



## Heigham Community Federation

### MINUTES

## Full Governing Board Meeting held at Avenue Junior School and virtually via MS Teams.

Chair – Mike Grimble

21<sup>st</sup> March 2022 at 6.00pm

GOVERNING BOARD MEMBERS					
Michael Bunting <b>(MB)</b> Headteacher - RRIS	HT	Present	Farah Rehman <b>(FR)</b>	Co-opted	Absent
Jen Carlin <b>(JC)</b>	Associate Member	Present <i>Absent for items 15d, 15e.</i>	Gary McGuinness <b>(GMc)</b>	Co-opted	Present
Louise Carolan <b>(LC)</b>	Co-opted	Present <i>Absent for items 15d, 15e.</i>	Rachel Paley <b>(RP)</b> <b>Vice Chair of Governors</b>	Co-opted	Present
Debbie Dismore <b>(DD)</b> Executive Head - AJS	HT	Present - virtually	Nania Poulson (NP) <b>Co-Chair of Governors</b>	Co-opted	Present
Mike Grimble <b>(MG)</b> <b>Co-Chair of Governors</b>	Co-opted	Present	Jo Thompson <b>(JT)</b>	Co-opted	Absent
Mike Hooper <b>(MH)</b> Head of AJS	Associate Member	Present <i>Absent for items 15d, 15e.</i>	Nick Thornton <b>(NT)</b>	Staff	Present <i>Absent for items 15d, 15e.</i>
Deborah Ilott <b>(DI)</b>	Local Authority	Present <i>Absent for items 7,8,12,13, 14,15,16</i>	Jamie Wallis <b>(JW)</b>	Parent	Present

Sian Jones (SJ)	Co-opted	Absent	Victoria Younespour (VY)	Parent	Present
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Governance Professional: **Sheila Lewis-Smith (SLS)**

In Attendance: **Hayley Wright - Governance Service Supervisor (Observer),**

**Elliot Thorne – Curriculum Lead AJS (attending Items 1 to 4 of the agenda).**

**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
21/03/2022	5	Action Point 1: DD, MB and MH to comment back to governors following their review of the Attendance letters. SLS to add it to May agenda.	DD/MB/MH/Clerk	23/05/2022
	6.2	Action Point 2: SLS to add matched funding from RRIS School Fund Account to April agenda.	SLS	25/04/2022
	7	Action Point 3: DD to set up date and time for H&S meeting.	DD	ASAP
	9.1	Action Point 4: NP to sign February 2022 Minutes on Governor Hub.	NP	ASAP
	9.1	Action Point 5: SLS to arrange for the February 2022 Minutes to be uploaded to the websites.	SLS	ASAP
	11.1	Action Point 6: DD to investigate the AJS website to check on the governance information.	DD	ASAP
	15c	Action Point 7: Governors to check and add mobile numbers, training records and email addresses on Governor Hub.	All governors	ASAP
	17	Action Point 8: SLS to add SP, PP and Budget setting/approval to April agenda.	SLS	25/04/2022

No.	Item
1.	<b>Welcome, Introductions and Apologies</b> <i>Welcome, receive and agree apologies / ensuring meeting is quorate.</i>
	<ul style="list-style-type: none"> <li>• MG was Chair of the meeting.</li> <li>• DD attended the meeting virtually via Teams.</li> <li>• Apologies were received and accepted from Sian Jones and Jo Thompson.</li> <li>• Farah Rehman was absent; FR remains on sabbatical leave from the Governing Board for the Spring Term, with all absences sanctioned for this period.</li> <li>• Elliot Thorne was welcomed to the meeting for Items 1 to 4 of the agenda.</li> <li>• Hayley Wright was welcomed as observer.</li> <li>• The agenda items were not discussed in strict numerical order, due to governor availability</li> </ul>

