



**THE PINNACLE SCHOOLS FEDERATION**  
 Minutes of the Full Governing Body meeting  
 Monday 6<sup>th</sup> December 2021, 7pm.  
 Via Microsoft teams



NAME	Abrv	STATUS	Present	NAME	Abrv	STATUS	Present
Alec Bryant	AB	Co-opted	✓	Charlotte Murphy	CM	Parent Elected	✓
Ben Clarke	BC	Co-opted	✓	Mike Riches	MR	Executive Headteacher	✓
Iona Cooper	IC	Parent Elected	✓	Jo Strange	JS	Foundation Iron Acton	A
Adam Dinham	AD	Foundation – Iron Acton	✓	Rob Taylor	RT	Co-opted	✓
Julie Gardener	JG	Foundation - Hawkesbury	✓	Tom Wilmers	TW	Associate Member	✓
Sarah Godsell	SG	Local Authority	A	Christine Wilson	CW	Staff Elected	✓
Revd Dave Jones	DJ	Associate Member	✓	Vacancy		Hawkesbury Ex-officio	
Kathryn Kempster	KK	Co-opted	✓				
Deb Marriage	DM	Co-opted	A	Kate Bashford	KB	Clerk to Governors	✓

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

**Meeting Opened: 19.07**

1	<p><b>Welcome</b></p> <ul style="list-style-type: none"> <li>IC welcomed everyone to the meeting.</li> </ul> <p><b>Apologies</b></p> <ul style="list-style-type: none"> <li>Apologies received and accepted from Jo Strange (illness) Sarah Godsell and Deb Marriage (both on leave).</li> </ul> <p><b>Quorum</b></p> <ul style="list-style-type: none"> <li>The meeting was quorate.</li> </ul>
2	<p><b>Declaration of Pecuniary and Business Interests</b></p> <p>None declared</p>
3	<p><b>Minutes from Previous Meeting</b></p> <p>The Minutes from 11<sup>th</sup> October 2021 were reviewed and agreed.</p>
4	<p><b>Matters Arising</b></p> <ul style="list-style-type: none"> <li>Send in a nutshell document to be shared with Governors via email for all Governors to read. This was shared via Teams. CW reported the document has recently had another update, and will be shared by again shortly. <b>Action CW.</b></li> <li>Consider need to recruit Associate Governors – ongoing – succession planning to be included in Offsite meeting. <b>Action IC.</b></li> <li>Provide success criteria / milestones for the Leadership and Management section of the FDP – ongoing. <b>Action KK.</b></li> <li>Governors to confirm to KB that they have read Part 1 of KSCIE and the Code of Conduct - any Governors for who have not completed this will be reminded by KB. <b>Action KB.</b></li> </ul> <p>All other actions have been completed or are discussed later in these minutes.</p>
5	<p><b>Headteacher's Report</b></p> <p>The Headteacher's report had been shared on teams in advance of the meeting and a number of questions raised. MR provided responses during the meeting as follows:</p>



