</p> <p>Lone worker</p> <p>Management of stress at work</p> <p>Manual handling</p> <p>PPE</p> <p>Safeguarding</p> <p>Slips, trips and falls</p>												



	Smoke free premises Working at heights  <b>Governors acknowledged the suite of policies associated with the Recreation Road Sports Centre.</b>
<b>16.</b>	<b>Correspondence</b>
	None received.
	The main business of the meeting concluded at 19:23. All staff members left the meeting at this point.
<b>17.</b>	<b>Any other Business</b>
	<b>Confidential Item.</b> Minuted as a Confidential Item separately.
<b>18.</b>	<b>Date of next meeting / items for next meeting not on Annual Planner.</b> Heads and Chairs to discuss whether Writing and Maths will be presented. Health and Safety for LC and NT to remain on January agenda. <b>Monday 24th January 2022 at 6 p.m. via Teams.</b>

Meeting finished at 20:07

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