



**THE PINNACLE SCHOOLS FEDERATION**  
 Minutes of the Full Governing Body meeting  
 Monday 7<sup>th</sup> February 2022, 7pm.  
 Iron Acton Primary School



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	✓
Adam Dinham	AD	Foundation – Iron Acton	A	Rob Taylor	RT	Co-opted	A
Julie Gardener	JG	Foundation - Hawkesbury	✓	Tom Wilmers	TW	Associate Member	✓
Sarah Godsell	SG	Local Authority	✓	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	✓	Kate Bashford	KB	Clerk to Governors	✓

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

**Meeting Opened: 7.02pm**

	<b>Presentation from Dave Smith (CSP)</b> – the presentation was postponed until the term 4 FGB.
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 from Adam Dinham (illness) and Rob Taylor (illness).</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 6<sup>th</sup> December 2021 were reviewed and agreed.</p>
4	<p><b>Matters Arising</b></p> <p>Updated SEND in a Nutshell document to be shared with Governors. <b>Ongoing</b> – the document is undergoing further update and will be shared with Governors once complete. <b>Action CW</b></p> <p>Milestones / Success Criteria for the Leadership and Management section of the FDP to be developed. <b>Ongoing – Action JG.</b></p> <p>KB to remind Governors that they need to confirm they have read the Code of Conduct and Part 1 of KCSIE. <b>Ongoing Action KB</b></p> <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> <p><b>My question relates to the curriculum; what evidence is there that children know more and remember more?</b> The most recent example of this was Pupil Conferencing on science at</p>

Signed by Chair:



Hawkesbury – it was very clear that children have retained more information. The responses from children showed they had good recall and could make good links between other subjects. **My second point is when leaders have completed their evaluation of the impact of PP and Catch Up grants on outcomes and quality of work of the targeted groups and individuals. Could this information be shared at the next standards committee?** – Yes it will be shared. KB to add to agenda for term 5 when next set of data is available. **Action KB.**

**There was a gap of 6.75% between FSM/Ever6 and non FSM/Ever 6 for attendance last year at IA with disadvantaged pupils (89.94%) falling into the persistently absent category.** We had a complication with attendance last year due to Covid: in the January second lockdown, we were able to invite children from more vulnerable families into school. If they didn't come in, this was recorded as authorised absence (and therefore counted against their attendance figure) whereas all other children weren't recorded in this way. If we exclude those, the figure is 95.8%.

**Currently PP at Hawkesbury are 89.8% and PP at IA are 90.1%. Based on these figures, both schools are teetering around the persistent absence threshold. The Pupil Premium Strategies for both schools identifies attendance as a priority (use of DfE Improving Attendance materials). The Pupil Premium Governor report by BC also addressed attendance. What specific actions are currently being taken to improve the attendance of disadvantaged pupils as improved attendance will lead to improved outcomes?** We had already been doing the majority of what was in the new DfE document and the schools rigorously monitor attendance. Statistics are completed on a weekly basis and staff have ongoing conversations with parents. Any issues are shared with the SLT. Positive messages regarding attendance are reinforced when MR visits classrooms in the morning. Our positive relationships with families are central to what we do. Early Help Assessment Plans can sometimes include attendance matters. We make phone calls home where appropriate but also adopt more formal measures –e.g. letters. We recognise the specific factors that impact attendance - recently this has been to do with Covid but also the chicken pox outbreak at IA. It's something we are very aware of and monitor closely.

**Will it be possible to compare April 21 with April 22?** – yes it will be.

**You indicated to the PP link Governor that each school has 1 pupil who has had a significant impact on the PP attendance data to date, what would the percentages be with these two pupils removed from the data?** Data would be IA 92% and HA 92.5%. So still not as high as we would like. A number of PP children at both schools have had covid.

**Talk for Writing - If early indications show greater consistency and understanding of T4W at IA, where this was an already familiar approach, what is in place to ensure improved and swiftly embedded consistency and understanding at Hawkesbury?** We are at an advantage in HA because all staff had the training at the same time (at IA the training was phased). A training session on non-fiction is planned for May to further upskill teachers. S Bagnall has used this approach for a number of years so is also a useful source of information. Additional monitoring will take place during term 4.

**Curriculum progression prepared by subject leaders is key and whilst this may not yet be fully in place, which subjects are in place and what is the deadline for the outstanding subjects?** Documentation is in place for all subjects but some documentation needs refining.



