

Headteacher: Ms Louise Warren
Summerside Rd, Buckland, Faringdon SN7 8RB

<https://www.bucklandprimaryschool.org.uk/> e-mail: office@buc.faringdonlearningtrust.org

Minutes

Meeting	Local Governing Committee Meeting	Where	Online
Date	15 th May 2024	Time	7.15pm
Attendees	Mrs Rosamund Willis (Chair), Mr Steven Houston (Vice-Chair), Mrs Mary Lines, Dr Tim Saunders, Mrs Lucy Gildersleeves, Mr James Stevens, Ms Louise Warren (Headteacher), Mrs Emma Brown, Mrs Phillippa Rivero-Bosch, Mr Paul Cullinan, Mr Adam Solley, Rev Talsiker McLeod Georgiana Siedle (Clerk)		

		Action
	Opening Prayer – LG opened with a prayer	
1	Apologies for absence and acceptance/non-acceptance – none	
2	Welcome new members, visitors or staff presenting and introductions – none	
3	Declaration of any personal or business interests – none	
4	<p>Minutes of previous meeting</p> <p>Actions:</p> <p>Steve and Rosamund to still update their website profiles. Please email to CB who will update.</p> <p>A report to parents will replace the planned newsletter, (see item 9 in meeting).</p> <p>Disabled space update – there is now a blue badge sign to make space official.</p> <p>5 year plan – SH/RW/LW will meet with JA from the Trust to plan ahead. There has been a lot of unforeseen and therefore reactionary expenses this year.</p> <p>Surveys – FLT will do a parent survey in the autumn, staff in spring, pupil in the summer.</p> <p>Governor terms – RW is the next governor whose term expires in October.</p> <p>Feedback from parents of current Year 7's was sought via an email. Only two parents responded, both were previous staff. LW feels that parents have moved on, if repeated next year it will be done at the end of September. Both parents stated their children had</p>	

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	<p>settled well. One out of area child had settled extremely well and was very positive. The child that had moved up to FCC had concerns about the behaviour culture and the child had suffered some anxieties as a result. These are being addressed by the college and a new Head has been appointed.</p> <p>Training – Lucy and Steve are required to do first round of Prevent; CB is organising with them directly. GS awaiting the Trust to organise the extra training required of governors.</p> <p>Minutes approved.</p>	
5	<p>Headteacher's Report</p> <p>1. Q of E</p> <p>1.1 The teaching and learning policy has been reviewed and significant changes made, incorporating EEF research around the '5 a day' approach. Vulnerable and SEND children are at the heart of lesson delivery, adaptive teaching rather than differentiation is now part of the core learning strategy. RT – asked how you deal with all kinds of different abilities within one year group? How do you cope with higher and lower prior attainers within one class? LW explained that by delivering adaptive teaching, every pupil gets the adaptations they require. This involves: scaffolded lessons in small, incremental steps, using technology if required, flexible groupings where they might need additional support, direct instruction, metacognition and not overloading children</p> <p>1.2 The school will work with other trust schools for developing maths mastery. The approach is in line with teaching and learning policy with a 'keep up not catch up' methodology. AS asked about requirements for more equipment – LW replied that making sure that maths is always presented visually and manipulatives used before written work is required, especially with Y1 and Y2. This can be a greater depth problem for Y5 and 6 children. Some resources are not always used and children are not always aware of how they can access them to support their learning. It was agreed that another audit of maths resources might be need and where children can find the resources.</p> <p>1.3 Outcome data will be discussed in more detail in Item 6. Year 6 SATS are taking place this week and some differing views from parents and how important they are. LW highlighted they are only one measure of school but they are a rite of passage for children, and a good way of validating themselves and their achievements alongside preparing them for Year 7. If school has got the children to expected level they are ready for the transition to secondary and the next steps in their academic life. There is a balance between the differing points of view. Year 2 SATs are not statutory and will be teacher assessments and not tests.</p> <p>RW asked if parents need to know when phonics and times tables are? She expressed concern that parents think we are preparing for the test, not preparing their child with the right skills. LW provided information on the newsletter because parents should know how the system works, but LW will reconsider the tone. It is about preparing them for their next school step, the test is designed that if a child can get to a particular</p>	JS

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standard they are in a good place for the next step and these are the measures used to see whether they need more intervention or have the right skills to progress.

