

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

Executive Head Teacher: Mrs Karen Winterburn

Thursday 23rd November 2023

Present:

Karen Winterburn (Executive Headteacher) (**KW**), Ed Shire (**ES**), Kyle Hutchings (**KH**), Tom Stables (**TS**), Huw Solly (**HS**), and Amber Batson (**AB**)

In Attendance: James Osler (Head of School, Langley Fitzurse (**LF**)) (**JO**), Georgina Adams (prospective governor) (**GA**) and Michelle Hocking (**Clerk**)

Apologies: Richard Priest (**RP**), Adrian Cole (**AC**), Fiona Farquhar (**FF**), Despoina Chatzikyriazi (**DC**) and Gemma Edgar (née Hector) (**GE**) (sabbatical)

Apologies (usual attendees): Sarah Matthews (Head of School, Stanton St Quintin (**SSQ**)) (**SM**)

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

	Item	Action
OPEN		
	Opening Prayer Led by HS.	
1.	Attendance and Apologies Apologies: Noted and accepted from RP, AC, FF, DC, GE and usual attendee, SM. Quorum present. ¹ GA was welcomed as an observer (having signed confidentiality undertakings) and it was noted that she was a prospective governor – possibly associate governor depending upon vacancies.	
2.	Declaration of Pecuniary Interests It was noted that the annual declarations of interest forms had been completed by all present. No interests declared in this evening’s agenda.	
STANDING ADMINISTRATIVE/COMPLIANCE ITEMS		
3.	Approval of last minutes (21st September) and matters arising (not covered elsewhere) The minutes had been circulated and it was presumed that all present	

¹ Total 10 governors, 6 in attendance = more than 50%

	<p>had reviewed them. The minutes of 21st September were unanimously approved as a true and accurate record of that meeting. ACTIONS: (i) ES to sign and (ii) Clerk to publish/file the last minutes as appropriate.</p> <p>Matters Arising LFSSQ FGB ACTIONS LOG 2023 24.docx</p>	ES/Clerk
4.	<p>Safeguarding:</p> <p>(a) Keeping Children Safe in Education 2023 Acknowledgement (Link to Microsoft forms sent 14.09.23) – noted all had completed</p> <p>(b) Childcare Disqualification Declaration Forms (Link to Microsoft forms sent 14.09.23) – noted all had completed (although governors not technically obliged to do so all willing to)</p> <p>(c) Safeguarding & Child Protection Policy (new LA model circulated via schoolaspect) – One governor yet to record approval via schoolaspect.</p>	
5.	<p>Update on School Self-Evaluation and Ofsted Prep</p> <p>KW reported: SSQ in Ofsted window Inspection Planning Doc - Ofsted phone call Nov 23 SSQ.docx</p> <ul style="list-style-type: none"> • School Self-Evaluation Form (SEF) circulated – this is a live document and governors are invited to read, digest and feedback on this. One page reminder also circulated – linked with School Development Plan (SDP) and Ofsted framework 13.09.23 AGENDA 04b SSQ SEF Summary 23-24.pdf • SEF summary is on the school website too: Stanton St Quintin - School Improvement (stantonschool.net) Personal development – focus on protected characteristics: Promotion of protective characteristics <p>Key strengths and areas for further development:</p> <ul style="list-style-type: none"> • Tiered support working in class, with groups of children and one-to-one • Quality first teaching to support all to access – so not catching up • Joint KW/SM assembly last week – discussed what SSQ means to the children: <ul style="list-style-type: none"> ○ They liked: <ul style="list-style-type: none"> ▪ Broad curriculum ▪ Teachers knowing when to stretch a bit further – positive pupil voice demonstrates ability to articulate/oracy skills ○ Things to improve: Healthy lifestyle/resilience and positive learning attitudes (not mentioned swimming pool this year as have in previous years!) • Early Years Foundation Stage (EYFS) has nursery as well as reception children • Previous areas of improvement: <ul style="list-style-type: none"> ○ Phonics: achieved significant improvement – nearly 100% passing now ○ Maths: key focus in recent years means maths is now a strength of the school 	

