



**BUCKLAND C OF E PRIMARY SCHOOL**

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>	Full Governing Body	<b>Where</b>	Virtually via Googlemeet
<b>Date</b>	Wednesday 2 <sup>nd</sup> February 2022	<b>Time</b>	7.15pm
<b>Attendees</b>	Mrs Samantha Brady (Chair), Ms Louise Warren (Headteacher), Mrs Lucy Gildersleeves, Mrs Mary Lines, Dr Tim Saunders, Mrs Georgiana Siedle, Mr James Stevens, Mrs Rosamund Willis, Mr Steve Houston, Mr Andrew Comfort, Mrs Alex Molton (Clerk)		
<b>Apologies</b>	Revd. Talisker MacLeod		

No	Description	Action
	<b>Procedural Matters</b>	
1	<b>Apologies for absence and acceptance/non-acceptance, resignations</b> Apologies were sent and received from Revd Talisker.	
2	<b>Welcome new members, visitors or staff presenting</b> None.	
3	<b>Declaration of any personal or business interests</b> None.	
4	<b>Governor responsibilities and committee membership</b> There were no changes since the last meeting.	
	<b>Ensure Accountability</b>	
5	<p><b>Agree Minutes of previous meeting</b> Governors were asked at the previous meeting to add comments and questions to Governor Hub ahead of the full LGB meetings. Only TS had done this before this meeting. <b>ACTION: Governors to ensure this is completed for future meetings.</b></p> <p>LW confirmed that school is still having largely remote assemblies, with live assemblies with half of the school in the hall on a Friday. All staff are joining worship time through remote means.</p> <p><i>Did staff not always join collective worship before?</i> LW: Not support staff as they were often running interventions.</p> <p>Is the new maternity cover teacher in Beech still fitting in well? LW: Yes she is.</p> <p>The Sports TA role has been appointed using Sports Premium funding and she will be working on getting the children more active and trying to re-establish links with other schools and local sports events.</p> <p>Governors asked for some clarity on the various elements of a successful governor visit and GS confirmed that there is a document on Governor Hub with some tips on shaping these.</p>	<b>ALL</b>



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	The minutes were agreed as a true and accurate record of the meeting.	
6	<p><b>Matters arising</b> None.</p>	
7	<p><b>Covid Risk Assessment update</b> LW gave a verbal update to the meeting.</p> <p>At the moment our control measures seem to be effective. We are continuing to wash hands and sanitise. We have kept separate lunchtimes and are not having big gatherings with the children. Staff are also being more mindful of giving each other space at school. We are still ventilating classrooms and shared spaces but balancing this with keeping the temperature warm enough. Parents have collected children when we have been concerned about children showing potential symptoms – with only one parent last week showing any reluctance about this. Generally parents have been supportive and tested children when they have been worried that they might have Covid.</p> <p><i>Can we carry out a LFT at school if children are showing symptoms?</i> LW: No, we can only recommend these to parents. GS: We also cannot insist that parents carry out a PCR if children have symptoms.</p> <p>We have been able to carry out our planned school visits this term to the Ashmolean Museum and Steam Museum, which were very happy about.</p> <p>GS asked JS if we were one of the first schools to be back at the Ashmolean since it has reopened. JS: Yes, we were the first school to attend in 2022 and they were very keen for positive feedback. Hopefully more schools will attend soon.</p>	
8	<p><b>Safeguarding</b> - Annual submission and action plan</p> <p>LW confirmed that the annual submission was sent in on time and thanked those governors who had raised questions about the Safeguarding audit via Governor Hub in order for this to be approved outside of committee.</p> <p>Miss Hatton, SB, GS and ML all worked together on the document and added their own input. LG also supported by looking at policies to ensure compliance.</p> <p>LW to attend Level III Safeguarding training before Easter.</p> <p>GS has been working on the SCR to ensure this is up to date and we have asked for this to be audited by the Trust so we can be sure that this is fully complete and meets all of the new Safeguarding criteria.</p> <p>GS and LW have refreshed their Safer Recruitment training; LG and SB yet to complete theirs.</p> <p>Safeguarding information has now been added to the front noticeboard at school.</p> <p>Gemma Rogan will also check the Safeguarding processes and paperwork when she carries out termly visits at school.</p>	



