

**Hove Learning Federation Full Governing Body Meeting
Tuesday 10th October 2023, 6pm
In Person – Holland Road**

MINUTES

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| GOVERNORS | <p>Lisa Marshall (LM) - Co-Chair, Louise Wilkinson (LW) - Co-Chair Maddie Southern (MS) - Headteacher Marcel Amour (MA) – Co-opted Governor Barbara Bush (BB) – Co-opted Governor Jo Corbett (JC) – Co-opted Governor Lorna Cummings (LC) - Head of School HR, Staff Governor Emer Gardener (EG) – Co-opted Governor Nick Jefferson (NJ)– Co-opted Governor David Karp (DK) – Co-opted Governor Ella Livingstone Greer (EL) - Co-opted Governor Ben Massey (BM) – Head of School SR, Co-opted Governor Anne-Marie Williamson (AW) – Parent Governor</p> |
| OTHER PARTICIPANTS | <p>Abby Hedger-Jones (AHJ) – Associate Member Sam Ledger (SL) – Associate Member Niamh O’Shea (NOS) - Associate Member Rachel Jeffers (Observer)</p> |
| CLERK | Chelle McCann |
| APOLOGIES | |

| # | MINUTES |
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| 1. | <p>Introduction</p> <ul style="list-style-type: none"> Welcome – the meeting opened at 18:02pm Apologies – none noted Notification of Any Urgent Business – none noted Declarations of Interest Completed for 2023-24 – BB/MA/EG |
| 2. | <p>Minutes of Last Meeting</p> <ul style="list-style-type: none"> The minutes of the previous minutes – 11.7.23 – were approved as an accurate reflection of the meeting. EFGB Minutes for Approval – 19.9.23 (add apologies from AMW). The minutes were approved. Matters Arising from the Minutes – none noted Actions – please see GVO for actions allocated to you. All actions from the meeting held on 11.7.23 were completed. |
| 3. | <p>Chair & Vice Chair Elections</p> <ul style="list-style-type: none"> The Governing Board approved NJ as Chair of Governors for the next academic year (2023-24) The Governing Board approved LW/LM as Co Vice Chairs of Governors for the next academic year (2023-24) Governors thanked LW/LM/JC for their continued support to the GB |
| 4. | <p>Governance</p> <ul style="list-style-type: none"> FGB Terms of Reference – these were approved Strategic Priorities – this will be a standing item and reviewed during committees |

| # | MINUTES |
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| | <ul style="list-style-type: none"> • Confirmation of KCSIE to complete by 1st November 2023 – All governors shared that they had received the summary of KCSIE via email. Action: JC/MA to complete reading • Safeguarding Training to be completed by 12th December 2023 – LM/LM/EG • Lead Safeguarding Governor – LM completed training 21.9.23 • Governor Training Log – FI only |
| 5. | <p>Headteachers Update – please submit questions to the GVO in advance 5.1 WHIS Report</p> <p>GVO Questions:</p> <p><i>Is there any feedback available from class teachers exploring the reasons why significantly more boys than girls are being assessed as Greater Depth attainers in maths in KS1? We are aware and this is something we will continue to discuss in year group meetings and with the maths team. We will continue to review how we support our children to achieve greater depth - and how best to use our adults throughout the day.</i></p> <p><i>p. 43: I am very interested in this aim.</i></p> <p><i>‘Use staff and pupil voice to determine and define the driving concepts that run through our curriculum offer and where the links within each concept are found across the curriculum’.</i></p> <p><i>I wonder if you could say a little bit more about it? Following the work, we have done to unite our infant and junior curriculums into a thorough federated vision, we have spent time this term re-working our curriculum policy. Within this we have determined the following curriculum drivers:</i></p> <p style="text-align: center;">Love of learning</p> <p style="text-align: center;">Equality and inclusion</p> <p style="text-align: center;">Aiming high</p> <p style="text-align: center;">Respect and well-being</p> <p style="text-align: center;">Nurture and citizenship</p> <p><i>which we feel articulate the aims of our curriculum design and represent important concepts we have at the heart of our teaching and learning. These have been determined through conversations we have had with subject leads, when monitoring and developing individual subjects, and working on our personal development route map. The next step for us we be sharing our new policy with staff and children in order to get feedback on their interpretation of these drivers and the links they see across subjects and through cultural capital opportunities. In our ongoing work with subject teams, we then hope to be able to have a clear representation of how each driver is promoted in each subject.</i></p> <p><i>Cross-federation monitoring occurred for the first time in 2022/23, and different approaches were tried out (deep dives, shallow splashes, etc.). Were there any opportunities to gather staff voice about the subject monitoring process and format? Staff Voice was used was timetabled into all deep dives to support the</i></p> |

