



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 Tuesday 5th February 2019 at 7.15pm at the School

Present: Samantha Brady (SB) – Parent Governor (Chair)
 Paul Margey (PM) – Parent Governor
 Lucy Gildersleeves (LG) – Foundation Governor
 Georgiana Siedle (GS) – Staff Governor
 Mary Lines (ML) – Foundation Governor
 Tim Saunders (TS) – Community Governor (joined meeting 7.35pm)
 Simon Simpkins (SS) – Parent Governor (Vice-Chair)
 Jan Rossie (JR) – Staff Governor
 James Stevens (JS) – Maths Lead (left meeting 7.50pm)

Apologies: Louise Warren (LW) (Headteacher)
 Rev Talisker Tracey-Macleod (TTM) – Foundation Governor
 Liz Jepson (LJ) – Community Governor
 Martin Westmoreland (MW) – Associate Member

In Attendance: Laura Purcell (Clerk)

The meeting commenced at 7.20pm
 The meeting was quorate.

1	<p>Welcome</p> <p>SB opened the meeting, welcomed all Governors.</p> <p>A prayer was led by LG.</p>	
2	<p>Apologies for absence</p> <p>Apologies had been received and noted by those listed above.</p>	
3	<p>Declaration of Interests</p> <p>There were no declarations of interests for this meeting.</p>	
	<p>Progress Grids / Maths Research</p> <p>Following the cancellation of the Standards Meeting on the 1st February Mr Stevens (JS), Maths Lead joined the meeting to present the Progress Grids and Maths Research.</p>	

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JS circulated the data to Governors. JS reported that the teaching staff are always looking at ways to improve their planning and teaching and improve the way we record our data, highlighting where children are when they enter a year group and where we would like children to be at the end of that year. Other primary schools in the Academy have produced very similar data; our data is easy to read. Each year group is broken into 4 parts – developing, expected –, expected + and greater depth, with teacher assessments taking place 3 times a year. Children appearing in the orange grid have not made quite the expected progress that we were hoping for; indicates we need to understand why and find ways to support these children. Numerous methods are in place to help with this including monitoring that children are making the right choices in their level of activity - we want children to take responsibility for their own learning and be in control of their learning however, teachers at times need to intervene with this. Most of our children are in the band we would expect. These grids will be re-visited at Easter when names will be entered in red, so we can understand the movement. JS confirmed we have moved away from relying so heavily on standardised scores as teachers know their children’s learning and feel this is a more accurate assessment. A pira or puma test is a 1-hour assessment paper and can give misleading data. Governors noticed that the trend is as the children move up through the years a higher percentage of children are working at a higher level. JS added that the Year 1 assessment paper is quite difficult to gauge which band the children are in, just moving out of EYFS some are far too young to try some of the activities / questions. JS confirmed we have tried different methods for the children to complete these assessments and reiterated that the teachers know the children much better than using standardised scores.

Governors asked if teachers act upon the children in the green section as well as the orange. JS acknowledged that we provide the right level of curriculum and children can fluctuate between the bands.

JS circulated the maths data adding that despite there being a real push for girls’ maths we still have a higher percentage of boys in greater depth than girls. JR added we have a lot of boys at school that are risk takers and want to have a go and acknowledged that some boys can monopolise conversations and we need to encourage all the children to feel confident to have a go. We are encouraging peers to invite each other to contribute which we feel will help with this.

There is a very small minority in the developing stage, the percentages working at expected or higher are very similar but when we look at the greater depth level there are more boys than girls.

JS circulated some Key Research about Maths.

- Research of girls aged 12 felt that maths and science were ‘too difficult’ and better suited to boys.
- Girls ‘lack self-confidence’ in their ability to solve mathematic problems.

- Girls outperform boys in maths at the start of primary school but quickly fall behind by the time they reach Year 2.
- By focusing on developing reasoning skills in groups, girls have engaged and been motivated, and this has improved girls' confidence and achievement in maths. The focus children have generally shown an improved attitude.

JS talked through the next steps:

- Provide girls with an easier starter activity to build confidence – positive reinforcement
- Provide focused support to girls at the end of EYFS and during KS1
- Provide opportunities for reasoning to be developed in the classroom
- Allow girls to share their thoughts more during class discussion
- Use famous female mathematicians in lessons

JR thanked JS for the data and research. JS left the meeting 7.50pm.

Equality Objectives

GS emailed the document in advance of the Standards Meeting (subsequently cancelled). JR distributed a hard copy and talked through the success criteria and actions required to achieve the objectives:

- Objective 1 – To improve pupils' knowledge of culture.
 SB confirmed she has contacted a local man, who is Muslim but not sure he will be willing to come into school. JR confirmed we have had visitors from different faiths in to talk to the children in assembly.
- Objective 2 – Ensure all children from socio-economic / cultural backgrounds make equal progress, feel they are treated equally and have equal access to school life.
 JR confirmed we make the time to develop relationships with all parents, especially those we do not see regularly through email. The selection process for events/opportunities has become more transparent to both parents and children.
- Objective 3 – Ensure that children understand that people and families are diverse / unique
 JR confirmed that Oak class read texts that include gender stereotyping and raise issues. LE / JR are available to children to talk about issues raised.
- Objective 4 – Encourage children to value older people and people with disabilities in our local community.

