



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.bucklandprimaryschool.org.uk

**Minutes of the Full Governing Body meeting held on Tuesday 10<sup>th</sup> July 2018 at 7.15pm at the School**

**Present:** Samantha Brady (SB) – Parent Governor (**Chair**)  
 Simon Simpkins (SS) – Parent Governor (**Vice-Chair**)  
 Louise Warren (LW) (**Headteacher**)  
 Paul Margey (PM) – Parent Governor  
 Lucy Gildersleeves (LG) – Foundation Governor  
 Liz Jepson (LJ) – Community Governor  
 Jan Rossie (JR) – Staff Governor  
 Georgiana Siedle (GS) – Staff Governor  
 Mary Lines (ML) – Foundation Governor  
 Lynette Saunders (LS) – Community Governor (joined the meeting at 7.30pm)

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

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

The meeting commenced at 7.25pm  
 The meeting was quorate.

<b>1</b>	<p><b>Welcome</b></p> <p>SB opened the meeting and welcomed all governors.</p> <p>A prayer was held by ML.</p>	
<b>2</b>	<p><b>Apologies for absence</b></p> <p>Apologies had been received and noted by those listed above.</p>	
<b>3</b>	<p><b>Declaration of Interests</b></p> <p>There were no declarations of interests for this meeting.</p>	

Signed ..... *SBrady* ..... Date *9/210/18* Page 1 | 8

4	<p><b>Approval of the minutes of the meeting held on Tuesday 15<sup>th</sup> May 2018</b></p> <p>The above minutes were adopted, signed and dated as an accurate record of the meeting and given to the clerk for filing.</p>	
5	<p><b>Matters arising from previous meeting (Chair)</b></p> <p>Allotment investment. LW advised that an Acorn family have very kindly taken on board the allotments and at present they are under control and being looked after.</p> <p>LG advised that she is making a bench to enable the bubble tube to be securely fitted in the prayer space.</p> <p>LW circulated to the Governors the responses received from last year's leavers which are overwhelmingly positive. LW would like to carry out an exit survey of our current year 6 children. Governors agreed that LJ will do this w/c 16<sup>th</sup> July and interview the children in pairs. LJ will provide the questions.</p> <p>Skills Audit – national educational priorities update is included in LW's Head's report.</p> <p>Safeguarding training session was scheduled – another will be scheduled for the autumn for new volunteers and anyone out of date (3 years).</p> <p>LW confirmed the Finance Officer has capped our pupil number at 107. If we cap this number any higher it will provide a false picture of income in future budgets.</p>	<p>LJ</p> <p>GS</p>
6	<p><b>Head's Report</b></p> <p>A hard copy of the Head's Report was circulated, an electronic version of the report was circulated prior to the meeting. Included in the report is a review of the RAP targets. LW will email Governors the RAG rated RAP after this meeting for perusal. LW invited Governors to add to or ask for clarification on any aspect of the outlined priorities for next year.</p> <p><b>Section 1 – Outcomes</b> – Summer term assessment data had been circulated electronically prior to the meeting. Very positive results show very few children are working below the expected level in each year group. One child did not achieve the expected GLD despite lots of intervention. A child needs to achieve the learning goal in 17 areas and only needs to miss one area to not reach GLD. As professionals we need to balance encouraging and supporting children, alongside accepting when they are not ready. This includes talking to the parents of children who do not get GLD so they understand why.</p>	

LW reiterated that the removal of levels 3 years ago was to place emphasis on qualitative pupil assessment data not numbers. A child who enters a year group having achieved expected in the last will have made good progress if they remain at expected at the end of a year. Expected is a huge band and some children may be just expected and others may be nearly greater depth.

Developing children are receiving targeted provision, those that need the most get the most. Our growth mind-set is that all children could get to greater depth therefore children are never pigeon holed in one band. Governors questioned what do our more able children get? LW confirmed our children this year, like last, have made even better progress than expected and one of our aims is to send every child to secondary school with the ability to cope with the year 7 curriculum. Once a pupil has reached expected and therefore has a level of independence then interventions are removed as they no longer need the support.

LW welcomed any more questions from section 1.

Next year we will be using a different electronic tracking system MARK which comes alongside our Hodder tests however, teacher assessments are the most powerful as they reflect day to day work not a one-off test result.