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- **Attendance figures – it would be useful to know if any of the absences are unauthorised please –** significantly more absences are unauthorised at IA than at HA. It is believed this is mostly due to families catching up on holidays that were missed due to covid.
- **Have there been any results from the self-review from Mikes meeting with Aisha Thomas re quality and diversity?** – there is a meeting this week from which priorities will be identified.
- **In the light of understandable staff room number restrictions (to protect from COVID) how is staff mental health?** – people are being as positive as they can be and the staff night out last week (organised by AB) was a great boost to team moral.
- **How are the rest of the staff reacting to the staff member leaving? Are there any concerns about a knock to morale etc?** – there was definitely a sense of shock and a little upset. At the moment, the biggest knock to moral seems to stem from everything that is going on in the wider world, or from specific issues that individuals have outside of school – some staff in that position have commented that school can be a positive place for them. The departure of a member of staff is a destabilisation event, but staff seem to have accepted it and we are beginning to move forward – knowing who is in post will be helpful once we have completed the interviews next week. The member of staff who is leaving is being very positive which is helpful for the rest of the team.
- **Have you spoken to her about her reasons for leaving? – is there any beneficial feedback that we can incorporate into the future?** - the member of staff has reported that she no longer wished to remain in teaching.
- **Have you been able to assess the impact of this term on the year 1-2 cohort? Year 2 were already a high risk year group are there any further concerns as a result of the disruption? If there are concerns what measures will you put in place to ensure the children catch up?** A change in teacher is unsettling but children are adaptable and there will be continuity through other faces in the classroom. We will work to put in place a robust induction. We are clear about the criteria we are looking for in the individual that we would like to recruit and are seeking to find the best teacher that we can. We will work with them to address the issues where individual children have been identified for additional support. The cohort is behind where it should be. We do have experienced staff in the class and the pupils are receiving additional support – the right person will be able to develop those measures and bring about improvements.
- **How many applicants have you had for the role? Are they of a good standard?** 7 applications were received, 5 of those have been put forward for interview. The quality of applications has been mixed and 1 applicant has looked around the school. Some are experienced teachers, and some are ECTs. In addition the supply agency has been contacted – if it is not possible to recruit the right person for the role next week, a supply teacher placement will be used: it is important to ensure the right person is recruited.
- **Following the successful appointment of a new teacher at IA. Will there be additional support for that person/ year group as predicted data indicates weaknesses in writing and reading?** – We have made it very clear that we re looking for someone who can get to grips with the children’s needs and close any gaps from the outset, and interview tasks have been identified accordingly. Obviously the new teacher will be supported with training – this will include some of the initiatives already in place – for example the work that CW is completing with the English hub on phonics, and the “Mastery on Maths” initiative will provide similar training. We have many key elements already in place and the new staff member will be able to hit the ground running. There is also a HLTA and a one to one TA in that class.
- **What lessons have been learnt through this process? Are the particular challenges around teaching that year group? Are there changes you'll make in terms of what you're looking for in a candidate to fill the role?** Mixed aged teaching can be a difficult job. Additional support has been provided to staff in the past.
- **With those challenges, would you not lean towards recruiting a more experienced member of staff? – or a candidate who has done that previously? – or will it just suit certain individuals-** we are looking to find a really good teacher who can adapt. Even experienced teachers can struggle



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with the mixed aged teaching so that issue won't necessarily be overcome by recruiting an experienced teacher.

- **Could you outline some of the areas for development identified in the monitoring morning and learning walks? How are these being tracked and closed out?** There was positive feedback but there are always areas we can work on and we have been able to identify the next steps – e.g. handwriting – for this we have a strategy to roll out across the Federation. Inclusion of SEN children is another example – we want to ensure they are receiving the provision identified, whilst also being fully included as part of the class.
- **Hawkesbury Early Years has a Good /Outstanding rating compared to Iron Acton's Good. What are the key differences and are there more things we can mirror across the schools to get this up?** – the IA provision has made a huge amount of progress – this has included the new classroom and we continue to look at the learning environment as part of the FDP. The staff speak with increasing confidence, and this was reflected in comments during a recent visit from our Challenge and Support Partner, Dave Smith. The Ofsted criteria have been reviewed in detail – the provision is continually improving, but there is still work to be done and we want to ensure measures are embedded. The LA have been asked to provide further support – they visited last summer and said positive things, and have offered to do a return visit.
- **A Y6 pupil has joined Hawkesbury who has English as an Additional Language. Has this pupil moved from overseas or another UK school? How do you assess English proficiency for EAL pupils?** – the child has moved into year 6 from a school in Bristol and is able to speak, write and read fluently in English. We have carried out assessments to identify his needs.
- **Do you have a specific EAL policy or provision? – have either of the schools had experience of this in the past and their particular needs?** – at IA we do have pupils with EAL and therefore do have experience. Staff also have experience from previous schools. We do not have a policy but are aware when we can get support from and feel confident we are doing the best we can for this child.
- **Are any further Covid19 measures required, as advised by the DFE/LA following the latest Government announcements regarding Omicron?** – Staff are being asked to wear face coverings in the corridors.
- **Does this include the staff room?** – we have restricted numbers in the staff room, and so ensure social distancing that way.
- **Term 1 Pupil Progress Meetings took place for Y2 and Y6 children at both schools, leading to strategies and interventions to support pupil progress. What is in place for other year groups?** All classes have 3 PP meetings through the year and then staff decide if there is a need for additional meetings to focus on specific needs. So in term 1 it was decided to focus on y2 and y6. Other year groups will be reviewed during the year.
- **How do you provide opportunities for pupils to keep up not catch up?** – our interventions are mainly responsive in nature – often this is during the afternoon following the lesson being taught - so this focuses on them keeping up with the work. This seems to be working really well. There are some additional interventions – e.g. Nesy, phonics, – which are focused on specific areas of development. We have also been working on the staff implementing “responsive feedback” – this encourages flexibility and adaptability.
- **Primary applications for HA appears to be low for next academic year. Is this due to local demographics or parental choice or a combination of factors?** – we know that there are fewer siblings of our current pupils. We have discussions with the local preschool who have confirmed they have fewer children in that cohort. It feels like it is a local demographic issue, which obviously impacts on our school. MR mentions the Ofsted report when prospective parents visit the school, and most of them comment that they are looking at factors beyond the report.
- **No Outsiders Programme - How do leaders plan to monitor the impact of the No Outsiders Programme and what will meaningful inclusion, equalities and diversity look like to governors and other stakeholders coming into IA and HA ?** – monitoring of the impact of this initiative has begun - pupil conferencing has been completed and this will continue through the year – this



