

Croscombe and Stoke St Michael Primary Schools Federation
Board of Governors Meeting Minutes
Monday 13 November 2023, 6pm, at Croscombe

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| Present: | |
| Nick Cramp (Chair) (NC) | Local Authority Governor |
| John Johnston (JJ) | Foundation Governor |
| Charlotte Corbett (CC) | Foundation Governor |
| Lucy Stott (LS) | Staff Governor |
| Sallyanne Shallcross (SS) | Co-opted Governor |
| Anna Hay (AH) | Parent Governor |
| Bob Simpson (BS) | Co-opted Governor |
| Louise Jenkins (LJ) | Co-opted Governor |
| Tanya Tyreman (TT) | Foundation Governor |
| Chris Partridge (CP) | Executive Head teacher |

In attendance: Kathryn Strik (KS) Clerk to the Governors

| | TOPIC | ITEM | ACTION/ Decision |
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| 1 | Administration | <p>1 (i) Apologies: None</p> <p>1. (ii) Notice of AOB items: Community PTA item 3 (v)</p> <p>1. (iii) Declarations of Interests: CP is the head teacher at St. Pauls Junior school in Shepton Mallet.</p> <p>1. (iv) Membership Updates:</p> <p>There is currently one vacancy for a co-opted governor and one for a parent governor. Four parents have applied to be a governor, two from Croscombe and two from Stoke St. Michael.</p> <p>NC to meet with the prospective governors.</p> <p>NC to meet with CP and Gavin Ball (WLT) to discuss the board structure after joining the trust. Would there be one board for both schools or a separate board for each school?</p> <p>The focus for governors on the Local Governing Body/ies (LGB) will be more on the curriculum which will merge with that of the other schools in the trust. Services such as Finance, Premises, Contracts and Human Resources will be overseen by the Executive Trust Board.</p> <p>Action. NC to report back options for the board at the next FGB meeting.</p> <p>The final decision for Academisation and the timeline will be taken at a meeting on the 11th of December 2023. At present the local authority is under resourced to deal with the number of schools looking to go</p> | NC |

Signed

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| | | <p>through academisation. Both the schools in the federation will continue to work with the trust (WLT) during this period.</p> <p>SS has resigned as a governor as she is moving to Cheltenham.</p> <p>The board will be looking to recruit new governors. How many governors will be dependent on the decision taken by WLT regarding the future structure of the governing body.</p> <p>Action. KS to initiate the appointment of Louise Jenkins as a foundation governor.</p> <p>Action. All governors to notify NC if they intend to stay on the governing board or not.</p> <p>1.(v) Minutes of the last meeting and matters arising:</p> <p>Minutes approved with no amendments.</p> <p>1 (vi) Update on Actions from last meeting:</p> <p>This item is carried forward.</p> | <p>KS ALL</p> |
| 2 | <p>Executive Headteachers Report and Educational Performance</p> | <p>2(i) Head Teachers Report</p> <p>(i) Update on Ofsted inspection at Croscombe.</p> <p>A copy of the head teachers notes from the recent Ofsted inspection at Croscombe were circulated to governors prior to this meeting.</p> <p>Although the overall judgement off the inspection was requires improvement the inspector did note some very positive aspects such as the attitude and behaviour of the children is good and much good progress has been made recently and that the new curriculum needs time to be implemented fully. The Ofsted inspector is not a fan of published schemes such as Maestro however they noted that was necessary in order to make quick progress.</p> <p>A governor asked if the inspector was expecting integrated learning. Yes Ofsted wanted to talk to the children and ask them why did they study a particular topic for example Great Fire of London. The head teacher noted that it could take years to develop a fully integrated local curriculum and that the schools are just beginning that journey.</p> <p>The published scheme of lessons produced by Maestro is something that teachers can bolt local lessons onto. Staff and now seeing links between the subjects and the beginnings of a tailored curriculum.</p> <p>A governor asked where does the Wessex Learning Trust come into this. CP has talked to Gavin Ball about the schools needing a structured curriculum quickly in order to see accelerated progress. The Ofsted inspector talked about the need for more teaching plans.</p> <p>Maestro is used for all subjects except religious education and Maths.</p> <p>A governor asked if the curriculum allowed for children to learn about their local community. Yes once the teaching staff are confident they will look for opportunities to introduce local topics.</p> | |