	<p>We want to further adapt it to fit our schools and that is our next step – and this is what will go on the website.</p> <p><b>Phonics scheme - The SDP indicates this will be purchased, staff trained and in place for Sept 2022. Have you now identified a suitable scheme?</b> Yes – a new scheme – Unlocking Letters and Sounds. This is the most similar to our current approach and is recommended by our English specialist, Jenny Violette. It is slightly better value for money and also means we don't have to make as many changes to our resources, although some new books will be required. Jenny Violette and the English Hub will continue to guide us through the steps.</p> <p><b>CSP visit to IA - How are you rigorously monitoring the progress of and provision made for the lowest 20% of attainers? Is this the same as for all pupils (eg pupil progress meetings) or are there additional actions to ensure rapid progress is made and sustained?</b> CW uses a number of tracking systems for pupils who receive interventions – e.g. phonics are assessed half termly and interventions monitored. Next week the learning skills of PP children are being monitored and a specific form has been developed to ensure the correct information is captured along with some pupil conferencing questions.</p> <p><b>CSP visit to IA - CSP has offered to support foundation subject leaders in order to develop curriculum intent and monitor implementation/impact. Has need been identified and support been scheduled?</b> Yes – the writing session took place last Friday. MR would like every member of staff to have the chance to meet with the CSP.</p> <p>The SLT meeting at HA on 8/2/22 will address the actions raised by the LA review and also finalise some other areas that will be a priority. IC is currently reviewing actions raised in relation to Governance and these will be reviewed at term 4 FGB. <b>Action KB / IC.</b></p>
6	<p><b>Update on the Behaviour Project</b></p> <p>AB provided information on the Behaviour project. This started in 2020, and developed from a project in the LA which is linked to a book – “When the adults change everything changes”.</p> <p>The schools were keen to see the impact the project could have. It has been led by AB (HA) and B Brown (IA). Key points:</p> <ul style="list-style-type: none"> <li>• 3 rules – be ready, be respectful, be safe. These are displayed in classrooms at both schools.</li> <li>• Move away from token rewards –e.g. house points, dojos.</li> <li>• Instead there is more praise and positive feedback – e.g. a “recognition board” in every class.</li> <li>• Positive notes are issued by teachers – praising behaviour that goes above what is expected.</li> <li>• Visual consistencies for children – e.g. meeting and greeting in the morning, staff model our values – pip and rip – praise in public, reprimand in private.</li> <li>• Restorative questions are used by all staff at both schools – 7 questions in total of which 5 are used when addressing a specific incident.</li> <li>• Next steps:       <ul style="list-style-type: none"> <li>○ AB and BB would like to do conferencing at both schools and do a learning walk together.</li> <li>○ Blue print will be shared with Governors. <b>Action AB / KB.</b></li> <li>○ Parent information session at HA focusing on behaviour in March.</li> </ul> </li> </ul> <p><b>How do we make sure there is sufficient positive reward and enforcement for children?</b> – through the consistent positive praise and feedback provided, the children have developed their behaviour - they want to be on the recognition board – the mentality of “we are all working towards the same thing” is much more evident because we are clearer about the goals.</p>



	<p><b>It would be nice from a parent perspective if there was a way to know that the child has had my name up on the board?</b> Parent Teacher meetings provide an opportunity for feedback on behaviour. Positive notes can also help to give recognition.</p> <p><b>Will this also be picked up in celebration service?</b> – at Celebration service we focus on children who are flourishing in their work skills and learning rather than behaviour. This is part of moving away from rewarding behaviour – it should be expected that children behave – they receive praise and positive enforcement but not reward, unless they go over and above.</p> <p>The project works well for the vast majority of children – there will always be individuals who need something different and in that case, staff will work to find a solution for these individuals.</p> <p><b>It feels informing parents will be key – reprimanding in private is an important angle to get across as some children may report back to parents that a child wasn’t reprimanded?</b> Yes, this can be addressed at the parent information session.</p> <p><b>How are you measuring success?</b> – evidence is clear in the attitudes seen from the children, and the responses that you get from the restorative questions. We find poorer behaviour is being repeated less. The children who have been at school for the full time of the project have benefitted from it most. Pupil conferencing will also provide information.</p> <p><b>How can we get more people along to the parent session and get the information out?</b> – Information has been shared via newsletters etc but not an information session so this will start with the session at Hawkesbury in march. A short video could also be prepared.</p> <p><b>Is the project something we could get parents to sign up to?</b> – we could consider putting something in the welcome pack.</p>
7	<p><b>SDP Update</b> – the latest version of the SDP had been shared on teams. MR highlighted some key points.</p> <ul style="list-style-type: none"> <li>• The Schools are working to embed the measures that we have put in place.</li> <li>• Curriculum – it feels we have a good system in place for the curriculum. We need to refine it further but it seems to be working well. Science will continue to be a focus - resourcing will be our next step. Maths will be taken forward at next week’s staff meeting, with further monitoring planned during terms 5 and 6.</li> <li>• Quality of teaching and learning – new systems are in place. Staff are sharing successful approaches and also considering feedback. We had good feedback on phonics at the LA review and can see the way forward with the new phonics scheme.</li> <li>• Personal development, behaviour and attitudes – there is lots in this section and the schools have lots going on – for example IA has achieved a Bronze award for Active Travel and the “no outsiders” project is the focus for work on equalities, along with staff training.</li> </ul> <p><b>Equalities – is this linked to events such as LGBT history month and black history month?</b> – yes – we have taken these forward and are keen to work with other initiatives.</p> <ul style="list-style-type: none"> <li>• Leadership and management – Action plans for Subject Leaders have been developed and the leaders are developing in confidence.</li> <li>• Early Years – a Lead CSP is coming to look at the provision at HA to review our self-assessment rating and to identify next steps to develop practice at IA. Staff have worked hard to develop the EY curriculum.</li> </ul>
8	<p><b>Feedback and Agreement of action points from Governors Offsite Review</b></p> <p>A Governors “Off-site” meeting was held on 24<sup>th</sup> January. IC thanked all for attending. Notes will be shared on teams. <b>Action IC.</b> Key areas covered were self evaluation, succession planning, vision and values, engaging with parents, feedback from the online pupil survey, governor updates to appear in the school newsletter, production of the annual statement and CPD.</p>



