



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

Buckland, Faringdon, Oxfordshire SN7 8RB Tel: 01367 870236  
Headteacher: Louise Warren Chair of Governors: Samantha Brady  
office.3222@buckland.oxon.sch.uk www.bucklandprimarschool.org.uk

**Minutes of the Full Governing Body meeting held on  
Tuesday 9<sup>th</sup> July 2019 at 7.15pm at the School**

**Present:** Samantha Brady (SB) – Parent Governor (Chair)  
Simon Simpkins (SS) – Parent Governor (Vice-Chair)  
Louise Warren (LW) (Headteacher)  
Tim Saunders (TS) – Community Governor  
Paul Margey (PM) – Parent Governor  
Georgiana Siedle (GS) – Staff Governor  
Mary Lines (ML) – Foundation Governor  
Jan Rossie (JR) – Staff Governor  
Lucy Gildersleeves (LG) – Foundation Governor  
Liz Jepson (LJ) – Community Governor  
James Stevens – Maths Lead (left meeting at 8.15pm)

**Apologies:** Rev Talisker Tracey-Macleod (TTM) – Foundation Governor  
Martin Westmoreland (MW) – Associate Member

**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 noted by those listed above.</p>	
2	<p><b>Prayer</b></p> <p>A prayer was led by LG</p>	
3	<p><b>Confidentiality and Declaration of Conflicts of Interests</b></p> <p>There were no declarations of interests for this meeting.</p>	

Signed ..... *SJ Brady* ..... Date ... *18/9/19* ... Page 1 | 9

4	<p><b>Agree Minutes of previous meeting, reflect on impact from previous meeting</b></p> <p>GS, SB and ML to talk to Mrs Eastburn re the work she is doing with ELSA pupils. GS and SB to email questions to Mrs Eastburn in advance of the meeting. Carried action forward to next meeting.</p> <p>ML to write a summary of Godly play and her visits into school. Carry action forward to next meeting.</p> <p>JR and GS delivered a session on the transition into Year 7 and cyber safety. Action closed.</p> <p>LJ advised written feedback has been given following her visits into school to observe maths lessons. LJ wanted to reiterate that it is evident that peer assessment is working well, children were clearly engaged and were clear about what they needed to do. LJ witnessed strong self-assessments taking place, helping to reduce the amount of times the teacher was interrupted, leaving them to focus on children that needed a little extra support.</p> <p>LP confirmed that MW has stepped down as an Associate Member.</p> <p>SRE policy needs to be signed off. Action to be carried forward to the Autumn Standards meeting.</p>	<p>GS/SB</p> <p>ML</p> <p>GS</p>
5	<p><b>Any significant matters arising</b></p> <p>None</p>	
6	<p><b>Verbal Head's Report / RAP Review</b></p> <p>The reviewed RAP was circulated to all Governors. LW asked Governors to think about which Priority they would like to be linked to for the next academic year, a Governor's focus does not necessarily need to stay the same. It was later agreed in the meeting that Governors would link to a subject, rather than a Priority. LW talked through last year's targets and how we have moved on.</p> <p>Priority 1 – Outcomes for children and learners Children's writing evidences adventurous vocabulary being taught and used. High % of greater depth writing in all age groups show that this is having an impact. Teachers will continue to work on this area to ensure vocabulary is woven in to speaking and listening activities daily.</p> <p>Academy milestones have been produced for the end of Year 6 in all subject areas and work has begun on breaking down key knowledge for each year group.</p>	

LW has carried out lesson observations in all 4 classes. Teaching is outstanding in 3 classes and good in one. Peer coaching is having a positive impact and next year subject leaders will observe each other and feedback on teaching. Subject leaders have changed for next year and teachers are currently reviewing long term plans. LT will be responsible for science, JR reading, history and geography, JS maths and computing and KH PSHE and wellbeing throughout the school. Increased rigour in observations will take place next year than in previous years.

