

Headteacher: Andrew Denham
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Minutes of the meeting of the Local Governing Body (LGB)

held on Thursday 18th July 2019 @ 6.00 pm at the School

Present: Karen Armeanu (KA) – Foundation Stacey Conroy (SC) – Staff (teaching) Penny Deeker (PD) – Parent Governor Andrew Denham (AD) – Head teacher Jennifer Macdonald (JM) – Foundation Claire Mace (CM) – Parent	Sue Peachey (SP) – Staff (support) Hilary Sharrocks (HS) – Foundation Mark Turner (MT) – Chair - Academy Appointed Tom Walwyn (TW) – Parent Mary Wallbutton (MW) – Parent Louise Weldon (LW) – Academy Appointed
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In attendance: Lucy Dickinson (LD) – Clerk

The meeting was quorate (12 Governors present of 13 in post) and was opened at 6.05 pm by the Chair.

Ratified	ACTION	
1	WELCOME AND APOLOGIES FOR ABSENCE: MT welcomed Governors to the meeting. Apologies were received and accepted from Jonathan Stevens (JS – Academy Appointed).	
2	NOTIFIED BUSINESS: none	
3	DECLARATION OF INTERESTS: none.	
4	ADOPTION OF THE MINUTES OF THE LGB MEETING HELD ON 30th April 2019 including Part 2 confidential minute: The minutes were agreed as an accurate record, subject to two minor changes (handwritten into the paper copies) signed and passed to AD for filing. LD to send amended electronic version to Catherine Barker (CB: EPA Company Secretary) for Academy Directors and AD for publication on the school website.	LD - done
5	MATTERS ARISING FROM PREVIOUS MINUTES NOT ON AGENDA: none	
6	<p>HEADTEACHER’S REPORT: report had been circulated via Governor Hub. The summer data had also been circulated, and was discussed briefly in item 17, with some questions and areas noted for discussion in greater depth at the P&S meeting in September. Governors asked:</p> <p><i>Q. Does the figure of 18 new children include children who will join the school in September?</i></p> <p><i>A. No, these are all pupils who have joined during the year. Since the budget was set, 17 new pupils have joined across the school. 3 have left, and 17 will join Reception in September (when 16 will leave from Year 6).</i></p> <p><i>Q. Why are these new pupils joining the school, and is there more that can be done to increase numbers further?</i></p> <p><i>A. Some are due to circumstances (moving into the area), but the majority are due to the increasingly good reputation of the school and word of mouth.</i></p> <p><i>Q. When will funding, including any PPG funding, be received?</i></p>	

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A. Not until 2020-21, but this will have a significant positive effect on the budget going forwards. The ongoing work to further promote the school was discussed under the Resources committee report in item 11.2.

Q. What are the proportion of new pupils with SEN or eligible for PP funding, and how will this impact the school?

A. The numbers are about 50:50 with some additional support needs – this will impact resources and will need to be factored into planning for next year.

Q. Is it the right decision to leave the staff appraisals until September, rather than doing them in July when the outcomes of the year are fresh in people's minds?

A. AD felt not – staff are very tired at the end of the academic year, and are likely to be able to be more reflective and effective in discussing their professional development etc. after the summer. He did note that the appreciation and acknowledgement which comes with the appraisals was being provided in other ways.

Q. Have the Friday enrichment sessions worked satisfactorily with regards to organisation and use of the time for staff?

A. The logistics have been challenging, but this term has been a useful trial, and the arrangement will continue next year. The additional time for staff to work together on training and development/strategic planning has been really valuable. The costs, £10k, have been included in the budget for next year.

Q. What did the skills audit find regarding strengths and weaknesses?

A. Next year the school will be using diagnostic drop ins (DDIs), an approach being brought in across the EPA. A framework with 8 key areas has been proposed, and Standlake staff have already rated themselves – these results will be used to inform the focus areas chosen for training and support next year.

Q. Will this also be linked to individual staff appraisals?

A. Yes, it will help inform personalised targets to be monitored through the DDIs.

Q. What will be the impact on staff?

A. SC said it would make conversations more focussed, and AD said it would look at confidence levels of staff, e.g. with regards to subject knowledge, processes and school specific behaviours and targets.

Q. How is/will the enrichment sessions be monitored with regards to quality?

A. AD will continue to monitor this – the provision so far has been of a very high standard. This term, pupils have selected their options, but next year class groups will rotate around different activities during the year, in order to ensure variety and genuine enrichment for all pupils.

It was noted that the EYFS do not take part in these sessions, as the activities are not always suitable for such young children.

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Q. What is the impact of this restriction on the EYFS staff?
*A. The CPD and other discussions on Fridays are generally KS1-KS2 focused (such as marking, discussion around upper school events etc.), so the EYFS staff are less involved. Where appropriate, we will look for ways to release the EYFS teacher to join these session **AD** also reminded Governors that these afternoons were in addition to regular PPA time, which does mean more non-contact time for most staff.*

Q. Does this also imply less 'core' curriculum time for pupils?
*A. **AD** said not, as the rest of the curriculum can be adjusted so that if art or PE are done in the Friday enrichment sessions, these can come out of the planning for the rest of the week. Staff will ensure that the overall curriculum is not narrowed or restricted.*

Q. Were there plans for an EPA-wide standardisation of the Governor visits' form and processes?
A. Staff were not aware of this. Governors noted the Autumn Monitoring Schedule (appendix A of the HT report) and agreed to sign up in preparation for the new academic year.

