

Headteacher: Ms Louise Warren
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<https://www.bucklandprimaryschool.org.uk/> e-mail: office@buc.faringdonlearningtrust.org

Minutes

Meeting	Local Governing Committee Meeting	Where	IT Suite, Buckland School
Date	10 th July 2024	Time	5pm
Attendees	Mrs Rosamund Willis (Chair), Mr Steven Houston (Vice Chair), Mrs Mary Lines, Mrs Lucy Gildersleeves, Mr Paul Cullinan, Mr Adam Solley Ms Louise Warren (Headteacher), Mr James Stevens, Mrs Phillippa Rivero-Bosch, Mrs Emma Brown (Associate Governor), Mrs Georgiana Siedle (Clerk), Miss Kim Hatton (Guest)		

No	Description	Action
	Opening Prayer – the opening prayer was conducted by LG	
1	Apologies for absence accepted from Rev Talisker Macleod, Tim Saunders	
2	Welcome new members, visitors or staff presenting and introductions Kim Hatton (EYFS Class Teacher and SENCo) was welcomed to the meeting	
3	Declaration of any personal or business interests Paul Cullinan informed the meeting, that having spoken to his employers, he is unable to be the Health and Safety governor due to his work restrictions	
	Strategic Role	
4	Minutes of previous meeting Actions from previous minutes: Website profiles – these must be done by end of this academic year Newsletter to parents will form a report and communicated by the end of the academic year. Next academic year, there will be three reports/newsletters to parents. 5 year plan meeting – completed. Training – GS will communicate training requirements next year once the trust has been amalgamated	RW/SH RW

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	<p>The blank questionnaire was sent out to governors by GS</p> <p>Community strategy – this will be planned for next academic year</p> <p>Minutes approved</p>	
5	<p>SEND Updates</p> <p><i>Presentation from KH to discuss SEND strategy 2023/24 and looking ahead to 2024/25</i></p> <p>KH explained that there are currently 20 children on the SEN register, 4 of which have been allocated an EHCP.</p> <p>The current breakdown is: 2 children in Acorns, 4 children in beech, 9 children in Sycamore, 5 children in Oak.</p> <p>Alongside this are the wave 2 children, who are not on a support plan but closely monitored throughout the year.</p> <p>The highest level of need across the school is ‘Communication and Interaction’ (particularly related to ASD). The school has seen an increase in formal diagnosis, with parents seeking private diagnosis due to the long waiting times through the NHS.</p> <p>The 2 EHCP children in Oak are both in Year 6 and therefore will be transitioning to secondary school in September. Beech and Sycamore have one child each with an EHCP. There is an application pending for an EHCP for a child in Sycamore and Beech will apply for one in September. There is a child joining reception in September with high needs who is currently applying for an EHCP.</p> <p>The SEN review took place last week and was extremely positive. The audit was extremely thorough, obtaining pupil voice, speaking to teachers, TAs, Mary as SEND governor, Kim as SENCO, Louise as headteacher and parents which gave a picture from across the whole school. They highlighted that Buckland’s provision is tailored for each children which is consistently seen across the school. There is excellent level of support from Tas alongside a thorough level of knowledge of each child from all adults in school with children receiving consistent language and support. They commented that Kim as SENCO is a significant asset to the school due to her SENCO knowledge and as someone who knows all the children well having taught them in early years.</p> <p>Actions identified that the school should ‘sell’ the provision more to the existing community, so that parents have a better understanding with regards to what is being done for the children, this should include more updates in school newsletter. KH will also think about sharing some information for those parents whose children are put on the SEN register and what that will look like for them on their journey through school.</p>	<p>KH/ EB/ LW</p> <p>KH</p>