Section 2 behaviour and attitudes

2.1 Work done on understanding diversity, has been very positive. Everybody knows that some people need additional support and this has been positive for everyone.

2.2 KH completed work gaining SEND pupil voice. This will be reviewed in the SENCO report. ML raised the concept of masking and explained common traits to governors. She highlighted that children camouflage their natural behaviour to conform in school which can be exhausting for them. Children are tired at the end of the day and social interaction is only easy for a few of us, for many it can be very draining. This makes it difficult to tell the difference between specific need or part of normal development. This is where a diagnosis is required, and some parents are seeking expert advice / diagnosis on this. RW highlighted that a balance needs to be found between labelling children and building their resilience and ensuring they want the best and be determined in themselves. LW discussed the learning journey the school has been on and efforts to ensure the school is neurodiverse friendly. If the school gets it right for SEND children, they are likely to be getting it right for all.

2.4 LW has been working with a bullying incident in Y6, that has taken time to sort through thoroughly, LW is still working with one family regularly.

2.5 Attendance is still above the national average, some bugs before Easter meant some absence with sustained periods. LW has met with those who have taken term time holidays and meeting with those who are persistent absentees (those with under 90% attendance).

Personal Development

JS has done work with the children using the REST scales. Outcomes showed that more children feel more resilient than November, up from 87% to 90%. All staff are aware of those who have dipped or made big improvement and to consider what has changed. Areas to improve - KS1/EYFS to readjust to green when frustrated and keep interested in things. KS2 – distractions won't stop them doing what they are doing and to maintain optimism in school even when things are difficult. Staff are aware of those children who are low (a specific group of 10 children) and the staff have ensured many activities, positive moments and experiences and working with parents to help build them up. JS cross referenced with SEND children, non SEND children scored their resilience as 95% at medium to high whereas 78% SEND children scored themselves as medium to high. JS shared these stats with Trust school staff who were impressed with our systems. LG noticed that opportunities for children to enter the quiet garden is much reduced due to site security. She asked whether the school has taken the opportunity away. JS said, there is controlled access to the quiet garden. The pond is currently being developed so adult supervision important. JS uses the garden for circle time and more classes will use than has been recently.

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	<p>SH updated governors that the pond has taken longer than expected, but this is short term loss for long term gain.</p> <p>SH asked JS whether there is a role in activities, e.g. sport, gardening, swimming, team work not winning, that contributes to resilience? JS agreed, this is reflected in the wide range of clubs offered and that it would be interesting to see if there's a correlation between those that get involved in after school activities.</p> <p>AS observed that not only is the school conducting the questionnaire, but instant analysis is undertaken with many ways to support the children in a multitude of different ways, resources and add-ons. Governors are keen to see the impact.</p> <p>JS to send the blank questionnaires to GS to share with governors.</p> <p>3.2 There was a recent Ofsted inspection at FCC, 5 inspectors for 2 days. LW highlighted that the process was interesting, with a lot of focus on personal development with the implication that if you get that right, developing people who are ready for the future, then much else will follow. LW feels this is reflected well at Buckland where personal development is exceptional.</p> <p>3.3 Governors wanted to thank the staff who went to Hooke Court.</p> <p>3.4 EB provided an update on the Rights Respecting Schools work. EB has worked hard on this, collating everything for a solid evidence base for gold. This is expected after Christmas. It has been an interesting journey to reflect on how things are added to or changed each year as the school evolves. Some parents don't like change and want the years to be exactly the same, but the school needs to encourage parents to see that the offer is dynamic and therefore does not do the same thing year on year. EB highlighted that a Rights Respecting Schools governor is required which will be discussed later in the meeting.</p> <p>4.1. Staff absence has been better overall, particularly where conversations have been had. All illnesses are genuine and staff work hard to cover for each other when needed.</p> <p>4.5 Assessment procedures – LW will update governors in the autumn with regards to the decision on using standardised score tests. They are a good measure but they span two weeks which removes a lot of teaching time and increases marking significantly. Whether it is actually useful or could be replaced with teacher assessment? The team will discuss and let governors know outcome.</p> <p>4.6 The class reps are a great team. They have helped trouble shoot issues. E.g. afterschool playtimes.</p> <p>4.7 LW highlighted that there are a lot of things that are done that are not always shared with regards to capacity and time taken. E.g. swimming, SATS - 4 staff this week, forest school - 3 staff. This is reflected in the school's financial choices and what we can be offered.</p>	JS/GS
6	<p>Outcome Data Spring – the data is now dated as it is from the end of the spring term. Governors saw that the vast majority of children are on track with regards to their</p>	

