



Heigham Community Federation MINUTES

Full Governing Board Meeting

Chair – Mike Grimble

28th November 2022 at 6.00pm held at Avenue Junior School

GOVERNING BOARD MEMBERS					
Michael Bunting (MB) <i>Executive Headteacher</i>	HT	Present	Rachel Paley (RP) Vice Chair of Governors	Co-opted	Present
Jen Carlin (JC)	Associate Member	Present	Nania Poulson (NP) Co-Chair of Governors	Co-opted	Present
Mike Grimble (MG) Co-Chair of Governors	Co-opted	Present	Pam Reynell (PR)	Co-opted	Present
Mike Hooper (MH) <i>Head of AJS</i>	Associate Member	Present	Sam Rowbury (SR)	Co-opted	Present
Farah Rehman (FR)	Co-opted	Present	Jo Thompson (JT)	Co-opted	Present
Denise Mattock (DM) <i>Head of RRIS</i>	Associate Member	Present	Jamie Wallis (JW)	Parent	Present
Vacancy	Co-opted		Victoria Younespour (VY)	Parent	Present

Governance Professional: **Sheila Lewis-Smith (SLS)**

Blue – Challenge/question

Yellow – Approval

Red – Action Point

AJS – Avenue Junior School

RRIS – Recreation Road Infant School

			Action Points		
Date	Item	Details	By Whom	When	

Chair's Initials

18/7/2022	5	Action Point 2: Dan Lowe to be invited to the November FGB meeting. Clerk to add to agenda, MH to offer the invite.	Clerk	November
26/9/2022	2	Action Point 1: MB to start process of electing a staff governor at RRIS.	MB	ASAP
	3	Action Point 5: MB and JT to contact Sports Factory to discuss their provision and their intention for the offer.	MB / JT	ASAP
	5	Action Point 6: MB to add the model Attendance letters on to Governor Hub.	MB	ASAP
17/10/2022	2.2	Action Point 1: SLS to add guidance as to how to make a declaration / confirmation on Governor Hub.	SLS	Completed
		Action Point 2: SLS to check governors have signed off all declarations / confirmations by November.	SLS	21/11/22
	4	Action Point 3: MB to contact VNET regarding the external validation of the two schools' SEFs.	MB	ASAP
	7	Action Point 4: Follow-up the percentage spend on EO5 following Budget Revision. SLS to add to agenda	SLS	21/11/22
	8	Action Point 5: School admins to add governors to circulation of Parent Newsletters.	DM/MH/JC	ASAP
	9	Action Point 6: Suspension and Exclusion Policy, Behaviour policies and Complaints Policy to be added for final review on November agenda. Home School Agreement to be carried forward to this meeting.	SLS	21/11/22
	10	Action Point 7: Item on agenda to confirm all Performance Management has been completed and a summary report presented.	SLS	21/11/22
	12.1	Action Point 8: NP to upload Safeguarding Monitoring report to Governor Hub.	NP	ASAP

No.	Item
1.	<p>Welcome, Introductions and Apologies</p> <p><i>Welcome, receive and agree apologies / ensuring meeting is quorate.</i></p>
	<ul style="list-style-type: none"> • NP was Chair of the meeting. • There were no apologies. • Gary McGuinness was noted as having resigned from the board. • The meeting was quorate.
2.	<p>Declarations of interest in any item on this agenda.</p> <p>2.1 Declaration of interest in this agenda</p> <p>2.2 Confirmation that all governors have completed the annual declaration of interests on Governor Hub.</p>