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| | <p>Subject leaders doing lessons for example on Romans can look back and build on previous years learning giving more widespread knowledge as the children progress through school. Using Maestro is just the start of the journey and in the future different topics will be included for example in history.</p> <p>It made sense to use Maestro as a foundation to improve the curriculum. However the use of published schemes can result in a loss of ownership with this curriculum not being tailored and teachers losing their passion. The staff now understand how subjects being sequenced improves the overall learning.</p> <p>A governor asked if Wessex learning trust were happy with the use of Maestro. Yes they are.</p> <p>A governor remarked that we had used published schemes before and asked how do we avoid this happening again. The curriculum will link subjects such as Art, History and English when teaching a topic. The subject leaders have chosen subjects that they have a passion for.</p> <p>The governor asked if the subject leaders had been trained well enough. Not yet there is still training to do on the expectations of subject leaders. Jeremy Holcombe who works on curriculum development is attending a Wednesday staff meeting to assist with this.</p> <p>A governor asked if the head teacher could articulate what a good curriculum looks like for the governors. Yes the staff will do this through their lesson plans.</p> <p>The monitoring of lessons will be very different. Members of staff new to leading subjects have in the past used Power Maths and so have not been used to doing lesson planning. Now that we are using White Rose for Early Years Maths, teachers have to produce lesson plans. The Early Years teacher Stephanie Wyatt would be glad to talk to governors about Maths in early years.</p> <p>Early Years Reading - At Stoke St. Michael phonics is good but it is not so far at Croscombe.</p> <p>The inspector said that the feedback from both children and parents was positive. The children feel part of the local community. The upstairs classrooms received positive comments.</p> <p>The inspectors report highlights that there are many "green shoots" that need to be encouraged to grow.</p> <p>Joining the Wessex learning trust will lead to new ways of working.</p> <p>The SENCo is doing good work with the TAs and needs to continue.</p> <p>Safeguarding is good and robust.</p> <p>Attendance and the low number of exclusions are good.</p> <p>The final Ofsted inspection report will be published before Christmas.</p> | |
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| | <p>Governors Monitoring</p> <p>Immediately prior to the governors meeting CP shared pictures of children's books that showed the progress the children have made since changing over from Power Maths to White Rose.</p> <p>The governor asked if we would continue to use Power Maths. No. The staff want to change. It is evident from the books that there has been massive progress made in Year 5 since changing over.</p> <p>CP had shared the predictions that the changes in progress had been positive. It was the children that showed the greatest progress since last year that the inspector saw and noted that there had just not been time to fully implement the changes prior to the inspection.</p> <p>Staff.</p> <p>SENCo. She has knowledge and authority and now that she is in charge of the teaching assistants there is clear direction and progress is being made.</p> <p>Early years. Stephanie Wyatt is doing well. She has passion so the reception class and the nursery are doing well.</p> <p>Staff leaders. Other leaders are still in the early stages of their role.</p> <p>Middle leaders are very committed and supportive. There are some issues with individual music lessons in the morning that clash with the phonics lessons. Staff would like to see this changed.</p> <p>Administrative staff. Tamsyn Richardson-Aitken has the skills to keep the safeguarding processes up to date and has implemented some improvements to the other administrative procedures.</p> <p>Unfortunately, the improvements implemented since September have not been in place long enough in the schools to receive a good Ofsted.</p> <p>A governor asked if the head teacher was happy with the progress being made by the senior leadership team. On the whole yes it is better than expected but it will take time to see all the improvements to be made.</p> <p>A governor asked about the training and CPD available from Wessex learning. The staff will also benefit through attending cluster group meetings.</p> <p>(ii) Pupil Progress Data</p> <p>There is a need to look at all the data from across the federation.</p> <p>The PUMA and PIRA data collected by teachers and presented to governors in previous years predicted amazing results. However the end of KS2 data showed that the progress was not good and that there was not an increase in standards.</p> <p>A governor asked about the timeline to see the new data. The data will be collected at the end of the autumn term and presented to the FGB meeting in January 2024.</p> | |
