

Headteacher: Ms Louise Warren  
Summerside Rd, Buckland, Faringdon SN7 8RB

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

## Minutes

<b>Meeting</b>	Local Governing Body Meeting	<b>Where</b>	Google Meet
<b>Date</b>	Wed 25 <sup>th</sup> January 2023	<b>Time</b>	7.15pm
<b>Attendees</b>	Mrs Samantha Brady (Chair), Mrs Mary Lines, Dr Tim Saunders, Mrs Lucy Gildersleeves, Rev Talisker Macleod, Mr James Stevens, Ms Louise Warren (Headteacher), Mrs Georgiana Siedle, Mr Steven Houston, Mr Andrew Comfort, Mrs Emma Brown		

No	Description	Action
	Procedural Matters – Core Function 4	
	<b>Opening Prayer</b> – Rev Talisker led an opening prayer	
1	Apologies for absence and acceptance/non-acceptance Rosamund Willis, Laura Bunning who was expected sent apologies and will join us for our meeting in March	
2	Welcome new members, visitors or staff presenting – none	
3	Declaration of any personal or business interests None	
4	Any significant matters arising None	
5	Minutes of previous meeting It was confirmed that GS updated the grid on the Headteacher’s report LW contacted St Hugh’s – Kitty Duncan is taking this forward and will get back to LW ALF wrote the Forest School Report, this was very comprehensive and positive. Thank you to ALF for writing. SB or LG to write to ALF to thank you for the report and congratulate on achieving forest school accreditation. LG still to visit forest school session. SH needs to investigate pond usage further to action before the summer if possible. GS to contact BGG to see if they can help. GS to update that ML is Equality governor on Governor Hub, as well as SB as attendance governor. All governors to become familiar with equality objectives. GS to send link. SJ to investigate kit to represent the school for sports kits. GS to follow up. Financial support for after school clubs was offered in the newsletter. We have supported one child with a sporting activity and paid 50% towards clubs for another. RTM running spirituality sessions with children: LW has been doing this on Monday assemblies, introducing the word of spirituality. RTM to run sessions with individual classes. RTM to put some dates together and communicate to LW. GS will still to talk to children re menus.	SB / LG  SB / GS  GS All governors GS  RTM  GS ML

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	<p><b>ML has SEND planning walks / pupil voice in calendar.</b> The safeguarding audit was submitted <b>SIAMS SEF to be sent by LW</b> <b>Reminder for subject leaders</b> to read their curriculum plans for their subjects</p>	LW Subject Leads
6	<p>Admissions</p> <p>We have sent out the first round of offers for nursery which is for catchment children only. Once we have confirmation of the number of hours we will offer to sibling children. There will be no offers to children who are not catchment or sibling due to number of applications (unless a child rejects their place). We have had 22 applications for 11 places this year which is the most to GS's knowledge.</p> <p>We have been informed that a family have applied for the Year 3 place.</p> <p>We have a family moving to the area in June who would like the reception place, therefore unless someone applies before this the place will be filled by the end of the year.</p> <p>We await the IYAP outcome, however, our case is strong for them not to allocate our school to these year groups.</p>	
Accountability – Core Function 2		
7	<p>Headteacher's Report</p> <p>LW thanked for questions that were posted on governor hub prior to the meeting, they, and their responses, are included below.</p> <p><b><u>From RW:</u></b> <i>Can you expand on this from your heads report: 'We await the decision of an IYFAP for Y4 and 5 siblings which we have laid out a case for not accepting due to 32 in the class and 18 in Y5 with high SEND need.' I'm not sure I know what and IYFAP is or what the 5 siblings have to do with the decision? Are all 5 siblings also looking for school places? In which years? The first thing that comes to mind here is that we managed an appeal last year for a yr4 place (yr 3 at the time) and no criteria have changed since so why is this even being considered?</i></p> <p><b><u>LW Responded:</u></b> <i>In year fair access panel for a Y4 and their Y5 sibling - all schools have to be considered as there are no places anywhere. Someone has to take them. We have laid a good case for why we cannot.</i></p> <p><b><u>RW Responded</u></b> <i>Thanks for clarifying Louise, from the way I read it, I thought their were 5 siblings.</i></p>	

