

## Tregoze LGB – Meet Staff – Minutes of Meeting

**Date:** 18<sup>th</sup> January 2016

**Venue:** Tregoze Primary School

**Attendees:**

Governors: Lisa Osman, Gráinne Parkhouse, Faiza Arif

Staff: Emma Pratt, Lynda Daly, Lynne Hodge, Jayne Keen, Salena Sahota, Melanie Cox, Jane Sproule, Penny Reeve, Sue Adkin, Shaun Preen, Gemma Green, Pete Cook, Diane Unsworth, Lucy Johnson, Paul Wells, Peter Williams, Laura Stoneham.

**Apologies:** Mark Woodward & Myra Hetherington

**Introductions:** All Staff and Governors introduced themselves one by one explaining their name and role within the school.

**Discussion Points:**

- **Strengths:**

The School and Staff have high expectations with regards to presentation of work and this shows in the children's books.

The staff as a team are very flexible and willing to help each other out and cover each other when needed.

In the last year the staff have become a much stronger team which has come from the top and has worked its way through to the whole of the staff. This was proved by nearly all staff attending the Christmas event and not splitting into sections during the evening.

We are very good at getting the best out of our children with regards to sport, Science and Art which is reflected in our results and the feedback from children when attending Federation or West Swindon events.

- **Improve:**

We need to look at improving the transitions between break times, lunchtimes and Assemblies as these can be quite fraught. There has been some improvement with the lockers being moved into the classrooms and children coming straight in at lunchtimes but maybe there is more we can do?

Would be good if we could start the 'wellbeing week' or 'wacky Wednesdays' up again so that the staff can get together outside of work and enjoy each other's company and have a normal chat even if only for a coffee at the De Vere.

There seems to be a lack of cohesion between key stages - what works for one key stage may not work for another. Could it be possible for staff from each key stage to observe another key stage and vice versa? Also maybe we could have an Art day where half of one year group in key stage 1 were swapped with half of one year group of key stage two throughout the school so that the teachers were having a mixture of both key stages in one classroom.

- **Behaviour:**

We need to be more consistent with consequences when bad behaviour happens – Maybe we could have a step by step system that all members of staff are aware of and we all follow. This will help the children who do behave see that bad behavior is being dealt with and everyone is treated the same.

- **FOTs:**

Staff are finding it hard to commit to all events that FOTs hold when they are sprung on them at the last minute and would like a list of dates of events, discos etc. in advance so that they can spread these out equally. Diane has a meeting with FOTs next week so will ask them for dates and get back to staff.

- **Federation:**

When we first became a federation the staff were told things would be more accessible to Tregoze as we were going to become part of a large team and we would be able to share resources on things like supply teachers as the federation would be able to share staff - this has never happened is it likely to?

Communication from central was bad to begin with but this does seem to be improving.

When attending courses where other schools are attending when asked what school we are from we do seem to be the 'black sheep' when other schools realize we are from TWHF as we seem to have a bad name in the area.

There was a feeling that staff found that when Nick or Lauren visit the school they were found to be aloof and unapproachable, however Simon is completely different and the staff feel if they need to ask him anything they can. They was the understanding that when Nick or Lauren visit they are here to help but maybe a smile or an acknowledgment wouldn't go a miss as their lack of communication has a negative impact.

- **Maintenance**

Service level Agreement - what is the time scale on receiving maintenance when we have a problem that Pete is not able to repair?

Year one/two cloakroom door is an issue as staff unable to get back into the building once they go through this door during school hours as other doors are locked for safety reasons and not everyone has a key, staff were told they would receive fobs.

Reception door twist is at child height which is not suitable should be higher plus staff unable to get in now as there is no keypad.


