

Headteacher: Andrew Denham
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**Minutes of the meeting of the Local Governing Body (LGB)
 held on Thursday 6 October 2016 @ 6.00 pm at the School**

Present: **Matthew Bowden (MB)** – Parent
Natasha Coates (NC) – Academy Appointed (arrived 6.10 pm)
Stacey Conroy (SC) – Staff (teaching)
Andrew Denham (AD) – Head teacher
Sue Peachy (SP) – Staff (support)

Mark Turner (MT) – Chair - Academy Appointed
Billie Tweedie (BT) – Foundation
Jonathan Viner (JV) – Foundation Governor
Mary Wallbutton (MW) – Parent (arrived 6.05pm)
Louise Weldon (LW) – Parent

In attendance: **Lucy Dickinson (LD)** – Clerk

The meeting was quorate (10 Governors were present) and was opened at 6.00 pm by the Chair.

	RATIFIED	ACTION
1	WELCOME AND APOLOGIES FOR ABSENCE: apologies were received and accepted from Nichola Stretton (NS) – Vice-chair, Parent.	
2	NOTIFIED BUSINESS: Admissions policy (discussed in item 18), bus transport from Standlake to Bartholomew School (discussed outside of the LGB meeting).	
3	DECLARATION OF INTERESTS: all Governors completed an annual declaration of pecuniary and other interests – there were none declared, and none for this agenda. LD to complete the amalgamated table for publication online and remind NS to complete a form for the school file.	LD, NS
4	GOVERNORS' CODE OF CONDUCT: this had been circulated and noted by all.	
5	<p>ADOPTION OF THE MINUTES OF THE LGB MEETING HELD ON 29th June 2016:</p> <p>The minutes were agreed as an accurate record, signed and passed to AD for filing. LD to send electronic version to Beth Bedford (BB: EPA Company Secretary) for Academy Directors.</p> <p>MATTERS ARISING FROM PREVIOUS MINUTES NOT ON AGENDA:</p> <p>4. Skills audit forms – JV circulated a complete version of the audit, but noted that this now needs to be completed by the two new staff Governors. LD to send form, SC and SP to complete and return to LD or JV to add results. (6.05 pm MW arrived)</p> <p>4. Exit interviews – all carried out. Forms to be filed. Completed, action closed.</p> <p>4. Governing Body restructure – NS has spoken with the Diocese who agreed in principle subject to consultation with other parties (EPA etc.) Not being pursued at this time. Completed, action closed.</p> <p>4. Risk register- MT had looked at this further: document should be created by the school and reviewed by Governors. MT to start populating this and bring to future Resources committee. Ongoing</p>	<p>LD</p> <p>LD</p> <p>MT</p>

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	<p>5. Ofsted preparation session with Francis Bartlett (Oxford Diocese) arranged for Wednesday 2 November from 6-8 pm. (6.10 pm NC arrived)</p> <p>8. H&S audit – MB to meet CPS to go through this document before the next inspection (on 13 January)</p> <p>13. After-school club – to be discussed at next Resources meeting.</p> <p>13. Governor items in newsletter. Ongoing</p> <p>13. GovernorHub – recent documents are now uploaded: access still required by JV, LW and NC.</p> <p>13. Granularity in Parents’ survey – free text response boxes included for future surveys. Completed, action closed.</p>	<p>Governors</p> <p>MB, CPS</p> <p>Resources</p> <p>JV, LW, NC</p>
6	<p>STANDING ORDERS: these were agreed by Governors for 2016-17, signed by MT and handed to AD for filing. Ratified LGB minutes to go on school website from this meeting onwards.</p>	<p>AD</p>
7	<p>SCHEDULE OF WORK AND CALENDAR OF MEETINGS: the annual schedule had been revised in accordance with the new OCC version and statutory requirements and was agreed. P&S meeting to take place on 19 October (LD to clerk alongside JB), and Resources meeting on 10 November. Upcoming dates shown below these minutes and future committee dates to be set at next meetings.</p>	<p>LD, JB</p>
8	<p>STAFF GOVERNORS AND OTHER VACANCIES: MT welcomed SC and SP to the Governing Body – both were elected unopposed (terms of office to commence on date of meeting: 6/10/2016). LD to send introductory information, training opportunities etc. BT has also found a candidate for the remaining Foundation Governor position (Hilary Evans) – LD to find out the date of the next Diocese meeting, and HE to be invited to the Ofsted training and future meetings.</p>	<p>LD</p> <p>LD</p>
9	<p>AGREE COMMITTEE MEMBERSHIP AND DELEGATION: committee membership was agreed as follows.</p> <p>P&S: AD, JV, BT, LW, MW and NC</p> <p>Resources: AD, MT, MB, NS, CPS</p> <p>AD explained to SC and SP that they were welcome to join a committee if they were interested, but that this was not a requirement for staff governors. CPS to continue to be invited to attend Resources meetings as an associate member (in her position as school business manager).</p> <p>Chairs of committees and terms of reference to be agreed at first committee meetings. Individual Governor roles discussed in item 10.</p>	
10	<p>SCHOOL DEVELOPMENT PLAN (SDP) AND SELF-EVALUATION FORM (SEF): the initial drafts had been circulated and AD thanked Governors for their contributions. AD and SC had met with James Bird (JB – EPA School Improvement Officer) and Sarah Kerswell (SK – EPA Primary Lead) to discuss the SDP and SEF and agreed that these needed to be streamlined to ensure a clear focus on the 5</p>	

