

15h May 2023

Chair's signature



## Heigham Community Federation Full Governing Board Meeting MINUTES

Chair – Mike Grimble

15<sup>th</sup> May 2023 at 5.30 pm held in person at Avenue Junior School

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

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

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16.01.23	11	Action point 10: Parental agreement document to be added to summer term agenda	SLS	Summer term
15.05.23	3	Action 1: JW to look at grouping the Vison statements with headings.	JW	June 23
	4	Action 2: MH to analyse what is working in Year 4 reading for PP children.	MH	July 23
	4	Action 3: MH to look at how the NFER / Question Level analysis results compare to other schools.	MH	July 23
	4	Action 4: SLS to add KS1 and KS2 results data to July meeting agenda.	SLS	July 23
	5a	Action 5: MB to notify Sue Harrison that governors have discussed the Themed Audit.	MB	ASAP
	6	Action 6: SLS to add AJS Risk Assessment to June meeting agenda.	SLS	June 23
	7	Action 7: MB to advertise Staff governor vacancy at a future date.	MB	As appropriate
	7	Action 8: SLS to circulate draft date proposals	SLS	Completed
	9	Action Point 9: NP to sign off minutes of 27/03/23 on GHub.	NP	ASAP
	9	Action Point 10: SLS to add Lettings Policy to July meeting agenda.	SLS	July 23

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>• MG was Chair of the meeting.</li> <li>• The meeting was quorate.</li> </ul>
2.	<p><b>Declarations of interest in any item on this agenda.</b></p> <ul style="list-style-type: none"> <li>• None declared.</li> </ul>
3.	<p><b>VISION AND VALUES - Discussion</b></p> <p>This document had been posted on GHub. It had been circulated to the Co-Chairs, Heads of Schools, Senior Leadership Team and the wider staff.</p> <p><b>Governors observed that it seemed to be a description of a destination from two different starting points. It is detailed but it is clear.</b></p> <p>A: It is about the journey and not always about outcomes.</p>

	<p><b>Q: Who will look at this next? Given there is a perception about the schools not focussing on academics, there is a lot of emphasis on wellbeing; could the paragraphs be re-ordered?</b>  A: Parents will look at this next.</p> <p><b>There is not much mention of art and IT for example. It is important that children have a good knowledge of IT for the future.</b>  Governors questioned whether individual subjects should be picked out in preference to others. A governor said that IT was essential to life and suggested the schools should champion it. JT suggested that it might need to be translated into what the statements look like in school. The disadvantage to doing this would be that parents could expect all the examples given. NP said that this was a good opportunity to engage with parents and noted that points 2,3 and 4 are academic. This could be done via Zoom. It was suggested that the statements could be grouped and have subheadings for ease of access.</p> <p><b>Action 1: JW to look at grouping the Vision statements with headings.</b></p> <p>MB said that the idea is that these statements will be used for monitoring; this could be fed back to parents with photos in newsletters.  <b>Q: Is it the intention that this will be on the website for parents to see and to provide real examples?</b>  A: Yes, it will be built over time.</p> <p>In summary, a bulleted version will be produced for parents, staff will have a full version of what it means.  <b>Governors approved the Vision and Values Statement.</b></p>	
<p>4.</p>	<p><b>HEADTEACHER SUMMARY - DATA</b></p>	
	<p><b>RRIS</b>  <b>Year 1 Phonics</b></p> <p><b>Q: Were the parents/carers of children who were not on track, aware of this prior to the phonics screening or would the phonics screening result be the first time they receive notification of their child not being on track?</b>  A: Parents were told at Parents' Evening and targeted practice sent home. Parents are engaging with the support. Parents had the opportunity to attend training sessions in the Autumn term, when they saw the children in lessons – "Phonics Live".</p> <p><b>Q: Can we have a recording of a Phonics lesson?</b>  A: DM suggested that there were some lessons from covid times on the website. VY suggested it would be useful to have a tab on the website. DM said that a Little Wandles page and Oxford Owls are already available on the website.</p> <p><b>Q: How have the weekly phonics practice sheets been received by parents? Is the completion of these being monitored by staff to measure impact?</b>  A: No negative comments made. Parents were positive at Parents' Evening. Monitoring of the impact is still to be done.</p> <p><b>Q: Where do you think the confidence reading nonsense words more proficiently than real words comes from?</b></p>	<p>EHT</p>