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	<p>We need to monitor training more closely to ensure that all governors are appropriately trained. LW confirmed that she has arranged a Generalist Safeguarding training session on Friday 8<sup>th</sup> April at 1.30pm in the Memorial Hall in the village.  <b>ACTION: Governors to confirm if they are able to attend.</b></p> <p>AC joined the meeting at 7.41pm.</p> <p>Staff are currently working through the Neglect audit tool as recommended by the Trust Safeguarding lead.  <i>Does this determine the level of neglect for a child?</i>          LW: Yes this triggers a response based on the results of the questions.  <i>What kinds of things are included: unclean clothes, not having breakfast, unbrushed teeth?</i>          LW: Yes – in isolation these are unlikely to be a concern but several instances could build up a picture of neglect.</p> <p>ML confirmed that she will be attending SCR training through the Trust soon.</p>	<p><b>ALL</b></p>
<p><b>Governor and Headteacher Reporting</b></p>		
<p>9</p>	<p><b>Headteacher's Report</b></p> <ul style="list-style-type: none"> <li>- Raising Achievement Plan (RAP) updates</li> </ul> <p>This report was uploaded to Governor Hub ahead of the meeting for governors to review.</p> <p>Most of our objectives are on track and on amber as you would expect at this time in the year.</p> <p><i>It is great to see that year 5 and 6 are making great progress. Is the trend from greater depth to expected for reading in years 3 and 4 and writing in year 4 a marker of a change in assessment technique rather than a real finding?</i>          LW: The key difference is that the children are not used to tests and don't have the stamina, resilience or pace to work at a higher level. There is more emphasis on teacher assessment and as this involves different teachers there is some work to be done on standardising judgements. This is based on the first assessment point this year so there is not enough evidence yet to see children working at a Greater Depth. Some judgements of the current Y3 children were high at the end of Y2 and we are not yet seeing the evidence for these children so far in Y3.</p> <p><i>What about maths in years 2 and 3?</i>          LW: They are tackling a curriculum which is harder that they have had before so it is tougher for them to make ground. There is also a new teacher in place in Beech class making these assessments so this will take some time to bed in.</p> <p><i>Is the Pira test new or is it a replacement for the Hodder tests?</i>          LW: The Hodder test for reading is called Pira – it remains the same test as before.</p> <p><i>Can you remind me what RRS is?</i>          LW: Rights Respecting Schools</p> <p><i>In terms of workload how sustainable is it?</i>  <i>Is there any pressure on the school to provide extended hours catch up sessions?</i></p>	



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<p>LW: The new curriculum does seem to add considerably to teacher workload and we need to be mindful of this.</p> <p><i>In your experience of Ofsted how sympathetic are the inspectors to challenges faced by smaller schools. How prepared are we?</i></p> <p>LW: Overall Ofsted are not sympathetic. All sequenced curriculum needs to be evident and implementation verified. Some schools spent time during lock-down preparing for future Ofsted visits. We concentrated on maintaining high quality teaching and learning so we have some work to do here now.</p> <p>We are making progress but there is still a way to go for some subjects.</p> <p>Some parents were concerned after parents evening in October that the messages they had received about their children in the summer term by a maternity cover teacher did not tally with what they were told about their children's progress in the autumn term. It is important that we are honest with parents about where children are and we have carried out some additional follow up meetings with parents where appropriate to provide more information and support on this.</p> <p><i>Did we not have 11 children in place for Nursery this year?</i></p> <p>GS: One of our families had a tragedy back in September and decided not to join the Nursery after all. Another family were going to come in January but decided not to as their house sale fell through. Hopefully we will offer another family the chance to start a bit early in the summer term rather than in September.</p> <p><i>Is it possible that children could join Nursery when parents are offered a place for school or is that too late in the year?</i></p> <p>GS: It is possible but we cannot wait until this time as we have not filled this space.</p> <p><i>JS I see that you are supporting with Maths in Beech class – how is this being covered in Oak class?</i></p> <p>JS: It is ad-hoc in consultation with the Beech class teacher and the experienced TA in Oak class is able to provide cover for this.</p> <p><i>What does the section on Medical needs in the report refer to?</i></p> <p>LW: This includes those children who have missed a significant amount of school or need curriculum adaptations.</p> <p>LW confirmed that Wave 2 children are those who are not yet on an SEN plan but do receive additional support. Those on Wave 3 are those who already have plans in place.</p> <p>JS confirmed that these children in Oak sometimes find the material harder than the rest of the class and need to go over things again and get some additional support to prevent them from falling behind.</p> <p><i>Where are the SEN children across the school? Is there a pattern – could be due to Covid.</i></p> <p>GS: Doesn't have a direct connection to this.</p>	
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LW confirmed that SATS will be going ahead this year as DfE wants to gauge the impact of the last 2 years on these groups of children.

