



Every child will be an independent, imaginative achiever, with excellent life skills

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**Minutes of the Full Governing Body meeting held on Wednesday 15<sup>th</sup> January 2020 at 7.15pm at the School**

**Present:** Samantha Brady (SB) – Parent Governor (Chair)  
 Louise Warren (LW) (Headteacher)  
 Tim Saunders (TS) – Community Governor  
 Georgiana Siedle (GS) – Staff Governor  
 Jan Rossie (JR) – Staff Governor  
 Lucy Gildersleeves (LG) – Foundation Governor  
 Liz Jepson (LJ) – Community Governor  
 Mary Lines (ML) – Foundation Governor

**Apologies:** Paul Margey (PM) – Parent Governor  
 Simon Simpkins (SS) – Parent Governor (Vice-Chair)  
 Rev Talisker Tracey-Macleod (TTM) – Foundation Governor

**In Attendance:** Laura Purcell (Clerk)

The meeting commenced at 7.20pm  
 The meeting was quorate.

1	<p><b>Welcome</b></p> <p>SB opened the meeting, welcomed all Governors.</p> <p><b>Apologies for absence</b></p> <p>Apologies had been received and accepted by those listed above.</p>	
2	<p><b>Prayer</b></p> <p>A prayer was led by LG in TTM's absence.</p>	
3	<p><b>Confidentiality and Declaration of Conflicts of Interests</b></p> <p>There were no declarations of interests for this meeting.</p>	
4	<p><b>Agree Minutes of previous meeting, reflect on impact from previous meeting</b></p>	

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	<p>ML to write summary of Godly play and her visits into school – action carried forward to next meeting.</p> <p>SS to carry out an audit on recruitment and SCR and if necessary, make recommendations. Following audit ML to become Safeguarding Governor. This position should be an external Governor. Safeguarding policy to be amended to reflect the change in nominated Safeguarding Governor.</p> <p>LW confirmed recent newsletters have highlighted and promoted the importance of reading and the development of vocabulary. Governors suggested we could include in the Newsletter at the end of each term book recommendations that could be read for pleasure over the holidays. LW and JR thought a good idea and will action.</p> <p>Initial Governor / subject leader meetings should have taken place. LW highlighted the importance of these meeting and urged Governors to set up a meeting if not already done so. Once the initial meetings have taken place Governors need to come into school to ensure what was discussed is taking place. At this point a Governor’s report on the visit should be made.</p> <p>GS confirmed that if a year group admits an extra pupil, due to losing a school appeal, our PAN remains at 15 and we are not bound to maintain 16 pupils in that year group in the future. This currently applies to Year 2 who admitted 18 pupils in their reception year.</p>	<p>ML</p> <p>GS</p> <p>LW</p> <p>GVRS</p>
5	<p><b>Any significant matters arising</b></p> <p>None</p>	
6	<p><b>Head’s report</b></p> <p>LW circulated the Head’s report (previously circulated electronically).</p> <p>Section 1 – Quality of Education</p> <p>The Group Analysis of results of the Autumn data having been previously circulated electronically to Governors was discussed. 100% of Y6 children are on track to achieve expected or above in maths and writing with 93% expected in reading. 1:1 support is being given to try and bring this figure to 100%. JS is also being supported, being his first year of SATS, to ensure that teacher assessments of whether the children are on track for achieving developing, expected or greater depth, are accurate.</p> <p>Some greater depth writers in Y2 will need some additional input as progress is less than expected. Extra support has been given 4 mornings a week when there are 3 adults in Beech classroom. Our Inclusion Manager is working to</p>	

support LLS with behaviour which has been challenging with some individuals. The new working pattern is in its second week and is working well. Governors questioned how behaviour is in the classroom during the afternoon when there are less adults. LW confirmed the school are hoping that in time, habitual behaviour will take place but in the meantime the TA is supporting individuals in the afternoon and Miss Hatton is also aware of the need to support from next door. Governors also questioned if other work the Inclusion Manager would normally do is being compromised by her daily support on Beech. LW confirmed to some extent yes but both jobs are being done simultaneously while she is in Beech class and the double tasking is also having an impact as well as focusing on behaviour. Governors questioned the need for such an expensive resource if only for behavioral reminders and whether a TA could do this? LW is confident that the double tasking is effective, worth the investment and the Inclusion Manager is best placed to work with these children. This working pattern will be reviewed after a term.