<p>A: Children like the alien naming. They were more confident in the early version of the sounds.</p> <p><b>AJS</b></p> <p><b>Q: How have the Year 6 children managed with the SATs?</b></p> <p>A: It has gone well. The children have been very robust and all tried their best. One child was not able to do the reading test as they were sick. MB said that there had been a wide range of support to allow access to the SATs. Governors briefly discussed the issue regarding the reading paper that had been raised in the press.</p> <p><b>Year 3</b></p> <p><b>Q: Is there any context that could explain why there's been a drop for SEN, non-PP &amp; non-EAL students?</b></p> <p>A: This needs further investigating to determine why these groups have not performed as well as they were expected. Pupil progress meetings are in place to determine how best to meet these pupils' needs.</p> <p><b>Q: Maths - Why are we seeing reduction in % achieving ARE?</b></p> <p>A: We always do at this point. However, the reduction this year is less than previously seen. It has reduced by 6% this year as opposed to 11% last year. This fluctuation is due to the test, we feel.</p> <p><b>Q: Reading - Why are we seeing a reduction in % achieving ARE?</b></p> <p>A: Although 76% coming in dropped to 67% in Autumn, this has now risen to 70%.</p> <p><b>Q: Writing – Is the entry data somehow artificially high?</b></p> <p>A: The data coming in looks sensible. The current data is not accurate. We have a new system which is very good at identifying areas of success and improvement but this information has not been used consistently accurately to ascertain summative judgements. Looking at the books, the progress is clear and, in many cases, outstanding.</p> <p>Governors were handed children's' books, where the progress was evident and sustained.</p> <p><b>Q: Are children aware of their progress?</b></p> <p>A: Yes, it is part of discussion and parents have been in to look at their books.</p> <p><b>Q: Is the workload manageable recording progress?</b></p> <p>A: Yes. Teachers can see the value and it is now in a digital form. It was suggested that Emma Adcock from VNET would be invited in for a review. What is needed is a legacy plan to maintain this progress beyond the TSIP.</p> <p><b>Q: How confident are you that Year 2 have the right building blocks for Year 3?</b></p> <p>A: There is less drop off and they do have the skills.</p> <p><b>Year 4</b></p> <p><b>Q: Maths - Why are we seeing reduction in % achieving ARE?</b></p> <p>A: This is a first, at this point in the year. MH has met with the year 4 team and it is not clear that there is any area that they have not performed better than the national average standardised score in, but this success is not matching that which was achieved in Autumn.</p>		
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**Q: When do we see the times tables test results? Are times tables being sufficiently focussed on lower down in the federation? Should achievement across the board be sacrificed for this test?**

A: The Year 4 team have hypothesised that their focus on x tables has possible monopolised the time for intervention. This will be kept under review. The Maths teams from across the federation are arranging to meet to ensure that the continuous journey of maths is a smooth and progressive one.

**Q: Reading - Looks good, particularly PP, what is making the difference in year 4 that we are not seeing in year 3?**

Action 2: MH to analyse what is working in Year 4 reading for PP children.

**Q: Writing - Data still looking very low, especially in light of the TSIP.**

A: The data coming in looks sensible. The current data is not accurate. We have a new system which is very good at identifying areas of success and improvement but this information has not been used consistently accurately to ascertain summative judgements. Looking at the books, the progress is clear and, in many cases, outstanding.

#### Year 5

**Q: Maths - You say that the groups have performed well but there is not much positive shift in % achieving ARE?**

A: 'well' should be changed to, 'have made expected progress'. We want them to perform better than expected and so will continue to work on how we can support the needs of each group. However, although the tests are not a solely perfect way of assessing pupils, it is good that we haven't seen any slippage in specific groups.

**Q: Reading - Why are we seeing a reduction in % achieving ARE?**

A: Slightly fluctuating cohort with leavers and joiners. Over time, the mean average of Reading data is 68%; this test the children achieved 66% which, given that is a snapshot, is not far away from the average.