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| | | <p>There is a need for the culture of assessment and collecting data to change. There will be data drop weeks introduced to provide data. The Maths lead will do some sample monitoring and peer reviews. The writing coordinator also do monitoring. Previously the data collected was not challenged and staff were not monitoring each other. CP will know what monitoring has been done in future.</p> <p>Governors when monitoring should expect to see data from all teachers and talk to the subject leaders in order to triangulate that what they are seeing is correct.</p> <p>(iv) Training & Development</p> <p>CP will update the School Development Plan (SDP) in the light of the Ofsted report. There will be no major rewrites.</p> <p>Asked if shorter version of the SDP will be circulated to parents after the Ofsted report is published. A precis of the SDP is currently available to children in the classrooms, and this could be circulated to parents immediately.</p> <p>(iii) Governors Monitoring</p> <p>In the past governors have been very focused on monitoring the subject that they were allocated to.</p> <p>It was suggested that governors will be linked to classes e.g. acorns chestnuts and owls and not to year groups.</p> <p>A governor expressed concern that they could be covering 3-year groups across all subjects in one class. The teacher teaches the whole class at the same time, and they all have the same focus and learning.</p> <p>There was a concern that governors need to be really clear about what they are there to look at when monitoring.</p> <p>Alternatively it was suggested that governors could be linked to the SDP priorities for monitoring.</p> <p>Some governors were not clear on the role or the questions they should be asking and felt they needed a structure to follow and some advice on how to document their monitoring visit.</p> <p>Governors felt that they need to know what good monitoring looks like. The governors should let the teachers explain more about what they are doing. The governors will be looking to see progress being made over time.</p> <p>It was felt that allocating a governor to a class would result in better relationships between governors, staff and children. The governors could ask questions about the SDP priorities with the class teacher.</p> <p>Some governors welcomed the link to a class as they can look at the passion for learning etc. Other governors felt that they needed some kind of framework. It was suggested that teachers might also find it helpful to know what the governors would be looking for.</p> | |
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| | <p>CP offered to hold a staff meeting to which governors were invited to explain monitoring. This would ensure that everyone received the same message. The senior leadership team will help to decide what monitoring will be done.</p> <p>Action. JJ and AH to look at the questions the governors might ask about the school development plan.</p> <p>Action. JJ and AH to collaborate with the senior leadership team and the head teacher to look at what governor monitoring looks like alongside staff monitoring.</p> <p>Action. JJ and AH to report back to the board of governors on monitoring by the next FGB meeting.</p> <p>Wessex learning trust staff can also be involved in helping to clarify what monitoring will look like.</p> <p>A governor asked if monitoring will begin before January. Governors did some book scrutinies prior to the governors meeting, and these may be written up. Book scrutinies are a way of governors checking that what the head teacher says is happening.</p> <p>The senior leadership team could do a walkaround for governors at Stoke St. Michael before the next FGB meeting.</p> <p>It was suggested that governors could ask how the teachers feel about implementing the SDP priorities and perhaps ask them what the six priorities are.</p> <p>Action CP to arrange a walk around with the SLT at Stoke St. Michael to enable governors to do some monitoring before Christmas.</p> <p>(vi) Policies.</p> <p>There were no questions or comments on the following documents.</p> <p>Health & Safety Policy - Approved Attendance Policy - Approved Whistleblowing Policy - Approved Child Protection & Safeguarding Policy - Approved Promoting Positive Behaviour Policy – Approved Child Protection & Safeguarding Policy - Approved Pay Policy – awaiting model policy from LA/WLT</p> | <p>JJ, AH</p> <p>JJ, AH</p> <p>JJ, AH</p> <p>CP</p> |