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	<p>progress. Relatively few children are working towards expected, the majority of these have an SEND plan but not all.</p> <p>Reading – those year 1’s that are not on track, these are a real focus as this impacts them hugely. Therefore, there is a big focus on phonics. Year 2 now have 4 SEND children which has risen this year.</p> <p>Year 2 writing -the school is working with some parents with children who aren’t on track. The school needs to keep a balance of informing parents but equally not causing anxiety or that children need additional tutoring.</p> <p>Year 5 writing - 2 children not yet at expected, both with SEND. Year 6 boy now back at GD.</p> <p>Maths – looking at the transition between Reception and Year 1. There was a meeting with KH and DG to discuss what the transition looks like. As a result, raising expectations of reception children in the summer term and lowering them in Y1 in autumn should ensure a more seamless transition. Year 1 need their first weeks to be about feeling safe and happy before building up our expectations of them. For the 2 children in Year 1 who are below expected in maths, more visuals and manipulatives are required to give their learning support and meaning.</p> <p>In EYFS 5 children are not on track to meet their Good Level of Development (GLD), with gaps in different areas of the ELGs. LW reminded governors there are 17 areas in the EYFS, KH and her team are working with the children who have gaps in different areas to be able to fill them.</p> <p>SH noted that writing results are high compared to the national average but lower than reading and maths scores. He asked what is the reason for this? LW explained the school has had a focus on reading which has paid off. Writing is a harder skill, consisting of handwriting, spelling, composition and grammar – there are lots of strands to pull together. TS noted this has always been a historical pattern, especially with boys. LW explained the school is working with them to create enthusiasm and love of writing. EB explained the national picture has always reflected writing as slightly lower, if you look at expectations e.g what is expected of a year 6 writer, the expectations are extremely high with a high benchmark. LW reflected that, despite having good staff resources, if there were more available with constant feedback and challenge the children would get there quicker.</p>	
7	<p>Pupil Survey - Children have completed the survey over the past few weeks. Some supported in doing so but most children completed this independently. The majority of children enjoy school, 20% some of the time. The aim has to be 100%. The vast majority agreed that teachers help them do their best. Some felt they could be challenged</p>	

