

NAME	Abrv	STATUS	Present	NAME	Abrv	STATUS	Present
Alec Bryant	AB	Co-opted	A	Mike Riches	MR	Executive Headteacher	✓
Ben Clarke	BC	Co-opted	✓	Lizzie Reynolds	LR	Co-opted	✓
Jan Conner	JC	Foundation Iron Acton	✓	Malcolm Strange	JS	Iron Acton Ex-officio	✓
Iona Cooper	IC	Parent Elected	✓	Rob Taylor	RT	Co-opted	✓
Julie Gardener	JG	Foundation - Hawkesbury	A	Tom Wilmers	TW	Co-opted	✓
Sarah Godsell	SG	Local Authority	✓	Christine Wilson	CW	Staff Elected	✓
Kathryn Kempster	KK	Co-opted	✓	David Wylde	DW	Associate	✓
Deb Marriage	DM	Co-opted	✓	Vacancy		Hawkesbury Ex-officio	
Charlotte Murphy	CM	Parent Elected	✓	Kate Bashford	KB	Clerk to Governors	✓

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

The meeting was originally scheduled for 30th January and agenda prepared accordingly. This meeting was postponed due to illness and rescheduled for 6th February 2023.

Meeting Opened: 7.07pm

1-2	<p>Welcome</p> <ul style="list-style-type: none"> IC welcomed everyone to the meeting. <p>Apologies</p> <ul style="list-style-type: none"> Apologies received and accepted from JG (Family holiday) and AB (family commitments) <p>Quorum</p> <ul style="list-style-type: none"> The meeting was quorate.
3	<p>Declaration of Pecuniary and Business Interests</p> <p>None declared.</p>
4	<p>Minutes from Previous Meetings</p> <p>The Minutes from the FGB of 5th December 2022 were reviewed and agreed.</p>
5	<p>Matters Arising</p> <p>KK/RT/JG- Provide summary of achievements to KB – ongoing – this will be featured in forthcoming newsletters (one committee per newsletter, after half term). Action RT, KK, JG</p> <p>KK/KB Discuss with KK progressing absence guidance and policy (with SG) – ongoing – to be finalised in term 4. Action KK/KB</p> <p>All other actions are complete or discussed later in these minutes.</p>
6	<p>Headteacher's Report</p> <p>The Headteacher's report had been shared on teams in advance of the meeting. MR provided updates:</p> <p><u>Attendance</u></p> <p>Since the data was shared in the HT report, data has changed for the better: this highlights that just before Christmas at both schools there was a significant period of absence, due to illness. Overall attendance figures at IA are now 93.4%. At HA, persistent absence has improved, particularly for the FSM group. Attendance is poorer than we would have seen in the past, DW has completed monitoring.</p>

It has been useful to see the national overall absence rate from the DfE is 92.5% so both schools are above this average. MR has asked local hub schools to share their data to enable helpful comparison.

Pupil numbers - One child has left at both schools, which has also impacted on overall attendance data. Governors were pleased to hear the efforts that have been taken by staff to ensure effective handover of information regarding one of the pupils.

Has feedback on this process been shared with the Safeguarding lead at South Glos council? – yes, the school has been working with the Children Missing in Education contact.

IA continues to have a waiting list however the staff have identified that a settled period is required, and no further admissions will be made for the time being.

The Reception 2023 data from Gloucestershire County Council has now been shared with HA. The school is 2nd place for 1 child, and 5th place for 1 child.

Exclusions – there were no exclusions in the HT report. This feels positive bearing in mind there was previously an exclusion. Behaviour has improved and staff feel we are moving in the right direction. However, since the report there has been 1 further exclusion which will be detailed in the next EHT report.

Some questions on the HT report were received in advance of the meeting:

Can Mike say a little bit more about the absence rates at IA since September? It would be helpful to know what else is in place to address the number of unauthorized absences and whether this will continue to be a concern moving forward. Unauthorised absences have decreased. Most unauthorised absences relate to holiday absences. As a general rule this seems to link to PP families and it is difficult to do something about this, especially if they are only away for a few days, and below the FPN threshold. The schools continue to discuss with families.

Is there any feedback on how the team feel ASC is going at HA now it has come in house, including whether there have been any changes in the number of pupils attending? Appreciate it might be a little early for this so maybe a more detailed report at the March FGB would be more appropriate for this one. Members of SLT do check in regularly and it feels a positive and happy environment. This is also reflected in adhoc parent feedback. Both members of staff have some good plans in place and it feels it is moving in the right direction.