	<p>2.1 None declared.</p> <p>2.2 Most governors have completed the Declaration of Interest on Governor Hub.</p> <p>Action Point 1: SLS to add guidance as to how to make a declaration / confirmation on Governor Hub.</p> <p>Action Point 2: SLS to check governors have signed off all declarations / confirmations by November.</p>
3.	<p>Local Authority Categorisation</p> <ul style="list-style-type: none"> Information regarding LA categorisation
	<p>A briefing had been held last week. John Crowley from the Local Authority had explained why RRIS had the category they had, as they had been treated as a primary school. There are three categories, with the federation schools being in category B.</p> <p>John Nice has been allocated as the advisor to the schools. Two issues had resulted in the Category B – AJS Progress at Key Stage 2 and RRIS maintaining high standards. MB has requested that DM and MH attend any meetings.</p> <p>Q: Any idea how other local schools fared in the categorisation process (e.g. what % are in A, B, C)?</p> <p>A: No. MG added that around 30 schools in Norfolk are in the C category, causing concern. He suggested that this was probably the normal distribution across the county.</p>
4.	<p>FEDERATION EVALUATION AND IMPROVEMENT</p>
	<ul style="list-style-type: none"> Self-Evaluation Forms (SEF) including Data 2021-22 <p>Q: RRIS - please clarify how Personal Development is graded as outstanding when many areas of evidence (the 'how do we know?') are not supplied?</p> <p>A: The evidence is in the narrative. The school meets all the good and outstanding descriptors.</p> <p>Q: How will the next steps for Personal Development be identified and implemented?</p> <p>A: We will look at diversity aspects and learn from the work done at AJS. We will change the way RRIS approaches racist incidents. There needs to be a clearer common language across the federation.</p> <p>Q: AJS SEF Summary - the Summer Attainment Data highlights the three SEN K students attained the lowest scores across Reading Progress (12.1%), Writing Progress (-5.4%) and Maths Progress (-5.2%); please can you give the context for these and outline the measures being put in place to address this?</p> <p>A: This was for 3 children SEN E (EHCP).</p> <p>Child A had ASD, quite bright and was GDS for Maths and Reading at KS1. As they went through school, Reading became more difficult in regard to outcomes because of the greater weight placed upon inference which was something very difficult for him to grasp due to his more literal view of the world. However, he got 103 (GDS would've been 110) in the Reading SAT. In Maths, he got 107 – 110 would have been GDS. At KS1, the judgement is based upon TA whereas Year 6 is entirely test based.</p> <p>Child B was subject to a part time timetable and was unable to work in the class. They also had ASD which led to them becoming hyper focussed on technology, but only for their own projects etc. Child B's behaviour was extremely challenging and they were very heightened form most of the time. Along with support from multiple agencies, plans were agreed and</p>

implemented which focussed on ensuring that the child attended as frequently as possible and that they were safe, increasingly interacting with others. Child B was assessed as needing alternative education in Year 4 but no spaces were available for them throughout their time at AJS. They have now moved to specialist education for secondary school. Child B had no progress score for Maths or Reading as they could not access the tests. They have a -2.3 progress score for Writing TA.

Child C also had ASD. In the Autumn term, their sensitivity to coughs and cold symptoms exhibited by other people led to them having a number of aggressive incidents towards both children and adults. For a period of time, they were not able to integrate into the classroom. They gradually increased their 'in class' time over the Summer term and access some of the work with other pupils. Whilst capable in many ways, their inability to process information accurately and at speed, meant that although they accessed the tests, they were not able to complete them, even with additional time allowed. Their Reading progress was -18.2, Maths - 7.6, Writing, -2.3. They have been unsuccessful in gaining a space in a specialist setting to date, but this is currently being contested.

Q: RRIS SEF Summary - in the Self-Evaluation section (p.12) 'Leaders ensure that governance is effective', the What Next notes: 'Ensure that effective processes are in place to support governors learn their role, improve their performance and manage succession.' - can you please outline the specifics of this in more detail?

A: Overall, governors are upskilled and able. MG is looking into KCSIE and On-Line safety governor training. There will be a two-hour session available for governors from 1/11/22. MB advised governors to look at their role descriptors and work with the requirements.

Q: FED TSIP - RRIS on p12 'Significantly improving children's skill and engagement as writers 'the key milestones for w/c 3.10.22 are 'Agree common understanding and secure buy-in: Senior Leadership Team, staff, governors.' and 10.10.22 'Agree common understanding and secure buy-in: staff, children, parents, governors'; will this process/information be shared with the full governing board?

A: This is discussed at staff meetings and at SLT level. Children are involved through assemblies and their comments are sought. Parents have been appraised of what is happening and governor monitoring is in place.

Q: The summer attainment data 2022 shows female attainment significantly behind the males in Maths, what are we doing to help girls do better in Maths?

