



## Heigham Community Federation

### Full Governing Board Meeting

# MINUTES

Chair – Mike Grimble

27<sup>th</sup> November 2023 at 5.30 pm held at Recreation Road Infant School

GOVERNING BOARD MEMBERS					
Michael Bunting <b>(MB)</b> <i>Executive Headteacher</i>	HT	Present	Rachel Paley <b>(RP)</b>	Co-opted	Present
Jen Carlin <b>(JC)</b>	Associate Member	Present	Pam Reynell <b>(PR)</b> <b>Co-Chair of Governors</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
Laura Harris <b>(LH)</b>	Co-opted	Absent	Jo Thompson <b>(JT)</b> <b>Vice Chair</b>	LA Appointed	Absent
Mike Hooper <b>(MH)</b> <i>Head of AJS</i>	Associate Member	Present	Jamie Wallis <b>(JW)</b>	Parent	Absent
Denise Mattock <b>(DM)</b> <i>Head of RRIS</i>	Associate Member	Present	Victoria Younespour <b>(VY)</b>	Parent	Present
Judith Mayne <b>(JM)</b>	Co-opted	Present	Vacancy	Staff governor	
Vacancy	Co-opted		Vacancy	Co-opted	

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

**Blue – Challenge/question   Yellow – Approval   Red – Action Point**

**AJS – Avenue Junior School**

**RRIS – Recreation Road Infant School**

	<b>Action Points</b>
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Date	Item	Details	By Whom	When
25/09/23	7.1	Action 6: MB to place Ofsted for governors document in October GHub folder and clerk to add to agenda for October.	MB / SLS	27/11/23
16/10/23	4.3	ACTION 1: SR to update Ofsted for Governors document.	SR	27/11/23
27/11/23	6	Action 1: Agreement of PAN to be added to January FGB agenda.	SLS	15/01/24
	8	Action 2: AJS SEF to be added to January 2024 meeting agenda.	SLS	15/01/24
	10	Action 3: MB to finalise a date for Governors in School and to request Emma Adcock's input on a Book Look.	MB	

No.	Item
1.	<b>Welcome, Introductions and Apologies</b>
	<ul style="list-style-type: none"> <li>• MG was Chair of the meeting.</li> <li>• Apologies were received and accepted from Jo Thompson, Laura Harris and Jamie Wallis. Laura was absent too.</li> <li>• The meeting was quorate.</li> </ul>
2.	<b>Declarations of Business and Pecuniary Interests</b>
	<b>2.1 Declare business and pecuniary interests for items on this agenda.</b> None presented.
3.	<b>WRITTEN HEADTEACHER'S REPORT</b>
	<p><b>Q: "Good news stories" at RRIS- lunchtime activity – would it be possible for a governor to observe lunchtimes again to see how these changes have been embedded since the last monitoring visit?</b></p> <p>Thank you for your positive feedback.  We would love to have a governor in to RRIS to see lunchtimes and indeed any other times. Staff are keen to get to know governors and so would welcome any visits to the school.</p> <p><b>Q: "Latest Assessment Information/Analysis at AJS – target setting for summer year 5 attainment – this is the top level for all pupils, are there targets below this based on pupil characteristics (gender/SEN/PP etc)?"</b></p> <p>Targets are set for the whole school for Reading, Writing and Maths, which can be broken down. This is a new way of setting targets, as the original method came from the Norwich Writing project. MH has asked teachers to be aspirational in setting the targets.</p> <p>RP commented on Attendance data – AJS and RRIS - Not a question, but I would like to commend the very thorough explanations provided to accompany the data. I feel reassured that both schools take pupil attendance very seriously and that there is excellent follow-up with families and support offered. Whilst the AJS attendance seems low (noting however that it is above national average), the explanations provide evidence of the careful monitoring, the differences between year groups and follow up that the school has in place.</p>

**Q: Safeguarding – AJS and RRIS -I note again the significant number of “young carers on role” – if I remember correctly, in the last academic year, you described the work within school to help support these pupils, making them feel “less alone” and that others are in the same position– is this work now embedded into the regular schedule of assemblies etc? If so, can it be reported under “pupil wellbeing” or as appropriate for a future meeting please.**

DM: through provision of clubs and groups. I would be interested to discuss any thoughts or ideas on developing this if appropriate. Most of our young carers receive more personalised support in school through access to staff such as our Family Engagement Officer, Emotional Literacy Support Assistant and Play Therapists, rather than whole school events such as assemblies.

MH: We run meetings after school and supporting Young Carers is embedded in the school.