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top priority areas. **JB** and **SK** had suggested that while the content was good, the format and language could benefit from being standardised using the EPA approach to better align with Ofsted priority areas. **AD** said that he and **SC** would have a streamlined version of the executive summary by 31 October, which would be further condensed to avoid confusion, but also include details of how each item will be addressed (e.g. through Big Write etc.) This would be circulated to all Governors, but could be finalised with a smaller working group then put on school website.

AD, SC

Governors agreed the following Link roles to align with the SDP and give a focus for Governor visits:

- | | |
|---------------------|--|
| English – MW | EYFS – LW and JV |
| Maths – MB | SEND - NS |
| Science – NC | ‘Reducing the difference’ in achievement – JV |
| SIAMs – BT | Safeguarding (including Whistleblowing) – LW |

Governors asked:

*Q) Could **AD** clarify the statements about % of pupils in the top 5 priorities?*

A) The aim was for at least 75% of pupils to meet the expected standards in writing and maths, with a particular focus on boys in Years 4 and 6 who are currently underachieving relative to their peers and to national results.

Q) Was there a way to ensure that Pupil Premium children were not treated as a single group, i.e. to ensure that all abilities within this cohort were catered for?

*A) **AD** confirmed that this group would be considered in greater detail, with the aim being to improve outcomes for all levels of disadvantaged pupils.*

Q) How would the success be evaluated?

A) This would be a standing item for consideration at P&S committee meetings, and the Governor visit form would be amended to ensure that visits were focused on specific priorities.

**P&S agenda
AD**

Q) Why were the EPA targets included?

A) All the schools and head teachers have agreed to aim for targets across the EPA and have included comments from these in their SDPs – this is considered an integral part of the Senior Leadership Group (SLG) approach.

Q) Would it be possible to number the individual items for ease of reference?

*A) **AD** agreed to look at what might be appropriately put in place.*

2015-16 SDP – final comments

AD had done a final updated RAG rating of this last week. Governors asked whether there was a need for a clear narrative of any unsatisfactory issues to be carried forwards. **AD** felt that despite the staffing issues from Easter onwards, a lot had been achieved, but that there were now so many new staff members that