	<p>monitoring will need to be sensitively done and the questions carefully designed. Informal feedback suggests a positive response – for example what has been noted in pupil’s behaviour since the sessions – and this is exactly what we are looking for. The next step is to communicate further with parents to ensure there are no mixed messages for the children – e.g. from home or from the media.</p>
6	<p><b>Revised Budget – ratification.</b>          Documents relating to the revised budget exercised have been shared on teams. RT summarised. The budget is set in April, and is reviewed with our Integra Schools Finance Officer after 6 months. That exercise has happened and has been signed off by the Resources Committee. The outcomes are similar to the original budget.          Governors ratified the revised budget.          In the headlines section of the meeting a further question was asked regarding finance:  <b>Just going back to funding, can I highlight the sparsity fund that has been mentioned?</b> – yes, this will give HA an extra 10k per year (approx).</p>
7	<p><b>SEF</b>          IC introduced and highlighted the importance of the Governing Body reviewing the SEF and bringing their challenge to it, so that they comprehensively understand the strengths and weaknesses of the schools. In the past, Governors have provided input to the document, and this is included in the current version.          IC asked for comments on the current document:</p> <ul style="list-style-type: none"> <li>• The structure seems good and the evidence seems good and it’s a very positive document, but we need to be able to highlight the areas we are working on – these are potentially more important than identifying the areas we are doing well.</li> <li>• Is it possible to be clearer about where the weaknesses are?</li> <li>• It feels like there aren’t many next steps. If there aren’t many next steps, then are we nearing outstanding and we need to ask what we need to do to get there?</li> <li>• Are the outstanding criteria covered by the section at the end? – yes partly.</li> <li>• It would be good to understand that we are really secure in all of the “good” criteria.</li> <li>• Is it possible to have an extra column with the outstanding criteria that sits alongside the next steps? –this could make it clearer as to what actions were required, not only to maintain the good but to be clear about what the next steps are.</li> <li>• Governors getting to know the schools better can be done through monitoring and through for example attending an inset day.</li> <li>• Could we use a RAG status? – could this be a more easily accessible way that makes it clearer as to where we are?</li> <li>• 2 specifics for consideration: integration of better learners to vision and values, inclusive culture is referred to but I still think there is a lack of depth – though not commitment – to what this really looks like.</li> </ul> <p>A Governors Offsite meeting is booked for January. Governors agreed that the document will be reviewed further at that meeting. It was highlighted that the Annual Governing Board Self Evaluation document could be used in conjunction with this.</p>
8	<p><b>Monitoring Update</b>          IC thanked KK and JG for their work on the Monitoring Programme and Guidance. KK and JG summarised some key points:</p> <ul style="list-style-type: none"> <li>• Priorities have been taken from the FDP, core responsibilities identified and the monitoring programme developed accordingly.</li> <li>• Staff workload has been taken into account to ensure we strike the right balance.</li> </ul>