Priority 2 – Quality of teaching, learning and assessment

The Academy review has just taken place which was highly positive in both Maths and Reading. An observation made was that our children were not very good at talking about their topic learning and the wider learning they have, leading us to question do we follow up the knowledge they have learnt from an experience? For example, children reflect on the Harvest Service, but do they really follow this through and talk about it in enough detail and understanding. Key message is slow down and do less, but do it thoroughly, really articulate each visit or experience. Eg ‘What did we learn?’

The children did not really feel any ownership of the class photo books, being a really good visual of the quality of our curriculum. The review team thought there was a wide range of subjects represented across the whole school but in classrooms themselves they thought they were very English and Maths orientated, with no clear focus on what the topic was. JR believes that is due to the term they visited in and in term 4 there was plenty of topic work on display. Governors added we need to make sure the topic or theme for the term is very clear. Our children learn through the values and we need more sophisticated displays to evidence the connection with the values.

Pupil conferencing between teachers and children did not work for us as took away from teaching time in lessons. We will try this again in the new academic year and will try one per term for English and then Maths. If necessary will increase supply cover time to enable teachers and pupils to have these affirming conversations.

Continuous provision will continue for Year 1 in the autumn term along with splitting children into groups for outdoor learning. This has proved very effective. Governors asked if the quantity of work that takes place outside is less. LW advised that while it may be that the children achieve 5 calculations outside, rather than 10 inside, for the outside learning they really engage and if children enjoy learning, it will embed better. Governors queried what ‘too much hands up’ means. LW advised, children putting their hand up and just waiting for help to come, we have a no hands policy in school, if children do use their hands it is usually the more passive learners.

	<p>Priority 3 – Personal development, behaviour and welfare</p> <p>The quality of emotional support for individuals has continued to increase. This fits well with SIAMS in terms of how we get children to approach problems and we will continue to develop this next year. The lunchtime staff team are strong, working effectively at lunchtimes. Staff are aware of the value of investing in children personally and understanding that all need a slightly different approach, the most effective teachers give time willingly outside of lessons to nurture children and make sure they feel in the best place to learn. We want our children to have a thirst for learning and to make sure children do not walk away from something does take commitment. Governors questioned how do staff give up time to help 30 children. LW advised at times the children just need another 5 minutes on a 1:1 to really understand something. Governors pointed out the balance between work load and the need to ensure well being.</p> <p>Priority 4 - Leadership and Management</p> <p>8 children currently have individual SEN plans. Communication with these parents have improved and more short, informal conversations / emails are taking place, trying to move away from the plans being driven by the teacher but instead being the pupil and parents’ ownership, with increased parent involvement.</p> <p>The nursery 30 hour provision has been extremely successful, with all the children making good progress, being a very settled group. Following learning points some minor changes for next year will be that Miss Hatton will manage the handover time at the end of the day to provide increased time and feedback to parents. Miss Hatton will also swap one afternoon per week to enable her to be with the nursery children.</p> <p>Opportunities for expanding the FAoS Trust have not yet come to fruition.</p> <p>Staff have enjoyed expanding their roles and have adopted new ways of working, learning how to manage their new role. Key people have worked very hard. JR will be moving into Sycamore class next year which will help to develop her Deputy Head role.</p>	
7	<p><b>Governor visits</b></p> <p>Recent visits that have taken place:</p> <p>LJ – SATs visit  ML – fire drill practice  LG – pupil feedback on prayer week. LG to write up report.</p>	<p><b>LG</b></p>
8	<p><b>Achievement data (Standards)</b></p>	

JS circulated 2018-2019 Outcomes following the KS1 and KS2 SATS results.  
87% of children in EYFS achieved GLD.

**KS1**

Phonics – 95% achieved the required phonics standard

93% reached expected in Reading, 87% reached expected in Writing and 100% reached expected in Maths

40% reached greater depth in Reading, 33% reached expected in Writing and 27% reached greater depth in Maths

Reading, writing and maths combined was 87% at expected and 20% at greater depth.

These results demonstrate that KS1 data continue to be strong with excellent results.