The number of pupil applications for HA appear low. Although applications are at the same level as at this point in time last year, is there any other information available (eg GP/LA data) to indicate that new starters in reception for Sept 2023 could be higher? – preschool numbers were low when Hawkesbury preschool was open at the school so it isn't a big surprise that numbers for reception were looking low although the school does attract children from other preschools. MR has also been able to see Area Health Data which reflects application numbers.

How are you ensuring continuity and consistency in provision for pupils in Y5/Y6 class at IA following the temporary staffing solution which means the class have 3 different teachers? Each teacher has their own specific elements of the curriculum that they deliver. It seems to be working well, both teachers have settled in well and are working to develop relationships with the children.

Persistent Absence for Pupil Premium and SEND are both high. It may be that some children fall into both of these pupil groups. Are the parents of these pupils aware that their child's attendance requires improvement? How have you informed them? Are Attendance Improvement Plans a strategy that you use or could use in order to meet with parents to inform them, identify barriers and offer support to overcome these? – yes, parents are aware. Conversation will be held at parents evening – initially we try to keep it less formal, consider individual circumstances and encourage

	<p>ongoing dialogue around this. However, where appropriate in some cases, there will be a school attendance meeting .</p> <p>The attendance feels it is just something you need to keep chipping away at? – yes. Information about attendance and FPN has been included in the newsletter and we have received feedback from this so parents are aware.</p> <p>LR joined the meeting via teams.</p>
<p>7</p>	<p>Review of Vision and Values</p> <p>MR had provided on teams a summary of the current Vision and Values for each school – this document had been shared on teams in advance of the meeting. Governors reviewed.</p> <p>Is “Striving for the pinnacle” grammatically correct?? – is striving to be the pinnacle is better? – Governors reflected and concluded it could remain as Striving for the Pinnacle.</p> <p>Governors commented that monitoring suggests the children in the school know their own school’s vision and values. MR highlighted that both schools will continue to recap on these, and also on the British Values. The V&V are displayed around each school.</p> <p>Could they be displayed in the school halls and include the Federation V&V? – yes. Also website to be reviewed to ensure federation V&V are shared. Action MR.</p> <p>Governors agreed the content of the V&V feels right.</p>
<p>8</p>	<p>Feedback from SEND review</p> <p>The feedback document had been shared on teams. CW summarised that the review had taken place through the SEN Cluster and was undertaken by a lead Senco over 2 half days. They met with parents, SEND governor, staff and pupils. It included a document review, book review and learning walk. Various strengths were identified – e.g. triangulation of what is being said and what is seen in the classroom, the schools have high aspirations for SEND children, there is rigorous monitoring in place. It was also noted that the SEND governor is very experienced and is able to support and challenge, and that the School leaders have good knowledge of SEND need.</p> <p>The recommendations noted that it was important to make sure that what was seen in core subjects was seen in all areas of teaching. This can be monitored in school but Governors can also check in on this as part of their monitoring. Action ALL.</p> <p>Staff are required to complete Provision Plans termly. This is time consuming for staff, particularly where they have several to complete. The HT will give time for these to be completed, but there are still sometimes delays in them being completed. Ensuring that staff understand why they are important and the impact that they can have may help to ensure that staff complete them in a timely manner.</p> <p>Some questions about the report had been asked in advance of the meeting:</p> <p>1. Is there any way to support Christine with her high workload and the recommendation for further monitoring which is impacted by time constraints? – the school does not want CW hours in classroom to be reduced, and it is important her work as Early Reading lead continues. Streamlining processes and delegating things out have been considered - e.g. the sending out of intervention letters has been delegated to teachers which also helps staff to take ownership and have insight – but any delegation needs to be monitored. Processes are regularly reviewed to ensure they are efficient as possible.</p> <p>That delegation seems useful in that it enables teachers to upskill. Do you feel confident making that delegation? – in most cases yes.</p> <p>Could there be some buddy checking / monitoring? – yes, this could be considered. We try to ensure staff really understand the purpose so that they understand why the task is important, and isn’t just a paper exercise.</p>