	<ul style="list-style-type: none"> <li>• The schedule can be revised as we work through the year.</li> <li>• It is important that Governors have the monitoring conversation with the relevant member of staff responsible for that area. The programme includes the relevant members of staff.</li> <li>• Alongside the plan is guidance in the form of the Governor Visits and Monitoring policy.</li> <li>• Some areas can be monitored via Committees – for example Governors received an excellent presentation at the Standards Committee from the PE subject leads so Governors need to use these opportunities to capture the information and avoid duplication.</li> <li>• There are new monitoring forms available on teams – these have already been found to be useful – they help keep the conversation on track, and stop the meetings becoming too long.</li> <li>• Once completed, the forms are shared with the member of staff and with the Headteacher for comment.</li> <li>• There should be highlights of monitoring fed into the Committees, and therefore feedback from monitoring will be included as an agenda item on each committee meeting. <b>Action KB.</b></li> </ul> <p>Governors commented that they felt the guidance was really helpful.</p>
9	<p><b>Review of Vision and Values</b></p> <p>MR had shared on teams a document which summarised the current position with the Vision and Values, including the Federation vision. Consulting with parents on the Federation vision will be done at the start of T3 and will be included as an Agenda item at the next Ethos Committee meeting. <b>Action KB.</b></p> <p>Much work has been done on establishing the Vision and Values for each school. A number of Federations have a Vision and Values which are shared across all schools in the Federation. However, it feels positive that we have been able to tailor ours to our own school communities.</p> <p>It is recognised that the children are clear about the Vision and Values, and what they mean to them, and that feels really positive.</p> <p><b>Could it be beneficial to have a shared Vision and Values?</b> – when the Federation was created, the schools were keen to federate but were also keen to retain their distinctive identities – and keeping the Vision and Values separate was a good way to do this.</p> <p>It would be good to gain more information from the children, but also from the staff, about how these are currently working. Comments from Governors would also be welcome. This could link into the SEF / discussed at the offsite day.</p> <p>Governors identified they would like to be clear about the positive case for the Federation – for example how we ensure we are sharing the best from the school communities and adding value.</p> <p>MR shared a document which links areas of our school life with British Values and also the schools vision and values. Completing the document is a piece of ongoing work and will be monitored at Ethos Committee. MR highlighted that further links from the Vision and Values to the Curriculum are also being developed.</p>
10	<p><b>Key points from Ofsted update attended by IC</b></p> <p>IC highlighted a very useful training session that she had attended – information from the session has been shared on teams. Overall message is everything we do as governors needs to take into account the Vision &amp; Values (for both schools), monitoring, and evidence for the SEF. Triangulating between these is key. The handouts from the course highlight ideas on evidencing each area. When carrying out monitoring, it would be very useful if Governors could refer to the relevant sections in the training document. <b>Action ALL.</b></p>
11	<p><b>Policies</b></p> <p><b>Written statement of Behaviour Principles –</b></p> <p>Use of reasonable force – staff training – is there a separate Policy for that? – MR and KB to double check the Positive Behaviour Policy to confirm it is explained. It may need another sentence in the Policy. Policy ratified, subject to amendment.</p>