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	<p>a full report linked to the 2016-17 SDP was difficult. Governors were satisfied that areas of concern from last year can be demonstrated to being addressed, with differentiation within classes and staff development being a strong focus. AD would like the SDP process to begin earlier next year.</p>	
<p>11</p>	<p>HEADTEACHERS' REPORT: report had been circulated, AD invited comments and questions.</p> <p>1. Leadership and Management</p> <p><i>Q) Could AD clarify the statement (1b) that the 'outcomes for pupils at the end of Key Stage 2 brings the judgment down and can be attributed to previous teaching and learning'?</i></p> <p><i>A) AD explained that the self-evaluation could have given the effectiveness of the school as Good if the KS2 results had been better. Governors were aware of the issues regarding poor teaching in previous years which had affected the outcomes for this cohort, but with the new staff in place and the support of the EPA task force, AD believes that the school can demonstrate its capacity to improve.</i></p> <p><i>Q) What/who is the task group?</i></p> <p><i>A) This is a preventative measure set up by the EPA to act in the same way that an LA task force would have acted for a maintained school. The EPA has put together a group consisting of AD, SC, JB and SK, together with one Standlake Governor, to ensure an ongoing focus on school improvement. NS will attend the first meeting next week on behalf of the Governors.</i></p> <p><i>Q) Who are the school leaders in this context (1c), and are other staff also aware of how standards will be addressed?</i></p> <p><i>A) AD, SC (deputy head) and CPS are the school leaders, but all staff are kept informed and involved through staff meetings.</i></p> <p><i>Q) Does the induction process for staff (1d) include Target Tracker training?</i></p> <p><i>A) Yes, although there is now sufficient expertise to manage most of this within the school.</i></p> <p><i>Q) Should there be a formal process for entrance interviews with staff to ensure that they are receiving sufficient support?</i></p> <p><i>A) AD suggested that Governors who had met new staff and were going to stay in contact for their link Governor roles could also check on the induction process in a more informal way.</i></p> <p>AD confirmed that all staff appraisals had been carried out (except for one member of staff who is on paternity leave). TA targets are being set by SC and CPS.</p> <p><i>Q) What was the rationale for using the Pupil Premium (PP) grant to introduce the Read, Write Inc. program at this point?</i></p> <p><i>A) The Read, Write Inc. programme is a recognised and effective intervention for improving progress and outcomes for children who are falling behind in reading and writing. School Leaders feel that quality first teaching is now happening in KS2</i></p>	<p>NS, AD, SC</p>

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and so interventions can be put in place to compliment and support this teaching.

Q) Why is the Sports funding being used to bring in staff from Bartholomew rather than using the schools' own staff?

*A) The aim was to make PE teaching more sustainable by upskilling all the staff to deliver higher quality and more varied PE lessons. Governors questioned the variety of PE activities and asked why there appeared to be a focus on Gymnastics and dance, **AD** explained that these were more difficult for untrained staff to teach, and that all pupils would be offered the chance to take part in a wide variety of sport and games during their time at the school.*

Q) Is sports funding also being used to fund tennis and other sports out of school time, and is this fair for those children who cannot attend?

A) Yes, this decision has been made in order to allow children to access new opportunities and is compensated for by the use of the funding across other parts of the sports curriculum.

Q) What are the current clubs?

*A) Football, streetdance, choir and tennis. **AD** is mindful of the need for work-life balance for staff, so new teachers are not obliged to run a club. Opportunities will vary during the school year.*

2. Quality of Teaching, Learning and Assessment

Q) Would there be any additional focus on reading (as well as writing and maths) in light of the Year 6 SATS results?

A) Yes: observation suggested that the pupils' understanding was articulated better during guided reading and discussions sessions than was indicated by the 'exam/test condition' results. Staff felt that they need to look at pupils' practise and experience of doing the reading tests to ensure that better progress is observed between KS1 and KS2 (i.e. regular, although not too frequent, opportunities to have a go at the tests).

Q) Governors were reassured that things were felt to be moving in the right direction, but wanted to be clear on why and how this could be sustained.

*A) **AD** spoke about the quality of the new teaching staff and their receptiveness to feedback, as well as the monitoring now in place. **SC** mentioned the Big Write, for which all staff have now been trained and which is now being fully implemented across the school. The sharing of ideas and use of the full structure of the program during the week is already being reflected by the quality of writing across all year groups.*

Teachers have also had training in Maths Mastery and this is being used to broaden, deepen and extend learning, especially for higher ability pupils.

3. Outcomes

Q) What was the explanation for the high Yr6 SPAG result (91% working at or above expected level) compared to the lower results in other areas?

