



THE PINNACLE SCHOOLS FEDERATION
Minutes of the Full Governing Body meeting
Monday 12th October 2020, 7pm. Via Microsoft Teams



NAME	Abrv	STATUS	Present	NAME	Abrv	STATUS	Present
Jill Bendeaux	JB	Foundation – Hawkesbury	✓	Deb Marriage	DM	Co-opted	✓
Ellie Blanch	EB	Parent Elected Iron Acton (Chair)	✓	Charlotte Murphy	CM	Parent Elected	✓
Alec Bryant	AB	Co-opted	✓	Mike Riches	MR	Executive Headteacher	✓
Ben Clarke	BC	Co-opted	✓	Jo Strange	JS	Foundation Iron Acton	✓
Iona Cooper	IC	Parent Elected	✓	Rob Taylor	RT	Co-opted	✓
Adam Dinham	AD	Foundation – Iron Acton	✓	Tom Wilmers	TW	Associate	✓
Sarah Godsell	SG	Local Authority	✓	Christine Wilson	CW	Staff Elected	✓
Ken Hull	KH	Co-opted	✓	Vacancy		Hawkesbury Ex-officio	
Kathryn Kempster	KK	Co-opted	✓	Kate Bashford	KB	Clerk to Governors	✓

✓ = Attended, A = Absent with Apologies, X = absent no apology

Meeting Opened: 19.05

1	<p>Welcome</p> <p>Apologies</p> <ul style="list-style-type: none"> No apologies received. SG will be arriving late due to work commitments. <p>Quorum</p> <ul style="list-style-type: none"> The meeting was quorate.
2	<p>Declaration of Pecuniary and Business Interests</p> <p>None declared.</p>
3	<p>Minutes from Previous Meeting</p> <p>Minutes from September 1st were reviewed. Amendment required to BC name.</p>
4	<p>Matters Arising</p> <p>MR - Keep Governors informed of progress with Deficit Recovery plan to be agreed for HU – a meeting was held with the Finance Officer (FO), but this did not produce any immediate solutions to balance the budget. MR contacted Andrew Best to determine if there was any flexibility with the budget because of the RI status at HU, and this discussion is ongoing. The FO was informed that deadline of 30th September couldn't be met: options for balancing the budget are being investigated and there is dialogue with MR, EB and Andrew Best. Further details will be shared at the next FGB – to be included as Agenda item – Action KB.</p> <p>All other actions have been completed or are discussed later in these minutes.</p>
5	<p>Headteacher's Report</p> <p>The HT report had been shared in advance of the meeting on Teams and questions submitted by Governors. Responses to questions were shared on teams in advance of the meeting. One other question was received regarding the Behaviour Project.</p> <p>With reference to the new behaviour strategies, how is the impact of these being measured?</p> <p>Ben Brown and Alec Bryant have put together a plan for monitoring the behaviour project. This started with a questionnaire for Staff, and pupil conferencing is taking place this week. Later in the year, the questionnaire and pupil conferencing will be revisited and the impact reviewed from there. In addition, there will be lots of "drip feeding" of strategies through the year and therefore lots of opportunity for staff feedback.</p>

Signed by Chair:

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Are behaviour incidents tracked in a way that makes this easy to do and could this be reported on?

More challenging behaviour is recorded and tracked, but low level behaviour isn't. We would need to do this in a more qualitative way with staff and with children. Reporting of the more significant incidents is done on the SIMS system. At the moment, the Behaviour Project is looking mainly at low level behaviour being curbed – this isn't a massive issue at the schools, but is small things that happen on a daily basis.

Also has there been an improvement in behaviour across both schools?

It's difficult to answer this as we are starting it at a time where, following school closures, behaviour is different anyway. Behaviour was very good at the start of term, with pupils pleased to be back at school, but we are now seeing some children acting out of character. This is being seen at other schools in the hub. At IA, some children who had challenging behaviour before lock down, have more challenging behaviour now: this is dealt with on an individual basis, with the involvement of staff and families.

It sounds a really positive project, we need to be able to measure it and show its success points?

EB suggested that qualitative elements will be more evident to people who are visiting for monitoring purposes, and we need to look at this as part of our monitoring – Governors agreed.

MR highlighted that it is great to show people round the school as children are very settled in their classrooms. However, there are sometimes issues at other times – it's not a massive issue but we can improve it. Where behaviour is more difficult this is isolated to a small number of children.

MR highlighted to governors the LA review – in the review the LA concluded that Hawkesbury School remains in the "priority 2" category for LA support.

EB asked if any governors had any questions about that.