A: This is an issue in current Year 5 and 6 data where the male/female split is imbalanced with more boys in each year group. More work needs to be done to understand why outcomes are poorer for girls. However, part of the work will be to ensure that role models for girls are available – Rosie Amies has begun finding parents and carers who can share their professions etc. to try to inspire the children, including girls.

MB confirmed that this trend is also seen in the Infant school but there seems to be no easy answer; it needs to be a focus for the Maths team. The KS1 data shows a pleasing increase in the number of girls achieving Greater Depth. MH said that girls do less well in boy heavy cohorts.

18:36 JW left the meeting.

Q: Is there communication with parents regarding maths based play?

A: Girls are much more impressionable to parental views of maths. This needs addressing

Q: We have some students now in AJS who speak very little English, so what is the time frame to embed Little Wandles phonic scheme across the federation. Is it possible for AJS staff to access it?

A: AJS staff in Year 3 and some Year 4 have access to Little Wandles and have begun the training for this which will be implemented over time. MB added that it was a government priority that all primary teachers should be phonics teachers.

Q: Strand 6- ' Develop and embed an anti-racist approach across the federation ', Could you elaborate on what it means in practice in both schools? Have we done any surveys of students and parents to gauge how they feel?

A: AJS – we are working with a Working Group of Parents to support the antiracist journey that we are on. We have a representative group of children who Jake is working with to ensure that children's voice is included in the work. On the ground, we have assemblies, stories, Sanctuary library, DICE group etc.

We are currently working on an agreed definition of racism and also on formalising the school's response to racist incidents. Susanna Manrique from RRIS joins the meetings.

Q: I don't see how leadership and management is a 2 at RRIS and a 3 at AJS, can you say a bit more about this please?

and

Q: AJS SEF - I have understood from this that the Leadership and Management is assessed as "3" on the (sole?) basis that the year 6 outcomes have not fully addressed the concerns raised in the Ofsted inspection. The strategies were inevitably less effective due to the pandemic, to what extent do you think this explains the disappointing outcomes?

A: Speaking from an AJS point of view, we have discussed the evidence of current outcomes, including those in the SATs. SATs judgements do not compare favourable to national statistics in Writing (and to a lesser degree in Maths); this is the case for all children and for identified groups. There is a legacy starting point is that Writing was identified in the last Ofsted as an area for improvement. The lack of achievement in Writing in Year 6 is also seen in other Year groups. That is not 'good' leadership and management'. It also doesn't mean that AJS will stay as a 3 forever and MH would like to review the SEF very regularly as this should move to a 2 quite quickly.

Governors commented that Leadership and Management is wider than just writing and that external validation of the SEFs would assist in verifying this judgement.

Governors commented that Norfolk County Council was now one of the lowest 3 Local Authorities for KS2 results. An accurate SEF is essential.

Governors considered that the two SEFs need to be brought in line. Concerns were also expressed that they were too wordy. It was strongly suggested by governors that they should be externally validated as they are now, with advice then to be sought on the best approach to bring them in line, as they have a very different feel. It was the view of governors that external validation on this should be done as soon as possible.

Action Point 3: MB to contact VNET regarding the external validation of the two schools' SEFs.

Q: What can governors do to prepare for Ofsted?

A: NP agreed to put a document together to support governors. It was suggested that governors needed to be diligent in their monitoring, attend and contribute to meetings with challenge and support. The actual process would only involve a few governors.

- **Federation Improvement Plan (FIP)**

FIP – still a work in progress. Not discussed at this meeting.

- **Writing T-SIP**

Q: FED TSIP - looked good to me. The actions were clear. I'd still like more commitments to metric/targets if possible e.g. "Number of children reaching ARE at the end of the academic year increases" - an increase could just be 1 up but presumably that's not our target.

and

Q: I would like to see a measurable target for writing. E.g. 70% of children should be at ARE by end of Spring '23/ 90% of children should be at ARE by summer '23. Otherwise, it is hard to measure success.

A: Both MB and MH expressed reservations about setting targets, as they could result in complacency. The aspirational target is that all children will achieve the expected standard; governors need a way of understanding data in Yrs3, 4 and 5.

A Working Party was proposed to analyse the data on a 3- or 4-week basis.

JT volunteered as it fits with her link role for Pupil Premium; RP and NP also volunteered to join the group. It was proposed that a meeting would be set for early after half term, with another after 3 weeks and one at the end of term.