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	<p>This 'character development map' is being worked on by SB and will form part of the SDP.</p> <p>ML commented that there has been a significant increase in the number of children on the SEN register. An EHCP application takes a huge amount of time from school staff. ML highlighted governors need to keep an eye the SEN resourcing and consider whether the implications financially. KH explained that EHCPs take a significant amount of time with their initial application but also the requirements expected during the annual are very time consuming.</p> <p>KH explained the 4 broad areas of SEN: Communication and interaction, cognition and learning, social emotional and mental health, sensory and physical.</p> <p>KH left the meeting. 17.30pm</p>	
6	<p>Report on outcome data</p> <p>LW shared a detailed report to governors prior to the meeting. She highlighted the vast amount of children who have reached their targets. There are high levels of children who are reaching the expected standard, compared with Trust children and nationally Buckland children are excelling.</p> <p>In the EYFS 11/15 children achieved a 'Good Level of Development' (GLD). The SDP objective was for all children to reach a GLD. This target was highly aspirational and was not reached this year. LW reminded governors that a GLD is made up of the prime areas of the 17 early learning goals and whilst some children had gaps in more than one area, the area where all children did not meet the requirement was writing for all four children. Traditionally the school have waited until after Christmas to focus on writing, using the autumn term to PHSE and well being/happiness in school. However, it would seem that this does not allow some children enough time to ensure their writing reaches the standard by the end of their reception year. Next year the school will focus on writing earlier, clever strategies for this are required to ensure children's motivation remains high. The children who did not meet their GLD will need additional support next year in Beech as writing is a key skill across all subjects.</p> <p>Year 1 phonics – 93% passed their phonics test (nationally this was 82%), the pupil who did not meet the standard has an EHCP in place and will be given an opportunity to sit this again next year. LW highlighted that there is a lot of resourcing investment in phonics as it takes 3 staff to teach Beech Class each morning for an hour. However, successful reading allows them to read fluently and enjoy learning more.</p> <p>Year 4 times tables – children worked hard and did well with 7/14 pupils scoring the maximum possible out of 25. The lowest score was 20, one child with an EHCP did not attempt the test. The average score for the class was 23.9 The school has made some</p>	

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good investments into resources e.g. times table rockstars which has contributed to the success.. Most importantly, many children can apply their times table knowledge which will allow them to flourish in Maths in the future. (EB).

Year 6 JS updated governors on SATS results. The results were excellent. JS looked at why Maths was slightly lower, one possible conclusion is that to reach a greater depth level in Maths children are required to achieve 85% or above whereas to achieve GD in SPAG it is 76% and 80% in reading. Writing in school has been a focus and it has been positive that this focus has allowed SPAG to maintain strength alongside this learning. To add to lower GD Maths % reasons - children's grit/determination to succeed not as high, staff absence across year, focus in phonics leading to less adult support time, high emotional support provided for high profile y6 in and out of lessons.

Six children beat their projected score from their KS1 assessment in their KS2 Reading, Maths and SPAG tests. Many children beat their target score in two of the three tests.

All SEND children achieved at least the expected standard in Maths and Reading – one child is working at greater depth with their reading. Three out of four achieved expected in SPAG.

Reading

5 children were working at greater depth at the end of KS1. At the end of KS2 this has risen to 10. Two children were very close to greater depth, scoring 109 (110 is GD).

1 child was below the expected level at the end of KS1. Now there are none.

Maths

5 children were working at greater depth at the end of KS1, this has risen to 6 at the end of KS2. Three children were very close and scored 109.

2 children were below the expected level at the end of KS1. Now there are none.

SPAG

5 children were working at greater depth at the end of KS1, this has risen to 8 at the end of KS2.

2 children were below the expected level at the end of KS1. There are still 2 but 1 of the children was not with us at the end of KS1.

