



THE PINNACLE SCHOOLS FEDERATION
Minutes of the Full Governing Body meeting
Monday 24th May 2021, 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	Co-opted(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	A	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	A	Kate Bashford	KB	Clerk to Governors	✓

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

Meeting Opened: 19.00

1	<p>Welcome</p> <ul style="list-style-type: none"> EB welcomed everyone to the meeting. <p>Apologies</p> <ul style="list-style-type: none"> Apologies received from Adam Dinham (family holiday), Kathryn Kempster (unwell). <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 22nd March were reviewed and agreed.</p>
4	<p>Matters Arising</p> <p>Possible collaboration with St Andrews – EB and MR met with St Andrews’ HT and Chair of Governors, and Andrew Best. Summarised that they will work together as things come up, and there is a possibility of collaboration between the Governing Bodies – possibly exploring where the two governing bodies can support each other. To start this, EB and IM will meet with St Andrews’ CoG this week. MR will meet with the St Andrews HT in June to discuss working together in further detail. Governors agreed the importance of giving the new federation time to continue to settle down before exploring further partnerships.</p> <p>All other actions have been completed or are discussed later in these minutes.</p>
5	<p>Headteacher’s Report</p> <p>A number of questions had been raised in advance of the meeting, and are given with their responses below:</p> <p>1. Please clarify more details on both the reported Online Safety and Racist Incidents. How were they dealt with and if any follow up actions are required?</p> <p>Online safety – this relates to ongoing concerns rather than an isolated incident. During lockdown teaching staff identified there has been increased internet use and online gaming. Where appropriate, any issues have been recorded and addressed by staff.</p>

Signed by Chair:



Is this an appropriate time to visit Online Safety as a whole community? – to act as a reminder following lockdown? – MR will add something to the newsletter. Action MR.

Regarding the Racist incident – inappropriate language was used. The incident was investigated and support given.

Was the racist language picked up by another child? – if so, I think that’s positive as a good example of a child doing something appropriate with the information – yes, it was picked up by another child and I agree that is positive.

KH also highlighted that a safeguarding visit highlighted that only a small number of children in the year 5/6 class at Hawkesbury aren’t involved in online gaming. In most cases, they will not be supervised when they are doing this.

There was a South Glos course / information session on Esafety for parents that was run a little while ago. Can we share that information? – yes

If this sort of information appears in the newsletter, do we capture the right audience? – it feels like we need to find a different way to share the information – for example text. MR will review this. Action MR.

2. Relating to Sarah's return, what will be the cover solution until she is fully back?

Mr Shore’s contract comes to an end on 31.08.21 and there are no plans to extend this (he covers the teaching part of SB’s return). Cathy Detzler has agreed to take on the additional teaching hours until Sarah’s full return. CW has agreed to continue to do 0.5 days leadership time.

3. Following Mike’s attendance at the Designated Safeguarding Leader forum. What are the current developments in safeguarding?

DSL forums are very useful. This session was focused on Harmful Sexual Behaviour, the signs to look out for, what is typical child / adolescent behaviour and how harmful behaviour is dealt with by the professionals.

There have also been changes to the way Serious Case Reviews are carried out when issues arise around the dealing with safeguarding concerns ineffectively. This is now referred to as a rapid review process.

4. Where have the in-year admissions come from and do we have capacity?

At Hawkesbury this is an older sibling of a new Reception child for September who moved to the village more recently. There are currently 11 children in the cohort. At Iron Acton there are already 16 children in the particular cohort but we know one is moving to private school in September and there are fewer children moving from Y4 to Y5 – just 11 so overall there will be 28 in the class.

5. I have heard that there has been some increased challenging behaviour, including the racial incident and online incident highlighted in the HT report- do we think this is a fall out from covid lockdowns or something else? Is there enough capacity/expertise etc within the federation to cope with this? and how are these children being supported in line with the new behaviour program, or other means?

At IA there is a small group of children, mainly in Y6, whose behaviour isn’t as good as we would like. This is not being seen at HA but is being seen in other local schools. It isn’t a serious issue and children are not in any way unmanageable. However, there is one child in particular in Y5 for who an EHAP (Early Help Assessment Plan) is in place.

It is often the case that the Y6 children find it harder to behave as well as they have previously done as they move towards the end of their time at primary school which is likely to be a contributing factor.

This year it is more noticeable and the two main reasons for this are:

1. There are some complex needs amongst individual children in the Y5/6 cohort which impact upon their behaviour



2. Interrupted schooling over two years has contributed towards a deterioration in attitude of some individuals

For those who need additional family support or who have more complex needs this has been or continues to be received from Educational Psychology, Inclusion Support, Behaviour Support and/or Families Plus (who will work with the family at home as well as at school).

