

**MINUTES OF THE MEETING OF THE GOVERNING BOARD  
OF  
THE LANGLEY FITZURSE STANTON ST QUINTIN FEDERATION  
(‘Federation’)**

**Executive Head Teacher: Mrs Karen Winterburn**

**Thursday 21<sup>st</sup> March 2024**

**Present:**

Karen Winterburn (Executive Headteacher) (**KW**), Ed Shire (**ES**), Kyle Hutchings (**KH**), Huw Solly (**HS**), Luke Facey (**LFa**), Richard Priest (**RP**), Adrian Cole (**AC**), Amber Batson (**AB**), Tom Stables (**TS**) and (joining virtually) Fiona Farquhar (**FF**)

**In Attendance:** Michelle Hocking (**Clerk**)

**Apologies:** Georgina Adams (**GA**), Sarah Matthews (Head of School, Stanton St Quintin (**SSQ**)) (**SM**), James Osler (Head of School, Langley Fitzurse (**LF**)) (**JO**) and Despoina Chatzikyriazi (**DC**) (also Reverend Nihilote Rokotoro (**Roko**))

**KEY:** **Decisions: in bold** **Challenges: in red** **ACTIONS: underlined**

|   | Item   | Action          |
|---|--|-----------------|
| <b>OPEN</b>                                     |  |                 |
|   | <b>Opening Prayer</b><br>Led by RP.  |                 |
| 1.  | <b>Attendance and Apologies</b><br>Apologies: Noted and accepted from GA, SM, JO and DC. It was noted that Roko had not yet completed application formalities <b>ACTIONS:</b> <u>Clerk and ES to follow up with Roko.</u><br>Quorum present. <sup>1</sup>  |                 |
| 2.  | <b>Declaration of Pecuniary Interests</b><br>It was noted that the annual declarations of interest forms had been completed by all present.<br>No interests declared in this evening’s agenda.   |                 |
| <b>STANDING ADMINISTRATIVE/COMPLIANCE ITEMS</b> |  |                 |
| 3.  | <b>Approval of last minutes (21<sup>st</sup> January) and matters arising (not covered elsewhere)</b><br>The minutes had been circulated and it was presumed that all present had reviewed them. <b>The minutes of 21<sup>st</sup> January were unanimously approved as a true and accurate record of that meeting.</b> <b>ACTIONS:</b> <u>Clerk to add ES’s electronic signature to and publish/file the last minutes as appropriate.</u><br><b>Matters Arising</b> | <b>ES/Clerk</b> |

<sup>1</sup> Total 12 governors (SM/JO counting as one – joint staff governor, 10 in attendance = more than 50%)