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	<p>further in lessons – teachers will pick up on this. The amount of children feeling that they have an adult in school they can talk to is very reassuring.</p> <p>RW asked if those that don't feel they don't do their best can be cross referenced with those with resilience problems. JS explained the pupil questionnaires are anonymous so cannot be cross referenced.</p> <p>TM asked if it is the same child who is being negative in all questions? LW will have a look and identify if that is a scattering or one or two children or broader.</p> <p>PRB explained that she conducted the questionnaires with the youngest children and that they were relatively negative about after school clubs. She explained that by question number 11 they were finding the questionnaire quite difficult. Some of the questions were not age adapted well and so their negativity could skew some of the answers.</p>	
8	<p>Health and Safety / Premises T5 meeting compliance is with CB next week. Pond and bell tower are priorities at the moment.</p>	
9	<p>Discuss the preparation of an annual statement which will be published to parents and a report that will be sent to the Board.</p> <p>This will be discussed with RW, LW and others for input and will be circulated to governors for input when ready.</p>	RW/LW
Accountability		
10	<p>SEND Updates</p> <p>SEND report is available on governor hub for all governors to read. There is an increase in numbers of children receiving support. KH identified that the school needs to look at the scoring and recording of assessments and how accurately are they are carried out. KH identified as an area for development. There will be a SEND review in July from the Trust. This will help identify strengths and next steps. A great deal has been happening and this area has increased hugely. RW highlighted the action successes were really positive. KH will come to the next meeting and to do some governor training and discuss the next steps.</p>	
11	<p>Safeguarding</p> <p>Safeguarding audit and review meeting was completed in April. The school was happy with identified actions, some governor training was flagged and was mentioned above. There was a question about internet security when using an iPad. Computer access is robustly monitored but less so for iPads. This is as yet unresolved. (Teachers remain</p>	

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	<p>vigilant in observing children using technology and a filtering and monitoring system flags concerns.)</p> <p>A couple of learning points: making sure everyone knows who Lynne Hammond is – Trust Safeguarding Lead. Her contact details are:</p> <p>lhammond@faringdonlearningtrust.org</p> <p>All, including governors can contact her. We must all have an ‘It could happen here’ understanding and approach to safeguarding. FGM is an example of this, we know it could happen here even if less likely than an online safety breach because of our context.</p> <p>LW has loaded a summary of CPOMS incidents but there remain some problems with categorizing and coding, this is a trust issue. Many behaviour incidents are related to Reception children, in particular, with one child who the school is considering seeking a formal diagnosis and support. Tthe other core cases relate to two EHCP children who can become easily dysregulated. Importantly however, our children feel safe in school. SH identified it would be interesting to see Trust wide statistics to compare alongside moderating the judgements. The physical incidents are mostly minor ‘pulled someone’s hair’ or a ‘pushed’ rather than significant and these are mostly from the younger children. (They are always addressed in a restorative manner.)</p>	
12	<p>Personnel Updates</p> <p>The school is interviewing for position to cover LLS maternity leave. KJ goes on maternity leave next week, Hannah Elliott will join the school after half term as an Acorns job-share teacher.</p>	
	Financial	
13	<p>Finance Update</p> <p>The Trust have put in place a new finance system, this has resulted in no insight into budget spend since March. There is no system currently to predict the budget for next year. The finance team have been working on a staffing scenario for next year. The Trust thinks there will be no issue with the budget next year. The overall highlight is that the school was predicted c£20k over budget which is likely to be 12k by the year end, but awaiting details from finance. Next year there is an increase of 37k approx spend due to the increase in teacher and support staff pay. 80% of budget is spent on staff which is the higher end but still within acceptable parameters.</p>	
	Procedural and Compliance	
14	<p>Policies – see teaching and learning sent out this week. No approval required but governors should have read the policy.</p>	

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15	Chairs Comments RW highlighted the positive Hooke Court trip and what was achieved alongside the excellent pupil survey results. These should be celebrated	
16	<p>Any other business</p> <p>SH suggested a small should find time to meet with LW and to think of how to communicate to village. What can they come to, what can't they come to? Community strategy for next year to involve the village and ensure strengthened relationships.</p> <p>Governor responsibilities were discussed for the next academic year. Please see separate document.</p>	<p>LW/SH/T S/PRB</p>

Meeting ended at 9.10

Future Meeting Dates 23/24, all online unless otherwise stated:
10th July 5pm in person