JM said she had just received training regarding Young Carers and asked if there were opportunities for them to catch up on homework at school.

MH said that the school did not set a great deal of formal homework but would welcome ideas from JM and would focus on supporting Year 6 in particular.

**Q: RRIS Yr1 trajectory data for reading/writing does not look good (is that correct? maybe similar point as Mike G's on GovHub below?) - what are staff doing to manage?**

The following actions have been agreed and actioned, as general good practice, for all year one pupils:

Tricky word bookmarks sent home to all families so parents know what these words are and can support their children with practising these.

Little Wandle plans state that review words should be read as flashcards without blending, but only a small number of pupils can do this, therefore phonics, lessons will be adapted to focus on blending review words to ensure all pupils are able to participate.

Phonic screen practise will be used for start of day activities to enable pupils to practice underlining digraphs in words, as pupils seem to recognise single sounds but not digraphs (such as ai, ea, oa).

Fine motor skills activity are being used for identified children prior to writing sessions.

Year group team are investigating pooling adults for phonic keep up for named children.

Classes are using buddying during whole class reading (pupils reading to each other) and prioritising volunteers and TA's for reading with named children.

Daily phonics catch up is in place for identified pupils.

Additionally, five high leverage pupils have been identified from each class for reading, writing (and maths). These pupils are close to expected and will be targeted for additional, in class, support to ensure that they reach expected standard.

**Q: RRIS safeguarding: 1 x allegation against staff member in RRIS - how this has been handled/outcome?**

Regarding the complaint against a member of staff, this has been logged with the LADO and advised as no further action. The parent has subsequently logged a subject action request, which has been completed. Data Protection Education advised that one requested document could not be shared. The parent has contested this and has requested that this decision is reviewed. Both the LADO and DPE have been consulted again and have given the same outcome. The next step is to meet with the parent to discuss how they feel the complaint can be resolved.

**Q: AJS bullying: 6 x cases in Yr 6 but none in other years - how is this exception being managed (also total for Federation = 7 which looks incorrect if there are 3 x cases in RRIS)?**

The incidents involve a very small group of children.

**Q: The green highlighted text: “Many children initially assessed as “Working Towards the Standard” had strong evidence for an “Expected Standard” in multiple areas of the assessment framework but missed it due to insufficient evidence against one or two criteria ” - what is the evidence?**

	<p>SEF - Last year, the Year 2 staff completed moderation grids for all pupils. To achieve expected pupils must show a secure fit, meeting all objectives within that standard. The grids evidenced that a number of pupils were missing only one or two objectives. Given another month in Year 2, they would have met them which showed a good level of catching up based on the education they missed due to the pandemic. I have asked the Year Group Lead to total the number of children that were only 1-2 objectives away from the expected standard.</p> <p><b>Q: Staffing What is the barrier to recruiting suitable support staff?</b> Recruitment - I have found that a number of applicants applying for Classroom Assistant posts have no school experience and are viewing a CA role as a good way of getting into working in education. In reality, these roles tend to be working with the most challenging children, and therefore need individuals with experience of working with this level of need. Despite the role being challenging it is low on the pay scale and thus may not be attractive to more suitably qualified individuals. There is also competition to appoint, as so many schools are in the same situation as need for additional support continues to increase.</p> <p>MG congratulated the Executive Head, Heads of Schools and JC on an excellent briefing document.</p>
4.	<p><b>FINANCE, PREMISES, HEALTH &amp; SAFETY, STAFFING MATTERS</b></p>
	<p><b>4.1 Budget Revision 2 - approval of updated budget / summary</b></p> <p>MG advised governors that these were financially challenging times. There were increases from pay rises and the cost-of-living wage due to increase again. It was not known if grant income would increase accordingly.</p> <p>Pupil numbers in AJS are nearly full and RRIS numbers are encouraging. The notes from the LA Finance Officer had been circulated via GHub.</p> <p><b>Q: In the Finance minutes, it says that some funding has not been received?</b> A: MG: There has been a slight change to how the LA pass on SEND money. The first attempt is to fund schools to do more work before any special provision is considered. More money, which contains Element 3 funding, is coming into schools but is slow to run through. Schools have to make a good case to the LA for funding. MB said that a meeting is planned with AJS prior to the January funding round. Knowledge about the bidding process will be shared across the schools.</p> <p><b>Q: Is the only way to generate more income by increasing pupil numbers?</b> A: Yes. VY said that the use of social media and a website revamp were ways to reach out to prospective families. What could be done regarding branding? MB said that further work will be done with Peapods and that there is good uptake from the catchment area. MB is working with Eric Clarke from the LA regarding admissions; there are only 93 children in catchment but the school is taking 104. New builds have only resulted in 5 new homes in recent times, as the area is highly built up already. JC advised that the website had been updated. VY suggested advertising more widely across social media and using parent voice to share good news. MH said that a helpful parent had looked at the AJS website in terms of accessibility.</p>