|           |   |  |
|-----------|---|--|
|           | <a href="#">LFSSQ FGB ACTIONS LOG 2023 24.docx</a>  |  |
| <p>4.</p> | <p><b>Safeguarding Update</b><br/> <b>(a) Safeguarding &amp; Child Protection Policy</b><br/> Noted all governors read and approved via schoolaspect.<br/> <b>(b) Single Central Record (SCR)/Safeguarding Governor Report</b><br/> FF reported:</p> <ul style="list-style-type: none"> <li>• Two or three days before Ofsted, KW completed the Local Authority (LA) safeguarding audits for both schools</li> <li>• The following day, FF and KW went through both audits – credit to KW, JO and SM for the time spent to do that work</li> <li>• FF is satisfied that everything is compliant and all policies and procedures behind them are in place</li> <li>• The lead Ofsted inspector very satisfied – this is reflected in the audit</li> <li>• Some incidents which have not met safeguarding thresholds were discussed – FF is fully satisfied that they were dealt with in line with policies and procedures</li> <li>• General check of SCR – migration virtually fully complete thanks to Mica and Holly in the schools’ offices</li> <li>• No significant incidents – procedures followed</li> <li>• Next visits: <ul style="list-style-type: none"> <li>○ LF: 17/04/24 scheduled with JO (as deputy Designated Safeguarding Lead (DDSL))</li> <li>○ SSQ: May/June will schedule with SM (as DDSL)</li> </ul> </li> </ul> <p>Questions were invited. There were none.</p>                |  |
| <p>5.</p> | <p><b>Update on Ofsted</b><br/> KW reported:</p> <ul style="list-style-type: none"> <li>• Draft report received today</li> <li>• Many of the positive points given in feedback session are not reflected</li> <li>• Feedback during the inspection: <ul style="list-style-type: none"> <li>○ KW and the school’s School Improvement Adviser (SIA) both took copious notes – but are not permitted to share these</li> <li>○ Inspector talked about the school being ‘calm and purposeful’ and also ‘vibrant and harmonious’</li> <li>○ Observed a 3-year-old holding an 11-year old’s hand – impressed</li> <li>○ Parent feedback was highlighted as universally positive with 100% of respondents recommending the school</li> <li>○ Lots and lots of positives drawn out</li> </ul> </li> <li>• Key discussion points during the inspection: <ul style="list-style-type: none"> <li>○ Mobility – particularly inward mobility and impact on outcomes e.g. ISDR 2021/22 scrutinised <ul style="list-style-type: none"> <li>▪ inspectors wanted to know how many new children arrived in that year</li> <li>▪ there were 14 (out of a total of 76 on roll)</li> </ul> </li> </ul> </li> <li>• Whilst recognising the formulaic nature of Ofsted reports’ wording, KW, SM and the rest of the staff are disappointed because: <ul style="list-style-type: none"> <li>○ Generally:</li> </ul> </li> </ul> |  |

|  |  |                               |
|--|--|-------------------------------|
|  | <ul style="list-style-type: none"> <li>▪ Whilst lots of references to the ‘whole child’ approach – little on academic focus</li> <li>▪ Deep dive in RE – which is securely remembered, but not in Geography and History (to avoid a double dive on SM)</li> <li>▪ No mention of maths – although it is a key strength of the school</li> </ul> <ul style="list-style-type: none"> <li>○ Specifically: <ul style="list-style-type: none"> <li>▪ Reference to ‘outdoor education’ rather than ‘forest schools’</li> <li>▪ Mentioning visit to ‘the cathedral’ rather than ‘the abbey’</li> <li>▪ Refers to ‘glitter and sand’ wording which staff feel undermines their professional integrity</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• On behalf of the school, KW will challenge the specific points by requesting small but significant changes to the draft report</li> </ul> <p>Governors:</p> <ul style="list-style-type: none"> <li>• Noted that from a parents’ perspective the report read really well with many paragraphs of positivity</li> <li>• Acknowledged that the numerous strengths mentioned in the feedback meeting are not clearly captured in the report</li> <li>• There are (probably necessarily within the framework) many areas where the wording is generic e.g. line about recall</li> <li>• The last two sentences of the first section ‘<i>Parents have extremely positive views of the school. The children are safe and happy. Consequently, pupils thrive both academically and socially</i>’ is a glowing review of the school</li> </ul> <p><u>Questions</u></p> <p><b>Q1: What is the difference between ‘good’ and ‘outstanding’</b><br/> A: The quality of education – children knowing and remembering more. Although, particularly given the inward mobility, the outcomes are good – as was noted in respect of the year 2021/22 following scrutiny of the ISDR, to be outstanding the outcomes would need to be better.</p> <p><b>Q2: How are the staff?</b><br/> A: Early Years Foundation Stage (EYFS) and English Subject Leads are particularly upset as they feel the report is not reflective of what happens. It is really hard for staff not to take it personally. All staff invest in and care very deeply for the children of SSQ.</p> <p><b>Q3: What can governors do to support?</b><br/> A: Communicate to staff to celebrate and recognise the feedback given during the inspection and support a teambuilding session. <b>ACTIONS:</b> (i) <u>F&amp;R members to support the bursar and KW in considering funding of appropriate session for the staff team and (ii) FF to draft celebratory communication from governors (to be approved by the board via email and published immediately following publication of the final report)</u></p> <p><b>Q4: I understand that SM was distressed by some robust questioning?</b><br/> A: SM was not distressed and was professional at all times. There were, however, some areas where there were differences in approach between the two inspectors which we will report to Ofsted so lessons can be learnt for future inspections – particularly in light of Ofsted’s</p> | <p>F&amp;R / KW</p> <p>FF</p> |
|--|--|-------------------------------|