**KS2**

Our writing was moderated this year. All results as JR had expected apart from one child. Conversations took place between JR and the moderator and this child has been moved to greater depth.

Reading was lower for us at GD than for quite some years. The paper this year was challenging with increased questions. 31% reached greater depth and 94% reached expected. LW advised we need to push the pace and increase our teaching of skimming and scanning to assist with this. Some schools have implemented a technique of reading against a timer. 73% is the national average this year for expected, being lower than previous years but we do not know yet what the national average is for greater depth.

SPAG results are exceptional, with 81% children at greater depth.

In all papers we had several children that were only 1 or 2 marks off achieving the greater depth band.

Combined Reading, Maths and SPAG – 81% achieved expected and 25% achieved greater depth.

Writing results were also exceptional with just under half reaching greater depth and 100% reaching expected.

JS circulated the Year Group Analysis data in Writing, Maths, SPAG and Reading.

**Writing**

- 86.2% of children have reached the expected standard or greater depth.
- The number of boys who attained greater depth in writing has increased since the Autumn and Spring assessments.
- All year groups have at least 5 children working at greater depth.
- More girls overall than boys are on track for greater depth but the difference is diminishing.

Governors pointed out that as the years go on there are less children in the developing section and more children in expected. 13 children have not reached expected standard, and these children are in the younger years. Governors asked how many of these 13 are on SEN support plans. LW advised we do not tend to move towards support plans in year 1, the school does not jump too quickly, we let children develop and grow in their learning. Governors also queried which writers were summer born. JS to investigate how many of the 13 children are summer born and how many are SEN children.

LW / JS

**SPAG**

- the common trends are similar to writing
- Governors highlighted that year 3's attainment in this area is very good. JS said year 3 are a very supportive cohort and have high collaboration skills and independence.
- Boys outperformed girls in greater depth (the opposite of writing)
- The highest percentage of children working at greater depth is in year 6.

**Reading**

- 94 children – 94.7% have reached the expected standard or greater depth.
- No children from year 4 onwards are on track for developing
- Very high number of children adjudged to be working at greater depth
- JS reiterated the school's advice on the importance of children reading outside of school and to develop a love of reading, reading for pleasure will really help children gain an understanding of text and comprehension.
- Reading SATs papers were available to Governors to see the extent of challenge. JS to look at the QLA in the Autumn to understand which children received which marks. PIRA reading tests are carried out in years 3, 4 and 5. LW added we need to teach the reading skills when children are in Sycamore class, this cannot just happen in year 6.

LW/JS

Governors queried what the plan was for reading records in 2019/2020. LW advised reading records in KS2 will be stopping in September. KS1 and early years we will still have reading records. KS2 will have a book ring instead with a record of what they have read. We are trying to encourage intrinsic motivation. Some year 3s will have reading records, dependent on their reading frequency and reading may need to still be reinforced with parents. A collaborative

reading tree will be on display in the classrooms, so a child will add to the tree when they have read a book.

**Maths**

- Best performing subject in terms of % of children achieving expected or greater.
- More boys are on track for greater depth compared to girls
- More boys are on track for greater depth in Maths than any other subject
- % of girls achieving expected or better has improved dramatically since the Autumn assessment. JS confirmed this has been a focus for the RAP, together with trying not to let boys dominate maths discussions in class.

Governors questioned whether year 2 children who are learning in Sycamore are covering the same curriculum as year 3's. JS confirmed the year 2 children work on the year 2 curriculum. When children are moved into other classrooms the school looks very carefully at both academic and emotional needs. The 2 year 2 children have worked very closely together, being on a different curriculum to the Sycamore children and this has caused some over reliance. This is something the school will watch next year when 2 year 2 children will be working in Sycamore again.

JS circulated a document showing the children who have made more than expected progress since September and those that have made less than expected progress. The data shows more children have made accelerated progress than less than expected progress which is excellent. Those children that have not made expected progress will be a focus for next year and if necessary increased support.