| # | MINUTES |
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| | <p>shared discussion of the subject across the federation and enable subject leads to identify concerns, identify areas for CPD and share good practice.</p> <p><i>It was interesting to see that Disadvantaged pupils' attainment is at below national level in Y1. How does the school hope to reduce this number? Does the government fund any tutoring that might help these pupils?</i> We switched to a new phonics scheme called 'Little Wandle' part way through last year. This meant that the children in Y1 (who sit the Y1 phonics screener) missed out on Little Wandle learning in Reception and the start of Y1. To ensure these children, who are now in Y2, continue to get the phonics support they need, Y2 are teaching a 5-week block of Little Wandle phonics review lessons for Autumn 1. We have also set up the targeted Little Wandle interventions which are up and running.</p> <p>All YR and Y1 teachers and staff have had the full Little Wandle training and are confident teaching and assessing. Their support and intervention groups are also running.</p> <p><i>It was impressive to read that the school is above national average for phonics, no doubt down to dedicated teachers and motivated learners. Well done!</i></p> <p><i>What is 'flooding the room' it would be helpful to have a brief explanation.</i> It's when lots of adults (e.g. SLT members, volunteers, teaching staff) go into the same classroom all at once to read with the children.</p> <p><i>Can you explain what Edukey is and how does it support focus on Vulnerable /lower 20%?</i> Edukey is an online tool that the infants and juniors use. We use it for creating flexible education learning plans for the children who benefit them and for whole school provision mapping. It allows us to set SMART targets, review plans, create reports, develop pupil passports and track any outcomes. It helps with transition from class to class & year group to year group.</p> <p>Teachers share the plans with parents/carers once they have they have been created and again at the review stage.</p> <p>Edukey is a piece of software designed to create individual education plans for children on the SEND register or who we are monitoring. These children tend to be the lowest 20% but not always. It also creates a 'provision map' of all interventions allowing us to assess the progress of every single intervention, from reading to emotional awareness. This helps us ensure each child's provision meets their needs and is helping them to make progress. If a child does not make the expected progress in their core subjects, we can see what other interventions they are accessing and what their holistic profile of success. It can help highlight when further investigation of needs or if different support is needed.</p> <p><i>In July 2023 EYFS achieved the best results in ten years with overall 75.6% of pupils making GLD and 55.6% disadvantaged pupils achieving GLD. Congratulations this is an excellent result and a thank you to all EYFS staff. What do you think are main reasons for this excellent result?</i> The introduction of Little Wandle and one specific scheme with complete fidelity in EYFS has</p> |