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	<p><b>Child Protection Policy</b> – ratified.  <b>Curriculum Policy</b> –  <b>Should there be something about cultural capital in the Policy?</b> <b>Action MR.</b> Policy ratified.  <b>Educational Visits Policy</b> – ratified.  <b>Governor Visits Policy</b> – ratified.  <b>Medical needs Policy</b> – ratified.  <b>Pay Policy</b> – ratified.</p>
12	<p><b>Approval of Spend – Ramp at Iron Acton</b>          3 quotes have been obtained:          RMB Property Maintenance - £2350          JDAM Building Contractors - £3550          Handyvan - £2680          Governors approved RMB Property Maintenance to complete the work.</p>
13	<p><b>Safeguarding Updates</b> –          DM recently attended Governor Safeguarding training and has met with MR. A summary report has been provided on teams, and includes information on the current situation with pupils of concern. DM noted that the SCR at HA will be amended to include supply staff, and also highlighted that supervision for the DSLs could be reviewed. <b>Action MR.</b></p> <p>Safeguarding audit – the issue of the audit has been delayed – it should be available by the end of term - MR will review with DM and DSLs, and the Safeguarding Action Plan will be developed.</p>
14	<p><b>Mental Health and Wellbeing -</b>          Governors acknowledged their responsibilities for Mental Health and Wellbeing.          The Term 2 inset day included a ½ day session on mental health training from which the Pinnacle Schools Mental Health and Wellbeing Action Plan was prepared – this has been submitted to the Local Authority, and will be monitored via the Standards Committee <b>Action KB.</b>          CW highlighted that this is a significant project and is for everyone to be involved in.          DJ highlighted that the Fromeside Benefice has a listening support team that is available to staff at both schools – this could be included in the plan as it can be instantly available, and staff do not have to wait for a referral. DJ to send information to CW for inclusion on the Staff noticeboard. <b>Action DJ.</b>          Governors noted that our Staff Absence Insurance includes a “first care package” that Staff can access at any time.  <b>Are there any specific actions for the Governing Board on the plan? – how do you want us to help? –</b>          Some key tasks are developing an area on the website, getting parents involved, getting pupils involved as mentors / ambassadors. CW will confirm any specific actions that Governors can get involved with.  <b>Could this regular slot briefly focus each time on a prepared MHWB theme, perhaps from a different stakeholders perspective each time?</b> CW will consider how Governors can be involved and themes that can be developed. <b>Action CW.</b></p>
15	<p><b>Committee Headlines</b> –  <u>Standards Committee</u></p> <ul style="list-style-type: none"> <li>• Catch up funding summary.</li> <li>• Pupil targets (year 4 focus)</li> <li>• Monitoring schedule</li> <li>• Presentation from PE Subject leads</li> </ul> <p><u>Resources Committee</u></p>



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	<ul style="list-style-type: none"> <li>Decision on Breakfast Clubs and ASC at IA – Resources Committee will undertake a review at the end of the financial year.</li> <li>Revised budget sign off.</li> <li>Budget discussion at HA.</li> </ul> <p><b>The proposed April review of BC and ASC, this seems to soon after covid?</b> – it might not be a final decision, but we needed to establish a marker.</p> <p><u>Ethos Committee</u></p> <ul style="list-style-type: none"> <li>Agreement of priority areas.</li> <li>Application of church school award.</li> </ul>
15	<p><b>AOB</b>  <b>See confidential minutes.</b></p> <p>Offsite review – Succession Planning, Governor feedback on the V&amp;Vs, Governing Board Self Evaluation document and SEF have been identified in this meeting as Agenda items for the offsite review scheduled for 24<sup>th</sup> January. Governors were asked to send any other agenda item ideas to IC. <b>Action ALL.</b></p>
16	<p><b>Headlines</b></p> <ul style="list-style-type: none"> <li>SEF</li> <li>Revised Budget.</li> <li>Monitoring programme</li> <li>Vision and Values</li> </ul>
17	<p><b>Date of Next meeting – 7<sup>th</sup> February 2022, Hawkesbury Primary School</b></p>

**Meeting Closed 20.55**

**Action Checklist**

WHO	ACTION	WHEN
CW / KB	Updated SEND in a Nutshell document to be shared with Governors.	31/1/22
KK	Milestones / Success Criteria for the Leadership and Management section of the FDP to be developed.	31/1/22
KB	KB to remind Governors that they need to confirm they have read the Code of Conduct and Part 1 of KCSIE	31/1/22
KB	Monitoring feedback to be included on Committee agendas.	Ongoing
MR/KB	Feedback from consultation with parents on Federation Vision to be reported to the Ethos Committee.	14/02/22
ALL	All governors to refer to the material from the Ofsted update training course when completing monitoring.	Ongoing
MR / KB	Amendments to Policies	17/12/21
MR	Actions from safeguarding meeting with DM – SCR at HA and Supervision for DSLs	31/1/22
CW	Confirm roles for Governors in implementing the Pinnacle Schools Mental Health and Wellbeing Action Plan and any themes that can be developed at meetings.	31/1/22

Signed by Chair:



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DJ	Provide information to CW on the Fromside Benefice listening support team.	17/12/21
KB	Progress with the Pinnacle Schools Mental Health and Wellbeing Action Plan to be monitored via the Standards Committee	17/12/21
IC	AOB item – to be discussed further.	31/1/22
ALL	Offsite review – Succession Planning, Governor feedback on the V&Vs, Governing Board Self Evaluation document and SEF have been identified as agenda items. Any further items to be noted with IC.	10/1/22