	<p>for some items.</p> <ul style="list-style-type: none"> <li>The meeting was quorate.</li> </ul>
<b>2.</b>	<p><b>Declaration of Business &amp; Pecuniary Interests</b></p> <p><b>2.1 To declare business and pecuniary interests for items on this agenda</b></p>
	2.1 None declared.
<b>3.</b>	<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>a) Communications (NP)</li> <li>b) HTPM mid-year review (MG)</li> <li>c) Governor membership / roles (GMc and NP)</li> <li>d) Salary Range of Head of School for RRIS (MB)</li> </ul>
<b>4.</b>	<p><b>SDIP monitoring – Curriculum</b></p> <ul style="list-style-type: none"> <li><b>Questions from governors</b></li> </ul>
	<p>Elliot Thorne (ET) – Curriculum leader AJS was welcomed to the meeting.</p> <p>Governors had raised questions on Governor Hub prior to the meeting.</p> <p><b>Q: Can AJS explain why you have chosen to cover Ancient Egypt in Year 3? What did they do in year 2 to prepare for it (i.e. do they know where it is?!) and how is the knowledge built on later in the school? Equally what is the rationale for teaching Rainforests in Year 5 and what has prepared them for that in Year 4?</b></p> <p>The Stone Age topic in Spring of Year 3 develops a starting point for understanding what a civilisation is, as well as beginning the timeline that will run to Ancient Egyptians later in the year before progressing to the foundations of British civilisation through the Romans, Vikings and Anglo Saxons in Y4, while the Y5 topics of Benin and the Greeks will provide a comparison point further up the school.</p> <p>Concepts such as change over time and historical significance of individuals should provide the basis on understanding in Y2, with a similar set of skills derived from the progression document being revisited throughout.</p> <p>Summer 2 of Y4 covers Living Things and their Habitats in Science and seas and oceans in Geography, which I believe can provide a powerful contrast point and bedrock of skills for the study of Rainforests in Year 5, which will help to develop the schema of learning about the world around us. This would then develop further and contrasts with our Y6 topic focussed on a local study of The Broads. The skills of Y4 should cycle back round with lessons on mapping, comparing and contrasting human and physical geography etc providing a foundation and developing further in Y5 according to the skills progression document. Hopefully, the upcoming work on assessment will put colleagues further in-touch with this process.</p> <p><b>Q: RRIS - the documents are very helpful and informative, thank you. I am trying to understand the balance between the Inquiry Based learning "IPL" and the core subjects. I can see that connections have been made between the IPL Inquiry Lines and the core subjects. Does the IPL tend to be delivered in a "stand alone" way or is it integrated into other lessons - what proportion of time is spent in IPL mode in an average week?</b></p>

**Q: RRIS - how do the 'inquiries' fit with the curriculum maps? Don't they just end up learning a lot about Dinosaurs for example?**

MB said that core subjects are structured. The Maths medium term curriculum is based on Bruner's spiral, revisiting and developing skills and knowledge. Content is checked that it is age appropriate. Inquiry based learning can be used as a pedagogy, as it is in EYFS. Inquiry based learning could be lost but the planning creates horizontal and vertical approaches to allow for this. The Year Plans are on one sheet and the coverage is annotated.

**Q: Both schools -Does co-planning/cross-referencing of curriculum topics between RRIS and AJS take place? Both Year 1 and Year 3 teach the book The Dot (Year 1 as part of Spring 2 art focused IBL and Year 3 as part of Autumn 1 'What can I learn about myself and others?') - is this intentional or is there a risk of repetition?**

MB advised that the schools are looking at extending the 3-year journey to a 4-year journey. It will take time to complete the whole 7-year plans.

**Q: There are curriculum maps and key questions but not all subjects are linked to a question?**

A: Where we can make links we do so, but we do not force the links. ET added that there was power in contrast e.g. plants and people. The skills of enquiry are similar, but the knowledge provides a point of comparison.

**Q: How balanced are the plans for skills and knowledge?**

A: ET is working with teachers on this balance. Some skills should come through in all topics, for example, chronology in History and mapping in Geography. We do a big time jump so children can understand contrast. ET checks that staff understand why topics are taught in the order in the plans.