EYFS progress has been excellent this year. LW encouraged Governors to visit EYFS, being exceptional provision. 2 children did not achieve the early years GLD (good level of development). Governors asked if these children spent their nursery year at Buckland. They did not. JS to look at results in relation to the number that did their nursery year with us. As our nursery is an outstanding setting, all children who spent their nursery year with us should reach GLD or exceed and make excellent progress.

JS/LW

JS circulated an Assessment Report. This report contains the teaching and learning that JS has supported over the year. All the children have made expected progress from the targeted children that he has been working with. The vast majority of the children have made expected progress or more than expected progress and are now working at greater depth.

LW thanked James for the fantastic work and his analytical approach, which has made a real difference.

Governors thanked JS for the very thorough data and thanked JR for another successful SATs year.

	JS left the meeting at 8.30pm	
9	<p><b>RAP targets 2019-2020</b></p> <p>LW invited Governors to think about their thoughts on the RAP targets for 2019/2020, together with absorbing information from the meeting. LW asked Governors to think about 'Where are we going next?' Governors suggested:</p> <ul style="list-style-type: none"> <li>- pupils' and staff wellbeing, ensuring we are an emotionally healthy school</li> <li>- supporting staff in new roles</li> <li>- embedding the knowledge based curriculum</li> <li>- mathematical fluency - the times table test in year 4 will be introduced and therefore need to do practice for this</li> <li>- our outcomes point to reading fluency</li> </ul> <p>LW reiterated that we need to embed in our restorative approach to behaviour, need to build knowledge into the foundation subjects, build recap across the school, increase in reading fluency, making sure children have developed the love of reading, and differentiating between reading for purpose and reading for pleasure.</p> <p>Governors asked if LT has the necessary skills to take on science lead. LW said LT has been on a course and a colleague from J Blandy will visit us, work and support LT together with observing lessons across school.</p> <p>The school vision needs to be re-visited as staff felt they were more connected to the old vision. It needs to be heart felt and drive the school.</p>	GVRS
10	<p><b>Ofsted Framework 2019</b></p> <p>Ofsted Framework for 2019 to be carried forward to the next agenda – LW circulated the new Quality of Education Judgements, broken down into Intent, Implementation and Impact. The document details what the staff are working on. The document will be revisited at the next meeting.</p>	LP
11	<p><b>FAoS updates</b></p> <p>FAoS has been working with Farmor's School in Fairford. Support work has also taken place with John Mason school in Abingdon. (There will be some changes on the board and a revised schedule of business).</p>	
12	<p><b>Resources minutes from committee meeting</b></p> <p>PM highlighted key points from the Resource minutes. Staff classroom changes were communicated to children and parents on Friday. JR to teach in</p>	

	<p>Sycamore and JS to teach in Oak. Both teachers to teach their subject lead, to be reviewed at Christmas. This will allow children access to different teaching styles and allow English and Maths teaching by a specialist teacher.</p> <p>Standards Committee ML advised the Foundation Governors have met twice recently to discuss the SIAMS framework and have looked at different sections of framework each time they have met.</p> <p>LJ will arrange exit interviews with year 6 during the last week of term.</p>	LJ
13	<p><b>Election of Chair and Vice-Chair</b></p> <p>SB stood as Chair. SS nominated, which was seconded by PM. SB left the room for the formal voting to take place. Governors agreed with the nomination and SB will become Chair for the period of 1 year.</p> <p>SS stood as Vice-chair. SB nominated, which was seconded by PM. SS left the room for the formal voting to take place. Governors agreed with the nomination and SS will become Vice-Chair for the period of 1 year.</p> <p>LW thanked SB and SS for standing for another year and asked other Governors to think about taking on the roles next year.</p>	
14	<p><b>2019/2020 meeting dates</b></p> <p>Date of next meeting - Wednesday 18<sup>th</sup> September 2019 - 7.15pm</p> <p>SB to circulate remaining meeting dates.</p> <p>The next Governance Seminar is on Thursday 12<sup>th</sup> September. Governors asked if more notice could be given in advance of these Seminars.</p>	SB

**Meeting closed at 9.30pm**