EYFS data shows 44% currently on track for a good level of development (GLD). Governors questioned this as they thought it was low. LW confirmed this is normal for this time of year, it is always the case that children in Reception have gaps across the 17 areas of the EYFS profile and these gaps are being targeted to ensure children achieve the early learning goals.

JS is now planning English (reading and writing) and is being supported with this by extra planning time.

Reading for pleasure is going well. Mrs Rossie will be working with TAs this term to ensure they have all received a good level of training in helping children learn to read as well as developing the comprehension skills they need. This includes EYFS TAs to support their teaching of phonics. JR has attended the first part of a phonics course to ensure that all the processes that we have in terms of phonics and reading are what need to be in place. JR will review with KH and LLS.

We have purchased a new PSHE scheme called Jigsaw which covers all aspects of this subject which will really help teacher planning and will be fully cohesive.

Teacher observations have taken place. KS2 standards continue to be very high. KS1 the focus is on managing behaviour effectively at all times and to ensure the focus is on learning and high expectations and not on social, emotional and behavioural issues.

Section 2 – Behaviour

Lunchtime behaviour has improved as the dinner hall was too noisy. The lunchtime sittings have changed, giving Beech time to run around first and they

	<p>now eat with Oak. Teaching staff are supporting CC while the children are eating.</p> <p>Governors questioned how we communicate to parents and stakeholders the need to understand that the needs of all children need to be met in order for the school to work effectively and that some children need more input than others. LW said this has been implicit in newsletters, reflecting that some children may need more help, some children go through times when they need support. Staff and Governors felt that conversations on the gate really do help, and this currently takes place. Trust needs to be maintained, and it is hoped that parents will have faith in the school to make the right decisions. Communication is key to this.</p> <p>Governors suggested using postcards to praise a child when they are doing well. We do have postcards in school designed by a pupil, and it is a good idea to use them. Governors thought posting them is a really nice touch too.</p> <p>Section 3 - Personal Development</p> <p>Fruits of the Spirit Tree are in each classroom as an alternative to Star of the Day. Children are awarded a card to hang on the tree and this encourages children to be aware of their community and impact on others rather than just focusing on themselves. A child is chosen each day for showing one or more of the following: love, joy, peace, patience, self-control, kindness, goodness, faithfulness and gentleness.</p> <p>Section 4 - Leadership and Management</p> <p>One of our cleaners has been absent owing to illness. We are hopeful he will return to work. A cleaning contract with the Academy may be necessary at some point in the future if the cleaners are unable to continue with the work.</p> <p>ML has taken on the role of link governor for LAC (Looked After Children) and PLAC (Previously looked after children). Funding is received and is used to support these children.</p> <p>Governors gave their permission for JR and KC to take Sycamore class, along with a student teacher, to Hooke Court for their residential trip in February this year.</p>	<p>LW</p>
<p>7</p>	<p><b>Autumn progress data</b></p> <p>LW circulated the Group Analysis of results – November 2019. This document shows outcomes of what we can expect in each year group, split into boys and girls. The vast majority are working at expected and greater depth. Pira and</p>	

	<p>Puma tests are carried out for reading and maths which give a standardised score. This score helps teachers to assess where the children are, but teacher's judgements of work books supersede this score. If a child does not do as well in an assessment paper but their work in class is of a high standard or equally if a child does well in an assessment paper but not in workbooks, teachers would use their judgement over scores. Teachers are looking for overall consistency.</p> <p>Relatively few children are working at developing in all core subject areas. Those children that are, are largely SEN children and those that are not SEN children are being given additional support. Individual plans are also in place to ensure the support and progress is monitored. It is unrealistic to think we will have all children at expected. Governors commented that the table does show that less KS2 children are in developing and expected, now a large proportion are in greater depth which shows real progress has been made.</p> <p>LW made the point that whilst it is important to pick up any learning difficulties/dyslexia traits early (KS1) we do need to be careful not to misjudge as children learn at different rates. However early diagnosis of dyslexia (before reaching KS2) can be beneficial. Although staff are equipped to identify such traits, Governors suggested some additional dyslexia training may help with this. LW to organize for the summer term.</p> <p>LW pointed out that Year 4 is a high performing cohort, with most at greater depth across the board. LW thought it would be interesting to see if this cohort all reached their GLD goals. JR to follow up with KH.</p> <p>All year groups have at least 4 children on track for greater depth in Reading, being near a third of the cohort.</p> <p>LW circulated the Y1 to Y6 progress grids. JS has tracked where the children were at the end of last summer and where they were at Christmas. If any children have slipped back, they will be shown in yellow and any who have made more than expected progress in green. There is a plan in place for those few children that have slipped back. For some children in yellow it is due to them having just hit the band before a year group change and then finding the new year's curriculum too much of a challenge. The document is an excellent visual and allows staff to monitor closely those children who may need the extra support.</p>	<p>LW</p> <p>JR</p>
8	<p><b>Vision</b></p> <p>LW referred to the last LGB meeting when Governors discussed the School's Vision. "Small School, Big Hearts, growing in love together" was an option discussed. LW has taken feedback from parents, children and Governors and the feeling remains that stakeholders are uneasy at including the word 'love' feeling that Small School Big Hearts has love imbedded within it.</p>	