During class time, the children are settled and focused but during lunchtimes the behaviour can spill over. It seems to be improving. They have missed a lot of social interaction as a result of covid, and this has a particular impact on those who struggle with social interaction at other times.

6. Are we doing the multiplication assessments this year? What is behind this decision?

Yes – we have chosen to take part in the MTCs this year. This is not statutory but we thought it would be useful – we will be fully aware of how the system works and we can be prepared for subsequent years.

7. Will IA have a similar opportunity to experience an art day to HA?

This is planned in the diary for the final 3 days of T6.

8. Systematic synthetic phonics programs- is this a new way of teaching phonics? What is the thinking behind this and how much will this change(?) impact on staff and children?

Many schools use Letters and Sounds, some use something called Read Write Inc; and there are others. This is a political change that we have only recently become aware of. SSPs will need to be validated in order to be used; it is likely that Letters and Sounds won't be validated so we would need to use something else but we need to choose something that fits in with the newly purchased reading material, which we have invested in heavily. From March 2022 it will become clearer what needs to happen next and we have been advised not to do anything at all until then. We will then have a year to implement any change. We are also receiving support from the literacy hub.

9. Please can I ask for a very brief description of the SEN Engagement model of assessment?

MR and CW have both received training. It is a level of measurement on the pre-key stage levels. Measurement is primarily through observation. We do not have any children who are currently on those levels.

The engagement model has 5 areas of engagement: exploration, realisation anticipation persistence initiation. The areas allow teachers to assess pupils' engagement in developing new skills, knowledge and concepts in the school's curriculum by demonstrating how pupils are achieving specific outcomes. They represent what is necessary for pupils to fully engage in their learning and reach their full potential. The model encourages schools to measure each pupils' progress independently, according to their individual profile of needs. It can also be used as a baseline tool to track and support ongoing progress. We do not currently have any children who would be low enough academically to need this method of assessment.

Other points to note from the HT report:

We have a child leaving Hawkesbury. This is an addition to another child who left recently. Both children have left because their families have moved out of the area. Governors have recently asked for information about this, and it feels important to confirm the reasons for the children leaving.

CW and MR are currently working with a member of staff at IA where they have concerns about the quality of teaching. The correct processes and procedures are being followed.

Governors felt it was clear from the HT report that this was taking place and being managed appropriately. MR is concerned about the possible impact this could have on an Ofsted judgement.

Would it be acceptable to be in this position if we have identified this issue and are doing something about it? – This isn't clear. We can show we are doing something about it, and have the intent to improve it.



	<p>Governors agreed however that it is important to get it right for the sake of the children, not just for Ofsted.</p> <p>IC highlighted the importance of self-evaluation here. There are a number of good monitoring reports available, but Governors need to ensure that monitoring is completed regularly and keeps up with the developments at the school. It is recognised that monitoring has been difficult during lockdowns, and when Governors have not been able to visit school. There is also reduced input from our CSP and reduced data. It was suggested that one way we can corroborate information is to question Subject Leaders with information from the HT report.</p>
6	<p>Budget for Ratification</p> <p>There was an in-depth review of the budget for each school at the Resources Committee meeting (Minutes are available to all on Teams). MR highlighted to FGB some key points:</p> <ol style="list-style-type: none"> 1. The Budgets reflect a 1.5% pay increase for all staff. This was unexpected and came in at the very last minute. 2. At HA, income has increased slightly from last year due to an increase in pupil numbers. Expenditure has also slightly increased. 3. Last year’s revised budget anticipated some savings and these were realised, leaving a carry forward of just under £7k. 4. HA are submitting a balanced budget for this year, but currently not for years 2 and 3. 5. For both schools, the KPI’s were acceptable to our Schools Finance Officer. 6. IA income has decreased slightly, primarily due to decrease in the minimum funding guarantee, and expenditure has increased slightly. 7. The carry forward figure at IA has increased to approx. £60k. This is forecast to be approx. 13% of income, which is within acceptable limits. 8. However, more income is expected: this is due to maternity arrangements which will be covered by insurance. These payments will not be included until the revised budget (in November). There will also be some additional income from covid catchup. 9. The Resources Committee highlighted that the surplus at IA feels high, and there was discussion about spending more of that money this academic year. One idea that was discussed was a TA for Barn Owls for Term 6 to provide some additional support before they join year 1. This could be extended to term 1 and 2 next year. Staff feel the children are still slightly behind where we would expect them to be. There are some other ideas that we had, and these will be shared in more detail at the next Resources Meeting – for example making the site more accessible to all. <p>RT noted that there has been a very challenging time at Hawkesbury and MR and staff have been expected to improve outcomes whilst addressing budgetary issues. However, despite the challenging environment this has been achieved and Hawkesbury is in a much better position.</p> <p>You mention that Barn owls are not quite at the level you would expect them to be – is this being seen in all classes? We have talked about the behaviour challenges in Golden Eagles does this need more support to address it? – at the start of this academic year, we put more of the catch up funding into KS2 but then we went into the second lock down. One of the things we are seeing across the school, (and we know it is also being seen at other schools) is that children’s attitudes aren’t as positive as they were before lockdown – for example with regard to motivation and presentation and care of work. But it feels right to focus on the lower end of the school having focused on the higher end of the school in the past.</p> <p>Do we need to consider a programme such as the Better Learners programme and run this across all age groups? Should we allocate additional support where the need is greatest, or just because they received less support before? – our monitoring shows that the lowest end of the school is where the additional help is required, and particularly as they have had a significant impact on their learning in</p>