Yes, I've not heard that terminology before? – the LA have 5 categories for schools. Schools that don't require any additional support will be category 4 or above. Those that are judged Inadequate will be a level 1. Hawkesbury is likely to be a category 2 until judged "good" by Ofsted.

IA is judged as a category 4 school.

Do finances come into that at all? - MR will share further information on the criteria [post meeting note – the criteria are now available on Teams under FGB > Files > 2020-21 > Term 1 12th October 2020].

EB summarised that Hawkesbury is Ofsted rated RI and the budget requires attention. Iron Acton are Ofsted rated good, and the budget balances. However, both schools have similar issues and both benefit from the areas that are looked at.

Is there a benefit to being categorised in any particular way? – yes, priority 2 means the schools gets extra support – e.g. LA reviews, task group meetings and a small amount of Financial support.

MR highlighted feedback from the English Subject leads - no major concerns were raised, however, it is becoming clear to teaching staff that at both schools that the youngest children seem to have been hardest hit by the absence from school, despite the fact that they were in school for Term 6. The missed learning has impacted particularly on their phonics. The Pupil Progress meetings that took place at IA today also showed this. Teachers have observed that it is stopping some children who are now in year 1 moving onto areas that they would usually be ready to access - their knowledge in some areas isn't strong enough, and this is due to the "practice" that they would have had in certain areas in terms 4 and 5. Governors need to keep an eye on this in all of our monitoring to see if children are catching up.

Is that the picture across that year group in lots of different schools? – if it is, will there be bigger recognition and a strategy to address this? – I don't know for definite but CW has met with some other EYFS teachers and shared concerns about the social and emotional side of children who have joined reception this year. The other staff agreed they have seen a big impact on the social and emotional development of reception children, so would anticipate similar patterns across different schools.



	<p>MR highlighted that the Pupil Progress meetings today showed that teachers are putting in place some really good strategies – they have lots of really positive and sensible ideas.</p> <p>CW feels that the support we have in the schools is about right – the schools are lucky to have some very experienced TAs, but it will take time to be fully addressed.</p> <p>If they have lost a third of the year, what is being dropped to enable them to catch up? – yes, this is a difficult one. Schools have been told to prioritise certain areas whilst also teaching a broad and balanced curriculum! We have to prioritise areas such as phonics. Some children will manage to pick things up quickly but we have in place effective responsive interventions.</p> <p>We need to get the high quality teaching right too. We have been looking at provision maps so that they are meeting the needs of children with additional needs. We are getting these really water-tight.</p> <p>It must be difficult to strike the right balance for children who need extra help while ensuring other children are challenged? – yes - it’s important for teachers to ensure that all children are challenged in their learning, but our teachers are used to differentiating. We have some catch up activities going on in KS1, and additional interventions going on. The Reading Assistants hours have been extended.</p> <p>Is there any additional signposting for parents so that they can better support learning? – yes, this has been discussed. It has to be done in partnership with parents and teachers working together. We will continue to look at how we do this.</p> <p>It sounds like there is a lot of consideration going on, and looking at all children to make sure all their needs are met. As Governors we need to ensure this isn’t too much additional pressure for teaching staff. We can look at this as part of the Standards Committee so that we can see the impact of what is being put in place now.</p> <p>I’m pleased to hear that teaching staff acknowledge that they will need to prioritise. Is the new Curriculum taking too much away from the basics? Does it need to go on the back burner? – teaching staff have seen that the new curriculum can actually help children to access support with writing – AB described how there are lots of opportunities within the new curriculum to target some of the gaps in their learning and that is really helpful.</p> <p>MR gave an example that he had been concerned that language enquiries (that form part of the new curriculum) hadn’t been used in the schools, but has recognised that these can be looked at later in the year.</p> <p>Governors recognised that it was important to prioritise in this way.</p> <p>MR highlighted that by the end of term 2, Year 2 children have to do the phonics check that they missed in Year 1: this will give more information about progress. To be included on Standards agenda for term 3 – Action KB.</p>
6	<p>Priorities for the Coming year</p> <p>The SDP has been shared on Teams.</p> <p>EB has drawn out the Governor Link roles from that document.</p> <p>EB asked for feedback on where governors need to be concentrating their efforts.</p> <p>AD highlighted Mental Health – the emphasis is on pupils in the SDP, but perhaps there should also be something for staff. KH agreed. Lack of specialist MH advice was highlighted in monitoring visit carried out by KH.</p> <p>SG joined the meeting.</p> <p>What sort of things do staff think is required? – these need to be explored. JB and KH attended training – there are a lot of resources available but we need to know what the priority is so that the right resource can be identified.</p> <p>We need to be careful not to overload staff with something else to do! – CW highlighted that staff received a lot of emails during lockdown about how to look after yourself – people were trying to be helpful but you just wouldn’t have time to even read all of the emails!</p> <p>It mustn’t become a tokenistic thing – we need to clear about what we are going to prioritise. Perhaps we need to do an exercise to determine what people need?</p> <p>How would we go about that? Could teachers share with MR what they think teachers and pupils need?</p>