	<p>MB said that the LA were concerned about the birth rate, which would have an impact for a number of years. MB will continue to review pupil figures with the LA.</p> <p>MG said that the main issue is the deficit for both schools in Year 3, and would require greater input from government as this is affecting all schools.</p> <p><b>Governors approved Budget Revision 2.</b></p> <p><b>4.2 School monitoring / RAG reports</b> The RAG ratings for the schools had moved to a slightly worse category due to the budget deficits in Year 3.</p> <p><b>4.3 Schools Financial Value Standard (SFVS)</b> MG to draft SFVS and pass onto SR for comment. The report is due by 28<sup>th</sup> February 2024.</p> <p><b>4.4 H&amp;S Update / organising premises walk</b> Some aspects had been addressed in the Headteachers' Report. A Premises walk with MB, JM and RP is due to be conducted week commencing 4/12/2023. It was suggested that any suitable checklist could be used as long as it is as least as comprehensive as the LA version.</p> <p><b>4.5 Monitoring of PP / S&amp;PE Prem spending and impact</b> JT has arranged meetings to monitor PP and SP spend. It was noted that the documents need to be uploaded by 31/12/2023.</p> <p><b>4.6 Teacher Performance Management Summary Report</b> This information had been uploaded to GHub. <b>Q: The number of teachers recommended for pay progression varies: RRIS (7 from 18) and AJS (5 from 26) - any particular reason?</b> A: UPS teachers may be eligible but they need to apply to move up. MB deals with all the UPS applications, so they are consistent and moderated. MG said it was useful to see the scope of performance objectives set for staff.</p>
5.	<b>REPORTS</b>
	<p><b>5.1 Annual Children in Care / Previously in Care report</b> The report from Susanna Manrique had been uploaded to GHub. <b>Q: Do you have to apply for this funding, as with PP?</b> A: Some is given. Termly Personal Education Plan (PEP) meetings are held with parents and social workers etc. A plan is drawn up and funding requests are sent to the LA. Susanna Manrique also creates voluntary PEPs for Previously In Care pupils; this does not generate income but does recognise the child's circumstances. <b>Q: Do they fully fund the PEPs?</b> A: The Virtual School is the purse holder and most requests are met. <b>Q: Have the schools had any interaction with the recently formed LA Schools and Community Teams, which are supposed to work with inclusion and families and how does this team work?</b> A: MB is meeting on 29/11/2023 with the Norwich Lead.</p>

	<p><b>Q: What happens when the children are no longer in care, do they return to their parents?</b>  A: The situations differ and there are various arrangements. There are also Special Guardianship orders which are not funded or supported in the way fostering would be.</p> <p>JM commented that it was good to see the case study and the impact on a child in the documents presented.</p> <p><b>5.2 Federation SEND Information Report and Policy</b></p> <p>This document had been uploaded to GHub.</p> <p>It is a standard compliance document dictated by the DfE.</p> <p>Governors commented that is seemed to “sell” EHCPs but they are expensive and difficult to get.</p> <p>DM observed, that in her experience, EHCPs were carefully worded to keep funding costs down.</p> <p>MG said that it was important that the schools kept their commitment to inclusivity.</p>
6.	<p><b>PLANNED ADMISSION NUMBERS (PAN)</b></p>
	<p>The proposed PAN numbers for 2025/26 have to be submitted by 19/01/2024.</p> <p>There is a discussion as to whether to go to 90 or 105. 105 would result in a 3.5 entry.</p> <p>RRIS cannot take over 90 without having an additional teacher due to the Infant Class Size regulations.</p> <p>There are staffing implications for RRIS whichever option is taken with a future knock-on effect to AJS.</p> <p>A decision needs to be made at the January FGB meeting.</p> <p>The number of first choices for September 2024 are already known.</p> <p><b>Q: What is the benefit of going to 105?</b></p> <p>A: 105 would be a challenge for AJS, as it would give 3 classes of 35.</p> <p><b>Action 1: Agreement of PAN to be added to January FGB agenda.</b></p>
7.	<p><b>CHAIRS' REPORT</b></p>
	<p>MG reported that he had authorised the use of Capital Budget for AJS Trim Trail repairs and for RRIS classroom screens.</p> <p><b>Governors in agreement with the Capital Spend.</b></p>
8.	<p><b>HCF PERFORMANCE, SELF-EVALUATION AND IMPROVEMENT</b></p>
	<p><b>HCF Performance</b></p> <p><b>Q: The presentation of this data is excellent and really easy to understand. Thank you.</b></p> <p>Progress for disadvantaged children – what changes have you already made to the interventions for this group with the current cohort? How will you know it is working (ie before the summer assessment)?</p> <p>A: Last year was the last year that there was a progress measure; that does not exist this yar. Progress can only be tracked year-on-year at AJS. The cohort is different with different needs e.g refugee, EAL.</p> <p>We look at bespoke plans and support for individual children.</p>