**Q: Writing - again seems very low?**

A: The data coming in looks sensible. The current data is not accurate. We have a new system which is very good at identifying areas of success and improvement but this information has not been used consistently accurately to ascertain summative judgements. Looking at the books, the progress is clear and, in many cases, outstanding. Governors were invited to look at the books.

Q: Does NFER give a national average for Spring?

A: Yes but we do not know how 67% compares but we can look at the strands.

Action 3: MH to look at how the NFER / Question Level analysis results compare to other schools.

#### Year 6

**Q: Maths - As you say, good progress, especially for girls and PP. However 48% is below national average and I am struggling to see how there is such a reduction in % from them arriving at 77% ARE to now be at 48%. Is this Covid?**

A: Please remember the 48% is not the May result. There have been 2 months of teaching and intervention with many of the children not achieving EXS in March targeted to get this in the SATs.

It's a combination of factors. Covid is a factor, as it is for all schools. Another factor is the turbulence. Of the children who did not achieve EXS in March, 17 pupils started with us in Year 4, 5 or 6. Their Maths result alone in Spring was that only 12% met EXS. This is due to acute SEN and EAL needs for many.

**Q: There is still a very big difference between all and Pupil Premium.**

A: Only 6 out of the 17 late joiners met EXS at KS1 – the data is not comparable.

**Q: Reading - These figures are still below our ambitious targets!**

A: MH agreed and referred governors to his previous answer. Reading is going to be reviewed next year to ensure that those children who are struggling most have better provision. We also need to review whole class provision to ensure that we have a consistent and systematic approach.

**Q: Writing - Again writing seems to be low!**

A: Again, from starting points and factoring in the information shared above, the context is important. However, the vision for all children to meet EXS or above remains a priority.

**Q: How fit for purpose is NFER?**

A: It is fit for giving a snapshot but MH does not feel it is the right data to determine whether we say children are on track or not. This will be reviewed next year so that testing provides one part of the information teachers need to make such judgements; it must not determine them.

**Q: How do we know that the writing TSIP is having the impact that is needed?**

A: Please look at the books. MH said he would happily talk through how purpose has had an impact and how handwriting and presentation has improved.

**Q: How similar do you think the Year 6 data will be to the SATs that they have just sat?**

A: Not similar. (all approx. – intervention is focussing on this now)

Writing is likely to be more like mid 65% EXS+ with 9% GDS

Reading: targeting 75% EXS + with 28% GDS

Maths: 64% EXS+ with 9% GDS

The above should be looked at in the context of the information shared relating to the turbulence factor in pupil numbers.

**Q: Is the churn increasing?**

A: There was a flurry of movement before covid and a few applications have been made recently. AJS is not full, with a few places still available.

**Governors agreed that they were not seeing excellent outcomes and asked what needed to change to improve outcomes.**

A: Excellence may not necessarily be all children achieving expected e.g. SEND pupils. AJS needs to work on all three subjects to move forward together.

Governors wish to see a % rise year on year, as the journey is steadily completed. The fundamentals need to be firm from Key Stage 1. NP raised the example of writing in KS1, where more structured opportunities are needed.

Changes to future national testing systems mean that the focus should be on learning and how many children are where they should be, in terms of progress and attainment.

**Governor observations**

**The March 2018 Ofsted inspection of AJS highlighted below national progress in maths and the school implemented a Maths Rapid Improvement Plan. More recently the poor performance in writing has been the focus of Targeted Improvement Plans. I have expressed the concern that concentrating on one subject could be to the detriment of others. This looks to happening in maths.**