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*Do you know if the panel who deal with the IYFAPs is the same as the panel that deals with appeals?*

*LW Responded*

*I believe so - Georgiana might know more*

### **From Samantha Brady:**

#### **Head's report**

*I think 1.1 read as if there were 5 x siblings. Do the two pupils being considered on the IYFAP have SEN as well or is it too early to know?*

*What is Provision map?*

*1.4. Are parents paying for tutor or the school?*

*3.2 Did Y6s ever do playground leaders as well?*

#### **Curriculum Document**

*What does EIF mean?*

*Do you think you have made sufficient provision for the amber areas to turn green going forward?*

#### **Absence report**

*I know GS will be discussing this but week 15 (where we saw a dip) was w/c 12 Dec. This was post Woodlands and a week before end of term. Children were tired and catching cold, flus, Covid as well as Strep A being a risk and parents being told to keep query Strep cases at home. I note the national average was lower that week too.*

#### **SEND report**

*What does SPLD mean?*

*Yr2 private assessment - have they received report yet and if so, will they be eligible to apply for an EHCP?*

*What is a SALT session?*

*What does the Communications and Interactions Team do?*

*What is a MDA panel?*

*What does the SWIFT course cover?*

***Can it be noted what a comprehensive and positive report the Forest School teacher wrote please?***

### **ML Responded with some acronyms:**

***SALT*** The acute Paediatric Speech and Language Therapy (SALT) team at the John Radcliffe Hospital provides assessment and treatment for infants and children aged 0-18 who are acute inpatients in Oxford Children's Hospital and who have swallowing, feeding and/or communication difficulties.

***MDA*** Multi-Disciplinary Assessment

***SWIFT Schools Together With Families*** A course for families and schools living and working with children who have autism and communication difficulties run by Oxfordshire.

***SpLD*** A specific learning difficulty (SpLD) means that someone has a difference or

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*difficulty with one or more certain parts of learning.*

**LW Responded:**

*EIF is the Education Inspection Framework.*

*Y2 child has gone to look at independent school. We will apply for EHCP if they stay and that will include being seen by our Ed Psych.*

*Provision map is online SEND management of plans for pupils with parental access for their child. Aids communication and tracking as well as providing SENCO with big picture. Increased efficiency and effectiveness for £600 a year.*

*IYFAP don't tell you if pupils are SEND. We should hear tomorrow.*

*We pay for tutor with catch up money that is ring fenced.*

*JS can confirm re play leaders. I don't think Y6 went last year as it was in Wantage and we were just getting back post Covid. This year at FCC with transport.*

*Amber areas all moving forwards with progress outlined on their action plans. We will always have some amber across 10 subjects as things constantly change and improve so we need to keep up and ahead of the game.*

**JS Responded:**

*No play leaders available or possible last year.*

LW highlighted that the school has had a number of applications for EHCP children for school places. The school has to keep putting together cases that highlight our current level of need.

**EB and JS will provide reports on next meeting regarding spelling and maths in Beech.**

Section 2

No comment

RTM raised that she felt that assemblies felt less calm than pre Covid. LW requested a visit on a Monday, led by her as this is a calm environment that was recently attended by Rev Charlie, following this he recommend that the Shrivenham Head came to attend.

Father Jason will be attending in a few weeks. **RTM to come and view on LW a Monday and to see the routines that help support a calm environment.** ML identified that

Thursdays are calmer now, the routine had been rushed due to phonics in hall prior and Thursdays are now supported by LLS which has an impact. EB confirmed that Tuesdays offer a calm environment with JS commenting that Fridays feel good but with a different feel as it is celebration assembly, often with Year 6's successfully leading on this.