	<p>MB said that the school was confident in the date sets and the next steps in writing. Maths will be rolled out next. Calculation Policy is due to be worked on by the end of the term.</p> <p><b>SEF</b></p> <p>RRIS SEF has been rewritten according to the VNET template and advice; this is being done in sections.</p> <p>MG commented that it is a very impressive document and the issues highlighted.</p> <p><b>Q: Governors questioned whether a “Good minus” was a grade (Q of E section).</b></p> <p>MB said that this was not a recognised grade but a guide for governors. The “Good” judgment is a best fit.</p> <p>Some areas are judged to be close to “Outstanding”, including Personal Development.</p> <p>The AJS SEF should be reviewed ready for January.</p> <p><b>Action 2: AJS SEF to be added to January 2024 meeting agenda.</b></p>
9.	<b>SAFEGUARDING</b>
	<p>MG and the clerk confirmed that all non-staff governors had completed the required safeguarding training, with a few different courses undertaken.</p>
10.	<b>GOVERNOR / STAKEHOLDER ENGAGEMENT</b>
	<p><b>10.1 Opportunities for Gov involvement</b></p> <p>Invitations to governors had been extended in the Headteacher Report.</p> <p>The idea of having a “Governors in School Day” was briefly discussed and the idea of getting VNET Emma Adcock into school on that day to lead a Book Look was agreed.</p> <p><b>Action 3: MB to finalise a date for Governors in School and to request Emma Adcock's input on a Book Look.</b></p> <p><b>10.2 Update on Communications Plan</b></p> <p>VY raised the issue of the different ways in which the two schools communicate with parents.</p> <p>AJS use DoJo and RRIS uses weekly newsletters. VY asked if it was possible to have more curriculum information from AJS.</p> <p>MH and DM agreed to look into how communication with parents works and if any improvements are possible.</p> <p>The Communications Plan is on GHub. The federation are using a company called Social Media for Schools which is not expensive.</p>
11.	<b>SCHOOL OF SANCTUARY UPDATE</b>
	<p>MG said that the document and work from Jake Rose Brown was excellent.</p> <p>It was noted that whilst this was an operational matter, it was central to the ethos and vision of the federation.</p> <p>MH said it had been a lot of work but it was what the school did, as it is values driven.</p> <p><b>Q: Do we have to renew the accreditation?</b></p> <p>A: Yes, at a minimal cost. The federation is a shining example; only 400 schools nationally have the</p>