	<ul style="list-style-type: none"> • Quality of Education – three Is: <ul style="list-style-type: none"> ○ Intent ○ Implementation ○ Impact • Positive progress measures Key Stage (KS)1 to KS2: <ul style="list-style-type: none"> ○ Reading: +1.3 ○ Writing: +3 ○ Maths: + 1.5 <p>The board emphasised the need to celebrate the above progress measures, which are excellent – particularly in the context of the pandemic disruption.</p> <p>KW reported:</p> <ul style="list-style-type: none"> • Children were well supported through Covid remote working with lots of videos, etc • In addition to the impact of Covid, the wider context includes a high level of mobility (services and Brethren children) <p><u>Questions</u></p> <p>Q1: Do we know what these progress measures would look like if they were cohort-specific (i.e., removing those who joined/left over the period)?</p> <p>A: There was only one child in that data who was at the school all the way through from Reception to Yr6! Also, last year there were only six children in KS2, so each child represented a huge percentage.</p> <p>KW added:</p> <ul style="list-style-type: none"> • There are lots of elements of outstanding but overall, we are self-evaluating as good – on this basis it should be a one-day inspection to verify current rating (would only expand to two-day inspection if grading changed – up or down) • There is strong engagement in relationships with families – staff are giving support and having conversations • Strategy links tightly to results and how it is monitored <p>Following governor review of website, to monitor completion of actions arising from School Improvement Adviser’s (SIAs) recent website audit, it was observed:</p> <ul style="list-style-type: none"> • Both schools’ websites are very user-friendly • Parents could probably benefit from the information published more than they actually do – many parents (including some governors!) do not look at the websites as much as they should • The high level of work input to the websites is clearly evident • In addition to providing more information for the schools’ communities, the level of detail on the websites will help close potential lines of enquiry for inspectors • Progression amps are particularly helpful and are provided for each subject – through them it is easy to see what the school is trying to achieve from Reception through to Yr6 <p>KW emphasised that staff are working with a heightened awareness in the run up to Ofsted – with many in at weekends – and she and SM have gathered information ready to support the rest of the school.</p>	
6.	<p>Policies and Published Documents</p> <p>All reminded to review/comment on/approve documents assigned to them via schoolaspect.</p>	

	<p>Attention was drawn to the Equalities Statement, which was separately circulated Equalities Statement It was acknowledged that:</p> <ul style="list-style-type: none"> • Promotion of protected characteristics is part & parcel of what is done at school • The governing body itself is representative – with a range of abilities/disabilities, gender, age and race <p>The Equalities Statement was unanimously approved in the form circulated. ACTION: Clerk to arrange for publication of the Equalities Statement.</p>	Clerk
STANDING SCHOOL AND COMMITTEE REPORTS		
7.	<p>Headteacher Report Report circulated. Questions invited.</p> <p><u>Questions</u></p> <p>Q2: Particularly in the context of staffing changes reported, how is staff wellbeing at present?</p> <p>A: Staff are under pressure – particularly at SSQ in the run up to Ofsted because they want to do a good job for the children, the school and themselves. They are going to have to stop and enjoy the Christmas run-up as they are not doing themselves any good.</p> <p>Q3: Is there anything the board can do to support?</p> <p>A: Subject Leaders are maximising the leadership time they have been allocated. Subject leaders spent a focused day preparing – which included reflective pupil voice and book looks and sharing tips for deep dives subjects. This has blown the supply budget but is recognised as important and governors’ support for this is much appreciated. The extra time has been structured as overtime to avoid impact on percentages of Planning Preparation & Assessment (PPA) time constraints.</p> <p>The board discussed the position re leavers:</p> <ul style="list-style-type: none"> • Caretaker: Current incumbent leaving raises opportunity to re-structure the role: <ul style="list-style-type: none"> ○ Some elements to be incorporated back into admin officers’ roles e.g., risk assessments ○ Handyman rate of pay is constricted by Local Authority (LA) salary scales and is so poor there is a lack of interest – considering ways to improve this • Teacher: <ul style="list-style-type: none"> ○ Advert closes this week – no interest ○ Agency being considered – which will involve either a finders’ fee or daily ‘temp to perm’ rate (no replacement via Wiltshire Bulletin so will reach out to agencies and interview that way, probably temp to perm or fixed term contract for evaluation period – costly but replacement teacher urgently required) ○ Leaver only joined in September – first step back into the classroom after a career break ○ Learning points: part-time often requires more than contracted hours (conversations around where children are, etc required) 	