Section 3

RRS discussion for next meeting and assessment may occur this term. **EB to lead**

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	<p>Section 4 See personnel later</p>	
8	<p>Curriculum</p> <p>LW introduced the curriculum quality assurance record, a way of collating information for all subject areas. This was shared prior with governors prior to the meeting. LW explained that different subject action plans are monitored each term. This document tries to draw all subjects together to give an overview of where the school is with all subjects and focus on improvement. LW explained that we would not expect it to be all green in all areas, there is always areas to develop and these then inform the plan of action. Prior to the meeting there had been some discussion on this document (detailed below)</p> <p><b><u>Written by LG</u></b></p> <p><i>This looks very good to me as a framework.</i></p> <p><i>Do we have a traffic light system or similar to mark up for how well we feel we are hitting what is laid out as descriptive summary of the position in each box of the matrix? At the moment I have the feeling that this is less clear for planning and implementation sections and better flagged in impact. I like the evidence tie-ins to pupil work here.</i></p> <p><i>Or / and picking out as a final summary the most urgent action points / areas for further development?</i></p> <p><i>Is it worth having somewhere in the matrix to identify relevant RAP point references? Also, have I understood correctly, classes only get history teaching every other (short?) term? But geography every term? Or do history and geography alternate?</i></p> <p><b><u>Response from LW:</u></b></p> <p><i>Subject action plans detail actions and progress towards each term and add another layer of detail to this summary. Good idea to link to RAP references. History and Geography take the lead each short term but often the other will back up learning in the lead subject so really both running concurrently in many terms.</i></p> <p>LW asked whether it would be better to have a curriculum governor rather than governor links? ML felt that RW's work with OFSTED and knowledge of English was excellent and suggested to have a core subject governor and foundation subject governor? A governor that has the time to meet with staff. SH stated he would like to continue as PE as subject lead.</p> <p>GS suggested that some governors feel that staff are busy and they do not want to</p>	

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	<p>impose on their time. Guidance on number of, and how frequent visits should be, with a time limit on meetings of 30 mins. <b>LW will communicate this to subject leads and subject governors.</b></p> <p>LW will bring the curriculum quality assurance record to governors twice per year, subject leaders can update and verify if they agree with progression. We will review again in May/June governor meeting.</p>	
9	<p>SEND updates Send Report KH has completed a comprehensive report which has been available on governor hub. Oak are particularly dealing with a high level of need. Attendance of pupils with SEN, a lot of schools, attendance is often much lower, ours is 93% which indicates we are meeting the needs of children. KH has done a lot of training, we should thank KH continuing to develop her knowledge and support. <b>(ML)</b> The data shows that all children are meeting expected progress or exceeding (progress not levels). This shows the quality provision provided. There was a question on progress for SEND children, JS clarified the difference between children making expected progress vs. expected level.</p> <p>Going forwards we will miss KH who is on maternity leave, however, LE will continue to lead and school will continue to meet the children's needs. ML observed that TA's have a nurturing approach to ensure engagement. <b>ML's learning walk for the next term will be focused on developing pupil independence for SEND children (as identified in KH's report).</b> LW wanted to add re: the quality of provision for our SEND. Our newest TA commented about how children were so included in the classroom and inclusive the learning is for them.</p>	
10	<p>Safeguarding and behaviour update</p> <p>ML has a meeting with Gemma Rogan, safeguarding audit at end of Jan (Update: this has been rescheduled for 24/02) and supervision will take place on 2<sup>nd</sup> Feb with LW, ML and GS.</p> <p>ML updated that the school has 2 x children on TAFs, working with whole family to support the child with monthly meeting and different agencies. (Post meeting note: there are also 2 families with allocated early help workers from LCSS).</p>	
11	Attendance and Absence data	