|   |  |                      |
|---|--|----------------------|
|   | <p>recent focus on mental health and a supportive and constructive approach to inspections.<br/>However, the lead inspector adopted a very positive approach:</p> <ul style="list-style-type: none"> <li>• Listened and was open</li> <li>• Engaged in healthy conversation around outstanding elements</li> <li>• Warm and welcoming – nice but firm</li> </ul> <p><b>Q5: Why were there two inspectors?</b><br/>A: The lead inspector explained that this was because there were three deep dives in one day.</p> <p>The board noted:</p> <ul style="list-style-type: none"> <li>• From parents' perspective, overwhelmingly positive</li> <li>• Governors are concerned about staff wellbeing following our executive leader's report</li> <li>• Inconsistency of inspectors' delivery undermines the whole process – juxtaposition between lead inspector's positive approach and team inspector's negative messaging</li> <li>• It is believed that Ofsted still conduct pre-visit checks (website, data, etc) and form a pre-conceived idea of a school which the inspection validates or rebuts</li> <li>• LA (school improvement team) have reassured that the outcome is a very good 'Good' rating</li> </ul> <p><b>Q6: What would staff have wanted to be reflected to be happy? / What is making them angry/sad about the process (so we can offset)?</b><br/>A: Impressions of performance, personality and degree to which they are valued as a person has really hit subject leaders in particular. The SSQ team is very cohesive, work very well together and will continue to support each other too.</p> <p><b>ACTION:</b> <u>Governors to write a newsletter to parents about the strengths of the school and pride we have – amplify what is in the report and provide clear summary of positives (initial draft for comment to be produced by FF/AB)</u></p> | <p>FF/AB<br/>All</p> |
| <p>6.</p>   | <p><b>Policies and Published Documents</b><br/>All reminded to review/comment on/approve documents assigned to them via schoolaspect.</p>  |                      |
| <p><b>STANDING SCHOOL AND COMMITTEE REPORTS</b></p> |  |                      |
| <p>7.</p>   | <p><b>Headteacher Report</b><br/>Report circulated. Noted Ofsted survey link included <b>ACTION:</b> <u>Governors, staff, children and parents to be requested to complete Ofsted feedback.</u><br/>Questions were invited.</p> <p><b>Q7: What does 'using Facebook as a window mean?'</b><br/>A: Simply that it is used to promote the school – we post things about what is happening.</p> <p><b>Q8: What is THRIVE?</b></p>   | <p>KW</p>            |