	<p>2. How would/could you ensure SEND representation on the School Council, given that this is subject to a democratic process for pupils to become School Councillors? We encourage SEND children to stand for election but there are other opportunities for children within the school – e.g. worship warriors, MHWB champions.</p> <p>Again, is that something you can buddy children up? – yes we could consider this, but we do want it to be a democratic process. SG gave the example of a group where decisions made by the School Council are reviewed by a group of SEND children. This could be down to the individual child(ren) and how much confidence they have, we don't want to highlight difference.</p> <p>MS joined the meeting.</p> <p>Governors are pleased to hear the feedback from the SEND review was so positive: "It feels a validation of lots of work so thank you for all your hard work".</p> <p>IA are scheduled to undergo a similar process later in the academic year.</p> <p>Were you happy with the report? – yes. The comments are good.</p> <p>You have said some of the contents of the report were driven by yourselves. So did it still add value? – yes, it was good to talk about it and know that we are on the right lines.</p>
9	<p>Review of Federation Development Plan (FDP)</p> <p>This has been shared on teams. MR has recently updated and highlighted some key points:</p> <ul style="list-style-type: none"> • The plan has been amended to reflect things that have come to light in school over recent weeks, and also to take on board feedback from the recent LA review. The review identified some real strengths - for example the improvements to reading and strengths in maths. • Teaching of humanities was viewed as not as strong: things are in place but documentation required to set out progressing of skills and knowledge was not in a format that all staff could use. The documents will be finalised and the schools will be ensuring that staff know how to use them clearly and accurately. • A similar step for Art and DT is planned for next term. • Information has also been added regarding the area of "cognitive science" – in essence this refers to the transfer of information from working memory to long term memory. This was based on training provided by South Glos. • Some priorities in the FDP may be changed to reflect this. <p>So the plans for history and geography – do these sit alongside curious city? – yes.</p> <p>Do we reflect on this feedback at IA too? Yes</p> <p>Governors noted that in a smaller school with fewer members of staff, staff may need to take on subject lead (SL) roles in a number of different areas.</p> <p>Governors were asked if the changes could be considered in next term's monitoring programme? – Governors agreed yes. The Geography and History Subject Leads will be asked to join the term 4 standards meeting. Action KK/JG/KB.</p> <p>Are there mitigations in place that allow for the fact we are small schools and have a limited number of SLs? – Are we doing everything we can do to mitigate against it? – it sounds like yes we are? – yes as carefully as possible we have chosen our SLs based on their interests and knowledge. Staff are given some non contact time and we have signed up to some information providers to add to their knowledge. We share information across the 2 schools.</p> <p>Governors noted that the priorities in the FDP were originally set based on information from last year. It feels good that the schools are responding to new information – as it is being flagged up, the schools are addressing it and it feels positive that the leadership team are taking this on board.</p>

	<p>Dave Smith, the Schools' Challenge and Support Partner, believes both schools are still identified as good.</p>
<p>10</p>	<p>Standards Committee Report on Data KK provided an update following the recent Standards review of Data, where MR had shared data from 2 sources. It was noted that the data is post covid so cannot be realistically compared to 2019. The data highlighted that HA had scored above the national average for progress in KS2 reading, and IA had scored above national average for progress in KS2 reading and writing. Some data for IA will change as a pupil was dual registered and their data will be excluded. Absence noted as an issue at IA 2021-22. The Schools' scores for reading, writing and maths combined are above local and national average. Can I just ask about maths in the data you mentioned first? – this isn't mentioned as the data for the schools isn't statistically significant. Governors congratulated the schools on the positive data.</p>
<p>11</p>	<p>Academisation Update MR provided some information to Governors. It feels a number of schools are joining academy trusts, and that more Trusts are forming. It feels that the Federation will need to consider it. MR shared a presentation (shared with Governors following the meeting) which highlighted 7 MATS already formed, and 3 ones that are currently being formed. There is a limit to the size of MATs – they can't be too big or too small (MATS must be at least 10 schools OR 7500 pupils) so this is likely to be the final number of MATs in the South Glos area. MR has met with Jo Hunter from the Diocese of Gloucester. She presented 3 options for the Federation:</p> <ul style="list-style-type: none"> • Apply to join a diocesan MAT – Bristol or Gloucester. • Apply to establish own MAT • Apply to join an existing MAT. <p>The Federation needs to keep both Diocese informed of any decisions and they need to agree to it. Has the Government position changed? – yes, but the LA position seems to still be moving towards MATs. Governors need to be aware of Articles: "Majority articles" mean that there are 75% foundation governors at all 3 levels (members, trustees. Local boards). "Minority articles" mean that there are 25% foundation governors at all 3 levels. VC schools can join a MAT with Minority articles. <u>However</u>, Gloucester Diocese have decided that a school in their Diocese can only join a newly forming MAT if it has majority articles. SO for example Hawkesbury cannot join the LEAF MAT as it is forming with minority articles. BUT it may be able to join at a later date, once the MAT is formed. Governors discussed. Key points were as follows:</p> <ul style="list-style-type: none"> • A lot of MATS do have both church and non church schools. • Would HA be able to join DBAT (the Bristol Diocese MAT)? – yes • MR shared information about the MATs currently available. The CEO of Primary Quest has offered to speak to Pinnacle Governors. • What kind of difference would this make in practical terms? – in terms of the majority and minority?? – what practical changes would we see day to day? – the diocese has produced a document which highlights things to consider. E.g. LEAF have a strong School Improvement offer, however the support provided around curriculum is less detailed and the schools would have much more individual control.