	<p>the last 2 years. The spring term is usually where staff see the biggest leap in progress in Early Years children – it seems to be the term that they really fly. Staff can see a really big impact on the reception children and we felt we needed to address that.</p> <p>Hawkesbury budget - unanimously agreed by Governors. Iron Acton budget – unanimously agreed by Governors.</p>
7	<p>Update from Futures Group</p> <p>BC reported back from the Futures Meeting. Following on from discussion at last FGB, there were differing opinions about how the group will work. However, discussions concluded that the group would be dissolved in its current form, and instead have a “Futures Function”– this would ensure that potential opportunities and ideas for improvement/innovation are captured, verified and worked on efficiently for the good of the schools in the federation.</p> <p>Inputs to the Function could include (but are not limited to): a continuous input of ideas from members of the governing body, Executive Headteacher, staff, school and the wider community or external bodies such as our CSP or LA, ideas from FGB, ideas from Committees, and ideas from governor (at least annual) off-site ideation sessions – the first one will be held in July.</p> <p>Any ideas that are raised would need to be validated to ensure that they: are in line with the school's vision, values and ethos, support the overall strategic direction, support targets on the SDP, have clear success criteria that can be measured and / or provide clear evidence they are supporting SEF categories (with an emphasis on Outstanding).</p> <p>How it could work:</p> <ul style="list-style-type: none"> • Once an idea is validated it is added to a prioritised backlog • The highest priority items are assigned an owner and delivery time frame • Ideas or opportunities may result in operational outcomes/projects, but the governor input must remain strategic and supporting • If required a transient working group will be set up to carry out research, benchmarking and validate the suitability and feasibility of ideas. • If ideas relate to governance, then the group or owner may also deliver them • The backlog will be reviewed at every FGB to ensure that prioritisation is correct and provide a forum for working groups to report back on progress and updates • A link governor will be assigned to own the backlog and track progress but will not be responsible for the items on the list <p>Outputs from the process will include Outputs: Project backlog, updated SEF Evidence, 5-year plan.</p> <p>It seems important the right people are on the right projects and this will now be the case.</p> <p>Link Governor – who would this be? – Governors requested Ben Clarke would be the Link Governor for the Futures function.</p> <p>This sounds fantastic. Should we have been doing this before? – it feels like this is a very forward thinking thing to do and came about because of the preschool situation in Hawkesbury so we are trying to learn from that and ensure Governors are proactive to that sort of situation. As the Governing Board, we have always tried to be proactive and forward thinking and we want to keep on that track and try to be ahead of the game.</p> <p>It could also help support our SEF input – where we can see gaps, we can try to address those and identify initiatives that can take us there. Some will be operational, but others Governors will be able to help with.</p>