ET was asked to inform governors about where the school is going, in terms of curriculum planning and delivery. ET said that this year, the focus was on colleagues being deep-dive ready. Staff need to understand where the curriculum is, in terms of development, and be able to talk confidently about it. Monitoring in the autumn has been in place to ensure subjects are taught regularly and that it is cohesive. The spring and summer terms are focussing on what good teaching looks like, taking on board some of the excellent teaching strategies seen in Mathematics and English. The next focus will be on marginal gains and proactive steps taken by Subject Leaders. Subject Leaders will be asked to assess where their subject is, what is being done and to suggest future plans. The impact of the actions will be assessed through ET holding interviews with Subject Leaders, as well as Subject Leaders interviewing staff. The development of curriculum language will be monitored after Easter.

**Q: Is there a role for governors in monitoring the marginal gains?**

A: Yes, this will be seen in action plans, teachers' monitoring and feedback to governors.

Assessment of non-core subjects will start with Science and Geography. Action Plans will be created in the Summer term for implementation in the Autumn term. There will be key actions and staff will receive support in writing attainable targets.

**Q: How confident is ET that Subject Leaders have good subject knowledge?**

A: This is varied but all know where to seek out knowledge. ET is supporting Subject Leaders to become confident leaders. Some staff have very good subject knowledge and good teaching. Shadow Leads are in place to provide continuity.

**Q: How accessible is the curriculum for all children including the disadvantaged and SEND?**

A: ET said there were diverse strategies in place e.g. drama and multiple choice quizzes. This is an area for development, but it is possible to take the excellent practice seen in English and Mathematics into other subjects. MH added that the first consideration when planning should be the disadvantaged; quality first teaching is the key.

	<p>MB said that at RRIS, the key challenge was speech and language. Word Aware is in place and long-term plans meet the interests of teachers and children. The main barrier in writing is spelling and handwriting. In Maths, the children needed more experience of applying knowledge. The pandemic has meant that children have missed chunks of learning. External advice and moderation is in place.</p> <p><b>Q: How are you ensuring that the top 20% of achievers are being stretched?</b></p> <p>A: ET said through questioning with a low threshold – high ceiling approach. The school is looking at sources and will be discussing how to stretch children to their full potential.</p> <p><b>Q: How much consultation is there with parents regarding the curriculum and are the home learning ideas promoted with parents?</b></p> <p>A: At AJS, homework has not been set since 2016-17 and this decision was based on research. There is homework in Year 6 to prepare children for secondary school. The information is provided to parents on half termly curriculum overview plans and newsletters. NP added that optional homework activities were suggested which could be engaged with on a variety of levels. The DoJo is used by children.</p> <p><b>Q: How are parents consulted on the development of the curriculum?</b></p> <p>A: Parents have been asked for ideas and for book ideas. We need to run with this curriculum for a full year before we review the impact. We are shaping how we report to parents, giving summative judgements in reports and end of year curriculum milestones are being devised. Having had 3 years of disrupted education, the impact of the planning is still to be assessed.</p> <p>ET was thanked for his presentation.</p> <p><i>18:46 ET left the meeting.</i></p>
5.	<p><b>HEADTEACHERS' REPORTS</b></p> <p><b><i>To receive reports from both RRIS and AJS Headteachers. To include:</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Attendance</i></b></li> <li>• <b><i>Safeguarding</i></b></li> <li>• <b><i>Behaviour</i></b></li> </ul>
	<p><b>Q: The additional safeguarding training at AJS: if any staff missed the training due to absence, how is this followed up?</b></p> <p>A: DD advised that the PowerPoint has been sent to staff; DD is in the process of checking all staff have accessed this.</p> <p><b>Q: A few parents have commented on the tone of the attendance letters they have received - is it possible to personalise the letters or whether the tone could be softened to recognise the impact of covid and the anxiety parents have felt about sending children to school with any illness?</b></p> <p>A: MH confirmed that attendance letters are only sent to families with very low attendance. Patterns of absence are considered and 3 or more incidents in a short time could trigger action. The school is currently discounting covid related absence. The letters sent are from Local Authority models and need to be robust enough if a legal route is taken with parents. MB confirmed that RRIS conduct fortnightly checks on attendance, looking for patterns, also discounting covid. MB said some attendance was significantly below 90%.</p> <p><b>Q: Can a gentler letter be sent out initially?</b></p> <p>A: The first letter is a "gentle" communication. MH said that there were a number of children with attendance below 90% at AJS but only poor attendance, and not covid, is targeted.</p> <p>It was agreed that the pandemic had led to a culture that attendance did not matter and this needed</p>