	<ul style="list-style-type: none"> • Governors need to consider what they would adapt and find acceptable, and what they wouldn't. No 2 MATS are the same, and you cannot leave a MAT. It's really vital that we ensure we will want to remain with them. • Hearing from some MATs seems a good place to start. • When do we make a decision by? – this isn't clear, because the government 2030 deadline has been removed but we don't want to be last. We do need to explore the different options. • If we joined primary quest today, what would we notice on the ground – I don't know for definite? Whats in it for the kids?? – I'd want to know this. • What happens when things change with time and you decide the MAT isn't suitable? – that's why you need to do your homework. You need to be able to hold the MAT to account. You need to work out which is the MAT for you. The ethos of the schools doesn't need to necessarily change on the ground. Need to ensure the Federation Governing Board considers all elements. • We need to accelerate the information gathering process. This feels like it should be a regular slot on the FGB agenda. We may need to hold a specific meeting on it. It feels like this should be accelerated. • Liz Townend from Bristol Diocese is also happy to speak to Governors. <p>Agreed actions:</p> <ul style="list-style-type: none"> • Meetings to be set up with potential MAT(s) and information providers (e.g. Bristol Diocese). Action KB/MR • Information on Academisation to be shared with Governors Action KB.
12	<p>PP Update – Information had been shared on teams in advance of the meeting. MR shared key points:</p> <ul style="list-style-type: none"> • Information has been shared on the website and is up to date. • Monitoring has taken place with the PP governor. • The biggest block of spend is around interventions. • Spring data for PP children will be reviewed in as the next step.
13	<p>SIAMS update MR shared information on the SIAMS update:</p> <ul style="list-style-type: none"> • SIAMS is changing, with a new framework coming into place. • This includes changes to the terminology in judgements – they will now be referred to as J1 and J2. • The framework continues to be based on 6 inspection questions. These continue to focus on impact. • Both schools' current judgement appears to fit with the new judgement, J1. • Further training will take place. Inspection timescales may now be as long as 8 years. <p>Is this change because they want to refresh it or is there a particular reason? – it feels it is making it fit for purpose. Information from MR was shared on teams after the meeting.</p>
14	<p>Review of SEF (Leadership and Management section) Section 7 (Leadership and Management Section) of the SEF for each school had been shared on teams in advance of the meeting and Governors asked to provide input. IC also shared information on the NGA website regarding self evaluation of this section - Governors need to read and sense check it. Comments were as follows:</p>

	<ul style="list-style-type: none"> We assess our impact at the end of FGB meetings: this feels important in terms of what we are actually achieving for the children. LA review – is there information in there that we can use to triangulate evidence. It feels positive we are self-assessing but also gaining third party evidence. Succession planning is an important part of the operation of the Board. We need to ensure that change doesn't cause the Board to stumble. In doing that we need to consider the skills that the board needs and find the right people. Should we mention the monitoring work that KK and JG have done – it feels this has been a big step forward. The whole process feels very robust now. Collectively as Governors we know a lot about the schools, and this feels important. <p>SEF to be amended. Action KB/KK/JG</p>
15	<p>Monitoring Updates</p> <p>The Monitoring programme is available on teams. This has hyperlinks to completed reports – most reports for terms 1 and 2 are now completed. KK expressed a thank you to those who have completed monitoring. New members of the board will be supported in getting started with monitoring. Noted that the schedule will be amended to reflect earlier discussions on History and geography. This has illustrated the importance of remembering that the schedule is a framework, and it can shift according to changes within the schools. Staff were asked to feedback on the Governor monitoring. It was felt it could be beneficial to hear from staff who are teaching for a greater proportion of their time. Action MR.</p>
16	<p>Policies</p> <p>The following Policies had been shared on teams with a summary of any changes and review process:</p> <ul style="list-style-type: none"> Finance Policy Exclusion Policy First Aid in Schools Governor Expenses Whistleblowing <p>All Policies ratified.</p>
16	<p>Safeguarding Update</p> <p>DM summarised key developments:</p> <ul style="list-style-type: none"> DSLs have had a NSPCC training. NSPCC Assemblies are scheduled for terms 5 and 6. The Inset day in March will look at online safety. SG walks will be completed at both schools. This is looking to triangulate evidence. Does the school have any Safeguarding responsibilities for the child who has moved to home schooling? – is that still the Governing Board's responsibility? – no, there is no responsibility. The necessary paperwork has been completed to confirm this. The responsibility for checking arrangements for home schooling and safeguarding now lie with the LA. If we have an inspection do we have the necessary paperwork to demonstrate the correct checks are in place? – yes, the Single Central Record.
17	<p>Administration</p> <p>Pay Panel Terms of Reference – amendments were proposed to the Terms of Reference following review by Resources Committee. Ratified by Governors.</p>