### **Section 2 - Quality of Teaching, Learning and Assessment**

LJ had a recent meeting with LW to discuss monitoring. LJ looked through evidence gathered from LW and other staff and confirmed that reporting was taking place, there was evidence that LW has been working with a member of staff to develop them. LJ talked through the timetable for observations which is clearly set out and shared with staff. Written observations of TAs has not taken place this year outside of their appraisals and it is recognised that this is something that needs to be reintroduced next year. Learning walks need to be carried out and reported by Governors. Governors queried whether all Governors should be carrying out Quality of Teaching and Learning visits. LW encouraged Governors to come in, not to feel in the way or that their visit is disruptive, a visit need only take 30 minutes. Governors agreed a more formal way of recording observations needs to take place next year to verify what is happening. LW to circulate the Governor Monitoring Form.

2.4 LW acknowledged there will be changes taking place across the school in September with LT teaching in Beech, JS teaching in Sycamore and the 30-hour nursery places. LW advised an awful lot of work has gone into the preparation for this with some very strong pairings. KH will be working with LT in KS1 and JR will be working with JS in KS2. Y1 children will be working in free flow with the Beech door open 3 afternoons per week. The children will choose where they want to learn, having set challenges to complete by the end of the week. This will meet the needs of our younger, non-GLD children who still need an EYFS style curriculum

as well as our Y2 children who need increased structure and challenge. KH is very keen to lead this provision and support LT in her move to KS1.

Governors queried if there are any implications of class sizes with the door open but LW confirmed there will be enough staff in place to ensure this meets ratio requirements.

Governors think we should communicate this to parents to inform them that this planning and preparation is taking place. LW to add to newsletter.

LW

### Section 3 – Personal Development, Behaviour and Welfare

Governors asked for clarity on point 3.2 - lunchtime behaviour and children taking advantage. LW confirmed some children were pushing the boundaries a little and needed reminding of the expected behaviour. This has been done via an assembly and the implementation of children coming inside to complete a reflection form during lunchtime if necessary. If these small behavioural problems are nipped in the bud they tend not to escalate.

### Section 4 – Effectiveness of Leadership and Management

Discussions continue informally regarding possible mergers for the FAoS.

Governors asked JR for more information on the Conference she recently attended on reducing teacher workload. JR advised research has shown that it does not alter results if teachers do not leave feedback in books but give verbal feedback to pupils while they are working but this can reduce workload. KS2 teachers can mark 120 books a day which is extremely time consuming. Whilst the school will not take on board all the suggestions, we will be trying some of the methods suggested to try and reduce workload. Governors would like this to be communicated so parents understand if books do not have such detailed marking in.

LW talked through the suggested RAP targets for 2018/2019:

1. Ensure children at all stages have a broad and rich vocabulary (to support reading, writing, speaking and foundation subject work).
2. Ensure KPIs are in place and driving standards in all foundation subjects for each year group (including ensuring challenge through differentiation and choice).
3. Continue to improve the quality of teaching through peer coaching and effective monitoring and feedback (supporting teachers taking on new classes)

	<p>4. Refine feedback procedures to maximise its potential for pupil progress and reduce workload.</p> <p>5. Ensure behaviour and welfare are supported effectively through 1:1 management and outstanding levels of nurture.</p> <p>6. Empower pupils by building resilience and independence, particularly for those with additional needs (avoid dependence on adult support).</p> <p>7. Maintain and improve communication with parents so that there is a shared understanding of our vision for individuals and the school.</p> <p>8. Ensure new 30-hour nursery provision is outstanding.</p> <p>9. Manage Y1 transition effectively through continuous provision and maintaining links with EYFS.</p> <p>10. Manage potential merger.</p> <p>11. Manage CPD opportunities for staff, ensuring they add value and continue to drive the school forward (TLR 3 Assessment, Head's D of E role, Deputy role, EYFS lead role, SBM qualification, class teacher changes).</p> <p>Governors asked if teachers are skilled to be able to coach (point 3). LW acknowledged that we should do some further work on this as coaching is very different to mentoring.</p> <p>Governors thought some targets are hard to measure e.g. empowering pupils. JR to identify pupils that need more adult support and review at the end of the next academic year. Governors also feel we should communicate this to parents to encourage independence at home.</p> <p>In addition to these RAP targets Governors thought bullying may need addressing after a minority of parents were not sure it was dealt with effectively in the parent questionnaire. Governors suggested we expose our behaviour policy with a test case. LJ advised she has a bullying course which could prove helpful and will forward to LW.</p>	<p>LJ/LW</p>
<p>7</p>	<p><b>Summary reports from committee chairs</b></p> <p>ML advised she has been in to school to carry out SEN conversations. ML advised all the children confirmed they enjoyed learning, the children could articulate clearly who was there to give them support. Most of the children like support inside the classroom, rather than being taken out. Some of the children knew what they wanted to improve and were very clear how they needed to improve and knew</p>	