rebalancing. The DfE guidance is to be firm and serial offenders need action. MH said that AJS had one instance of prosecution and 1 or 2 instances of fast track recently. All contacts regarding attendance come with an offer of support to prevent is worsening. MB confirmed that RRIS had no fast track cases recently but MB had held meetings with a couple of families.

**A governor requested that the graphics had tracking arrows to show increase or decrease in attendance.** Agreed.

DD suggested that MB and MH look at the Attendance letters together.

**Action Point 1: DD, MB and MH to comment back to governors following their review of the Attendance letters. Clerk to add it to May agenda.**

**Q: Prejudice based incidents in Year 5 – how many children are involved?**

A: One and it relates to issues around language and sexist remarks. There has been one Fixed Term Exclusion and the school are working with parents.

## 6. FINANCIAL MANAGEMENT

### 6.1 BCR Monitoring

AJS – DD advised that more funding had been received for SEND. This had been used for professional services to support a child in alternative provision for 2 days a week.

Additional money had been received into Facilities and Services to cover Steve Chamber's work at Colman Federation and Jake Rose-Brown's work.

Energy costs for March are still to arrive.

The Supply budget is slightly overspent.

There will be a carry forward amount in Sports Premium and there is a plan in place as to how this will be used.

**Q: Will there be any extra funding to support the rising energy costs?**

A: No. JC said that RRIS had increased the 2022-23 draft budget by 30% for the next three years. The cost of heating the swimming pool affects RRIS; heating any of the buildings is expensive as doors and windows are being kept open in line with LA covid guidance.

RRIS – JC said that there were no wage increases included for support staff in Period 12. There will be a carry forward for Sports and Pupil Premium, Catch-Up and Recovery programmes.

### 6.2 Update on Budget setting 2022-23 for RRIS

The school is currently preparing the budget for presentation at the April FGB meeting.

It was noted that there is a small deficit in Year 3.

MB said that the school had crowd-funded for its Climate Classroom and had raised £6,564; MB plans to request governors to allow the school to match fund from the School Fund Account.

**Action Point 2: Clerk to add matched funding from RRIS School Fund Account to April agenda.**

### 6.3 Update on Budget setting 2022-23 for AJS

The school is currently preparing the budget for presentation at the April FGB meeting. DD reported that the process was going smoothly although final staffing is not known. There is a small deficit in Year 3.