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	JS thanked all the staff who have contributed to the children's journey.	
7	<p>Headteacher's Report (including attendance)</p> <p>Suggested SDP priorities for next year</p> <ol style="list-style-type: none"> 1. Governors reviewed the RAG rating of the year's SDP targets. Two targets remain on amber, these are EYFS GLD goal (as discussed) and staff well-being. Staff well being will not remain on the SDP as targets require initiatives to drive improvement and change. Staff well-being remains a constant consideration. Excellent progress has been made in all other areas. 2. Q of E. No questions raised 3. Behaviour and attitudes. Attendance figures are very positive in terms of national average and the overall figure is now back to pre-covid data. There are still 4 children that are classes as persistent absentees (under 90%). They have individual meetings so that the school can discuss why and make necessary adjustments and support in place. 4. Personal development – the RRS initiative has had a great deal of work this year, it will remain on the SDP again in next year as the aim is to achieve Gold, (always a 2 year journey due to amount of work that needs to be done). 5. Leadership and management – no questions raised. <p>Narrative around the targets leads to the suggested SDP targets for next year which has been discussed with staff. Governors were welcomed to add suggestions if they think anything has been missed.</p> <p>Quality of Education</p> <ol style="list-style-type: none"> 1. Pedagogy and adaptative teaching is well established in Foundation subjects. 2. Long term curriculum map that is refined to ensure key knowledge is identified for each subject. (It was noted that it can be hard for teachers to measure what children have really achieved. RW asked whether this was targeted for all subjects. It was confirmed that the main target subjects will be history, geography, art, RE and music. A new French scheme has been implemented which is positive so this will not be addressed this year). 3. Developing the use of metacognitive approaches . <p>Behaviour and Attitudes</p> <ol style="list-style-type: none"> 1. Ensuring children are supported to regulate in non directed times. This is often where things go wrong for them, it can escalate or make the afternoon ok if dealt with properly. 2. Focus on developing positive character traits. 3. Children are both independent and collaborative in their working. 	

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	<p>Personal Development</p> <ol style="list-style-type: none"> 1. The Rights Respecting Schools' Gold award is achieved. 2. Children develop increased awareness of diversity in the local area. <p>Leadership and management</p> <ol style="list-style-type: none"> 1. Changes in senior leadership and teaching roles are well managed to ensure they are quickly effective. 2. Parental contact enables parents to understand and embrace the vision of the school <p>Effectiveness of the Early Years</p> <ol style="list-style-type: none"> 1. All children achieve a GLD in writing, there was some discussion around this and this will be changed to targeted children will achieve a GLD in writing as governors felt that the goal of all children was possibly too aspirational. <p>Over the summer EB will work on the actions to achieve these targets.</p>	<p>LW</p> <p>EB</p>
Accountability		
8	<p>LGC report</p> <p>RW has used LW's head's report as a basis to report to the board and parents. RW will add some more information on the SEN report and Early Years report. She will include the impact that the governing body has had on those targets. RW will finalise.</p>	<p>RW</p>
9	<p>Safeguarding</p> <p>LW will put a print out a summary of incidents and post on gov hub.</p> <p>LW updated governors on the Team Around the Family (TAF) support the school currently offers. Although these are meant to be supported by outside providers, in reality this rarely happens. TAFs are supposed to be a short term initiative to help families but this is not the case currently. When a family does not want a TAF in place, the school finds other ways to support the family's needs.</p> <p>DSL seminar meeting will be attended next week by EB. A target going forwards will be to make more time to attend the safeguarding seminar meetings.</p> <p>ML normally meets termly with CB but this has been postponed. September is the key time to check SCR with regards to training, especially with new staff (including HR files). ML questioned whether the clerk or the school holds training information on governors.</p>	<p>LW</p>