	<p><b>Is there any strategy that can ensure that good progress and attainment can be delivered across all subjects at the same time?</b></p> <p>A: This is key and it is essential to striking the right balance. SLT have discussed this and we are looking at reframing the model from one of 'spinning plates' to developing a 'well-oiled machine'. The SLT are focussing this term on ensuring that this is discussed and achieved by looking at a toolkit of school improvement areas to see where we can and should focus our efforts and here when should remove activities which are not benefitting pupils.</p> <p>Key Stage 2 SATs results will be published on 11<sup>th</sup> July.</p> <p><b>Action 4: SLS to add KS1 and KS2 results data to July meeting agenda.</b></p>		
5.	<b>FINANCE</b>		
	<p><b>a. Themed Audit – Payments to individuals and staff - the schools' response</b>  MG explained that there were 3 issues to consider: payment of appropriate tax / national insurance, inappropriate expenses claims and where VAT cannot be claimed back by the school. MB confirmed that all staff are paid through payroll.  There is an issue with expenditure for cookery, although these are for small amounts. MB suggested that the schools need to look at how things are planned. An additional purchase card can be complex to set up but would provide an audit trail. Whilst a budget could be allocated, this would not address the VAT claim back issue. A spend limit could be imposed for a minimal amount such as £10. The schools do not have petty cash.</p> <p><b>Action 5: MB to notify Sue Harrison that governors have discussed the Themed Audit.</b></p> <p><b>b. BCR and monitoring report</b>  This was for Month 13 Year End.  No questions raised.</p> <p><b>c. Analysis of balances</b>  MG explained that previously the Local Authority had restricted carry forward balances to 8% but this has now been lifted. Governors still need to be satisfied that any balances carried forward are for a good reason. Sports Premium and Pupil Premium are ringfenced.  The current surpluses are required to support Years 2 and 3 of the budgets.</p> <p>JT advised that the Sports Premium carry forward can happen until July and that from September, all funding must be spent in that academic year.  It can be used for residential trips, as the schools are able to evidence what difference it will make to the children.  <b>The analysis of balances was approved by MG and NP on 12<sup>th</sup> May 2023 and agreed by governors present.</b></p> <p><b>d. Cyber Security</b>  MB has completed Cyber Security training. The office teams are now trained; the schools receive a lot of phishing and scamming emails. The training will now be rolled out to the Senior Leadership Team. JC has arranged a Cyber Security audit against the DfE guidance. This will be conducted by JC Comm-Tech to see if improvements can be made. It was suggested that a website accessibility check also be conducted.</p>		MB
6.	<b>HEALTH AND SAFETY</b>		
	<p><b>Report from Health and Safety governor to include:</b></p> <ul style="list-style-type: none"> <li><b>Monitoring of staff absence – RRIS</b></li> </ul>		

	<p>RP said that her report had been uploaded to GHub. The focus of the monitoring was to assess what policies and procedures are in place, how the school monitors staff absence, arrangements for cover and trends.</p> <p>In summary: RP was confident that RRIS have tight control over their staff absence monitoring processes, all absence is followed up (with supportive meetings etc)- the School Support Manager plays a key role in helping to manage this process and there has been a significant reduction in staff absence since their appointment 4 years ago. Policies and procedures are in place and being followed. JC was thanked for her time and information.</p> <ul style="list-style-type: none"> <li>• <b>Risk Assessment</b> AJS Health and Safety Risk Assessment – this has been updated with no changes.</li> </ul> <p>Action 6: SLS to add AJS Risk Assessment to June meeting agenda.</p>		
<p>7.</p>	<p><b>GOVERNOR MONITORING / GOVERNANCE MATTERS</b></p>		
	<ul style="list-style-type: none"> <li>• <b>Website review</b> The websites have been reviewed.  <b>Q: Does it look like we are a federation?</b> A: Not yet but some aspects are developing. This position will be improved when the Vision and Values are uploaded. MB said that a parent had offered to look at the website. Governors agreed that school websites can appear child-like although aimed at adults; they can also be difficult to navigate. JW offered the help of his company to look at the website. Governors are happy with the current provider but any suggestions were welcomed.</li> <li>• <b>Co-Chair Vacancy</b> NP advised that she would be stepping down from the governing board at the end of the academic year. MG is willing to stand again as a Co-Chair and governors were asked to consider taking on the other Co-Chair role. MG is also willing to step down if a single Chair steps up.  Whilst the Co-Chair model is the current one, having a single Chair is also an option. This role would then be supported by a Vice Chair, both having specific responsibilities such as complaints and monitoring.  RP (Vice Chair) has also given notice that she will leave the governing board in December. A suitable candidate for a co-opted governor has been found and this appointment will be progressed to start in September.  It was noted that Farrah Rehman has resigned as a governor.  Succession planning is needed. MG advised that he would step down as Co-Chair in August 2024 and that his term of office ends in August 2025.  It was suggested that there should be the expectation that the position of Chair or Co-Chair should run for 2 years, although this would be subject to the requirement to vote on the Chairs annually.</li> </ul>		