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| 3 | Sub-Committee updates | <p>3.(i) Finance / Premises Committee Update:</p> <p>Finance</p> <p>Premises spend: Routine maintenance spend included in annual budget is authorised and can go ahead as per the appropriate schedule. Premises spend that has been authorised by the diocese can also go ahead.</p> <p>Outstanding premises needs - repair, future proving for net zero carbon emissions etc will be listed, described and prioritised by Bob who will also recommend who should pay for each item (i.e. Diocese, grants, Wessex etc), so that the list can be fully considered at the next Finance Committee in January.</p> <p>It was agreed that the £7k in the Croscombe specific fund account (Title Ecclesiastical and other etc) to be spent on Early Years Provision at Croscombe, to include upgrading and improving the outdoor play and learning provision.</p> <p>County finance officers are still experiencing problems with the financial systems that produce the financial reports for the Finance Committee.</p> <p>Premises</p> <p>BS circulated a report on the premises to governors prior to the meeting – a copy of which is attached.</p> <p>There is a concern that capital energy efficiency money of £14,000 no longer appears to be in the budget.</p> <p>CP has requested interactive boards for classrooms.</p> <p>Some parents on the PTA are very proactive fundraisers and money has been raised to improve the allotments and playing fields. CP to talk to the PTA about spending some of the money raised.</p> <p>At Stoke St. Michael a changing room is to be converted into a room for interventions.</p> <p>There is a need to celebrate the work that is being done at Croscombe school and to show parents where the money raised at the Glastonbury Festival goes. It is uncertain whether there is one part of Glastonbury money that goes to the federation or separate lots of money that go to the two schools.</p> <p>Action TT to clarify how the Glastonbury money is used.</p> <p>Other work on premises that needs to be done includes.</p> <ul style="list-style-type: none"> • guttering at Stoke St. Michael • a damp report for Croscombe to ascertain the cause of the damp. • Cleaning to remove mould. • Thermostats to monitor temperature and humidity in each room | TT |
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| | | <ul style="list-style-type: none"> the replacement of windows at Croscombe To buy dehumidifiers for Acorns class To investigate a large external crack in the rear wall that has penetrated through to the inside off the wall. <p>The health and safety governor asked if the federation has received the new premises software called Civica as we need to make progress on the last health and safety audit actions.</p> <p>The recent Radon survey showed that Croscombe school is below the threshold level for concern.</p> <p>There is some concern about the safety of Velux windows.</p> <p>3. (ii) Ethos/Foundation Committee:</p> <p>A pre-meeting was held to discuss the remit of the ethos committee. A further meeting is planned before Christmas.</p> <p>Staff well-being will be added to the committee terms of reference.</p> <p>It was agreed that Christian values should be more visible and there should be more monitoring of collective worship.</p> <p>The collective worship policy needs to be updated.</p> <p>The last SIAMS report indicated that collective worship was good, but the teaching of religious education was not. Collective worship is now every Monday this was not happening before.</p> <p>There used to be a reflective space in each classroom, but they are no longer there. These need to be reinstated.</p> <p>A new SIAMS framework is due to be introduced soon and a new training course for governors will be available.</p> <p>3(iv) Fund-raising workgroup</p> <p>A bingo evening is being organised at Stoke St. Michael</p> <p>Action NC to ask about governors' liabilities when he meets Gavin Ball for WLT.</p> <p>3(v) PTA Link workgroup</p> <p>The community PTA are contributing towards the upkeep of the allotments and the playing fields.</p> | |
| 4 | Academisation | <p>4 (i) Joining the Wessex Learning Trust</p> <p>WLT are providing lots of direction and training for governors.</p> <p>Governors need to look at the on-line training being offered by WLT and were reminded that it is the individual responsibility for governors to keep their training up to date.</p> | |

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| | | <p>A governor asked if WLT are currently in the schools. Have meetings been scheduled and are they being paid for by the local authority? Meetings have been planned. There are no set days yet for the Trust School Improvement (TPI) to visit.</p> <p>No negative responses were received from parents after the announcement that the federation would join WLT.</p> <p>It was felt that the communication of the decision to join WLT to staff and patients was positive and received well. The representatives from WLT, Gavin and Libby were present to answer questions at the meetings with staff and parents in both schools.</p> | |
| 5 | Matters Arising/AOB | <p>5 (i) Updates and Questions</p> <p>Clerk's briefing notes of 5 October were circulated in advance of the meeting. There were no questions or comments.</p> <p>CP thanked the governors for their commitment during the Ofsted inspection and for attending the Ofsted feedback session.</p> <p>All the governors thanked Sallyanne Shallcross for her service as a governor to the federation and wished her well for the future.</p> | |
| | Next meetings | <p>Meeting dates</p> <p>Finance and premises committee on Thursday 8 January. Date and time to be confirmed.</p> <p>Full governing body meeting Monday 15th January 2024 at 6:00 PM at Stoke St. Michael</p> <p style="text-align: right;"><i>The meeting closed at 8:00pm</i></p> | |