	<p>AB surmised that Schools aren't "normal" at the moment, and schools can be slightly lonely places as a teacher – we are very welcoming to each other but opportunities to talk to each other are very limited at the moment. This is the same with having opportunities to really speak to the children as well, making sure they have the language to explain what they are feeling.</p> <p>Is there an opportunity to look at this as part of the planned Inset Day? – a summary of areas that are being considered for the Inset Day to be shared. Action AD / MR.</p> <p>Children and adults need to be able to talk about feelings before they reach a crisis. It helps if children put words to their feelings before they spiral out of control.</p> <p>SG reminded all that both Schools have access to jigsaw PSHE and can access the mindfulness resources. That could be a key resource to access. It is worth spending time on it, as it can means minds are more receptive to learning. This can be shared with families for them to mirror at home as well. Governors agreed this should be looked at as an action. Action MR.</p> <p>Could this link to the behaviour programme? – if we are rewarding positive behaviour, this seems to fit well and this could link to the behaviour programme and celebrating positivity on all levels. Collective worship and RE could also be used to support. We need to make positive mental health part of everything we do. Governors agreed links to the Behaviour Project and other areas of school life could be looked at. Action MR / AB.</p> <p>Governors agreed that we need to look after everyone in the school. Monitoring and other interactions should be used to check in with people and ask them how they are. Action ALL.</p> <p>CW asked SG about the Mental Health and Well Being Award for schools – is this something we should look at? – yes, so long as it doesn't create lots more work for staff. It is a supportive programme. NGA want to see that Mental Health Strategies in schools are really "lived" throughout the school day. The award is an audit process but is very much about embedding the Mental Health principles and policies. It will help us to identify where we are making a difference and help us identify where we should be going. It could be a satisfying thing to do but needs to be considered on top of workload. It links into safeguarding too. We should ensure we do the award as the Federation not two different schools. KH has offered to look at the award with CW – Action KH / CW</p> <p>How are we are prioritising? – are we taking on too much in the SDP? – we have to guard against taking on too much. There is a lot in the SDP. We all need to be aware of it, look after each other and flag up any concerns. It needs to feed into our everyday lives.</p> <p>MR is meeting with the schools' CSP, Dave Smith, next week and the SDP will be refined further. The proforma might be changed and we can clarify elements of the SDP. This is a familiarisation visit, rather than an indepth review visit.</p> <p>Governors identified that they weren't clear about how much of a "step" some of the elements in the SDP are, and how much work they would involve. However, the SEF should give an indication of where we are currently, and Governors need to have a way for reviewing and adding to this document. Previously IA Governors have reviewed one section of the SEF at each meeting.</p> <p>EB proposed that from next meeting onwards, Governors look at one section of the SEF. The section could be shared in advance and governors asked to submit comments. Governors agreed. To be added to Agenda. Action KB.</p>
7	<p>Register of Interests and Information for website.</p> <p>KB shared with Governors the information that will be given on the websites. Governors to inform KB of any concerns about minutes or photographs being shared on the website. Action ALL.</p>
8	<p>Policies</p> <p>For Review and approval:</p> <ul style="list-style-type: none"> Allegations of Abuse against Staff Policy - ratified Complaints - ratified Governor Standing Orders - ratified