	<ul style="list-style-type: none"> <li>• <b>Staff governor vacancy</b> MB to re-advertise at a suitable time across both schools and all staff. <b>Action 7: MB to advertise Staff governor vacancy at a future date.</b></li> <li>• <b>23 / 24 Meeting agenda dates</b> <b>Action 8: SLS to circulate draft date proposals</b></li> </ul>
<b>8.</b>	<b>POLICIES FOR APPROVAL</b>
	<ul style="list-style-type: none"> <li>• <b>EAL Policy</b> This policy works across the federation. An EAL Award is being sought. <b>Q: Does the policy reflect current practice?</b> A: Yes. <b>Governors agreed the policy.</b></li> </ul>
<b>9.</b>	<b>Minutes of the previous meeting</b>
	<p><b>Approval</b></p> <p>The minutes of the previous meeting held on 27<sup>th</sup> March 2023 were approved to be a true and accurate record.</p> <p><b>Action Point 9: NP to sign off minutes of 27/03/23 on GHub.</b></p> <p><b>Matters arising</b></p> <p>None</p> <p><b>Review of Actions</b></p> <p>Action 2: Vision and Values to be added to May agenda - Completed</p> <p>Action 5: SLS to add Positive Handling and Lettings Policy to March agenda. Lettings still to be presented. <b>Completed.</b> New Action point to be raised for Lettings Policy</p> <p><b>Action Point 10: SLS to add Lettings Policy to July meeting agenda.</b></p> <p>Action 6: MB to discuss provision with Set your Sights at AJS. <b>Completed.</b> A class base has been identified should they need to expand the provision although the waiting list is lower than previously. It was confirmed that they are part of the Safer Norfolk programme.</p> <p>Action Point 1: SLS to add Themed Audit Paying Individuals and staff– schools' responses – to May agenda. <b>Completed</b></p> <p>Action Point 2: JT to send a link for Safer Programme to JC. <b>Completed</b></p> <p>Action Point 3: MH to calculate attendance figure with PA taken out. Update at May meeting. <b>Completed.</b> Persistent Absence (PA) was 14.1% - national is 18.4%. Pupil premium = 92.4%, overall = 94.3%, national = 93.9%. It was noted that PA is higher than previously.</p> <p>Action Point 4: MB to contact Stuart Lee to see if an annual report is feasible. <b>Completed.</b> Liaison with SR to be arranged. This service will be free.</p> <p>Action Point 5: GDPR breaches to be added to Head teacher reports. Governance Professional to add this to annual agenda planner. <b>Completed.</b></p> <p>Action Point 6: MG to sign off minutes of 27/02/23 on GHub. <b>Completed.</b></p> <p>Action Point 7: SLS to provide hard copy for signature and secure storage at meeting on 15th May</p>

Commented [SLS1]:

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	<b>2023. Completed</b> Action Point 8: SLS to post suggestions for governor training, having reviewed current training records. To be posted on GHub. <b>Completed.</b>
<b>10.</b>	<b>GOVERNOR TRAINING</b>
	VNET Governor Forum meeting 23 <sup>rd</sup> May 2023 – DM, RP, MG due to attend. Marketing for Schools – MB Basic Leadership Training - MB How to us Pupil Premium effectively – RP SFVS – SR 1/4/23  <i>19:35 JC left the meeting</i>
<b>11.</b>	<b>Confidential Item</b> Confidential Minutes were produced for this item.
<b>12.</b>	<b>Date of next meeting – Monday 19<sup>th</sup> June 2023 to be held at 5:30pm, in person at RRIS</b>

Meeting finished at 19:48