9	<p><b>Report from Resources Committee on Internal Audit Progress</b></p> <p>TW summarised that the original Internal Audit report for IA made 8 recommendations. The Follow up visit identified that 5 of those have been fully implemented. 3 have been partially implemented as follows:</p> <ul style="list-style-type: none"> <li>• Authorisation of Purchase orders – the process has been updated so that there is appropriate separation throughout the process and this continues to be developed.</li> <li>• Breakfast Club operating at a loss – this is not permitted – this is being monitored regularly at Resources Committee and is attributed to covid. We will continue to monitor and action will be taken if appropriate.</li> <li>• Administrators’ handbook – this will be finalised and agreed by the EHT.</li> </ul> <p>Resources Committee were satisfied that measures to address all actions are underway and will continue to monitor progress.</p>
10	<p><b>Report from Standards Committee on Data</b></p> <p>KK summarised key points from the most recent Standards Committee meeting:</p> <ul style="list-style-type: none"> <li>• The Demographics section on Insight gives information on attendance, vulnerable groups, PP children, summer born children.</li> <li>• IA – the quality of teaching has improved since a significant change to staffing at the start of T3 and this improvement is anticipated to continue.</li> <li>• Year 4 at both schools – both small cohorts and both have weaker data. At IA there is a high proportion of SEN children. There is lots of additional support with regular assessment and interventions.</li> <li>• Year 5 at IA – reading is very strong, but maths is weaker</li> <li>• NFER reading tests have been adopted by the schools. 100% of children in year 5 at IA fell in the categories “above average and high average” which is a very positive.</li> <li>• Year 2 at HA – writing is a concern but “talk for writing” is having a big impact.</li> <li>• Lots of children have had their learning disrupted due to covid absence but when children are off, the schools do continue to provide access to learning.</li> <li>• Data for year 5/6 at HA is set to improve as the teacher has identified areas that need looking at.</li> </ul> <p>At both schools it is recognised that data for PP children is not as strong as we would like. Monitoring has recently been completed and future monitoring will allow the value of interventions to be assessed. The schools want to ensure the goals and aspirations for PP children are also clear – e.g. the chance to learn a musical instrument. Evidence suggests that PP children have been hit hardest by the pandemic.</p>
11	<p><b>PP Strategy update</b></p> <p>The PP strategy documents have been shared via teams and are also available on the school websites. MR summarised.</p> <ul style="list-style-type: none"> <li>• 19 PP children at IA, 9 at HA.</li> <li>• Catch up funding is included as part of the PP document.</li> <li>• The new document format provides “challenges” which help schools decide how to use the funding. These are reflected in the activities that are then put in to place.</li> <li>• All of the evidence has to be researched based to show the Activities are effective.</li> <li>• The Strategy is split into 3 sections – Teaching (including training and teacher retention), Targeted academic support (e.g. TA time, tutoring, reading assistants), Wider Strategies (e.g. music lessons, visits and trips, attendance). Not all of the activities have a budget attached (e.g. attendance).</li> </ul>