*JS, how do you think the Y6s will get on with SATS having not had these kinds of tests for some time?*

JS: We have spent time this year looking at SATS papers. In November they completed all of the 2019 SATS papers to try to show where their weaknesses are and where they need to work harder. We have also not completed the whole Y6 curriculum yet so there is still time for the children to catch up where they need to. The Y6 children are a very able cohort academically and emotionally.

*Are you concerned that the children don't have the resilience and stamina for tests?*

JS: Because they are older children and due to the way we carried out remote learning I have no concerns about their ability to carry out these tests. Many of them really want to complete these to show what they can do.

*Will the KS1 curriculum be cut back like the GCSE one?*

LW: No these children will be taught the entire curriculum.

*How are we managing resources at school to ensure that those who need more support get it?*

LW: The most impact for these children will be through quality first teaching. We are allocating resources as needed. It has been great to have Lucy in school doing individual interventions with children to support them with Phonics and Maths.

*Are the Y3s more aligned to the other school years or did they benefit from being back in school for another term?*

LW: As I said earlier there was some mismatch between the judgements made on them at the end of Y2 and after the first term of Y3. Their current teacher is very experienced and able to drill down into where the gaps are for these children. We are now using Spelling Shed as the group are struggling with spelling and we are also using a maths programme and daily repetition of key maths facts to ensure that the children are able to commit these to their working memory.

*Is this the same picture for Y2?*

LW: These are the group who have been the most impacted by the last two years and they are a key feature of our RAP. We are targeting the areas where we know the children need support – particularly writing resilience and spelling/grammar. This is ringing true across the other schools in the Trust. These children were also impacted by the social and emotional impact of remote learning so we also need to provide support for them in these areas too.

*Where are the two EHCP applications in the school?*

LW: One for a Y4 child and one for a Y2 child.