	<p><b>Q: If we share staff, is this cost shared between the schools?</b></p> <p>A: Yes, it is based on pupil numbers to reflect that AJS is a larger school.</p> <p>A general discussion around sponsorship was had; it was noted that this had actively been worked on prior to the pandemic by a former governor. JW made suggestions for companies that could be approached.</p> <p><b>6.4 Approval of changes to pay ranges</b></p> <p>Confidential Minutes were produced for this item, which was dealt with at the end of the meeting by non-staff governors.</p> <p><b>6.5 Pupil Premium Update</b></p> <p>Not presented as JT absent from the meeting.</p> <p><b>6.6 Sports Premium Update</b></p> <p>Not presented as JT absent from the meeting.</p> <p><b>6.7 Capital Budget</b></p> <p>Noted in papers presented.</p> <p><b>6.8 Authorisation of RRIS contribution to swimming pool works.</b></p> <p>JC advised that in Budget Revision 3, £25K had been allocated for the Air handling Unit at the swimming pool. The sum required had increased to £26.5K with an additional element for the BMP fees of £2.5K, to be paid, giving a total of £29K as a contribution to the non-BMP pot. Governors were asked to approve this spend. JC advised that the school will be asked to contribute from profits to any future works. MG proposed that £29K would be contributed to the non-BMP pot, seconded by NP and all governors in approval.</p> <p>MG proposed that £29K be contributed to the non-BMP pot, seconded by NP and all governors in approval.</p> <p><b>Q: Should we be putting up the hire fees for the swimming pool, given the increases in fuel costs?</b></p> <p>A: The fees are already quite expensive, but they are due to go up 1 September. 5 to 10% was suggested. Governors noted that some of the swimming clubs had already increased their fees to customers.</p>
7.	<p><b>PREMISES / HEALTH &amp; SAFETY</b></p> <p><i>Feedback / report from Governor H&amp;S Working Party</i></p>
	<p>This meeting is still to be arranged.</p> <p>Action Point 3: DD to set up date and time for H&amp;S meeting.</p>
8.	<p><b>STAFF – Wellbeing and Workload</b></p> <p><i>Update as required if not included in HT reports</i></p>
	<p>Staff absences due to covid continue to present additional pressures on both schools.</p>
9.	<p><b>MINUTES OF THE PREVIOUS MEETING</b></p> <p><i>9.1 Approval of the minutes of the meeting held 28th February 2022</i></p>

	<p><b>9.2 Review of actions / Matters Arising</b></p> <p><b>9.1 Approval of the minutes of the meeting held 28th February 2022</b></p> <p>The Minutes of the meeting held 28<sup>th</sup> February 2022 were approved as a true and accurate record. To be signed off by NP. It was agreed that Minutes would continue to be held and signed off on Governor Hub rather than paper copies.</p> <p>Action Point 4: NP to sign February 2022 Minutes on Governor Hub. Action Point 5: Clerk to arrange for the February 2022 Minutes to be uploaded to the websites.</p> <p><b>9.2 Review of actions / Matters Arising</b></p> <p>15/11/21      10.2    Action Point 2: DD and GMc to liaise over a website review. <b>Completed.</b> 24/011/22    12b    Action Point 6: Allergy Policy to be presented to the board by March LGB meeting. <b>Completed.</b></p>
<b>10.</b>	<b>POLICIES</b>
	<p>10.1 To confirm approval of the following policies / statutory documents:</p> <p>a) <b>LAC Policy – to include naming designated teacher for LAC for publication on website</b> Policy approved unanimously.</p> <p>b) <b>Allergy Policy</b> <b>Q: Are spare EpiPens held in school?</b> A: Yes. It was noted that all staff in both schools are being trained in allergy awareness. Governors approved this policy, which will be passed to the parent who requested it for consultation, prior to formally adopting the policy.</p> <p>c) <b>Supporting Pupils at School with Medical Conditions</b> Policy approved unanimously.</p>
<b>11.</b>	<b>MONITORING</b>
	<p><b>11.1 Website review / compliance</b></p> <p>GMc had completed an audit of the websites using a template provided by the clerk. The document had been uploaded to Governor Hub and was shared at the meeting. Colour coding made it easy to identify areas that needed addressing.</p> <p>GMc suggested that SEND Complaints as an aspect to be developed. There were differences between the schools, e.g. AJS had a Staff Code of Conduct and a Home School Agreement. MB said that RRIS did not have a Home School Agreement and that not all items on the audit were required to be on the website by statute. It was noted that attendance figures are not required to be published on the website. NP suggested that it would be good to standardise the two websites, which are maintained by the same company.</p> <p>GMc pointed out that on AJS's website, there are two links to the governing board – the former AJS board and the new HCF board.</p> <p>Action Point 6: DD to investigate the AJS website to check on the governance information.</p> <p><b>11.2 Catch-Up and Attendance monitoring</b></p> <p>Attendance monitoring was not specifically looked at by NP as this information is given in the</p>