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	<p>GS updated governors with the following: We were informed by FFT that we are in the top 25% of schools for attendance. Current attendance figure is 95.6% Worryingly is the 12.8% persistent absenteeism. SEND: Year 6 persistent absenteeism is worrying. We will look at this at our next meeting to analyse improvements.</p> <p>LG proposed that we consider an earlier week in the year for Woodlands residential as so many children were off unwell the following week.</p> <p>LG asked whether the governing body should write to particular families. LW writes to them as Head, this would be quite unusual.</p>	
Financial Monitoring and Oversight – Core Function 3		
12	<p>Health and Safety / Premises including updates on Health and Safety audit actions SH updated with the following: SH was sent analysis of the school's first aid / accident reports for the academic year.</p> <p>SH raised that there was a high number of accidents in acorns. GS reassured SH that this is in part due to their age (more likely to trip etc.) but also that all incidents are recorded for the children and the adults are very thorough. There are rigorous systems in place for checking the area before children use it every morning (e.g. ensuring the rainbow trail is dry) and that staff are excellent at reporting snagging items quickly.</p> <p>SH conducted Term 2 audit and created an action list. Conditions survey is booked for 10<sup>th</sup> Feb.</p> <p>SH asked about the traffic incident, is has now settled. LW confirmed that it now seems more settled. LW has written to OCC to see if their traffic safety officer can visit and make suggestions.</p> <p>SH pointed out that we now have a gate lock. LW clarified this is due to a child who showed interest in escaping. SH supported this, the gate is very close to the road.</p> <p>LW has written to Southby trust regarding the quote we have had to fix the bell.</p>	
13	Personnel Updates / Review staff structure	

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	<p>Still have a member of staff on long term absence, this has had a significant impact but we are lucky to have appointed an experienced TA to replace temporarily. We will get some of the money back from absence insurance when the member of staff returns but we don't know yet when they will be able to do so. If a phased return is possible, it will be staggered, we may be best to extend the contract of the temporary TA. It will be an increased overspend and it will mean paying two people. In terms of our provision and consistency and despite excellent transition between KH and KJ this would allow consistency for the setting.</p> <p>LCD will finish in April. We do have at least one candidate who may be interested. It will also allow us to use them on a supply basis.</p> <p>Our TA employed for 2 days per week has now gone to 3 days, still temp until end of year but this allows LE to do the SENDCO work.</p> <p>LW sent a link to the diagram of who is working where. We have two high level pupils with 1:1 support. We may need additional staffing for Beech depending on child need.</p> <p>We have been able to cover forest school and temp TA works some afternoons.</p>	
Strategic Role – Core Function 1		
14	<p>SIAMS</p> <p>Foundation governors have met with LW and know what needs to move forwards. RTM has been looking at the website. Before Christmas ML has done godly play in all classes, looking at The Good Samaritan and This Wise Man who Built his House on the Rock.</p> <p>The Open the Book team has been visiting regularly.</p> <p>Foundation governors are moving forward with Christingle and Easter Prayer Walk. RTM is taking a number of services. LG highlighted the group of Year 5's that are using the prayer space twice per week to run prayer sessions during break, very enthusiastically. Children are supporting the Open the Book assemblies. The FOBS lantern festival links with Candlemas and is working well.</p>	
15	<p>FLT Updates</p> <p>A message has been communicated regarding Duncan Millard's retirement. CEO interviews will be in March.</p> <p>Two Executive heads in trust, Shrevenham and Watchfield, with head's of school in place. The two Faringdon schools have a similar structure but there will be a new executive head appointed for these schools before the end of the year.</p>	

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	<p>Ashbury are joining the Trust, this was very complex due to being a CofE aided school. They will join in the next week or two. Uffington are conducting due diligence with ambition to join the trust.</p>	
14	<p>Governor Visits</p> <p>ML raised, does it just have to be learning walks? <b>GS to create a spreadsheet of ongoing visits that are not learning walks.</b> All governors to ensure they keep her up to date with visits, type of visit and purpose.</p> <p>GS wrote a report on her art learning walk (see gov hub).</p>	GS / All Gov
16	Policy review – none this cycle	
17	Chairs Comments – None	
18	<p>Any other business agreed as being urgent</p> <ul style="list-style-type: none"> <li>LGB Successions planning - SB will be leaving in July and the position in July and we <b>asked governors to consider whether this is something they can commit to.</b></li> </ul>	All Governors

Meeting ended at 20.53