	Governors agreed this as the way forward.
8	<p>Self-Evaluation and Monitoring</p> <ul style="list-style-type: none"> Monitoring – the next steps (see email from IC 14/05/21) IC re-capped – GOVERNORS had the training from Dave Smith (DS), CSP. IC asked Governors what they felt the next steps should be that would work for the group as a whole - we want to use the support that is available from DS as soon as possible, but we also want to agree the most useful way forward. Some governors agreed that working through a “live” example would be really useful and a good way forward, particularly if this could be done via teams. It would also be good if this could be pre and post monitoring – to allow for planning and review of the exercise. The training from DS was a really useful reminder of how important effective monitoring and feedback is. It feels important for everyone to join in, Governors must do the monitoring of what is happening right now and we need to be on top of this. IC is going to book a slot with DS. Governors will try and meet before then (probably as part of the day on 7th July) to confirm exactly what we want to get out of the session. Action IC. Feedback from SG and BC from training course – This was a very positive course. Some questions that we need to consider: <ul style="list-style-type: none"> How often do we discuss the SEF? – either at FGB or in individual committees – this review needs to align with the school’s process. What drives self evaluation in our schools? – would everyone identify the same measures. What are the benefits to the pupils? How do we triangulate? – it was recognised that this is particularly difficult with the year we have had. How do we learn from reflecting on the different experiences? Should we produce an Annual Governance Statement – this would summarise how the school has performed with the targets it set itself in the SEF? – How do we communicate the SEF and the achievements within parents and the wider community? An example of a statement was provided and SG and BC would support it being taken forward. This would include our self evaluation ratings, and how we know that they are right, what has been changed, and what hasn’t been changed. <p>BC summarised - It feels important that we have a meeting to reflect on the course, the training from Dave and the ideas we had about the roles of the futures. We know where we could be but we need to identify where the gaps are. Its hard to get to the bottom of that in an FGB scenario so we need a separate session to get into the detail of it. Governors agreed.</p> <p>Does this need to happen this academic year? – this may depend on whether or not the template for the Governance Statement is going to be available. Perhaps we could trial this? – and use it for internal purposes.</p> <p>SG will follow up with Governor Services, and discuss with KB if a date needs to be arranged. Action SG / KB</p> <ul style="list-style-type: none"> Governor input for SEF and Impact Review Documents We need to look at how we can triangulate this information. Having read the documents, Governors feel the information in there is really good, but there needs to be triangulation. Governor input is particularly encouraged in the first section of the Impact Review document. The fact that we are thinking about how we do things. Reshaping of how everybody works will need to feed into that, along with how it links into the outputs from the training course and training we have from Dave Smith. Do we need an extra column called “monitoring” that supports the actions. We can then identify gaps and undertake additional monitoring if required. Action MR.



	<p>We should be able to identify in advance where the monitoring needs to take place. We could each have an area on it that we owned and reported back on? Can we look at the day meeting look to build in to this how we capture this in the future? Action EB / RT.</p>
9	<p>Proposal for Vision for the Federation JB reported gave some feedback from the Pupil Conferencing that JB and JS had completed on the V&V – pupils had commented “a Vision tells people we are amazing, school, who we are and what we want to be”. Pupils were asked where do you see the vision – pupils said you would see the vision in “us” (Pupils). Since the last FGB, further work has been completed by the Ethos Committee on the Vision for the Federation including requesting feedback from all Governors. The majority of responses suggested that it needed to be something simple, and not be accompanied by explanatory wording. The Ethos Committee proposed that the Vision for the Federation was: Striving for the Pinnacle, within our Communities. This is the first stage, and it will then be shared with other Stakeholders – pupils, staff, wider community. Are Governors happy with that? Do they think that’s the right Vision? I like that, its short and snappy. How about Striving for the Pinnacle within ourselves and our Communities. The tone feels right. I really like Striving, and the fact that we refer to the Pinnacle. Do we need Pinnacle of.....something. How about Striving for the Pinnacle within ourself and with others. But we want it to relect we are part of many communities - not just our village community, but also our church community, south glos community etc. Striving for our Pinnacle within our Communities Striving to reach our Pinnacle within our Communities. We need to put this to stakeholders. Timetable for sharing with Stakeholders. – MR to agree timetable. It is likely the consultation will Take place in term 1. If we wait until September, we will have the new intake and will hopefully have a positive start. Agreed it would start in September. Action MR.</p>
10	<p>Succession Planning EB highlighted that we need to have this discussion now, and not wait until next term or into September. As per email that was shared with Governors from Ellie, it has been previously discussed that the Vice chair would be best placed to take on the Chair role. EB and IC have therefore worked together to share ideas and ensure good understanding of the chair role. JB has decided to resign as a Governor from the end of the school year. This leaves us with a need to identify a new Foundation governors, particularly from the Gloucester Diocese side. The PCC have been asked to identify possible governors. Father Dave who works closely with IA church is interested in becoming a Governor. He may be able to join as a co-opted or Associate Governor. Governors agreed that MR could agree this. EB highlighted other areas for consideration – e.g. are the Committees working? Are we covering what we need to cover? Do we need to ask Governor Services to carry out an evaluation? Should Committee Chairs and Chair of Governors all meet together once a term? Feedback from governors suggested the Committee structures feel correct, and that a Chairs meeting sounds positive. We could carry out another skills audit ourselves? – either late in term 6 or in term 1. Agreed. To be considered following Term 6 FGB. Action KB. Do we need a monitoring link governor? – Governors agreed this could be beneficial. We need to consider candidates to stand as Ethos Committee Chair, Vice chair and EYFS link governor.</p>