	<p>Headteachers' Report.</p> <p>NP had uploaded a report to Governor Hub and thanked teacher, Nicky Teasdale for her time and information. A progress report will be shared after Easter for Years 3-5. AJS is working with a school-led approach. It was noted that Catch-Up works differently in RRIS, as the tutor model is not so effective with young children. JT has monitored this and will report back to the board at a subsequent meeting. MB advised that he will be returning the funding of £1,400 to the Local Authority.</p> <p><b>11.3 Future Monitoring Plans</b>  Book Look arranged for 10:00 24<sup>th</sup> March – governors invited.  Reading Deep Dive – 15:00 – 15:30 22<sup>nd</sup> March.</p>
<b>12.</b>	<b>GOVERNOR TRAINING / SKILLS AUDIT</b>
	<p><b>12.1 Update on training undertaken</b></p> <p>NP – V-NET Conference  MH – V-NET Conference  JC – Health &amp; Safety and Cyber Security training.  MB – Designated Safeguarding Lead refresher.</p> <p><b>12.2 Update on training identified or planned.</b>  None noted.</p>
<b>13.</b>	<b>Recreation Road Sports Hall update</b>
	<p>DD advised that Norse had been approached to provide a temporary cleaner/caretaker. An advert had been placed by AJS but no applications had been received.</p> <p>Uncertainty remains around Schools Plus; they have not fulfilled all their obligations and are currently working under a formal notice to improve. It was noted that lettings have not increased and that Schools Plus are taking commission for what lettings, which is a loss of income for the schools, who are effectively subsidising community use. DD advised that there is a 3-month notice period to get out of the contract, if this is deemed necessary.</p> <p>JW said that the Community Sports Foundation were keen to support schools.</p>
<b>14.</b>	<b>Correspondence</b>
	<p>It was noted that a Complaint had been received and the governors' review process was being put in place.</p>
<b>15.</b>	<b>Any other Business</b>
	<p><b>a) Communications (NP)</b>  NP advised the board that JW was a communications professional and that his skills would be useful when considering communications with the school community. JW agreed to work with MB and DD on this matter.</p> <p><b>b) HTPM mid-year review (MG)</b>  MG confirmed that the HTPM mid-year review had been conducted for DD today.</p> <p><b>c) Governor membership / roles (GMc and NP)</b>  GMc informed the board that he would be moving out of the area by September, which</p>

	<p>would create a vacancy for a Co-Opted governor. VY has now taken on the role of SEND governor. The clerk advised where suitable training could be accessed. NP will send over resources to support the role. NP requested governors to add their mobile phone numbers to Governor Hub. New school email addresses are available for JW and VY.</p> <p><b>Action Point 7: Governors to check and add mobile numbers, training records and email addresses on Governor Hub.</b></p> <p>20:04 All staff members left the meeting – JC, MH, NT, LC</p> <p><b>d) 6.4 Approval of changes to pay ranges (DD)</b> Confidential Minutes were produced for this item, which was dealt with at the end of the meeting by non-staff governors.</p> <p>20:07 DD left the meeting.</p> <p><b>e) Salary Range of Head of School for RRIS</b> Confidential Minutes were produced for this item, which was dealt with at the end of the meeting by non-staff governors.</p>
16	<p><b>REFLECT ON TODAY'S MEETING</b></p> <p>MG requested that governors contact him or NP if they would like to raise anything regarding this meeting or the work of the board generally.</p>
17.	<p><b>Date of next meeting / items for next meeting not on Annual Planner.</b> <b>Monday 25<sup>TH</sup> April 2022 at 6 p.m. To be held face-to-face.</b></p> <p>Governors briefly discussed having a mixture of virtual and face-to-face meetings in the future. Sports and Pupil Premium review to be added to the next agenda. Main focus will be budget setting/approval.</p> <p><b>Action Point 8: Clerk to add SP, PP and Budget setting/approval to April agenda.</b></p>

Meeting finished at 20:15

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