*A) **AD** felt this was due to the intensive 3 months of booster work before the SATs,*

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	<p><i>and regretted that the other areas required more time than was available.</i></p> <p><i>Q) Did all pupils attend the Year 6 SATS? - Yes.</i></p> <p>Governors expressed their concerns about the poor outcomes, and in particular the 2 pupils in Year 2 who had not passed the retake of the Year 1 phonics screening. AD acknowledged this and emphasised that staff would continue to focus on trying to ensure that these essential building blocks were in place.</p> <p>4. Spiritual, moral, social and cultural development</p> <p><i>Q) Is there any form of collective worship on the days without full school assemblies?</i></p> <p><i>A) Yes, smaller gatherings take place in the classes.</i></p> <p><i>Q) Why does this section of the report not refer specifically to Christian values?</i></p> <p><i>A) The school values are clearly Christian values – Foundation Governors would like to see this specified in future.</i></p> <p><i>Q) What was the reason for specifying British Values?</i></p> <p><i>A) There is a national requirement to ensure that democratic values are promoted in order to guard against radicalisation etc.</i></p> <p>5. SIAMS</p> <p>Charlotte McCulloch (CM) is leading this area. This will be discussed with FB (Diocese): BT and JV to meet CM to discuss ideas.</p> <p>6. Other</p> <p>Finance: indications are that there will be a surplus (including carryover) of £40,000 – this should allow for longer-term investment planning.</p> <p>SEND: one member of staff has expressed an interest in taking this role (currently carried out by AD). This would have financial and time implications. The new interventions are at an early stage, but are a positive step.</p> <p>Buildings and grounds: essential issues (such as the fire alarm) are being tackled, and some redecoration has started. A new fridge-freezer had to be purchased. MB is continuing to look for possible grants, e.g. for the FSU area resurfacing.</p>	<p>BT and JV?</p>
<p>12</p>	<p>REVIEW SCHOOL VALUES AND MISSION STATEMENT: Governors asked that the Christian values continue to be highlighted in any discussions of this area, but otherwise were happy that the current values and mission statement were appropriate and reflective of the ethos of the school.</p>	
<p>13</p>	<p>SIAMs: it was agreed that this be a statutory item, but also noted that it is generally covered by AD within his report. Charlotte McCulloch to be invited to attend the next LGB meeting to present her ideas for this area – agenda item.</p>	<p>LD- agenda</p>
<p>14</p>	<p>STATUTORY INFORMATION FOR WEBSITE AND EDUBASE: spreadsheets collecting statutory information for the school website and Edubase Governor information were circulated and completed by Governors – LD to send to AD for uploading.</p>	<p>LD</p>
<p>15</p>	<p>NOTICEBOARD FOR OFFICE: Governors agreed that this would be a good feature –</p>	

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	photos to be taken at the Tea with Staff session.	Governors
16	HEADTEACHER APPRAISAL PANEL: set for 21 October – LW, MT and NS to be on the panel, with a Diocesan advisor also present.	LW, MT, NS
17	PAY STATEMENT FOR HEAD AND TEACHING STAFF: to be done at the next Resources meeting by the pay committee and confirmed at the next LGB meeting for information.	Resources
18	POLICIES: MT suggested that committees should look at relevant policies and check review dates. MW reported that five required review – to be circulated. LW informed Governors that the admissions policy for 2018-19 needs to be looked at. According to the admissions code, public consultation is required every 7 years, even if no substantive changes are to be made. The process needs to be completed by 31 January 2017, and requires consultation with the Diocese and the community. If Governors are happy with the current policy, the school can use the OCC model policy. LW to meet with AD to discuss and submit policy, and consider arrangements for consultation.	MW LW, AD
19	SAFEGUARDING: no issues to report. AD is working through the actions arising from the audit, and also sharing good practise with the Mulberry Bush school. LW to continue as Safeguarding Governor, and to incorporate the Whistleblowing Governor role – LD to send any relevant information.	LD
20	GOVERNOR VISITS AND TRAINING: none to report.	
	The meeting officially closed at 7.50 p.m. Dates of next meetings: P&S committee – Wednesday 19 October at 6 pm Ofsted training – Thursday 2 November at 6 pm Tea with teachers – 19 October 5pm Resources committee – Thursday 10 November at 6 pm LGB – Wednesday 30 November at 6 pm	

Supporting papers	Sent by	Email date
Agenda	LD	28 September 2016
Attendance sheet	LD	tabled
Minutes of LGB 29 June 2016	LD	4 July 2016
Standing orders 2016-17	LD	28 September 2016
SDP, SDP executive summary and SEF	LD	28 September 2016
Headteacher's report	LD	28 September 2016