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<p><i>If a child had a low score on the JIGSAW resilience assessments were these communicated to parents?</i>  LW: Not necessarily in each case but teachers may have followed these up with parents. The programme has a set of suggested steps to take following the assessments which teachers can then follow.  JS confirmed that in his class (which had 4 children who scored as having low resilience, the highest number in school) he spoke to parents straight away in some cases about particular concerns or to children in class if more appropriate. In some cases it was important to remind children not to put too much pressure on themselves.</p> <p><i>Will the work involved in Equaliteach be over and above the current workload for teachers?</i>  LW: Yes but this is something happening across the Trust which we need to get involved with. I am the most likely to take on the role of leading on this at school.</p> <p><i>Is the current workload sustainable for staff?</i>  LW: Workload is high and I have been considering how we protect staff from the effects of high workload and give staff options and autonomy as much as possible to allow them to manage their own workloads. We need to make sure that parents are aware of how much time and resource staff have to speak to them about individual concerns and what is realistically achievable. For example, Mrs Gorham in Beech now has to pass over all of her knowledge about the children and the school and the curriculum to a new colleague, having thought she would be supported in her 3 day a week role by a much more experienced colleague. I am supporting her to ensure that she does not feel overloaded.</p> <p><i>Is there any way we can bring in some extra sports teachers to allow class teachers more PPA time?</i>  GS: The rules for spending this funding are really strict so we need to be careful to use it in the most appropriate way.  LW: We also need to settle the children into a routine – particularly the Beech children who are less accustomed to a settled school routine due the pandemic.</p> <p><i>Could governors take on more of an active role to give parents a way to check in with school and also relieve some of the pressure on teachers?</i>  LW: It would be great for governors to produce a regular update to remind parents of their role and what they do to support and challenge the school, as well as be available for parents to feed back to.</p> <p><b>ACTION: ML to pull something together after this meeting to go out to parents.</b></p> <p>LW had included the main points from the parent survey in the Headteacher report; 62 parents had responded.</p> <p><i>13/14 parents out of 62 responders feeling that they don't have enough regular feedback from the school about their child's progress is quite high – maybe we need to send a message out and</i></p>	<p><b>ML</b></p>
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	<p><i>set expectations about what information parents can expect to receive from school about their children.</i></p> <p>LW: There were some tricky conversations with parents which took place at parents evening, particularly for Mrs Gorham and Mrs Brown. Mrs Gorham also had to do all of the Beech appointment as Mrs Langlay-Smith was unable to attend.</p> <p><b>ACTION: GS to add the details of the survey on Governor Hub. Governors to contact LW with any comments.</b></p>	GS/ALL
10	<p><b>Reports from governor visits / monitoring and feedback</b></p> <p>GS has done some monitoring of Art at school and was impressed by the work produced and pleased to see that those who do not necessarily excel academically are able to produce something in Art which they feel really proud of.</p> <p>RW will be meeting with Mrs Brown shortly to discuss English and History.</p> <p>ML came into school for a Safeguarding meeting</p> <p><i>Who is taking on the Science lead role this year?</i></p> <p>LW: Mrs Jones, the maternity cover for Mrs Langlay-Smith, will be taking this on. Mrs Langlay-Smith has produced a great presentation regarding the plans for Science this year across the school. Mrs Jones and Mrs Viner will be attending some Science training next week.</p>	
11	<p><b>Points for discussion from Resources Committee meeting – Budget monitoring update</b></p> <p>SB confirmed that the main points discussed at the last meeting were:</p> <ul style="list-style-type: none"> <li>- Outdoor flower beds</li> <li>- Bell hanging</li> <li>- Mental health first aid course for children. GS confirmed this has been cancelled.</li> </ul> <p>ML suggested that she might know of an individual who could carry this out for school.</p> <p><i>We obviously have a good relationship with St Hugh's and now we have our forest school too; maybe they would allow their forest school teacher to come across and support us?</i></p> <p>LW agreed that this would be worth exploring.</p> <p><i>Can Mrs Lefebvre carry out forest school for older children? Perhaps we could ask St Hugh's if they might allow us to use their space for this as they have an amazing set up already?</i></p> <p>LW: This would be ideal as we can walk there in the summer. The space we have cleared at school is for smaller children to use.</p> <p>Staff to access RAs/policies and H&amp;S.</p> <p>LW to contact Jo Ray in the central team about tarmacking our drive.</p>	
12	<p><b>Points for discussion from Quality of Education Committee meeting – Achievement data</b></p> <p>ML confirmed that the data which was reviewed was already covered in the Heads report.</p> <p><i>Is a teacher on maternity leave allowed to apply to UPS?</i></p> <p>LW: Yes and GS is sorting out the paperwork for this.</p>	