The Governors questioned whether our children are exposed to enough knowledge about poverty and suggested a visit to a local food bank or similar. JR confirmed the teachers do talk in class a lot about how lucky we are. Our children do not compare materialistic possessions with each other which is

	<p>good. JR believes reading text is a very useful tool to open children's eyes to this. (Children recently sent gifts to the Oxford Christmas lunch and we had a speaker from Oxford Homeless to talk to children.)</p> <p>SS suggested at our next charity event we could raise money for those on the poverty line. All agreed to focus on charity days like Comic Relief but to look closely at what they do in the UK rather than abroad.</p> <p>The governors approved the objectives.</p>	
4	<p>Approval of the minutes of the meeting held on 4th December 2018</p> <p>Exit interviews to carry over to next meeting. Governors to thank LE for her valued input carry over to next meeting. SS to write to JV to thank her for her support on the Woodlands trip – carry over to next meeting. Marking machine. JR confirmed she is struggling with the marking machine printer. GS/JR to investigate further. GS and SB to visit and talk to Mrs Eastburn about the work she is doing with ELSA pupils. Carry forward to next meeting. GS to report breakfast club figures at next meeting – carry over to next meeting. Faith week in school – SB is still pursuing an Islam visitor. Key code combination change – in the absence of a caretaker carry action forward to next meeting</p> <p>4.13 - Governors confirmed they listened to Radio Oxford on Christmas Eve and were impressed with the strong performances.</p> <p>GS updated Governors on our current attendance figures – September 2018 to date whole school attendance is 97.6%. Across the board Acorns can sometimes be a little less as they are not quite so robust however this is not the case this last term – Acorns 97.6% - Beech 97.8% - Sycamore 97.7% - Oak 97.2%.</p>	<p>LJ SB SS GS GS/SB GS SB GS</p>
5	<p>Matters arising not elsewhere on the agenda</p> <p>None</p>	
6	<p>Head's report to include RAP updates</p> <p>In LW's absence JR talked through Head's Report.</p> <p>1.1 RAP 3 and 4 - JS has talked through the progress grids. JR advised the new guidance on Making Data Work discourages broad teacher assessments and tracking of progress, stating that children make progress at different rates and it is not a concern if they plateau for a while. That said, we have put a lot of work over the last few years into</p>	

	<p>moderating teacher assessments and having a shared view of the evidence to judge where a child is at. JR said the best way to see children's progress is to look through their books – look at the beginning of the year and then where we are now. Books have been left out for Governors to look through.</p> <p>1.3 TS confirmed he visited Acorns classroom recently confirming he was very impressed with the provision, different stations were set up, he noticed that children did not move around as much as he expected and were extremely settled and engaged. TS confirmed he looked at maths particularly and the link between Acorns and Beech classroom.</p> <p>2.2 LJ will reschedule her visit.</p> <p>2.3 TAs supporting individuals and groups during whole class input time is much better and teachers are carrying out TA observations 3 times a year.</p> <p>2.4 The majority of TAs attended an excellent training session led by Helen Moylett. The advice was to use comments, rather than questions, to affirm and allow children to take the lead. The focus is on building emotionally resilient children.</p>	
7	<p>Admissions Policy</p> <p>GS confirmed our Admissions Policy has been approved. Consultation has taken place with no objections. The policy will be effective from September 2020 – SB updated governors on the changes advising that we have had some disappointed nursery parents who did not get a place in Reception after being at the school for a year in Nursery. The new policy allows for children to be offered a place who have been to our Nursery before non-catchment children.</p>	
8	<p>Feedback following Chair's meeting</p> <p>SB advised she attended the Chairs' meeting for the Academy recently. Key information from this meeting being:</p> <ul style="list-style-type: none"> - LW Director of Education is heading up a Governance Review and we will be reviewed in September this year, being one of the last schools to be inspected. Our Instrument of Governance will need to be updated / implemented. - Budget setting meeting will take place in March with the Academy to discuss the 5-year plan. - The Academy have released their Strategic Vision. Eventually each school will produce a one-page strategy document which links with the Academy's Vision. - Some primary schools choose to no longer have sub-committees and discuss all matters in the LGB meeting. Many of these schools are now reinstating the sub-committees so SB confirmed a wise move to keep our sub-committees. 	

<p>9</p>	<p>Brief summary reports from committee chairs</p> <p>Standards Minutes ML advised there were no objections to the changes in policies The paper on changes to Ofsted will be discussed at the next Standards Committee meeting.</p> <p>Resources Minutes SS advised the committee discussed Budget Monitoring and Looking Ahead – we have a predicted additional income of £29k made up of teachers’ pay grant, sports grant, additional SEN for 1:1, additional nursery funding and income from LW’s OTSA work supporting schools and we need to think carefully about how we spend that money.</p> <p>LW / JR and GS have gone through the Risk Assessments and these have all been updated. No policies to review.</p> <p>Health and Safety meeting has recently taken place with the Academy. The team have devised a new approach to meetings with 3 per annum, each with a different focus. Academy have committed to come and look at our Fire Safety Risk Assessment together with our asbestos annual review.</p> <p>11 offer letters have been sent out this week for nursery places.</p>	
<p>10</p>	<p>Long-term Vision / Development Plan</p> <p>JR advised we need to investigate a permanent structure for Little Acorns. GS confirmed she has started to contact companies to obtain quotes and will continue investigating. It may prove more beneficial to employ a builder rather than use a classroom company. The proposal is to give Nursery a new space that is warm and insulated removing the existing canopy area and building on the space (7m x 5.25m).</p> <p>Governors suggested we explore building a new structure for both classrooms (Beech and Acorns) rather than an extension.</p> <p>JR confirmed that KH will be attending a 3 days Restorative Justice training course which she will then cascade down to staff.</p> <p>Sycamore classroom will be re-decorated this summer.</p>	
<p>11</p>	<p>Any other business</p> <p>GS circulated a letter from Rt Hon Damian Hinds MP and Rt Hon Nick Gibb MP congratulating the school on their results, finishing in the top 1% of primary schools.</p>	

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Meeting closed at 8.55pm

2018/2019 meeting dates:

Tuesday 2nd April 2019

Tuesday 14th May 2019

Tuesday 9th July 2019

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