	<ul style="list-style-type: none"> <li>• The report also covers a review of the impact of the previous year.</li> <li>• The Strategy documents have lead onto an Action Plan which includes when monitoring will take place.</li> </ul> <p><b>Emotional wellbeing of PP children –do the children get the emotional support they need as well as support for learning?</b> – yes – most of this is through ELSA.</p> <p><b>Will ELSA give you a measure?</b> Yes, via the questionnaires.</p> <p><b>So at what point do we have to do something different? – if we are using strategies that are rooted in research and we are implementing those well, then what we do if we see problems in the data for PP children?</b> – we would need to consider if we have identified the correct barriers to learning, and if the quality of teaching effective. We have high aspiration for every PP child that joins the schools and find that PP children usually start school with lower starting points.</p> <p><b>Is there any national data that we can compare to?</b> – MR is looking into this but we need to make sure we benchmark against similar schools. Because of the size of our schools, we find that each pupil is statistically very significant. The end of this year should provide more data, and we can compare with other schools in the hub. <b>Action MR</b></p> <p><b>Is the barrier extended to issues at home and issues that parents are facing?</b> – is there something along the lines of family liaison? – if numbers of PP children continue to increase, could we consider this as a way of helping PP parents to feel less marginalised? The funding should be spent where the barriers apply. It can be that the access to learning is a barrier so we could consider this.</p> <p><b>Would case studies be appropriate and useful?</b> – yes, definitely. MR and CW will review case studies with BC at next PP monitoring. <b>Action MR.</b></p> <p>Governors agreed that more data is required and that monitoring, including benchmarking, needs to continue.</p>
12	<p><b>Monitoring Update</b></p> <p>KK noted:</p> <ul style="list-style-type: none"> <li>• Additions have been made to the monitoring paperwork following on from the LA review – Governors need to sense check the Subject Lead plans. A box has been added to the report form and pre-visit form. Governors need to ensure Subject Lead plans are precise following on from OFSTED’s findings.</li> <li>• Policies - and their link with vision and values – need to be considered. In the monitoring report, Governors are now asked to comment on what Policies were in action.</li> <li>• Governors are keen to ensure that staff understand the monitoring process. KK will attend a Staff Meeting to communicate this and to request feedback from staff. KK to discuss with MR. <b>Action KK.</b></li> <li>• Monitoring reports are available on teams – they are a great way of sharing information within the Governing body and Governors are encouraged to review other monitoring reports.</li> </ul>
13	<p><b>Policies and documents for agreement</b></p> <p><u>Exclusion Policy</u></p> <p><b>Is this happening in practice – e.g. would the school contact the Chair of local send cluster? etc</b> – yes, this would have been done. It is a useful resource.</p> <p>Policy ratified.</p> <p><u>LA support level indicators</u> – a document has been shared on teams which details the Support Level indicators used by South Glos. Iron Acton is Priority 5, Hawkesbury is Priority 2. Noted by Governors.</p>



14	<p><b>Approval of Spend – Ratification of spend on Windows at Iron Acton</b></p> <p>Information had been shared via email to allow work to be progressed, with Yate Windows selected as the preferred supplier. Governors ratified the decision.</p>
15	<p><b>Safeguarding Updates –</b></p> <p>DM highlighted the KCSIE consultation which closes on 8<sup>th</sup> March. The consultation proposes that all governors will need safeguarding training. MR reminded Governors that if they wish, they can join the safeguarding training being provided on 28/2 (online). Further details are available from KB. <b>Action ALL.</b></p> <p>The consultation also suggests that Governors should have an awareness of the DSL role, provides further guidance and emphasis on children at greater risk of harm, and also suggests that before someone is employed by the school, an online search of the candidate is carried out – and questions about the findings raised with the candidate.</p> <p><b>Would this need to be dovetailed with the safer recruitment policy? – yes.</b></p> <p>The Safeguarding Audit proforma was issued by South Glos last week. This will be worked on with the DSLs and will be ratified at the next FGB. MR will meet with DM to discuss the audit. <b>Action DM/MR</b></p>
16	<p><b>Mental Health and Wellbeing –</b></p> <p>SG provided an update: at the recent Standards Committee meeting, CW had discussed the MHWB Action Plan – the document covers staff and children.</p> <p>It was suggested at Standards that a staff questionnaire should be carried out. Governors agreed that this should be completed and should be issued by Governors (rather than the school leadership team). On the Standards Channel in teams there is further information about questions that would be asked – these are based on the questions asked in the Online Pupil Survey. Governors agreed that these questions would be used, but with questions about the demographic removed to ensure anonymity. The method for distributing the questionnaires needs to be agreed, and the questionnaire distributed before 28<sup>th</sup> February so that staff can complete it as part of the inset day – <b>Action IC and SG.</b></p> <p>MR will publicise to staff, highlighting that this is our baseline measure – Governors really want to find out how staff are.</p> <p>Online Pupil Survey (OPS) – this was completed in June last year: 14 children at IA completed the survey. This is assumed to be just year 6 children who will have left the school now. However, the data could allow comparison with South glos data – SG suggested this could be shared at an assembly and help the children to tie up the information.</p> <p>Could we use the questions for a full school survey carried out by the school? – the questions in the OPS are designed to be suitable for year 4,5, 6. MR and CW to consider. <b>Action MR / CW.</b></p> <p>Progress with the Surveys will be monitored via the Standards Committee.</p>
17	<p><b>Committee Headlines –</b></p> <p><u>Standards Committee</u></p> <ul style="list-style-type: none"> <li>• EYFS curriculum.</li> <li>• MHWB Action plan.</li> <li>• Data, particularly progress of PP children.</li> </ul> <p><u>Resources Committee</u></p> <ul style="list-style-type: none"> <li>• Pupil numbers at HA and sharing the improvement message.</li> <li>• Continued monitoring of Breakfast Club and After School Clubs to include survey</li> <li>• Preschool relocation at HA to be explored further.</li> </ul>