| # | MINUTES |
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| | <p>contributed to the results, as well as the approach of 'flooding the room' with adult readers.</p> <p>In this approach two times a week adult flood the room at the same time and teach all groups so the teaching environment is quiet, focused on reading ONLY. Additional training for all staff has been provided and increased monitoring of phonics and early reading.</p> <p>Previously reading groups in EYFS would have been carried out a teacher while the other pupils played and took part in EYFS activities. This could have made it harder for the teacher to keep the group focused whilst teaching the reading group.</p> <p style="text-align: center;">5.2 HJS Report</p> <p>GVO Questions:</p> <p><i>The progress in Reading is so impressive. How is this celebrated in the school? In staff meetings, with the reading team and in whole school Insets.</i></p> <p><i>pages 15-16: There's a big jump in GDS Reading attainment in Y6 (to 46%) compared to the other year groups. Is this because Reading attainment actually makes this sudden jump in that year? Or is it possible that teachers are under-assessing GDS attainment in Reading in the lower year groups (i.e. which then shows up in Y6 with a standardised test)?</i></p> <p><i>Is there any external moderation of teacher assessments in Reading in Years 3, 4 and 5 (especially at 'working above ARE' level?)</i></p> <p>All year groups complete reading assessments each term. However, the reading assessments undertaken in the year 6 academic year are previous validated test data. It does enable Year 6 teachers to complete more thorough and benchmarked data analysis, especially for greater depth.</p> <p>The reading team will then work with pupils who were GDS at KS1 or have the ability to reach greater depth and can focus in on key areas of inference to accelerate progress.</p> <p>The reading team provide benchmarking assessment for teachers who are not sure where to place a child performing below age related expectations.</p> <p><i>Has there been any evaluation done of GDS attainment data in Writing in KS2? How does this compare to national?</i></p> <p>Writing attainment was at 84.5% with national at 71%.</p> <p>Writing Greater Depth (GDS) was 16% and national was 13%. Our overall progress was 1.5+ and national was 0.0. Therefore, our attainment was above national by 13.5% and progress was significantly above national.</p> |

| # | MINUTES |
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| | <p>Brighton and Hove LA provide regular writing assessment and moderation workshops which the school attends. The school also has 2 trained writing moderators who support Year 6 teachers and other staff in writing assessment.</p> <p><i>p. 103: What was the reason for the 1 internal exclusion? Behaviour Incident - bullying</i></p> <p><i>Congratulations on the impact Maths Learning Partners has made on pupils - particularly transformational and raising confidence in lower attainment learners and how it has built confidence in girls. Are such strategies also used in other subjects?</i> Girls attainment, particularly, those achieving Greater Depth was a target particular to the Maths team. Research into girl's attainment in maths suggests that boys prefer more 'right or wrong' type maths (e.g. arithmetic) whereas girls tend to prefer reasoning, convincing, or hypothesizing. Every maths lesson at Hove Learning Federation involves deep mathematical thinking and reasoning. We decided to use maths challenge partners to provide a safe space for our girls to have those conversations, make mistakes, and try out ideas without the fear of getting it 'wrong'. Pupil build trusting relationships over the term that they spend next to their partner. In other lessons, talk partners are used effectively and are carefully chosen each week.</p> <p><i>Can you briefly describe the method of using talk tokens as one of the next steps?</i> Talk tokens are being trialled as a way ensuring talk time between partners is balanced. They provide a visual representation for pupils of who has dominated the conversation and encourage pupils to reflect on how much time they are talking. When a pupil talks, they 'spend' a coloured physical token which they have in front of them. It can prompt the more active partner to ask questions and involve the less active partner in the task. This is particularly useful with younger pupils who may not notice that partner talk is dominated by one party.</p> <p style="text-align: center;">5.3 SDP – WHIS</p> <p>GVO Questions: <i>Do you have any thoughts about the gender gaps in KS1 attainment data? I spotted that they are not RAG rated:</i></p> <p style="padding-left: 40px;"><i>5.4 girls vs. boys achieving expected standard in writing</i> <i>5.5 girls vs. boys achieving greater depth in maths</i></p> <p>Both boys and girls achieved much higher than their national for EXS writing. Girls are 10% above national and boys 8% above. There is still a gap there and it is something that we will continue to monitor with our new year groups. This will be discussed during planning, year group and PPM meetings.</p> <p>We have also reviewed and edited the way we teach writing, phonics and spelling in KS1 to support our children to reach their potential.</p> |

| # | MINUTES |
|---|---|
| | <p><i>p. 12: 'Leaders take on or construct a curriculum that is ambitious and designed to give all learners... the knowledge and cultural capital they need to succeed in life'.</i></p> <p>5.6 When is the last time the KS1 topic concepts e.g. 'Wild and Wonderful', 'Castles and Caves', etc., were audited - to ensure they are still suitable and working optimally to meet this objective: <i>'deigned to give all learners the knowledge and cultural capital they need to succeed in life'?</i></p> <p>5.7 Are any actions being taken in the current year to review the KS1 topics to ensure they align well with this objective?</p> <p>The names of the topics have stayed the same but the content, sequence and delivery is always reviewed and edited at year group, phase leader and curriculum lead level. This is during year group meetings, planning meetings and during monitoring (Deep Dive, Shallow Splash and subject meetings). This year, we have made changes, or are in the process of making changes, to our PSHE, Saplings at HR, PE, science, maths, history, geography, spelling, phonics and writing. We are also reviewing the experiences we can offer our children starting with Reception. Our decision this year was to keep the names and themes of the topics the same, make edits and then to evaluate the impact of the changes.</p> <p>Focus on supporting parents in helping their children with phonics at home including regular workshops demonstrating how you deliver phonics, providing parents and carers with resources for them to use at home with their children and model how to use them effectively. Explanatory information is provided to parents/cares and is available on the website.</p> <p><i>How have parents generally received the new phonics approach?</i></p> <p>After some initial concerns from parents who were used to the previous method of taking physical books home from a classroom book-box, the feedback has been largely positive. Parents have mentioned how confident children are using phonics terminology and have been enthusiastic about the 'sharing book' being sent home, as well as having access the to fully decodable books online, which has encouraged reading for pleasure at home. Workshops for P/C have continued and the school reviews the content of the workshops each year.</p> <p>5.8 SDP – HJS</p> <p><i>I couldn't find the same level of data breakdown for HJS as there is in WHIS SEF. For example, p. 11 of the WHIS document breaks down R/W/M attainment by DA, EAL and gender. But I couldn't see this same level of detail for HJS. I know that the data exists in other FGB papers. But I was wondering if this is something that would usually be good to include in the SEF itself? No, it isn't advisable to do this - SEF's should actually be streamlined and we are planning to reduce the information provided, as advised by our School Advisor. Whole School Data Analysis is where you would find this information.</i></p> <p>Leaders need to ensure teachers are confident in assessing SEND pupils and are making accurate judgements in reading moderation, including for those children</p> |

| # | MINUTES |
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| | <p>working significantly below programmes of study. What steps have you introduced to support teachers with accuracy of assessment?</p> <p>If a child is working significantly below the program of study the teacher would use the government program for Pre-key stage assessments. These are statement descriptions that teachers use to level the child from standard 1-6. At Pre-KS1 the teachers use EYFS assessment judgments. There is generally only a handful of children who are working this far below the curriculum program and would typically have a number of outside agency assessments in addition to teacher assessments.</p> <p>Sometimes a child would be below the program of study for just one core subject, for example in reading with needs such as 'specific literacy difficulties. In this case a nuanced approach would be needed. Often, triangulation of information from fluency and accuracy assessments, alongside reading book levels in addition to comprehension questions would give a more accurate understanding. These types of conversations would take place with progress meetings or SEND cover time.</p> <ul style="list-style-type: none"> • Summer data – EYFS • Summer data – KS1 • School Info Pack <p>MS talked governors through the reports submitted to the GVO. Governors thanked MS for her extensive report.</p> |
| 6. | <p>Governor Monitoring for Autumn Term</p> <ul style="list-style-type: none"> • Monitoring visits opportunities will be circulated via email |
| 7. | <p>School Partnership Advisor Visits</p> <ul style="list-style-type: none"> • This will be submitted for questioning for the FGB on 12.12.23 • MS talked governors through the KYSW report and what is being reviewed by SLT • There has been a review of the SEF • The Key Priorities are being reviewed towards the expectation and articulation of an outstanding school • The data progress is at an exceptional level • The IDSR has not yet been received by the schools • LW/LM met with SC (SPA) on the day of the visit and felt that it was a positive and encouraging visit • Governors expressed thanks to all the staff for their work to ensure the schools are successful. <p>Governor Questions:</p> <p><i>When is the next Ofsted? WHIS is expected by January 2025. HJS January 2020</i></p> <p><i>Is the IDSR shared with governors? Yes, this will be circulated when it is available.</i></p> <p>There is an Ofsted Preparation Document for Governors. Governor's will need to understand the SEF Action: CMc to circulate.</p> |
| 8. | <p>Policies</p> |

| # | MINUTES |
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| | <ul style="list-style-type: none"> • Child Protection Policy – this was approved • SEND Policy – deferred to 12.12.23 FGB • Admissions – deferred to 12.12.23 FGB |
| 9. | <p>Staff Consultation – this item was confidential and staff governors were asked to leave the meeting for this item.</p> |
| 10. | <p>Future Options/Strategic direction – confidential item</p> <p>Recap of current position with LA</p> <p>May 2023</p> <p>MS, LM and LW met with LA. Notes sent to all. They asked us to consider closure of HR site in 2023/24 and asked us to provide financial modelling to reduce the deficit with this timeline of closure. We confirmed what information we would need to fully consider this as a governing board (how they would support families, the schools, financial modelling etc.). This was in preparation for a planned LA paper in September 2023.</p> <p>September 2023</p> <p>This academic year we met on 22.09.23 with Jo Lyons and Deb Austin and they proposed a new timeline of 2029. This made the previous financial modelling redundant. In this meeting the school asked for:</p> <ul style="list-style-type: none"> • Success criteria for planned proposals of all school closures • A timeline for any proposed closure of Holland Road site • Clear information on the HR and public relations support that would be available to us from the LA <p>October 2023</p> <p>On 02.10.23 a follow up meeting was arranged with Richard Barker and the LA finance lead to progress this. He advised that he did not think the Holland Road site would be named in the LA PAN paper for November 2023, as 2029 was several years ahead. This contradicted the previous meeting with the LA. The extended timeline of a 2029 closure was to show the respect for the school for all the hard work that that been completed with the co-location.</p> <p>MS asked for this to be put into writing as it contradicted the two previous meetings with Jo Lyons and Deb Austin. No finance paper was shared or pupil place modelling within the meeting. The school was advised that it could write an exceptional circumstances letter to the LA to support with redundancy costs for an October consultation launch to mitigate the deficit budget.</p> <p>On 03.10.23 communication followed from the LA from Richard Barker to say that 2029 was indeed the date they wanted us to consider and that the Holland Road site would be named in the November paper as a school closure.</p> <p>We responded to complain about the change in direction, poor communication between teams, and that inclusion in the paper in November 2023 would mean we had no control over closure and would have no plans in place to logistically manage this communication to our school community. MS spoke with RB on 04.10.23 in a phone call to follow this up. MS told RB that the</p> |

| # | MINUTES |
|---|---|
| | <p>governing body did not feel this process was managed strategically by the LA and the miscommunication was affecting wellbeing of staff.</p> <p>05.10.23 A further U-turn followed on Friday where the LA confirmed we would not be included in the paper in November. MS has also been contacted by Clr Lucy Helliwell who is co-chairing the role with Jacob to confirm this.</p> <p>10.10.23 MS has had a telephone conversation with Lucy Halliwell who shared the decision to close Holland Road has been paused and have now asked for a temporary variation on Pan from September 2024.</p> <p>All B&H Heads and Chairs meeting with LA Oct 18th to discuss primary places across the city ahead of the paper coming out.</p> <p>Update on AAT:</p> <ul style="list-style-type: none"> • AAT board has agreed that they would like us to join the trust. • They made their decision on the basis of the research and due diligence that has been done by their CEO and central team. • They want to convey that they think there is a strong fit of culture, values and ethos. • The board provided some rigorous challenge over finances but believe it is manageable and worthwhile. • They await our decision on 10.10.23. <p>Important to remember that while this is an important step which makes public our intentions and reveals that we have been seriously considering this, our final decision would come in after the consultation is complete and all contributions to it have been considered.</p> <p>During the consultation period we would like to continue our research into AAT. This will need to be completed prior to a consultation launch. Research needed includes:</p> <ul style="list-style-type: none"> • Finance - JC • Curriculum - DK • Equality, Diversity & Inclusion - AMW <p>All governors are welcome to visit AAT schools and have invited us to their governance conference in November to meet other governors.</p> <p>If governors proceed with AAT, first steps would be to begin working on the communication plan and consultation paper.</p> <ul style="list-style-type: none"> • We would like to consider a soft start pre-consultation period with staff starting week beginning 20.10.23 • Timings to be agreed but we anticipate following the timeline described in the last meeting, with a view to academising in April 2024. • MS, Chair and Vice Chairs would meet with LA with ATT to discuss their intention to academies prior to a public consultation. |

| # | MINUTES |
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| | <ul style="list-style-type: none"> • The staffing consultation would start ahead of the soft start and straight after half term on 31.10.23. • A final decision will be needed in January 2024 to convert to academy status in April 2024 • The LA have now made their position on academisation clear (sharing a letter sent to another school) while they are having PAN discussions with other schools <p>Governor Questions:</p> <p>Governor reflected on the lack of understanding from the LA, there is no confidence that the LA are thinking of the best interests of the schools and its community.</p> <p>The continuing back and forth from the LA are having an impact on staff and governor well-being.</p> <p><i>Have we had the most recent discussion (10.10.23) in writing?</i> Not as yet. MS is keeping a log of the conversations that have been had.</p> <p><i>Is there any intention of keeping this log to share with the wider community?</i> This could be if it is felt it is right and appropriate. However, this is the evidence of communications between the LA and the schools.</p> <p><i>Would the discussions around curriculum, finance and equalities delay a consultation and complete these meetings?</i></p> <p><i>What is the governance structure?</i> They have a local academy board who meet and report back to the Trust. The schools are representative of their local area. Policies and Finances are completed at a Trust level. They would like to offer a place on the Trustee board to 1 of our governors. This is also a chance to spread good practice to the academy.</p> <p>Governors reflected on the stability for the schools, staff workload and well-being as part of these decisions.</p> <p>Governors reflected on the challenges that schools are facing and that there are opportunities to contribute to the quality of education locally i.e. in the Hove Partnership.</p> <p>Governors discussed the curriculum and sharing of skills/resources across the trust, as well as how this would work.</p> <p><i>Governors asked about consultations and cross-over of consultation, can they cross over?</i> Yes, they can be run over the same time. Governors discussed the careful management of the AAT consultation and risks to confidentiality. The DfE and the trust will support communications around the consultations.</p> <p>Resolution: The governing board intends to consult on converting to academy status and joining Aurora Academy Trust.</p> <p>Vote: The governing board unanimously agreed the resolution – with a condition that additional meetings with AAT around finance, curriculum and EDI were satisfactory. The</p> |

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| | <p>board will convene an EFGB meeting next week to decide whether these issues were satisfactorily addressed by AAT.</p> <p>Action: EFGB to be held next week to confirm that additional meetings with AAT around finance, curriculum and EDI were satisfactory.</p> |
| 11. | <p>AOB</p> <ul style="list-style-type: none"> • Next Meeting – 12th December 2023. 6pm Portland Road • Terms of reference – Future of our schools working party – this was approved • The meeting ended: 20:18pm |