	where their targets were. Others, maybe more intrinsic learners were not as clear on their targets.	
8	<p><b>E-learning training on prevent</b></p> <p>LW asked Governors to commit to the 45 minutes Prevent training. The link was circulated with the Head's report.</p>	GVRS
9	<p><b>School assessment data</b></p> <p>KS2 SATs results were received today:            100% achieved expected in SPAG – 83% achieved greater depth (national 31%)            100% achieved expected in Reading – 67% achieved greater depth (national 25%)            100% achieved expected in Maths – 50% achieved greater depth (national 23%)</p> <p>2 children were close by 2 marks to achieving greater depth in Reading and 2 children were very close to achieving greater depth in Maths.</p> <p>Governors congratulated JR for these fabulous results.</p>	
10	<p><b>Update of school self-evaluation</b></p> <p>LW will send the Academy school SEF document to all Governors, LW will update this document over the summer holiday. The Governors will need to re-visit this document to ensure it is up to date. It was noted that the SEF should be an agenda item mid-year next year rather than the end of the year.</p>	GVRS
11	<p><b>GDPR training</b></p> <p>GS asked all Governors to complete the training if they have not already done so. GS to re-send to ML.</p>	GVRS GS
12	<p><b>Parent and Pupil survey results</b></p> <p>SB circulated the results of the parent survey. Most of the responses were strongly agree or agree. Some constructive and positive feedback was also received. SS has converted the data into graphs and reiterated that most of the responses were strongly agree or agree although there is a different distribution in response to the question relating to bullying. The response to 'I receive valuable information about progress' is also not as strong as before. The 2018/2019 survey needs to make it clear whether the question 'there is a good range of activities that my child finds interesting and enjoyable' refers to within school time or after school time.</p> <p>SS talked through the responses to the pupil questionnaires. LW advised that the teachers have addressed any negative responses. SS advised Beech class have a</p>	

	<p>very different distribution to the other classes to some of the questions. Governors thought this may be their age and their interpretation of the questions. The question 'teachers help me do my best' had a very different distribution to other classes. LW thought this response may be linked to the push we gave the 4 Bs about a month ago - Brain, Board, Buddy, Boss.</p> <p>'There is an adult in school I can talk to if someone is worrying me'. The responses suggest that as the children get older they feel they have less people to talk to. LW advised that Mrs Eastburn will be more available at playtime in the next academic year. Governors questioned whether there is a stigma attached to going to see her but JR confirmed that children do not feel this and really appreciate the time they have with Mrs Eastburn. LW acknowledged there needs to be a push on academic independence but also balance this with if you have a problem there is someone to talk to.</p> <p>'Is bullying a problem at your school' the older children have said it does not happen whereas year 3/4 is a more mixed response.</p> <p>SS to circulate the analysis to all Governors.</p>	SS
13	<p><b>2018/2019 meeting dates</b></p> <p>LP to circulate meeting dates for next academic year.</p>	LP
14	<p><b>Elect Chair and Vice-Chair</b></p> <p>SS nominated SB for the position of Chair, 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>SB nominated SS for the position of Vice-Chair, 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>SB thanked LS for her time as a Community Governor.</p>	
15	<p><b>Any other business</b></p> <p>GS had previously circulated a letter from Admissions, Oxfordshire County Council with a request for Governors to consider a request from a summer born child's parents to defer their daughter starting school until Sep 2019, rather than Sep 2018. We are one of their preferred schools should a deferral be accepted for 2019 entrance. Governors discussed at length and gave a lot of thought but are not happy to accept. The school does not want to set a precedent for accepting children below their year group and we already have a challenging pupil with additional needs in the 2019 reception cohort who will require full time 1:1 support. GS to communicate to admissions. As part of the wider discussion around this, GS was asked to find out if</p>	GS



	all EHCP children are given first preference by admissions or just those with a physical disability, as stated in the policy.	
--	---	--

**Meeting closed at 9.50pm**

2018/2019 meeting dates:

Tuesday 9<sup>th</sup> October 2018

Tuesday 4<sup>th</sup> December 2018

Tuesday 5<sup>th</sup> February 2019

Tuesday 2<sup>nd</sup> April 2019

Tuesday 14<sup>th</sup> May 2019

Tuesday 9<sup>th</sup> July 2019

Signed..... *Brady* .....

Date *9/10/18*