	<p>For approval following review by F&R Committee: Appraisal and Capability - ratified Health and Safety – should this refer to Covid? Are there any recommendations about this? – perhaps we could add an appendix to cover this? – Governors agreed an Appendix should be added to reference issues relating to Coronavirus. This should be added to the Policy. Action MR. Policy ratified. Should the School Coronavirus RAs be on website? – Governors agreed it seems good practice to have it on there. Action MR.</p> <p>Bullying and Harassment Procedure for Staff - ratified School Fund Mission Statement - ratified</p> <p>For approval following review by Standards Committee: Medical Needs Policy - ratified</p> <p>Consideration of List of Policies for removal from Policy schedule – List available on teams. Governors discussed that some of the Policies proposed for removal related to HR issues – e.g. job sharing – and governors wanted to ensure that staff had access to this information elsewhere. Staff to be reminded about where / how they can access the Policies. Consideration should be given to whether the Policy review document can be shared with Staff. Action MR. Home-school agreement to be included on Agenda for next Standards meeting – Action KB. School emergency policy and school security plan and are these school specific? Shouldn't we keep these? – the Emergency Policy is now covered by the Business Continuity Plan. The School Security plan should be kept and used to reference issues such as security of boundaries – this is possibly a Safeguarding issue as well as Health and Safety. Governors agreed this document should not be removed, and should have a Resources Committee and Safeguarding input. Action KB / MR</p> <p>All other Policies are set by the LA because we are not academised? – yes</p> <p>Committee Terms of Reference(ToR) documents – each committee has agreed new ToR. These are available on Teams. Click on the “Organisation” channel, then Files. Governors to review the ToR for committees and submit any comments to KB. Action ALL.</p>
9	<p>Safeguarding KH has met with DSLs Sarah Bagnall and Ed Riddington. This highlighted that a new model Child Protection Policy is available. This is due to be reviewed and incorporated across the Federation next term. Other Key Points:</p> <ul style="list-style-type: none"> • Prevent training needs to be revisited. • Mental Health – as discussed earlier in the meeting. • If bubbles go into lock down, we need to ensure we are using secure channels for maintaining contact with Children. <p>Have all governors looked at the KCSIE document? – KB to confirm to KH when this is done. DBS checks – these are monitored by the Single Central record. This is looked at by the Schools Admin team. Bristol require updates to DBS checks every 3 years, but this isn't the case in South Glos. However, there is a notification system so that if anything came up the school would be notified. KH will check the SCR on next monitoring visit. Action KH.</p>
10	<p>AOB MR highlighted that CW and MR met with the South Glos Early Years team to discuss making HU preschool part of the school. This could help the preschool which is faced with an uncertain future. Preschool is very keen for this to happen, possibly from Sept 2021. A Business Plan is being worked on with the LA to bring to governors next meeting.</p>



	<p>Are Governors happy for this to be pursued? – yes, but it does need to be financially viable. Why isn't it viable now? – because it is run by a parent committee: they don't feel they can continue to run it and people aren't coming forward to join the committee. So it's an operational issue rather than financial? – we are aware of operational problems but we don't know about the financial position yet. If it could be involved with the school, it could possibly run for longer hours and this could help to attract more parents.</p> <p>KH raised the issue of Monitoring log forms – these are going to be particularly important as we have less opportunity to discuss monitoring visits and feedback at meetings. A monitoring “channel” has been created on teams, and a copy of the current monitoring form is available on there. EB will review form and would like to hear any feedback from Governors. Action EB / ALL.</p> <p>EB has written to ex-governors to thank them. The majority have contacted us to wish us well! KB highlighted that all meeting dates for the year have been shared.</p>
11	<p>Headlines</p> <ul style="list-style-type: none"> - thorough discussion and review of the return to school - robust evaluation of ambitious priorities and objectives for the year, ensuring the need to balance this with mental health and wellbeing of all and the need to adapt if necessary, including in lost learning being up especially in maths and English -discussions of future possibilities for the federation in terms of preschool and financial stability are under way - Policy list streamlined
12	<p>Date of Next meeting - 7th December 2020 7pm Via Microsoft teams.</p>

Meeting Closed 20.31

Action Checklist

WHO	ACTION	WHEN
KB / EB	Agenda item for next FGB – feedback on progression of discussions with Andrew Best regarding the budgetary position at Hawkesbury	07/12/20
KB	Review of results of Year 2 phonics check to be included in T3 Standards Committee agenda	19/1/21
AD / MR	Summary of areas that are being considered for the Inset Day to be shared.	07/12/20
MR	Review potential for use of “Mindfulness” sections of Jigsaw throughout both Schools	07/12/20
MR / AB	Identify beneficial links between positive Mental Health and the Positive Behaviour project	07/12/20
ALL	All governors to embrace and consider the well-being and positive mental health of staff and pupils!	Ongoing
KH / CW	Potential for working towards the Mental Health and Well Being Award for schools to be reviewed.	07/12/20
KB	One section of SEF to be an Agenda item at future FGB	07/12/20
ALL	All governors to advise KB of any concerns regarding data and photographs that appear on the websites	23/10/20
KB / MR	Amendments to be made to Policies / Policy schedule as detailed above.	23/10/20



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ALL	All governors to review Committee ToR and submit any comments to KB.	02/11/20
KH	KH to review SCR on next visit to school	07/12/20
EB	Confirm arrangements for monitoring forms	07/12/20