<p>8.</p>	<p>Teaching, Learning & Development (TLD) Committee Report Meeting 08.11.23 TLD minutes circulated TLD minutes 08.11.23 ChairApproved.docx Summary of items discussed AB highlighted key foci:</p> <ul style="list-style-type: none"> • Deep dive into English at LF: <ul style="list-style-type: none"> ○ Subject leader went through action plan for this year. ○ It was good for the committee to understand the subject leader's perspective – all the committee agreed really useful. ○ English is a key focus for LF SDP • Two or three subject leader deep dives are planned for TLD each year moving forwards • SM presented similar deep dive into maths across the federation: <ul style="list-style-type: none"> ○ Maths No Problem (MNP) is being used across both schools ○ SM is getting LF staff integrated and embedded into MNP ○ Oversight, support and feedback positive • Lots to talk about oracy for this year – has clearly filtered in to everyone at LF. <p><u>Questions</u> Q4: Is data impact scrutinised by TLD? A: Yes – there are regular phonics checks, etc. Reporting highlights the rationale for focus areas and specific cohorts requiring extra support. Subject foci for specific terms at TLD e.g., Term 3 data drop from term 2 and scrutiny of progress and attainment trends.</p>	
<p>9.</p>	<p>Finance & Resources Committee (F&R) Report Meeting 17.11.23 F&R minutes circulated F&R minutes 17.11.23 ChairApproved.docx Summary of items discussed HS highlighted:</p> <ul style="list-style-type: none"> • His last meeting as chair – KH taking over • Fire alarm at SSQ – leading to scrutiny of processes and reflecting learning in business continuity • Plan for Schools Financial Value Statement (SFVS) benchmarking against similar sized schools nationally • The Finance Officer, HS and JO worked with the DfE Integrated Financial Planning tool: <ul style="list-style-type: none"> ○ It doesn't really work for schools of our size ○ Trialed with LF but curriculum pattern doesn't really work ○ The tool works on hard metrics which is challenging when our model does not fit that ○ Broadly the results indicate that teaching costs are a little higher (as anticipated due to urgent recruitment at the end of last year) ○ HS will discuss with AC (as chair of TLD) but provisional decision is that, having established that it didn't really work for LF, will not proceed further with use of the tool • Finance headlines update: <ul style="list-style-type: none"> ○ Pay awards reflected in November pay run ○ Income & Expenditure (I&E) as expected ○ Both schools' reserves are being used – currently healthy but declining • Health & Safety: 	

	<ul style="list-style-type: none"> ○ LF visit: Conducted by HS ○ SSQ visit: TS booked ○ Finance Officer report to F&R monitors actions and progress against them ● KW and a small team of governors are continuing to talk to architects about possible remodelling of LF (GA suggested her husband may be able to informally assist with this) ● Committee Action Plan (CAP) is in progress (drafted in line with SDP) and RAG-rated – is being kept simple to minimise associated extra work whilst providing clear tracking tool <p>Thanks were extended to HS for his report and all his work during his time as chair of F&R.</p>	
<p>10. Christian Distinctiveness Committee Update Minutes circulated LF CD minutes OCT 2023.docx</p> <p>In RP's absence, JO highlighted:</p> <ul style="list-style-type: none"> ● Statutory Inspection of Anglican and Methodist Schools (SIAMS) discussed – particularly governor monitoring targets – to ensure Christian Distinctiveness is referenced in school visits <u>ACTION: CD Committee to suggest changes in school visit template to track values more clearly.</u> ● St Peters' links – various services noted ● Fundraising and Global Neighbours' Award – focus on Christianity across the world and LF is preparing for Bronze (which is to audit/identify actions planned for this academic year) ● Reviewed dates – licensed lay minister and other external leaders of collective worship are frequently visiting; KW is attending spirituality conference tomorrow and Worship Council have been regularly meeting <p>It was noted:</p> <ul style="list-style-type: none"> ● Diocese links with Uganda – school pursues courageous advocacy and opportunities to sponsor locally, nationally and internationally each year and engage globally ● SIAMS actions are part of LF SDP <p><u>Questions</u></p> <p>Q5: Do awards add value commensurate to the work involved?</p> <p>A: It varies. For example, WIRE Award² is not difficult for us to achieve as we do lots of the things required anyway. Such awards do provide external validation of what we do in school though e.g., The Church School Partnership Award³ is really good to demonstrate the school's close relationship with and tight links to the church.</p>	<p>CD Committee</p>	
STANDING GENERAL ITEMS		

² [WIRE Award - Diocese of Bristol \(anglican.org\)](#)

³ [Church School Partnership Award - Diocese of Bristol \(anglican.org\)](#)