MH went on to say that the school was changing the way they assess and how this would be presented to governors. What this system will do, is to give point in time data. MH said he was less comfortable with data milestones as he did not consider this an appropriate driver.

Q: How will you know progress has been made?

A: AJS has a "secure fit" model. Now we are going to measure what has been taught and the level of security to provide better information. Pupils will be judged as to whether they are secure or on track to be secure. This system will highlight specific areas not secured although taught. Last year's system was flawed in that it did not pick up where children had been taught but had not picked up the skills.

MB said he was impressed with this system. MH added that there will still be some children for whom environmental factors impact on their progress. In summary, the aim is for 100% but the target is different.

	<p>Q: What budget has been allocated to the writing TSIP? A: Nothing has been allocated so far as input has mainly been pedagogical. There has been training for Early Career teachers.</p>	
5.	SAFEGUARDING	
	<ul style="list-style-type: none"> • Annual Behaviour and Safeguarding Report 2021-22 The report was received and accepted by the board. <p>Q: 4. AJS Safeguarding report - on p4 it looks as though information regarding the named safeguarding governor and date of governor safeguarding training needs to be added? A: MH agreed that this should name NP and will amend the document.</p> <p>Q: Have there been any prevent referrals in either school? A: Not at AJS</p> <p>Q: Can you say something about the discrepancy between 'Records of concern completed by staff' in both schools, AJS 389, RRIS 195 please? A: At AJS, all concerns are categorised as 'safeguarding' if they concern the safety of a child. RRIS may have logged concerns differently if there was more evidence. The schools will work on aligning the approach.</p> <p>Q: Can you say something about the discrepancy between numbers of bullying/racist incidents between the two schools AJS 28, RRIS 2? (Following some governor monitoring staff training was identified as a need as reporting was unreasonable low.) Will the anti-racist schools approach be federation wide please? What actions are being taken to support this? A: Susanna Manrique at RRIS attends the working group and is collaborating with Jake Rose Brown (as is Nikki C) about future work. We would not expect to see a significant number of racist incidents, and most would be category 1. For bullying, if it is perceived to be bullying by the victim, it is logged as such; staff discern what needs to be reported, looking for patterns and repeat incidents. MB added, that from RRIS perspective, there needs to be a standard approach.</p> <p>Q: As both schools have a before/after school club delivered by an external provider, does "Set Your Sights" need to be added into the AJS report as an organisation that rents the space? I understand these providers have the own DSLs and processes, but how does this link up to the child's school – i.e., if the club identified a concern about a child on a Thursday evening, does this feed into the school to help build up a whole picture of the child? A: MH said that he had already met with Set Your Sights and the relevant safeguarding issues have been shared. MH adds anything raised by the club to CPOMS.</p> <ul style="list-style-type: none"> • Follow-up on training – staff and governors Governors are in the process of undertaking safeguarding training. 	
6.	PUPIL DATA	
	<p>Any baseline / assessment on entry data available No further updates were available.</p>	
7.	RESOURCES / FINANCE	
	<ul style="list-style-type: none"> • Confirmation of census numbers 	

These were submitted on time. RRIS = 345, AJS 475.

- **Financial RAG report**

Governors understood the reasons for the RAG ratings. The current surpluses and Year 3 deficit budgets resulted in amber gradings with A2 grading for both schools overall. It was felt that the Themed Audit on GDPR was a legacy thing, as both schools worked as one board on this. It was frustratingly difficult to get the message through to the LA.

MG advised that changes are due to be made to the RAG report, which should improve things.

- **BCR and Monitoring**

Q: 397-BCR summary, EO5 Have spent 79% on administrative and clerical staff, when target spend to date is 50%. Is there an explanation?

A: This will be looked at at Budget Revision. MH suggested that this was due to changes in staff at different times of the year.

Action Point 4: Follow-up the percentage spend on EO5 following Budget Revision.

MG observed that the business rates had gone up more than expected (almost doubled) but are an in/out payment. MG requested that this should be looked at with the LA Finance Officer to find out more.

Q: The covid Catch Up funding has been spent by 142% at AJS. What is the reason?