	<p>Governors agreed on: “Small School, Big Hearts. Wise, Kind and Responsible like the Good Samaritan”. LW said we cannot have a too wordy vision but equally it needs to embrace Christian values and be inclusive to everybody in the school and not just the children.</p> <p>Letter head, website etc will be updated to reflect the change.</p> <p>As part of our policy review GS has been working on a set format so all our policies will be in the same format. On the reverse of the policy front sheet will include Our Mission Statement, Our Vision, Values and Curriculum Intent.</p>	GS
9	<p><b>Long term strategic plan</b></p> <p>Following on from the agenda item at the previous LGB meeting LW asked Governors if there was anything they wanted to add to this plan. Governors asked for this to be carried forward to the next meeting to allow time to re-read the document. LW to circulate.</p>	LW/LP
10	<p><b>FAoS updates</b></p> <p>LW advised an advert for headship at Watchfield Primary School has gone out today. LW will be involved in the interviews for that post next term. An Art exhibition will be taking place in the summer which will be a great opportunity for all the children of the Academy to exhibit work. Expansion opportunities are continuing to be explored by the Academy.</p>	
11	<p><b>Resources meeting update</b></p> <p>GS updated in PM and SS’s absence.</p> <p>Planning has been submitted for the potential extension of Acorns classroom.</p> <p>School places are currently available in years 3 and 5 and this is being advertised in various places including the education section of The Roundabout Magazine.</p> <p>We currently have places in Nursery class in September. SB will market via Facebook. We need to communicate that coming to Nursery will more likely secure a school place.</p> <p>There is no need to review DBS checks although DBS have advised it is best practice to renew every 3 years. Volunteers must volunteer at least twice per month and not have more than a 3-month gap in service meaning our volunteer pool is now relatively small.</p> <p>We are currently creating an operational risk register with the help of the Trust, something we do not currently have.</p>	

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	<p>Exclusion policy needs approval. Carry forward to the next Resources Committee meeting as not enough of the Resources Committee present at this LGB meeting.</p> <p>The confidential minutes of the Resources Committee were shared with the LGB.</p>	GS
12	<p><b>Quality of Education update</b></p> <p>ML updated Governors following the Q of E meeting on 29<sup>th</sup> November. Next year's SEND report will include that TA time is often there to relieve a teacher to allow focus on SEND within the class rather than TA only supporting SEND children. (See minutes of committee for full discussion.)</p> <p>Behaviour policy with amendments was adopted.</p> <p>The purchase of Jigsaw comes with a model RSE policy which we will likely use. Committee to confirm at next meeting.</p> <p>GS to ensure School Nurse is booked in with JS before the Oak talk to children. JR advised that JV is very experienced and will support JS.</p> <p>ML advised LG has carried out Diocese training since the Q of E minutes were circulated.</p>	
13	<p><b>AOB</b></p> <p><b>Annual Monitoring Cycle 2019-20</b></p> <p>LW circulated an Annual Monitoring schedule which details the Head-teacher's monitoring schedule across the year. The document also details how TA's are monitored. Subject leader monitoring also takes places and LW stressed the importance for Governors to follow up on Subject leader meetings and observations.</p>	GVRs

**Meeting closed at 9pm**

**Future LGB meetings:**

11th March

6th May

8th July

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