	<ul style="list-style-type: none"> <li>• SFVS group.</li> </ul> <p><u>Ethos Committee</u> – no meeting. Monitoring has taken place.</p>
18	<p><b>AOB</b></p> <p>IC shared with Governors information from Bristol Diocese regarding their Growth and Sustainability Policy.</p> <p><b>If Academisation is inevitable, would we be better looking at what academy umbrella is best?</b></p> <p>Governors agreed this could be the most useful way forward. There aren't many MATs in South Glos.</p> <p><b>So do we just need to hold onto the information, or do we need to do more? There is going to be a white paper in the spring – perhaps we should wait for this?</b> Governors agreed.</p> <p>The Diocese of Bristol have requested that a questionnaire is completed and returned to them by the start of term 6. Method for completion of questionnaire to be agreed by IC. <b>Action IC.</b></p> <p>Reminder that a <u>Governor-Parent Information session</u> is being held for Hawkesbury Parents at 2.30pm and again at 7pm on 14<sup>th</sup> March. Governors to confirm to KB if they are able to support at the meeting(s). <b>Action ALL.</b></p>
16	<p><b>Headlines</b></p> <ul style="list-style-type: none"> <li>• Celebration of positive feedback from LA review at HA and recommendations being taken forward across the schools.</li> <li>• Better behaviour project</li> <li>• Federation SDP update – we are on track to meet the objectives.</li> </ul>
17	<p><b>Date of Next meeting 28<sup>th</sup> March 2022, Hawkesbury Primary School</b></p>

**Meeting Closed 20.55**

**Action Checklist**

WHO	ACTION	WHEN
CW	Updated SEND in a Nutshell document to be shared with Governors. <b>Ongoing</b> – the document is undergoing further update and will be shared with Governors once complete.	28/3/22
JG	Milestones / Success Criteria for the Leadership and Management section of the FDP to be developed.	28/3/22
KB	KB to remind Governors that they need to confirm they have read the Code of Conduct and Part 1 of KCSIE.	28/3/22
KB	Impact of Catch up funding to be reviewed at T5 standards. KB to add to agenda	28/3/22
KB/IC	LA review Governance actions to be reviewed at T4 FGB.	28/3/22
AB /KB	Behaviour Project Blue Print to be shared with Governors	28/3/22
IC	Notes from Governor off site session to be shared	28/3/22





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Minutes of the Full Governing Body meeting  
Monday 7<sup>th</sup> February 2022, 7pm.  
Iron Acton Primary School



MR	Case studies and data from other schools in the hub to be used at next PP monitoring	23/5/22
KK	Discuss attendance at staff meeting to discuss monitoring with staff.	28/3/22
ALL	All Governors to where possible read monitoring reports that are available on teams.	Ongoing
DM/MR	Meet to discuss Safeguarding Audit	28/3/22
ALL	All Governors to consider if they would like to attend Safeguarding training on morning of 28 <sup>th</sup> February – online training session – please contact KB to attend	20/2/22
IC/SG	Staff MHWB Survey to be ready for distribution by 28/2/22	28/2/22
MR/CW	Consider feasibility of completing a full school Pupil Survey	28/3/22
IC	Diocese Growth and Sustainability Policy – IC confirm arrangements for completing questionnaire by early term 6.	28/3/22