



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: Sophie Sheard
 office.3222@buckland.oxon.sch.uk www.bucklandprimaryschool.org.uk

**Minutes of the Full Governing Body meeting held on
 Tuesday 11th July 2017 at 7.15 pm
 at the School**

Present: Sophie Sheard (SS) Community Governor (**Chair**)
 Samantha Brady (SB) – Parent Governor (**Vice-Chair**)
 Louise Warren (LW) (**Headteacher**)
 Georgiana Siedle (GS) – Staff Governor
 Jan Rossie (JR) – Staff Governor
 Rev Tony Lynn (TL) – Foundation Governor
 Martin Westmoreland (MW) – Parent Governor
 Lynette Saunders (LS) – Parent Governor
 Mary Lines (ML) – Foundation Governor
 Simon Simpkins (SSi) – Parent Governor

Apologies: Rev Talisker Tracey-Macleod (TTM) – Foundation Governor

In Attendance: Laura Purcell (LP) (Clerk)

The meeting commenced at 7.35pm
 The meeting was quorate.

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

Signed *S. Brady* Dated 19/9/17 Page 1 of 8



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4	<p>Approval of the minutes of the meeting held on 23rd May 2017</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>Matters arising from previous meeting (Chair)</p> <p>SS to write to James Wildman to thank him for his assistance with the new logo.</p>	SS
	<p>Parent Questionnaire 2017</p> <p>SB circulated the responses to the Parent Questionnaire. 57 responses were received in total, 19 more responses than last year. Parents can respond for each of their children in the school. SB thought the data speaks for itself with very low neutral and disagree answers. Numerous comments on hot school lunches with some suggestions of new ideas. Overall 89.5% agree or strongly agree that their child is happy with the school lunch. Comments regarding inclusion/opportunities were discussed. The Governors believe this is a parent perception. The school has a broad range of activities on offer and takes account of the need to be inclusive but something we need to continue to address. Some opportunities are targeted at particular groups. Whilst one child may receive 1:1 learning support, another might go to a sporting event, be part of a debating group, having tennis coaching, sing solos. All of these activities/ opportunities are recorded and are part of the 'pot' when selections are made. The school uses its resources for the benefit of all children in order to meet their individual needs. This doesn't mean all children get the same because all children are different. Governors thought some very positive comments were received with the vast majority of responses being strongly agree or agree.</p>	
6	<p>School Assessment data</p> <p>External measures: 75% of EYFS met their target, with 12 of our 15 in EYFS achieving a good level of development. The three children that have not reached this target will continue to receive support every morning with a member of staff as they move into year 1.</p> <p>KS1 - Year 1 phonics 100% met target. Two children only just achieved this and they will continue to need support with reading and writing as they move into year 2. KS1 reading 100% at expected 53% greater depth, maths equally 100% at expected, 33% higher standard. Writing 67% expected and 27% great depth. Five year 2 boys will continue to receive support moving into year 3.</p>	

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RAP review will include a focus on reading and writing, the latter particularly with KS1 younger boys.

KS2 – Reading 79% expected with 50% at a higher standard. Maths 100% achieved expected with 50% at a higher standard, writing 100% at expected, with 29% at greater depth. Very pleased with Maths and Writing results, writing up on last year. An unexpected result in reading, the paper this year was longer with the national threshold increasing by 5 more marks than previous SATs. We have appealed three reading papers.

Progress:

KS1-2 – Data will be available earlier in the Autumn next academic year but an early calculation indicates results are positive with maths at 5.2, writing 2.6 and reading 2.2. Expected progress would be 0.

Our two pupil premium children at KS2 both achieved their targets with one at a higher standard across all subjects and the other achieving the expected level. This is a testament to the excellent teaching and support these children have had. Next year there will be one pupil premium child in year 6 and one adopted child in reception who receive additional grant funding.

Group Analysis of Results:

Analysis of June whole school (Y1-6) assessment results circulated to all Governors prior to the meeting.

The document shows the majority of children in each year group are working at the expected or secure level in each area with high numbers at greater depth. Individual children will receive additional support if they have not reached their expected levels.