11.	<p>Governor Participation/Monitoring:</p> <ul style="list-style-type: none"> - Governors' Briefing Term 1 (Online broadcast) (28 Sep 2023 16:00 - 17:30) – update Slides circulated. - Governors' Briefing Term 2 (Online broadcast) (08 Nov 2023 16:00 - 17:30) update Slides circulated. <p>TS highlighted that the Term 2 briefing was quite detailed, with key points:</p> <ul style="list-style-type: none"> • Safeguarding remains high on the agenda – reflects what we do • RightChoice has lots of useful information for governors • Inspection Data Summary Reports (ISDRs) should be shared • Funding continues to be increasingly tight <p>Future Governors' Briefings:</p> <ul style="list-style-type: none"> - Governors' Briefing Term 3 (Face to Face – part of Governors' Conference) (Fri 26 January 2024, Devizes Corn Exchange 09.30 – 15.30) – ES/GA volunteered <u>ACTION:</u> Clerk to book ES/GA onto Term 3 Governors' Briefing. - Governors' Briefing Term 4 (Online broadcast) (06 Mar 2024 16:00 - 17:30) – volunteer required - Governors' Briefing Term 5 (Online live Q&A) (02 May 2024 16.00 - 17.30) – KH volunteered. <u>ACTION:</u> Clerk to book KH onto Term 5 Governors' Briefing. - Governors' Briefing Term 6 Online live Q&A, Thurs 02 May 17.30-19.00– volunteer required <p><u>ACTION:</u> Clerk to add (i) Term 3 Governor Briefing Update to the March agenda and (ii) Governor Briefings volunteers to the next agenda</p>	<p>Clerk</p> <p>Clerk</p> <p>Clerk</p>
12.	<p>Governor Training – schedule of LA courses on Teams + skills audit Training Materials 2023 - 24 and Skills</p> <p>All noted.</p>	
13.	<p>Standing Items by Exception:</p> <p>(a) Marketing Activities</p> <p>Website Update</p> <p>Discussed above. SM checking queries raised by AB, but bulk is completed.</p> <p>Kington Langley Magazine</p> <p>HS volunteered to write the next piece. <u>ACTION:</u> All to volunteer to produce piece for KL Magazine by adding their name to the rota here: KL Mag Updates Rota 23 24.docx</p> <p>Social Media</p> <p>Discussed above – policy updated and letters circulated.</p> <p>(b) Safeguarding Update</p> <p>FF's safeguarding report – focused on audit – circulated:</p> <ul style="list-style-type: none"> • Actions on schools aspect as action plan • Both admin officers have attended new Single Central Record (SCR) training and, in line with best practice guidance, are attending to three yearly renewals of DBS checks <p>(c) Health and Safety</p> <p>As noted above in F&R minutes and update.</p> <p>(d) Equalities and Accessibility</p> <p>As reported above.</p> <p>(f) Projects Update</p> <p>As noted above, the team will arrange to meet with the architects in January.</p>	<p>All</p>

SPECIFIC FOCUS ITEM(S)	
<p>14. Governor Succession Planning and Board Membership</p> <p>Noted:</p> <ul style="list-style-type: none"> • Currently 12 places on the Governing Board: <ul style="list-style-type: none"> 2 x Staff: KW + vacancy 3 x Foundation: HS, RP and TS 4 x Co-opted: AC, GE, FF + vacancy 2 X Parent: KH and AB 1 x LA: ES • HS and AC leaving at the end of this academic year • ES hoping to leave soon • Roko has been nominated by the military but is time-limited and also governor of another school • Associate governor roles provide key to succession planning with opportunities for shadowing/longer and more meaningful handover, etc. • Preliminary proposals: <ul style="list-style-type: none"> ○ Roko joins as associate sitting on TLD ○ Luke joins as Co-opted sitting on F&R ○ GA joins as associate/in place of GE sitting on TLD ○ Staff Governor – role to temporarily be shared by SM and JO (if feasible) with notice to all staff explaining this and inviting alternative self-nominations to maintain equity and transparency <p><u>ACTIONS:</u> (i) ES to discuss continuing role with GE and (ii) Clerk to check possibility of co-staff governor within regulatory constraints and draft proposal/self-nomination invitation notice.</p> <p>Strategic Plan (3 – 5 Year look ahead) ES updated and circulated for comment. Main changes:</p> <ul style="list-style-type: none"> • No school at Birds Marsh • Continuation (rather than originally anticipated decommissioning) of Buckley Barracks • Alignment to new inspection framework • Adaptations to expansion strategy (no White Paper but general election next year may change context further) • Full update required this year <p>Recent practical updates:</p> <ul style="list-style-type: none"> • Local Authority school improvement hubs • LFSSQ linked with Kington St Michael, Derry Hill, By Brook Valley and Lacock in hub • Aiming for self-sustaining school improvement hubs • Our local hub has already conducted joint safeguarding training for staff and governors and network subject leaders' deep dive sessions <p><u>ACTION:</u> ES/KW to schedule Strategic Plan as a detailed focus item before the end of this academic year.</p>	<p>ES Clerk</p>

15.	<p>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?</p> <ul style="list-style-type: none"> • Preparing governors for Ofsted • Considered succession long-term planning and stability of governing body • Discussed subject deep dives/priorities (TLD) • Considered evolving Health & Safety processes (including getting quality information in) • Attending briefings to help generate appropriately challenging questions/immersion in process 	
16.	<p>Date of next meeting (6.00pm start): 25th January 2024 at SSQ</p> <p>25th January 2024 (at LF) 21st March 2024 (at SSQ) 13th June 2024 (at LF) 11th July 2024 (at SSQ)</p>	All note

The meeting closed at 8.00pm.