|    |   |       |
|----|---|-------|
|    | <p>A: The THRIVE approach<sup>2</sup> is a trauma-informed, whole school approach to improving the mental health and wellbeing of children and young people – it supports the building blocks of emotional development. It is hoped that SSQ may be able to successfully apply for military funding to ember this (although we do have sufficient matched funding at present).</p> <p>It was noted that the current applications for September at SSQ at relatively low (10 first choice, 9 second choice and 3 third choice) and additional marketing is underway to try to address this.</p> <p>The board discussed the significant investment of a local entrepreneur in a school in Malmesbury, in particular:</p> <ul style="list-style-type: none"> <li>• Its focus on new buildings – including a dedicated STEM centre of excellence</li> <li>• Initial resistance from LA and Schools’ Regional Director</li> <li>• Increased capacity (250 more children) anticipated for the done school</li> <li>• Scope for smaller schools to negotiate access to facilities/ maximise positive links and benefits</li> </ul> <p><b><u>ACTIONS:</u></b> (i) KW to seek further information via the LA and (ii) governors to discuss further as part of planned strategy-focused session.</p> <p><b>Q9:</b> Conscious that, under the leadership and management section of the report, there is lots of staff absence is reported – what are the main reasons for this (e.g. is it long-term health conditions, mental health/work-based stress, etc)?</p> <p>A: There has been a respiratory illness going around which has significantly impacted SSQ. There was also a Scarlet Fever outbreak which reached environmental health stage 7 and required a deep clean/misting over half term (incurring £1.3K of unbudgeted costs). LF is still a teacher down and, to maintain consistency for the children, JO is in the classroom. It is possible that stress (particularly around the Ofsted inspection) has made staff more susceptible to infections. This is combined with the pressures of being understaffed in the context of general supply staff challenges exacerbated by our somewhat unusual set-up.</p> <p>The board thanked KW for a lovely report and articulated their desire that the Easter break will afford staff the opportunity for some much-needed rest/post-Ofsted recovery.</p> | KW    |
| 8. | <p><b>Teaching, Learning &amp; Development (TLD) Committee Report</b><br/>No meeting since last FGB and no exceptional items to discuss at this stage.</p>  |       |
| 9. | <p><b>Finance &amp; Resources Committee (F&amp;R) Report</b><br/>F&amp;R minutes will be circulated shortly <b><u>ACTION:</u></b> Clerk to circulate March F&amp;R minutes once approved.<br/><b><i>Summary of items discussed</i></b><br/>KH highlighted:</p>  | Chair |

<sup>2</sup> [Support for mental health and wellbeing in schools | The Thrive Approach](#)

|                                      |  |  |
|--------------------------------------|--|--|
|                                      | <ul style="list-style-type: none"> <li>• Schools Financial Value Statement (<b>SFVS</b>): <ul style="list-style-type: none"> <li>○ draft for LF circulated to committee members</li> <li>○ benchmarking is different but considered for both schools</li> <li>○ draft for SSQ in progress and will be circulated shortly</li> <li>○ Submission deadline is 31/03/24</li> </ul> </li> </ul> <p><b>ACTIONS:</b> (i) KH to circulate final draft SFVS for both schools for email approval, (ii) ES and KW to sign approved versions and arrange for their submission as required and (iii) Clerk to add ratification of SFVS approval and signatories' authorisation to the next agenda.</p> <p><b>ACTION:</b> Clerk to add all governors to all Teams so all governors can easier locate other committees' documents.</p> <ul style="list-style-type: none"> <li>• Bank account balances are satisfactory (SSQ: £75K and LF: £100K) – although some bills are not out yet (e.g. energy)</li> <li>• Health &amp; Safety: TS is conducting H&amp;S walk at LF tomorrow and completed one at SSQ in December – thanks extended</li> <li>• Catering: No update – meeting next term</li> </ul> <p>KW reported that both schools had recently received Environmental Health spot checks:</p> <ul style="list-style-type: none"> <li>• SSQ received 5-star rating</li> <li>• LF (following caterers rectifying temporary absence of compliance checks folder in the kitchen) received 4-star rating</li> <li>• The federation has requested better insulated boxes and the arrival temperatures have since improved</li> </ul> <ul style="list-style-type: none"> <li>• Laptops: LFa reported that he has 40 ready for wiping/reconditioning and anticipates a significant number becoming available next year</li> <li>• School Expansion project (LF): A separate meeting was called to discuss. It has been agreed to proceed and reengage with the architects to clarify costings, lead-times, more cost-effective alternative options, etc.</li> </ul> | <p><b>KH</b><br/><b>ES/KW</b><br/><b>Clerk</b></p> |
| <p><b>10.</b></p>                    | <p><b>Christian Distinctiveness Committee Update</b><br/>Minutes circulated and noted.<br/>Questions invited. There were none.</p>   |  |
| <p><b>STANDING GENERAL ITEMS</b></p> |  |  |
| <p><b>11.</b></p>                    | <p><b>Governor Participation/Monitoring:</b><br/><b>Cascaded Training:</b><br/><b>Governors' Briefing Term 3 – update</b><br/><a href="#">Term 3 - Briefing presenters' slides, 05 Feb 2024</a><br/><a href="#">Term 3 - HT, Governors Briefing - Programme</a><br/><b>Governors' Briefing Term 4 – update</b><br/><a href="#">Term 4 - Briefing presenters' slides, 6th March 2024</a></p> <p><b>Future Governors' Briefings:</b></p> <ul style="list-style-type: none"> <li>- <b>Governors' Briefing Term 5 (Online live Q&amp;A) (02 May 2024 16.00 - 17.30) – LFa volunteered to attend</b> <b>ACTION:</b> Clerk to <a href="#">book LFa onto Term 5 governor briefing</a></li> </ul>  | <p><b>Clerk</b></p>                                |