Children who achieve 120 or higher are counted as higher attainers. We believe this benchmark figure to be at the correct level. We will need to look carefully to support children achieving around 110 in standardised scores (a figure higher than previously) in view of the KS2 reading paper. In-school test results had indicated that these 3 children were on track to achieve the expected level. Teaching staff have reviewed the reading papers and have highlighted questions the children found more challenging and will concentrate on this type of question teaching the Lower Prior Attaining (LPA) as a group.

SS thanked LW and JR and thought the results were extremely positive.

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	<p>The Governors were keen to know how the data is put together and on reviewing the Year 1 mean data figures, especially in Year 1 noticed they seem to peak in March. LW advised the teachers are mindful that the validity of a test given needs to be consistent across all three tests. One factor could be that the level of support is slightly greater in March than in June when the children are a little older and more independent. LW will speak to JS and LT.</p> <p>JR suggested we look at last year's data to see if the trend is the same Governors asked if we could obtain a spread of the data to see the gap from the highest achiever to the lowest. JR advised that we do look at each individual child's scores to track any that have significantly increased or decreased. Governors queried how we track our data, LW stated we could purchase a data package but Ofsted were particularly impressed with how we assess our children, by looking in their books, using KPI (key performance indicators) as well as Hodder tests and this is proving to be a robust ongoing way of assessing. Governors requested sight of last year's data to be presented with current academic year's data. LW to send to SS.</p>	<p>LW</p> <p>LW/JR</p>
<p>7</p>	<p>Head's Report Quality of Teaching and Learning LW advised the Academy Review that took place on Friday 7th July was very positive. The Academy Review team reported on high level of challenge and focus in all the lessons they saw. Children self-regulating behaviour and a very calm, focussed learning environment. The team loved our subject teaching on Friday mornings and thought it reflected the growth mind set of staff to accept a challenge and always focus on what is best for the children.</p> <p>LW has completed four teacher appraisal reviews along with observations of teaching and feedback. Very aspirational pupil targets were set, a minority of these have not been met but progress in all pupils' books is very evident and the difference has diminished considerably.</p> <p>LW advised our application to be a NSS (National Support School) has been approved which means we can support other schools with their developing journey. This gives an excellent opportunity for staff to develop their experience of other schools and learn by articulating what they do to others. This also means that LW is a NLE (National Leader in Education). The school can choose the level of support it gives, depending on the time staff have. LW reassured governors that it would not diminish the provision for our pupils.</p> <p>SS asked if the Governors had any other questions on the Head's Report. None received.</p>	



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Raising Achievement Plan

RAP (Raising Achievement Plan) document was electronically circulated to all Governors prior to the meeting. LW advised she has reviewed the RAP and briefly summarised the review:

Priority 1 – Outcomes for Children and Learners

-The use of should, could and deepening has been particularly strong in core subjects. This will continue and expand next year to ensure deepening activity is in place for other subjects.

-Further focus will continue to be given to girls' maths to reduce the difference between boys and girls. Mean scores show a smaller difference between boys and girls in Years 3 and 4 but not for other year groups.

Priority 2 – Quality of teaching, learning and assessment

-Appraisal observations show open ended questioning being well used to challenge learning and encourage children to think in an analytical way. Questioning skills of TAs has been a focus and this has improved.

-Diversity is reflected in each class through displays and images used across the curriculum. A topic focus on Equality, Diversity, and Tolerance in the spring term was explicit in addressing this. LW to visit Hounslow Heath Infants School with two Governors to try and establish a link.

-Teaching Assistants are much more effective and they speak highly of their support and development this year.

Priority 3 – Personal development, behaviour and welfare

-We have seen a real culture shift, growth mindset has changed with the vast majority of children having a real can do attitude. Don't give up Donald and the other learning characters have had a real impact across school. Perseverance has been rewarded.

- A target group for mini games and tennis coaching was used in the summer term and focus children enjoyed taking part. The use of a BOING approach next year with a focus on children creating their own challenges/games and problem solving together in a team will further raise the level of inclusivity. Need to continue to focus on those who do less than others rather than widening the gap to those who are already keen / skilled / fit.