	<p>Information regarding Governor roles will be shared with Parents and other stakeholders. All governors to consider roles that they wish to take on, and potential new Governors who may wish to join as Associate Governors. Action ALL.</p>
11	<p>Approval of spend – see info on teams:</p> <ul style="list-style-type: none"> • Ratification of copier spend (agreed via email). Ratified by Governors. • Play equipment – HP and MR were not happy with the contractor that was previously agreed as the contractor identified an additional charge. A smaller local company was recommended and was therefore asked to provide a quote. This is cheaper than the original quote. We know of another school who has used this particular contractor. So would they apply for the grant for us? – no, there wouldn't be a grant. So the total cost to the school would be £2550. Governors agreed.
12	<p>Policies</p> <ul style="list-style-type: none"> • Accessibility Plan - ratified • Freedom of Information publication scheme - ratified • GDPR Policies – Data Protection, Data Protection Impact Assessment, Information Security Incident Procedure, Records Retention, Subject Access Request Procedure – all Policies ratified. • RSE (to include feedback from Ethos Committee) – AB summarised that there had been dialogue with Jigsaw and significant discussion around the concept of “diversity”. This was further covered at the recent Inset Day, where staff also discussed the language – the importance of owning the language that is used, and feeling confident using it. Following the Inset Day, staff reported that this felt much clearer. Donor conception, surrogacy and IVF were highlighted as areas that we need to include. The Ethos Committee wanted to highlight the importance of comprehensive Policy review, for the benefit of current and future children. Policy ratified.
13	<p>Safeguarding</p> <p>KH has met with DSLs to discuss points in the Safeguarding Action Plan. Many of these were addressed during the Inset Day in February and further training. KH will visit schools in the future to speak to children and staff.</p>
14	<p>Committee Headlines</p> <p>Standards</p> <ul style="list-style-type: none"> • Maths presentation from AL and JH • Progress review not being lead by Data, but is being monitored by other curriculum milestones. • SDP and future planning. <p>Resources</p> <ul style="list-style-type: none"> • Budget – positive news on close of 2020-21 budgets. Budget agreed for 2021-22. • Risk Register • On site premises meetings have taken place after absence due to Covid. <p>Ethos</p> <ul style="list-style-type: none"> • BV document is being developed. • Vision for the Federation • RSE Policy discussion <p>JB also reflected on pupil conferencing and the work this reflects that MR and the teaching staff have done in embedding the Vision and Values with the children.</p>
15	<p>AOB</p> <p>KB reminded of importance to report Governor Activity. Action ALL</p>



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 Minutes of the Full Governing Body meeting
 Monday 24th May 2021, 7pm. Via Microsoft Teams



	<p>EB highlighted importance of the Governor Services Thursday email as a way of keeping up to date. Action ALL. JB – Was there any feedback from the Governor newsletter? – could this be shared with all Governors? Including via Teams. Could this be shared with other stakeholders? – e.g. via the website. Action KB.</p>
16	<p>Headlines</p> <ul style="list-style-type: none"> • Budget • Grappling with monitoring. • Embedding the Vision • Succession Planning discussion – preparing for the new school year.
17	<p>Date of Next meeting – 12th July 7pm venue TBC. Also Governor get together on 7th July – to capture ideas, consolidate progress with monitoring, processes, SEF and focus for the new academic year.</p>

Meeting Closed 21.00pm.

Action Checklist

WHO	ACTION	WHEN
MR	Consider sharing information with parents on Esafety – e.g. via the newsletter but also other means to ensure we try and engage all parents. Information from South Glos information session may also be shared.	12/07/21
BC	Take on role of Link Governor for Futures Function.	12/07/21
IC	Agree date for DS to continue training.	12/07/21
SG / KB	Identify if additional date is required to discuss Annual Governance Statement	12/07/21
MR / ALL	Additional column titled “monitoring” to be added to Impact Review Document. Governors to add evidence.	07/07/21
RT / EB	Input to Impact Review Document to form part of the Governor Day on 7 th July.	07/07/21
MR	Prepare timetable for consultation on the Vision for the Federation	30/09/21
KB	Consider skills audit at end of T6 / Beginning of T1	20/07/21
ALL	Succession Planning – consider future roles on FGB, and recruitment of Associate Governors	12/07/21
ALL	Governor Activity – as we return to more normal levels of Governor activity, please remember to report to KB.	Ongoing
KB	Ensure Governor Newsletter is shared.	28/05/21