|  |  |              |
|--|--|--------------|
|  | <p>- <b>Governors' Briefing Term 6 Online live Q&amp;A, Thurs 02 May 17.30-19.00– volunteer required</b></p> <p><b>Governor Monitoring – visits and expectations <a href="#">Governor Visits</a></b></p> <p><b>Science Link Governor Visit: SSQ</b><br/> AB reported:</p> <ul style="list-style-type: none"> <li>• She met with SSQ Science Lead</li> <li>• Positive although moving forward foci discussions</li> <li>• Knowledge organisers started at SSQ</li> <li>• Reflection on how to monitor science more effectively – including categorising in Insights and watch trends/sticky knowledge</li> </ul> <p><b>Science Link Governor Visit: LF</b><br/> AB reported:</p> <ul style="list-style-type: none"> <li>• LF Science Lead raised lack of time concerns due to current staffing challenges</li> <li>• Follow-up meeting pencilled in for early in term 5</li> </ul> <p><b>Special Educational Needs &amp; Disabilities (SEND) Link Governor Visit</b><br/> AB reported:</p> <ul style="list-style-type: none"> <li>• Met with SSQ SENDCo</li> <li>• Clear processes and actions outlined</li> <li>• Some children have been removed from the SEND register</li> <li>• Detailed re-evaluation as to whether we are meeting SEND children’s needs within our school provision and providing equity for every child</li> <li>• Provision has been well-communicated and discussed with parents</li> <li>• SEND walk demonstrated how things are being inclusively presented in the classroom</li> <li>• Acknowledged that Maths No Problem (<b>MNP</b>) standard books are white paper with black writing which can be challenging for those with sensory disorders – things implemented are making a difference and increasing inclusivity</li> </ul> <p>Visit to LF when capacity allows – lots of good work in SEND to be shared across the federation.</p> <p><b>Personal, Social &amp; Health &amp; Economic Education (PSHE) Link Governor Visit: LF</b><br/> AB reported:</p> <ul style="list-style-type: none"> <li>• PSHE Lead emphasised staff wellbeing and tied into whole school approach</li> <li>• AB reflected on how we are helping staff to feel supported to be confident and autonomous as required</li> </ul> <p>It was noted that there may be some misconceptions around availability of CPD which KW would address in staff meetings.</p> <p><b>RE Link Governor Report</b><br/> RP reported:</p> <ul style="list-style-type: none"> <li>• He met with JO as PE Lead</li> </ul> | <p>Clerk</p> |
|--|--|--------------|