A: The guidance has changed and there has been a tapering off funding. This year, schools are having to pay more of the catch-up expenditure. MH referred to the data supplied at the last meeting, showing that the catch-up programme was having a positive impact and that it is worth topping up if impact is seen.

- **Fair Funding Consultation**

Schools have the opportunity to comment on the proposals. There is a huge deficit in the SEN/High Needs budgets and the government are stepping in to support. School budgets continue to be very stretched. There are also technical factors such as sparsity factor. The limit on 8% surpluses is to be removed but school will be expected to justify the carry forward.

MB agreed to make submissions on behalf of both schools.

MG that governors could find out more information by googling Norfolk Fair Funding Consultation or by looking at a blog on the NGN website, which provided a governors' guide.

8. Minutes of the previous meetings and actions arising

To approve the minutes of the meeting held on 26th September 2022

The following amendments were noted; Item 9 - should read Pupil Progress meetings and not Pupil Premium meetings.

Meeting was held at Recreation Road – Governance Professional to correct.

Subject to the amendments being made, the Minutes of the meeting held on 26th September were approved as a true and accurate record. To be signed by MG.

Actions

Action Point 2: Dan Lowe to be invited to the November FGB meeting. Clerk to add to agenda, MH to offer the invite. *On-going*

Action Point 3: Clerk to add Governing Monitoring of SCR to October agenda. *Completed.*

	<p>Action Point 1: MB to start process of electing a staff governor at RRIS. <i>Process started.</i></p> <p>Action Point 2: SLS to send nomination form for LA governor to JT. <i>Completed.</i></p> <p>Action Point 3: SLS to check governors had confirmed they have read KCSIE on Governor Hub by the October meeting. <i>On-going</i></p> <p>Action Point 4: Governors to make their Annual Declaration on Governor Hub. SLS to check this has been completed by the October meeting. <i>On-going</i></p> <p>Action Point 5: MB and JT to contact Sports Factory to discuss their provision and their intention for the offer. <i>On-going</i></p> <p>Action Point 6: MB to add the model Attendance letters on to Governor Hub. <i>On-going</i></p> <p>Action Point 7: Sports Centre to be added to next agenda. <i>Completed.</i></p> <p>Action Point 8: All non-staff governors to undertake the Modern Governor Safeguarding training, unless they attended AJS Safeguarding session. <i>On-going</i></p> <p>Action Point 5: School admins to add governors to circulation of Parent Newsletters.</p>
9.	<p>Statutory Policies</p> <p>Governors made the following point on process: We know these are all legally required policies but DfE guidance is that they don't all need to come to FGB - most can be approved by an individual governor or the headteacher. In the future, can we suggest we delegate approval of policies to the headteacher (or nominated governor if necessary - we could carve them up between us) and only take them where FGB approval is required.</p> <p>It was agreed to discuss this further at the Heads' and Chairs' meetings.</p> <p>a) Suspension and Exclusion Policy</p> <p>It was noted that there had been a significant change to exclusions; governors wished to have more time to review this policy. It was pointed out that the terms have changed for the types of exclusion.</p> <p>MB advised that he enact the current policy, as one needed to be in place.</p> <p>b) Complaints Procedure</p> <p>Governors raised issues - on page 2 it needs to additionally say 'by email' in addition to by phone/in writing etc</p> <p>Governors felt that Stage 2 needs to be, that if they are not happy with how the complaint has been handled by the school, they can escalate to a governor.</p> <p>It should then go to Stage 3, the committee/panel.</p> <p>NP agreed to work on this review with MB.</p> <p>MB advised a biennial review for this policy.</p> <p>c) AJS Behaviour and Discipline Policy</p> <p>d) RRIS Behaviour Policy.</p> <p>Governors said as the policies look almost identical, could it be a federation policy.</p> <p>If not, could the title of AJS be changed to 'behaviour' and not be 'behaviour and discipline', it is not in line with our ethos or the ethos of the policy.</p> <p>Can the documents be changed to use the terms 'Heads of School', Headteacher still appears in the chart sections.</p> <p>Can behaviour be logged on CPOMs at RRIS to bring it in line with AJS?</p>