Priority 4 – Effectiveness of leadership and management

-Make more of the Gold behaviours which are rewarded in class. Those who show the behaviours are praised and parents need to reinforce this at home. All staff encourage children to aspire to these and watch for opportunities to reward with praise.

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<p>8</p>	<p>-The review team were impressed about how our children talked so well about our termly values and felt this was very tangible in our ethos.</p> <p>SS encouraged the Governors to review the document and challenge anything they think should be changed.</p> <p>Development Areas for next year LW talked through the suggested target areas:</p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> -Reading across the school to include the importance of 1:1 reading for those LPA (lower previously attaining) children in particular. -Spelling and writing for LPA children in particular. -Ensure confidence in girls' maths and equal progress / outcomes with boys. -Focus on LPA children across school in all subjects. Those not yet achieving expected in all year groups. 2. <ul style="list-style-type: none"> -Ensure should, could, deepening offered in all foundation subjects -Ensure choice in how to get to an outcome within deepening levels -Develop peer observation and feedback across school 3. <ul style="list-style-type: none"> -Ensure children know support is available and empower them to ask for it -Develop further children's experience of diversity and hence understanding, focussing on similarities between us as well as differences. 4. <ul style="list-style-type: none"> -Manage the potential merger of FAoS with EPA -Successfully effect role of new Chair and 2 new governors -Work with Academy to manage budget and premises effectively -Work with staff to secure effective CPD and succession planning - Evolve EYFS setting to secure future viability of Nursery - Fulfil role of NSS/NLE to offer support to other schools <p>Governors would like to recognise under Priority 1 that time and investment has to go into maintaining the high standards.</p> <p>LW advised the Nursery places have dropped from 9 children to 4 children next year due to our flexibility and the decision not to offer the recently introduced 30 hours. FGB will re-visit this next year.</p>	<p>GVRS</p>
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9	<p>Summary Reports from Committee meetings</p> <p>Resources Committee met on the 27th June. Next year's budget has been approved at LGB. Three replacement interactive whiteboards have been ordered. The window bid for Oak class has been approved with the CIF bid for the other windows ongoing. The re-decoration of the Portacabin is scheduled for the summer. Committee to read prospectus and make comments on content/grammar to be carried over to the next meeting.</p> <p>ML advised there has not been a Standards meeting as data shared at LGB. Open the Book assemblies have now been running for a year with a target to make collective worship more interesting. They have proved very successful with 33 stories having been read in 33 weeks. The children's comments from these assemblies were circulated and can be emailed if any governors would like them. All the Governors thanked ML for her time and involvement in making these assemblies such a success.</p>	Resources committee
10	<p>Evaluate effectiveness of FBG over the year</p> <p>SS commented that the Governors were all very committed and their presence in the school has been effective. An effective team matched up to areas of the RAP has worked well. Governors will stay in the same role allocated to them in the RAP for next year. The Leadership of Chair and Head pull the Governors as a group together making it a very effective team.</p>	
11	<p>Nomination for Associate Member</p> <p>Paul Margey was the only nomination as Parent Governor and is duly elected from September. He has a background of working in finance. Governors voted for MW to become an Associate Member of the Governing Body. Associate Members may vote at a committee they sit on, but not at a Full Governing Body.</p>	
12	<p>Election of Chair and Vice Chair</p> <p>SB nominated for the position of Chair, which was seconded by TL. SB left the room for the formal voting to take place. Governors were in agreement with the nomination and SB will become Chair for the period of 1 year.</p> <p>SB nominated SSi for the position of Vice-Chair, which was seconded by LS. SSi left the room for the formal voting to take place. Governors were in agreement with the nomination and SSi will become Vice-Chair for the period of 1 year.</p>	

Signed *A Brudy*

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13	<p>AOB - There was no AOB raised.</p> <p>Meeting Closed at 9.35pm</p>	
	<p>Date of next meeting: Tuesday 19th September – 7.15pm</p>	

Signed *AB Brady* Dated *19/9/17* Page 8 of 8