|     |   |                     |
|-----|---|---------------------|
|     | <ul style="list-style-type: none"> <li>• JO is clearly ‘all over it’ aware of the challenges and working on solutions</li> </ul> <p>It was also noted that the LF English Subject Lead’s work is bearing fruit – she is working really hard and doing really well – including running coaching sessions for delivery of early reading and phonics in EYFS</p> <p><b>Calendar of Meetings (Board and Committees)</b><br/> <a href="#">FGB MEETINGS 2023 24</a><br/> <a href="#">TLD Meetings 2023 24</a><br/> <a href="#">F &amp; R MEETINGS Sept 2023 - July 2024</a><br/> <b>ACTION:</b> Clerk to add (i) Term 5 Governor Briefing Update to the March agenda and (ii) Governor Briefings volunteers to the next agenda</p>  |                     |
| 12. | <p><b>Governor Training – schedule of LA courses on Teams</b> <a href="#">Training Materials 2023 - 24</a><br/> All noted.</p>  |                     |
| 13. | <p><b>Standing Items by Exception:</b><br/> <b>(a) Marketing Activities</b><br/> <b>Website Update</b><br/> No substantive update at present.<br/> <b>Kington Langley Parish Council</b><br/> ES reported that:</p> <ul style="list-style-type: none"> <li>• He attended the parish council meeting to mention lighting and expansion plans</li> <li>• The parish council is changing how they do their annual meeting, scheduled for 21/05/24 – which will now involve a variety of stands from local businesses. The school has been invited to discuss what the school has done in the past year, pictures from the children, any climate related projects and the school new classroom project.</li> <li>• The parish council also mentioned the Union Chapel as a potential venue (if required) when works commence at school (details to be followed up in due course as required)</li> <li>• There was resistance to big lights outside the school – although it was acknowledged that the parish council has no right to veto lighting within the school grounds</li> <li>• The issues of lights being on outside of school hours was raised by the Parish Council and this has been placed on F&amp;R as an action to investigate solutions.</li> </ul> <p><b>ACTION:</b> ES to circulate his note of the parish council meeting.<br/> <b>Kington Langley Magazine</b><br/> The school has produced the next article.<br/> AB volunteered to provide the May article <b>ACTION:</b> AB to complete <a href="#">Kington Langley magazine article for submission on 20/05/24</a></p> <p><b>(b) Health and Safety</b><br/> As noted above in F&amp;R minutes and update.<br/> <b>(c) Equalities and Accessibility</b><br/> As reported above.<br/> <b>(d) Projects Update</b><br/> As reported above.</p> | <p>ES</p> <p>AB</p> |



| <b>SPECIFIC FOCUS ITEM(S)</b> |   |                 |
|-------------------------------|---|-----------------|
| <b>14.</b>                    | <p><b>Strategic Plan</b></p> <p>The board noted:</p> <ul style="list-style-type: none"> <li>• Separate, focused strategy session to be scheduled <b><u>ACTION: ES to schedule Strategy Session</u></b></li> <li>• Strategy to include focus on: <ul style="list-style-type: none"> <li>○ Whole federation unity and staff wellbeing</li> <li>○ Staff input: including input on challenges and solutions</li> <li>○ Understanding the local context (collating statistics, birthrates, etc)</li> <li>○ Maximising local opportunities including village hub schools' work, engagement with colleagues further afield (e.g. Malmesbury)</li> <li>○ Marketing and attraction</li> <li>○ Succession planning (board and senior leadership)</li> </ul> </li> </ul> | <b>ES</b>       |
| <b>15.</b>                    | <p><b>How have we added value to/contributed to the vision of the federated schools for the benefit of the children at Langley Fitzurse and Stanton St Quintin?</b></p> <ul style="list-style-type: none"> <li>• <b>Robust safeguarding</b></li> <li>• <b>Governor participation and monitoring</b></li> <li>• <b>Ofsted support for SSQ</b></li> <li>• <b>Acknowledging huge amount of work at both schools (particularly with Ofsted inspection and complex staffing challenges) – everyone is trying really hard to excel at their jobs in extremely difficult circumstances</b></li> </ul>  |                 |
| <b>16.</b>                    | <p><b>Date of next meeting (6.00pm start): 13<sup>th</sup> June 2024 at SSQ</b></p> <p><b>13<sup>th</sup> June 2024 (at SSQ)</b></p> <p><b>11<sup>th</sup> July 2024 (at LF)</b></p>  | <b>All note</b> |

The meeting closed at 8.22pm.

Signed:..... 

(Chair)

Date:....13.06.24..