THE PINNACLE SCHOOLS FEDERATION
Minutes of the Full Governing Body meeting
Monday 6th February 2023, 7pm.
Iron Acton Primary School



SFVS – Arrangements for completion – Resources Committee will lead on this. Action RT.

<p>18</p>	<p>Election of Chair and Vice chair and Succession Planning</p> <p>IC resigned as chair of the Governing Board.</p> <p>The Clerk had previously asked for nominations for the role of chair and vice chair. Nominations were received for KK and JG to take on the role of co-chairs.</p> <p>KK left the meeting. (JG absent but in advance of the meeting, had agreed to accept the nomination). Governors discussed the practicalities of having co-chairs and felt that it would be a successful solution. Governors voted on electing KK and JG as co-chairs.</p> <p>KK and JG unanimously voted as co-chairs.</p> <p>KK returned to the meeting.</p> <p>Succession Planning was discussed by the Board.</p> <ul style="list-style-type: none"> • AB would like to resign from his role as a co-opted Governor. The Board will seek to replace him with another member of staff and this process has commenced. • IC and CM would like to resign from their roles as Parent Governors. The process for electing a new parent governor will be commenced asap, with a view to electing a second parent governor in terms 5/6. • The Board would like further Associate Governors to join. It was agreed that all Governors should consider potential candidates in line with the skills audit. Action ALL. • Succession Planning to be an agenda item for term 4 FGB. Action KB.
<p>19</p>	<p>Committee Headlines</p> <p><u>Resources Committee</u></p> <ul style="list-style-type: none"> • Energy sustainability challenges at both sites, in conjunction with Grant • De-delegation consultation response. • Breakfast Club and After School clubs watching brief – not at breakeven. To be returned to at next meeting. • Staffing changes at IA. • Flat Roof work at HA. <p><u>Standards Committee</u></p> <ul style="list-style-type: none"> • Music presentation • Behaviour discussion • Persistent absence data.
<p>19</p>	<p>AOB</p> <p>None</p>
<p>20</p>	<p>Headlines and impact from this meeting</p> <ul style="list-style-type: none"> - Governors were pleased with the positive feedback in the SEN report, and will consider the recommendations going forward. - Governors received an update on the FDP and particularly noted the developments with regard to teaching of History and Geography. - Academisation – Governors are keen to accelerate the information gathering process and an additional meeting will be held to facilitate this. - Governors noted that the excellent monitoring programme continues to have impact in the schools. - The LA review at Hawkesbury reflected well on the Governance that is taking place.

	<p>Closing prayer or reflection MS thanked IC for her work as Chair and the positive impact this has had. MS led Governors in reflection and closing prayer.</p>
21	Date of Next meeting 20th March 2023 – Hawkesbury Primary School – 7pm

Meeting Closed 21.15

Action Checklist

WHO	ACTION	WHEN
RT/JG/KK	Summary of committee achievements to be sent to KB for inclusion in newsletter.	20/3/23
KK/KB	Amendments to Absence Policy to be finalised.	20/3/23
MR	Consider display of Vision and Values in school halls – possibly to include the Federation’s Vision and Values too.	20/3/23
ALL	The SEND report noted that it was important to make sure that what was seen in core subjects was seen in all areas of teaching. Governors can also check in on this as part of their monitoring.	20/3/23
KK/KB/JG	Revisions to monitoring programme to reflect changes in FDP	20/3/23
KB/MR	Arrange meeting(s) regarding Academisation	20/3/23
KB	Share information on Academisation	10/2/23
KB/KK/JG	Updates to SEF Leadership and Management section, based on comments received.	20/3/23
MR	To ask Staff for any feedback on the monitoring process.	20/3/23
RT	Co-ordinate Resources Committee completion of SFVS	16/3/23
ALL	All Governors to consider succession planning.	20/3/23