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	<p>GS confirmed that all statutory safeguarding training must be held by the school. Governors should update CB in the office as well as GS if they attend training and forward certificates to CB for records.</p> <p>PC and LG will complete safer recruitment training (GS to ask CB to book).</p>	<p>All Gov</p> <p>GS</p>
10	<p>Personnel Updates</p> <p>Staff well being is based around staff being aware of each other's needs and being there to support each other. They are aware of the trigger points in the school year and there to help each other, identifying ways to aid each other.</p> <p>RW asked if there is anything that governors can be doing? PC suggested that two governors are on gate from 2.45-3.15pm every other Friday so that it can be approached by parent meetings. GS will set up a sign up sheet and the newsletter will communicate this to parents in September. This will help the SDP action of communicating more clearly parents.</p> <p>Staff attendance has been better since Easter. It has been more of a focus and people understand the huge impact absence has on all staff. There are two staff that need to be well supported due to high workload. There have been some verbal incidents from children to staff where staff have been spoken to rudely, this relates to a low number of children. Children always apologise and parents are informed. Comparatively incidents are low in relation to national statistics. Work will be done with staff alongside the Mulberry Bush, bring staff together to understand the children and how improvements can be made to practise, as well as celebrate what is going well.</p> <p>SH asked whether training is in place for staff, especially 1:1 TAs. LW confirmed that training is available, the main focus next year may be for lunchtime staff to support the SDP target of children's behaviour in non-directive times.</p>	<p>GS</p> <p>LW/EB</p>
Financial		
11	<p>Finance Update (including a report on budget setting assumptions)</p> <p>A meeting took place to approve the budget for next year, LG and PC approved alongside RW and SH. Initially the budget was not balanced with a predicted deficit of £30k, however, the merge with the trust allowed opportunities to balance the budget. The approved budget has a carry forward of £0.8k next year.</p> <p>Since March the trust has not been able to provide any visibility on the budget for this year due to new system. The school would like to be able to spend money on painting Oak classroom and work on the outside toilets, CB is chasing finance to get a clearer picture as to whether funds are available.</p>	

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	<p>Governors discussed that there are no allocations for capital spend at this point in the year.</p> <p>Number of school places –the school census will be the first Thursday in October and this is the census used to calculate funding for the following year based on the number of children attending the school.</p> <p>RW has spoken to CB this week, as two children have moved to their local school. Two new joiners will be starting in September. There are some outstanding decisions from two families and whether they are taking up the school places offered, if not then these will be advertised on the website.</p>	
12	<p>Health and Safety</p> <p>SH informed governors that the term 6 full school audit will take place next week with CB. Governors met to discuss the conditions survey, Jason at the trust has collated and set RAG status for all actions. There are some superficial items (e.g. painting). However, as an ageing school in a listed building there are some big investments in the future - there is a CIF bid for a new boiler and radiators, the roof is also a concern. Some clarity of Martyn's time will be needed with the trust amalgamation. CB is very diligent and school is working on what can be achieved over the summer. The boiler has had a temporary fix which should last the winter. SH is exploring all funding opportunities on a bigger picture and maintaining building. Governors want to ensure that the school is making the right long term investment decisions and not short term patching up. The trust should help with this.</p> <p>RW asked about contingency planning, if the boiler stops, what is the contingency? LW explained the school would hire heaters which would arrive on the same day (this has happened in another trust school). A remote learning policy may need to be considered (EB).</p>	EB
Procedural and Compliance		
13	<p>Policies – none for this meeting</p> <p style="text-align: center;"><i>Please note Trust policies on Gov Hub</i></p>	
14	<p>Confirm and Minute the names of at least 2 governors who have current or would be willing to undertake:</p> <ul style="list-style-type: none"> • Exclusion training – PC / ML / SH • Independent Review Panel training – PC / ML / SH <p>The above governors have shown willing to attend the above training. GS will communicate with the trust in the new year.</p>	GS

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15	Elections for Chair and Vice Chair for the 2024/25 academic year. Rosamund was voted as Chair for the next academic year Steve was voted as Vice Chair for the next academic year	
16	<p>Dates for meetings next year <i>Include terms of reference or committee changes if required</i></p> <p><i>Proposed dates for 2024/25 (these meet the two week window requirements set by the Trust):</i></p> <p><i>Wed, 18th September (in person)</i> <i>Wed, 4th December (online)</i> <i>Wed, 22nd January (online)</i> <i>Wed, 19th March (online)</i> <i>Wed, 14th May (online)</i> <i>Wed, 9th July (in person)</i></p> <p><i>Pay Committee must meet between 11th Nov 2024 and 21st Nov 2024</i></p>	
17	Chairs Comments RW thanked governors and staff for all the hard work. LW commented that school is very well supported both operationally and strategically.	
18	Any other business agreed as being urgent	

Approved by: _____

Signed: _____

Date: _____