	<p>accreditation, and the federation has two of the schools.</p> <p>Governors commented that it was good for marketing.</p> <p>MH stressed that this was not a political stance but that there has been some adverse press around the accreditation to bear in mind.</p> <p>Parent governors said that they valued the schools' approaches and ethos, which other governors supported.</p>
<b>12.</b>	<p><b>Recreation Road Sports Centre</b></p> <p><b>Recreation Road Sports Centre</b></p> <ul style="list-style-type: none"> <li>- <b>Update on fire practices held by school at RRSC (Action point)</b></li> </ul> <p>A practice had been held on 27<sup>th</sup> November 2023 by AJS. It was noted that the children were in bare feet and the muster point is some distance. MH suggested revisiting the muster point.</p> <p>RRIS is still to arrange a fire drill. JC advised that the requirement to hold a fire drill practice is annually.</p> <ul style="list-style-type: none"> <li>- <b>Updates from Management Committee meetings</b></li> </ul> <p>MB advised that JT is due to step down from representing HCF on the Sports Hall Management Committee; JM agreed to attend the meeting on the 29<sup>th</sup> of November with a view to joining the committee.</p>
<b>13.</b>	<p><b>POLICIES TO APPROVE / REVIEW</b></p> <ul style="list-style-type: none"> <li>• HCF Grievance Policy (Statutory)</li> <li>• HCF Grievance Procedure (Statutory)</li> <li>• HCF Finance Policy (Required by LA) <b>NOT PRESENTED.</b></li> <li>• HCF Managing Serial and Unreasonable Complaints Policy</li> </ul> <p><b>Q: Has the Grievance Policy ever been used?</b></p> <p>A: Yes, once in the last 3 years.</p> <p><b>Governors approved the policies as presented above, noting that the Finance Policy is still to be approved.</b></p>
<b>14.</b>	<p><b>POLICIES TO NOTE</b></p> <ul style="list-style-type: none"> <li>• HCF Privacy Notices</li> <li>• HCF F of I Policy / Publication Schemes</li> <li>• HCF Recruitment and Selection Policy</li> <li>• HCF Bullying and Harassment Policy</li> </ul> <p><b>Governors noted the policies as presented.</b></p>
<b>15.</b>	<p><b>MINUTES OF PREVIOUS MEETING, Matters arising and Actions</b></p> <ul style="list-style-type: none"> <li>• <b>To approve the minutes of the meeting from 16<sup>th</sup> October 2023</b></li> </ul> <p><b>The Minutes of the meeting held on 16<sup>th</sup> October 2023 were approved as a true and accurate record.</b></p>



• <b>Actions</b>				
25/09/23	2.1	Action1: Governors to make confirmation of Business and pecuniary interests on GHub by 16/10/23.	All govts	Completed
	3.10	Action 5: KCSiE 2023 to be signed off as read on GHub by 16/10/23.	All govts	Completed
	7.1	Action 6: MB to place Ofsted for governors document in October GHub folder and clerk to add to agenda for October.	MB / SLS	Outstanding.
	7.3	Action 8: TSIP update on November agenda.	SLS	Completed
16/10/23	4.3	ACTION 1: SR to update Ofsted for Governors document.	SR	Outstanding Add to January 24 agenda
	4.3	ACTION 2: MG to contact Helen Wardale for support in training governors for Ofsted questions. <i>MG advised that Helen Wardale would be available to brief the governors the night before the inspection.</i>	MG	Completed
	7.2	ACTION 3: All governors to read and complete the confirmation that they have read and understood KCSiE 2023 on GHub by Friday 27th October.	All govts	Completed
	8	ACTION 4: Verbal update on GDPR training at November meeting. Add to agenda	MB/SLS	Completed
	9.1	ACTION 5: SEF to be added to November agenda.	SLS	Completed
	9.2	ACTION 6; Any governor questions relating to the data should be uploaded to GHub ready for the next meeting.	All govts	Completed
	9.3	ACTION 7; TSIP to be added to November agenda	SLS	Completed
	10.5	ACTION 8: Heads of School to provide an update on fire drills carried out at the sports centre at November meeting.	DM/MH	Completed
	11.1	ACTION 9: MB and JW to report on Communications Plan at November meeting.	MB/JW	Completed
	17.3	ACTION 10: MG to source a Skills Audit.	MG	Completed

	<p><i>MG to circulate the Skills Audit and collate the results.</i></p> <ul style="list-style-type: none"> <li>• <b>Matters arising</b> <ul style="list-style-type: none"> <li>- <b>Verbal update on GDPR training</b> SR had looked around the school with Stuart Lee.</li> </ul> </li> </ul>
16.	<p><b>Governor monitoring, development and training</b></p> <p><b>16.1 Receive Governor monitoring reports.</b> PR had spent time in both schools on 27<sup>th</sup> November. She had met with Susanna Manrique to discuss safeguarding and had understood how the federation is working together, especially the Family Engagement staff.</p> <p><b>16.2 Flag monitoring to be completed before next meeting.</b> JT – Pupil Premium and Sports Premium VY – SEND report</p> <p><b>16.3 Notification of training planned or undertaken.</b> JM – Health and Safety 20/22/23 JM – Young Carers and the role of the governors 27/22/23 DM – Prevent training. JC – Finance Refresher</p> <p>Thanks were given to RP for all her work and contributions to the governing board, as this was her last meeting.</p> <p>The staff were wished a very happy Christmas.</p>
17.	<p><b>CONFIDENTIAL ITEM</b> Confidential minutes were produced for this item.</p>
18.	<p><b>Date of next meeting –</b> <b>Monday 15<sup>TH</sup> January 2024 at 5.30pm at AJS</b></p>

Meeting finished at 19:25 after the confidential item.

Items for next agenda: