

**Hove Learning Federation Full Governing Body Meeting  
7.5.24 6pm, Holland Road  
MINUTES**

<b>GOVERNORS</b>	Anne-Marie Williamson, Ben Massey, Jo Corbett, Lorna Cummings, Louise Wilkinson, Nick Jefferson, Barbara Bush, Marcel Amour, David Karp
<b>OTHER PARTICIPANTS</b>	Abby Hedger-Jones (Associate Member), Niamh O’Shea (Associate Member), Sam Ledger (Associate Member), Rachel Jeffers
<b>CLERK</b>	Chelle McCann
<b>APOLOGIES</b>	Maddie Southern, Lisa Marshall, Emer Gardner, Ella Livingstone, Abby Hedger -Jones

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1.	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Welcome – the meeting opened at 18:07pm</li> <li>Apologies were noted and accepted from MS/LM/EM/EL/AHJ</li> <li>Notification of Any Urgent Business – none noted</li> <li>Declarations of Interest – no new declarations noted</li> </ul>								
2.	<p><b>Minutes of Last Meeting</b></p> <p>2.1 Approval – The minutes of 19.3.24 were approved.</p> <p>2.2 Matters Arising – none noted</p> <p>2.3 Actions – actions have been allocated on GVO. Governors were reminded to review their actions and confirm if closed.</p> <ul style="list-style-type: none"> <li>DK updated that there will be a governor’s afternoon to visit the student councils. There will be a set of questions made available to governors.</li> <li>Governors will be invited to attend: <ul style="list-style-type: none"> <li>21<sup>st</sup> May Portland Road</li> <li>25<sup>th</sup> June Holland Road</li> <li>TBC School Road</li> </ul> </li> </ul>								
3.	<p><b>Finance Update</b></p> <p><b>3.1 Draft Budget 2024-2025 – for approval</b></p> <p><b>WHIS</b></p> <ul style="list-style-type: none"> <li>SS has submitted a draft budget plan to the LA for review in February.</li> <li>As of 7.5.24 both budget plans have been further reviewed and there is no opportunity for additional changes or reduction available.</li> <li>WHIS has a deficit of - £667,608 with an in-year deficit of £143,964</li> <li>There have been staffing changes and some additional income that have reduced the deficit.</li> <li>LL/SS are confident that this is a realistic budget.</li> </ul> <p><b>WHI</b></p> <p><b>Final 3-year draft budget plan 7.5.24</b></p> <table border="1"> <thead> <tr> <th>Deficit/surplus</th> <th>2024-25</th> <th>2025-26</th> <th>2026-27</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Deficit/surplus	2024-25	2025-26	2026-27				
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	<b>In-year</b>	<b>-£143,964</b>	<b>-£155,655</b>	<b>-£122,881</b>
	<b>Cumulative</b>	-£667,608	-£823,263	-£946,144
	<b>Staffing costs %</b>	108%	117%	123%
3-year draft budget plan submitted to Schools Finance 28.2.24				
	<b>Deficit/surplus</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
	<b>In-year</b>	-£439,401	-£426,563	-£480,280
	<b>Cumulative</b>	-£974,412	-£1,400,975	-£1,881,255
	<b>Staffing costs %</b>	126%	164%	226%
<b>Governors approved the budget plans and agreed to apply for a license deficit.</b>				
HJS				
<ul style="list-style-type: none"> <li>• SS has submitted a draft budget plan to the LA for review in February.</li> <li>• As of 7.5.24 both budget plans have been further reviewed and there is no opportunity for additional changes or reduction available.</li> <li>• HJS has a deficit of - £137,638 with an in-year deficit of £193</li> <li>• Staffing is running at 87%</li> </ul>				
<b>Final 3-year draft budget plan 7.5.24</b>				
	<b>Deficit/surplus</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
	<b>In-year</b>	<b>-£70,438</b>	<b>+£10,620</b>	<b>-£102,980</b>
	<b>Cumulative</b>	-£137,638	-£127,018	-£229,998
	<b>Staffing costs %</b>	87%	87%	89%*
3-year draft budget plan submitted to Schools Finance 28.2.24				
	<b>Deficit/surplus</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
	<b>In-year</b>	-£193,756	-£51,994	-£244,245
	<b>Cumulative</b>	-£293,629	-£345,623	-£589,868
	<b>Staffing costs %</b>	90%	92%	99%
<i>(*includes reduction of a class teacher as pupil numbers projected to dip in 2026/27)</i>				
<b>Governors approved the budget plans and agreed to apply for a license deficit.</b>				
Minutes from Finance Committee were accepted as submitted to the papers.				
Combined in-year savings since original draft budget plans in February				
		<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
	<b>WHI</b>	£295,437	£270,908	£357,399
	<b>HJS</b>	£123,318	£62,614	£141,265
	<b>TOTAL IN-YEAR SAVING</b>	<b>£418,755</b>	<b>£333,522</b>	<b>£498,664</b>

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	<p><b>Governor Questions:</b></p> <p><i>What should the staffing cost percentage should be?</i> The model is 85%</p> <p><i>Why are staffing costs % high?</i> This is down to pupil numbers, pay awards etc. This costing is included in the budget but is a projected cost rather than final numbers.</p> <p><i>Are other schools in the same financial position?</i> 2/3 of schools are submitting deficit budgets but it is difficult to benchmark our school against others as we are a 3 site schools. This duplicates costs across sites.</p> <p>There are 6 reception classes that need 2 adults in each class. Pupils are coming in with specific needs without EHCP so the cost for the school is not always in place until the Junior schools. There are also children on roll that have a named alternative provision where the school are ensuring they are accessing education without the additional funding.</p> <p>LC shared that the LA were looking at combined figures for both schools which does balance the deficit out slightly. The LA are still expecting a budget plan and reduction of deficit over a 3-year period. However, there is are many areas that are challenging and SS will provide a narrative and a recovery plan over the 3-year period. They also want to see governor minutes are discussing the financial issues.</p> <p><i>Why is lettings income due to go down?</i> This will be down to no lettings from Pioneer but there will be income from having after school club income.</p> <p><i>How do we know we are making the most of our letting's income?</i> We have benchmarked across other schools a few years ago but we can review this benchmarking exercise. SS does look at other schools when reviewing lettings costs. We are looking at other letting's avenue possibilities.</p> <p><i>Do we use the children's centre?</i> This is rented by the community and we do use this for interventions during the school day. There is an agreement in place and they pay a minimal amount for ground rent but it does belong to the children's centre not the school.</p> <p><i>Is the contract with us or the LA?</i> This would need to be reviewed.</p> <p><i>Why are water costs due to go up significantly in the second year?</i> SS to check the figures and correct them.</p> <p>Governors thanked SS/LC for their time and work on the WHIS/HJS budgets.</p>
4.	<p><b>AAT Update</b></p> <ul style="list-style-type: none"> <li>• The school partnership agreement is in place and is working well.</li> <li>• There is partnership working with Finance, SEND</li> <li>• There has been a meeting with the LA where AAT also attended.</li> </ul>

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	<ul style="list-style-type: none"> <li>• The team want to develop a team around the school and they were hopeful that the LA would support HLF with financial support for project management based on the SMRA recommendations.</li> <li>• The LA had thought they would be able to give this support but there has been no movement on getting project management assistance in place.</li> <li>• The LA have said that there may be some future support available.</li> <li>• The Project Management is key to ensure we can make improvements while delivering outcomes in Teaching and Learning.</li> <li>• The LA have commended the proactive nature of the schools.</li> <li>• AAT are given support as reference in the SMRA report. There is a close reciprocal nature in this partnership.</li> <li>• There is a need to ensure the move to partnership working and there will be collaborative work on priorities.</li> <li>• It is planned that from September there will be a more collaborative working relationships adding in support with Subject Leaders.</li> <li>• Stakeholder communications are being considered to showcase the partnership working from September.</li> <li>• In person Ofsted Preparation Session 22<sup>nd</sup> May, 6pm-7pm.</li> </ul> <p><b>Governor Questions:</b></p> <p><i>Can we be struggling with the project management role?</i> There needs to be further conversations but we would like to proceed with and we are trying to push the LA for a contribution to this work. AAT have offered to help collate the information to present to a project management firm.</p> <p>The LA will still need to have HR support for this work. We will need to have confidence that the LA HR team have the resources to help support this piece of work. It may be that we have to do this work in stages. There is a risk because the LA HR will need to provide a lot of information and they do not have capacity to do this.</p> <p>There is a meeting with Jo Lyons on 8.5.24.</p>
5.	<p><b>Executive Headteacher Updates</b> - The EHT reports were submitted to the GVO. LC invited governor's questions on the reports.</p> <p><b>GVO Questions:</b></p> <p><i>A new, updated 'Pupil Premium Profile' was shared with all teachers in Autumn term. The school now reviews, tracks and sets targets for ALL disadvantaged children in the school. The new profile tracks the children on their journey from Reception all the way to Year 6 with all information shared with the next class teacher. The profile has 9 barriers for the class teachers to review.</i></p> <p>This is a real step forward in diminishing the difference in attainment and progress for our educationally disadvantaged and the lower 20% of all pupils.</p>

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	<p><i>Thank you for all the hard work with preparing and organising this profile - I look forward to seeing examples of the profiles at the next C and I meeting.</i></p> <p>Year 2</p> <p><i>Overall percentages at EXS+ are lower than in previous years at this time. Is this due to the high levels of transience at HR in Year 2 and has this always been the case and is it a growing trend?</i></p> <p>This seems to be cohort-specific rather than a dipping trend. While a large part of this will be due to the high levels of transience at HR, the cohort was also lower than last Year's Y2 cohort on entry and lower than 2019, 2021 and 2022 on entry into Y1. The current Y1s, in contrast, are in line with or above previous cohorts at EXS+.</p> <p><i>A higher percentage of children are at EXS+ in all subjects than this time last year. The percentage of 'all' and DA children at EXS+ has increased in all subjects. While it remains very significant, the gap between DA and Non-DA children at EXS+ has decreased in all subjects across the year. This is great news and progress in one of the school main priorities. Can we extend a thanks to all the Year 1 team?</i></p> <p>Year 2 has a high level of movement in Year 1 and 2 and is cohort specific. The Year 2 data does not need to be submitted to the LA. SL shared that there is a lot of scaffolding and adaption needed which is not yet reflected in greater depth.</p> <p>Target tracker output can show the progress from Year R to Year 6. There has been accelerated progress for EAL children. We also need to understand the individual challenges of DAL children.</p> <p>The infant's school is more transient than the Junior and we do focus on the DAL children. We will review the Pupil Premium case studies during the next Curriculum and Inclusion meeting.</p> <p><i>HR has 28% of WHIS children and 62% of WHIS behaviour incidences, why is this data so different?</i> There is stark difference in the sites but is due to the cohorts of children. LM met with KK/RJ to further discuss behaviour, report to follow.</p> <p>SL shared that there is a DAL audit which can be reviewed during governor monitoring.</p> <p>Holland Road</p> <p><i>There is a decrease in attainment in all year groups for writing from the autumn term. What is the reason for this?</i></p> <p><i>There is a positive increase in GD reading attainment in all year groups. This is great news - the 47% GD in Year 6 is particularly impressive.</i></p> <p><i>Further junior and infant specific Our City Our World training was also delivered by our leads for this project. Please could you give me more detail about City Our World training and what it involves?</i> Both of the most recent Infant and Junior staff meetings shared updates from Our City, Our World training and looked at some of the initiatives we've been carrying out and planning for in the schools.</p>

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	<p>The Spring term Infants' staff meeting focused on further 'greening' the curriculum. Links that had been previously made were updated by year group teams following the introduction of CUSP for Science and Geography.</p> <p>The Juniors' staff meeting focused on creating environmental Vision and Values for the schools. This was followed up by a further meeting and discussion between the Our City Our World teachers and SLT.</p> <p>From September, the schools will have jointed Our City Our World staff meetings.</p> <p><i>I noticed that the % of DA pupils attending external afterschool clubs and also afterschool provision are much lower at PR than HR - even though the overall % of children attending is the same at both sites. What are our thoughts on this? Is there scope for increasing numbers?</i></p> <p><i>Year 5 - great that attainment has increased for some pupils, but it has decreased for others (EAL - reading, DA - GDS maths). Do we know why? And how we addressing this?</i></p> <p>Pupils who are identified as not making expected progress in the Spring term are individually discussed at PPMs. Individual actions are put in place to support their progress. This could be focused support in class, pre-teaching, maths intervention groups or whole class teaching strategies and resources. Pupil Premium profiles help teachers to identify any barriers to DA pupils learning and provide ideas and strategies for further support. The progress of these pupils will be a focus for the teacher and checked again by SLT at the next set of PPMs.</p> <p><b>Governor Questions:</b></p> <p><i>How are you using volunteers in the classroom? We have 2 readers in Year 2 and they support the lowest 20%. The volunteers will use a reading for pleasure or guided reading book which means some children are reading 6 times a week. Volunteers are approaching the school and some are currently going through the DBS process.</i></p> <p>Governors reflected on the positive numbers for Reception intake. It was felt that there have been lots of positive external communications which have had an impact.</p> <p>Governors received a brief update on staffing absence and cover.</p>
6.	<p><b>Governor Monitoring</b></p> <p><i>Governors accepted the following reports:</i></p> <p><i>6.1 Health and Safety</i></p> <p><i>6.2 SEND – there is an increased concern on the SEND budget and the gap of provision. The LA are looking to create a team to help improvements in the process. The SEND team have met with AAT. There are changes in the SEND team and a review of the support is in process. There will need to be an adjustment in parental expectations. The response to the SMRA report does acknowledge the challenges the school are facing. SEND funding remains a national issue.</i></p> <p><i>6.3 Safeguarding</i></p> <p><i>6.4 Curriculum Leads – C&amp;I Committee looked at a draft Curriculum Policy which was felt to be very thoughtful. As the policy continues to evolve there should be</i></p>

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	<p>strategies and expectations of staff. NJ completed phonics monitoring and the data for Year 1 is very positive. SL shared that the website is also being reviewed to ensure consistency across the website to include Curriculum and Subject tabs.</p> <p><i>6.5 Equality and Inclusion</i></p>
7.	<p><b>Policies &amp; Documents</b></p> <p><b>The following policies were approved:</b></p> <ul style="list-style-type: none"> <li>• Charging and Remissions</li> <li>• Governor Visit Policy</li> <li>• Governor Expenses Policy – Governors reflected on how accessible childcare is due to Ofsted registration.</li> <li>• Health and Safety Policy</li> </ul>
8.	<p><b>Governance Updates from Training and Conferences</b></p> <ul style="list-style-type: none"> <li>• Feedback from Governors on Training/Briefing</li> <li>• <b>Anti-Racist Schools Conference</b> - AMW shared that there were some very useful workshops which teachers will feedback to schools. It was a very positive experience.</li> </ul>
9.	<p><b>AOB</b></p> <p><b>9.1 Next Meeting – 2<sup>nd</sup> July 2024</b></p> <ul style="list-style-type: none"> <li>• FGB 4-6</li> <li>• Away Day 6-8</li> </ul> <p><b>9.2 Items for next meeting:</b></p> <ul style="list-style-type: none"> <li>○ <b>Policies for next meeting:</b></li> </ul> <p>NJ requested any information that may be suitable for the governor newsletter. The meeting ended at 19:31pm</p>