	<p>It was noted that the Behaviour Principles were approved at the previous meeting.</p> <p>e) Capability Procedures – Teachers and Support Staff f) Serial / Unreasonable Complaints Policy g) HCF Attendance Policy h) HCF Capability Procedures – Support Staff i) HCF Capability Procedures – Teaching Staff</p> <p>Non Statutory Policies (for governors to note) j) Home-School Agreement Policy to be carried forward to next meeting for approval.</p> <p>The policies listed e) to i) inclusively were proposed by NP, seconded by MG and approved by all.</p> <p>Action Point 6: Suspension and Exclusion Policy, Behaviour policies and Complaints Policy to be added for final review on November agenda. Home School Agreement to be carried forward to next meeting.</p>
10.	<p>Executive Headteacher Performance Management – Update on process</p>
	<p>The Executive Headteacher Performance Management has been completed.</p> <p>Action Point 7: Item on agenda to confirm all Performance Management has been completed and a summary report presented.</p>
11.	<p>Recreation Road Sports Centre - Update</p>
	<p>MB informed the board that the Sports Centre now only had one hirer – Heigham Park Rangers. This was in an attempt to keep the Sports Hall viable, as Parkside no longer have capacity to do the lettings. A previous contract with Schools Plus didn't meet expectations. The current arrangement was to simplify things and keep the facility sustainable and manageable. The centre is running on limited finances but the priority is to target school use at this time.</p> <p>There is an intention to look to increasing community use by the forming of a Community Interest Organisation. JT indicated that she is willing to pull a Working Party together to explore this possible option.</p> <p>Q: Was the departure of Schools Plus an orderly one?</p> <p>A: Yes but we are still seeking keys and key fobs.</p> <p>Parkside will manage the Finances and the federation will manage the premises issues.</p> <p>Thanks were given to MG, JT and MB for their work supporting the Sports Centre.</p>
12.	<p>MONITORING</p>
	<p>12.1 To receive governor monitoring reports</p> <ul style="list-style-type: none"> ➤ SCR Monitoring NP had checked the SCR in both schools and seen how the new system operated. <p>Action Point 8: NP to upload Safeguarding Monitoring report to Governor Hub.</p> <p>12.2 To flag monitoring for reporting in November</p>

	<p>NP will let governors know the monitoring priorities. NP and PR will work on Safeguarding. PR will visit to see what diversity and inclusion looks like in the schools. JT and MB will work on Pupil Premium and Sports Premium. There are also plans to form a Working Party to monitor Pupil Premium. JW will continue on Communications and liaise with MB. RP will continue with Health and Safety. Catch Up monitoring is still to be organised. T-SIP Monitoring group is set up with NP, RP, JT and MG as members.</p>
13.	GOVERNOR TRAINING
	<ul style="list-style-type: none"> • Update on training undertaken NP has taken PR through initial induction training using the checklist. PR is waiting for a course run by Governance Services to become available. Governors have either completed safeguarding training or at least have it arranged. FR has undertaken Monitoring in Practice training. • Update on training identified or planned. VNET are running a session on 19/10/22 regarding the White Paper – governors invited. MB advised that he will be joining a group for Executive Heads run at Lionwood School.
14.	Any Other Business
	<p>a) Governors wished to thank Sian Jones, Deborah Ilott and Gary McGuinness for their contribution and service as governors over the years. Each one had made a significant contribution to shaping the schools and the federation into its present form.</p> <p>b) MB asked for feedback regarding the balance of tonight's meeting, where a significant part of the meeting had been dedicated to one item. Governors said that it had allowed an in-depth discussion and that raising questions prior to the meeting had provided challenge. There was discussion as to the most helpful format for the Headteacher's Report, with some preferring a dashboard layout. MB stressed the need for governors to be aware of the context of the schools; NP added that this could best be achieved by governors visiting the schools on a half termly basis.</p> <p>c) Governors asked about GDPR breaches. JC confirmed that there had been 3 breaches and explained the circumstances to governors. MB and MH confirmed that a third party software issue had been fixed, as had Parent Mail at AJS, which had been fixed with a patch. Q: Are there usually more than 3? A: From JC's training, it was unlikely to have none. MB added that there was a zero tolerance and any incident is logged.</p>
15.	Date of next meeting – Monday 28th November at 6 pm to be held face to face at Avenue Junior School

Meeting finished at 19:42