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	<p>A SEND report from Miss Hatton was uploaded to Governor Hub ahead of the meeting and the LGB thanked her for this comprehensive report.</p> <p>There is nothing to report on SIAMS at the moment. LG and ML have been working with the Open the Book team to look at recording sessions to reintroduce this at school.</p> <p>GS informed governors of the residential trip to Hooke Court in two weeks' time. 29/31 children are going and three staff. The children are excited but more anxious than usual about the trip; this is probably due to the effects of Covid and not going from home away as much. This is a 3 day/2 night trip for Y3&amp;4, who will have a longer residential in Wales in Y5&amp;6.</p> <p><i>What happens with those who do not attend Hooke Court?</i> GS: They will be studying with JS in Oak class for the days we are away.</p>	
<b>Strategic Matters</b>		
13	<p><b>Admissions arrangements</b> There was no specific update on this.</p> <p><i>Do we have more places available in Reception that we can fill?</i> LW: We will find out our allocation list just before half term but we expect to be full.</p>	
14	<p><b>Policies</b></p> <ul style="list-style-type: none"> <li>- Equality Objectives information</li> </ul> <p>LW explained the reasons why the Trust is taking on using EqualiTeach. It allows us to do a more in-depth scrutiny of our curriculum and processes for in our school to promote equality. We need to set 3 objectives and monitor the progress of these over the year. As we move through the programme our plans and actions will be scrutinised by an assessor to ensure that they meet the criteria for the Equality Award.</p> <p>LW confirmed that the Anti-bullying policy needs to be approved; this was uploaded to Governor Hub ahead of the meeting for governors to review. LW confirmed that it is based on an OCC policy and adapted for Buckland. Is used by other Trust schools too. It includes an appendix to give guidance on the steps to follow in the event of an incident. The LGB voted to approve and adopt the policy.</p> <p><i>Do we want to change any of our RAP objectives to reflect using EqualiTeach?</i> ML: We might want to tweak the wording of these to reflect the current situation with the regards to the effects of Covid.</p> <p><b>ACTION: LW agreed and will adjust the wording of priorities to add these details in. We can also add in some links to our RAP priorities.</b></p>	LW
15	<p><b>5 year strategic plan</b> LW and SB attended some Trust training to ask schools to start looking again at a 3-5 year visions and strategic plans for their schools. LW asked governors to consider and feedback on the areas we would like to strengthen or grow the schools or any areas where we should cut back in order to focus on strategic rather than operational priorities and plans.</p> <p><b>ACTION: SB and LW will pull together these ideas and these can be further explored and discussed at the next LGB meeting.</b></p>	SB/LW



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	<p>Governors recognised that the advice from Chris Price-Smith was that the School Vision is confirmed first, with the values sitting behind this. GS screen-shared a presentation from the training to show governors how we would put these strategic objectives and the vision together into a longer term plan.</p> <p><i>We have been missing the added values things such as school trips and inter-school activities – is there any sign of these returning?</i> LW: Hopefully these will return in the summer term but we need to recognise the affect that the pandemic has had on secondary schools compared to primaries and they are probably more hesitant to have lots of other schools on site. This would be a good thing to add to the strategic plan. GS has pulled together a list of activities being undertaken by schools of a similar size locally which the new Sports TA will lead on.</p> <p><i>It would be good for us to take the lead on setting up things like debates with each other or older children to give the Y6s a chance to get a flavour of the world beyond the school and help to prepare them for Secondary school.</i> JS: The Y6 club I am running is designed to help these children to start preparing for Year 7 and life after Buckland school and getting them thinking about the challenges which they might face and how they might overcome these. SB suggested she might know of someone locally who may be interested in running an after school or lunchtime debating club. <b>ACTION: SB to provide details to LW.</b></p>	<b>SB</b>
<b>Other Matters</b>		
16	<p><b>Diocesan Matters</b> LG confirmed that there is currently a Diocesan focus on developing awareness and engagement with social justice and schools are being encouraged to participate with this. There are also considerations taking place on how the church engages with the LGBTQ+ community.</p>	
17	<p><b>Chairs Comments</b> None.</p>	
18	<p><b>FLT updates</b> JBL and WAT were both inspected by Ofsted last term and both came out with a Good grading. LW is shortly meeting with Claire Mellor at L&amp;F as we are the two outstanding schools within the Trust to be inspected and we need to start looking at how this might work. There is currently a consultation running on the future of Faringdon Primary schools and the leadership structure for these. FJS will become a primary school on its current site and FIS will close and move to its new site.</p>	
19	<p><b>Any other business agreed as being urgent:</b> <i>Are we supposed to be linking our strategic priorities and values with the Trust’s visions and values?</i> LW: No, I added this document for reference.</p> <p>GS informed the LGB that the Trust now has a new GDPR provider and governors will receive a link shortly to two GDPR courses which need to be completed.</p>	



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20	Next Meeting Dates:			
	<b>FGB 7.15pm</b>	<b>Resources 7.15pm</b>	<b>Quality of Education</b>	
	30 <sup>th</sup> March 2022			
All meeting dates to be sent out with the draft minutes.				

**The meeting closed at 9.12pm.**