Q. Had there been any improvement regarding the teacher requiring further monitoring (item 2c)?
A. Not yet, this will be addressed further in the autumn.

Q. Could AD say more about the personalised learning time (PLT) mentioned in 2d?
A. In the autumn term there will be a whole school assembly every day (except Friday) to be led by AD from 10.20-10.40 am. During this time, teachers and TAs will work with small groups (3-4 pupils) from their classes to focus on areas of concern.

Q. Would this lead to some children feeling isolated if the same groups miss the assembly every day?
*A. This approach will look at 'key marginal' children and will have different focusses throughout the year, including working with higher ability children to support them in achieving 'greater depth'. However, **AD** did accept that some pupils would attend more sessions than others, and felt that this was essential to address areas of weakness.*

Q. The results continued to show lower outcomes in Writing than in Reading and Maths. Is there some cultural/societal influence here?
A. No, the school has struggled for some time to get the Writing results up – these are compared with national averages, so definitely an issue for the school not for children generally. An external consultant for English had been into school and felt that the school was not 'getting it wrong', but that the approach needed further refinement.

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The Safeguarding Link Governor (**LW**) continues to meet with **AD**, and has had discussions around holiday absence and other absence, looking in detail at each case. **AD** felt that the meeting one family had with another Governor had helped (no further action planned at this time), and noted that the number of children with attendance dipping to between 90 and 95% had reduced.

Q. Was the figure allocated for mound removal in the Sports Funding section for the same work as the ground preparation mentioned in the section below?

A. No, the mound removal will be done separately, with the ground preparation to be carried out when installation takes place.

Q. The Adventure Trail proposal will use most of the Sports Funding budget for next year, how will other costs such as the Bartholomew CPD in PE and transport to PE events be covered? The CPD may be a little cheaper next year.

A. AD would like to use other resources to cover these. The School Council have chosen their favourite option (that from Sovereign), which AD agrees with. The Wetpore surfacing is not significantly more expensive than the rubber mulch and will be better wearing.

Q. Is it allowable to use the Sports Funding for this kind of project?

A. Yes, this has been done by many other schools.

Governors **approved** the plan to engage Sovereign to install the Adventure Trail.

Q. How does the school plan to use the running track, which will be installed over the summer?

A. There will be a number of challenges, perhaps including a 'daily mile' at the start of the year, with other activities and schemes.

Q. Were the two major injuries listed a cause for concern/avoidable?

A. Not really, there was one broken arm and another injury requiring an ambulance (but subsequently not serious). The incidents were not malicious, just ordinary childhood accidents.

Q. Was there any reason to be concerned regarding staff absence?

A. AD thought not, but did note that support staff absence was higher than that for teaching staff. It was noted that absence cover had been well managed 'in-house'.

7 **SCHOOL DEVELOPMENT:** the updated SDP had been circulated via Governor Hub. Governors asked:

Q. What are the reasons for the attainment and progress improvement section remaining yellow, and the T&L target for 70% lessons to be good with outstanding features being red?

A. These targets have been partially met, with lesson observations having taken place, but cannot be graded as outstanding when the attainment is still not high enough.

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	<p><i>Q. Why is the relative progress for SEND pupils section rated red?</i></p> <p><i>A. Progress has not gone up from last year as a percentage, but the overall number of SEND pupils has increased, with some joining the school during the year. This has affected the overall progress data. The termly reviews of interventions and progress remains yellow, and will be a focus for next year.</i></p> <p>Outcomes were discussed in item 17.</p>	
8	<p>SEN INFORMATION REPORT: report had been circulated via Governor Hub. Governors asked:</p> <p>Q. Are the % of SEND children similar to other EPA schools?</p> <p><i>A. Yes, AD thought outcomes/numbers were comparable with other EPA schools.</i></p> <p><i>Q. Where did the concept of a graduated response to identifying and supporting SEND pupils come from?</i></p> <p><i>A. This was a new idea which AD has worked on with the HTLA appointed to support SEND pupils</i></p> <p><i>Q. The section (3) on achievement states that the pupils with SEN in Years 2 and 6 did not achieve ARE in any subjects – but the results show that the Year 6 pupil did achieve ARE in Maths?</i></p> <p><i>A. AD to correct this in the report.</i></p> <p><i>Q. Was the notional funding figure for SEND now available (see section 8)?</i></p> <p><i>A. No – KA to check the figure with AD at the next meeting. It was noted that schools need to meet up to the first £6k of funding to support SEN pupils. AD to share pupil profiles with KA (as SEN Governor). AD said that not all SEN pupils will require interventions.</i></p> <p>The issues with SEN provision over the past two years were discussed, with AD noting that the HTLA is now helping to manage a lot of this work.</p> <p><i>Q. Should the school now be looking at ensuring that the SENCo role does not stay with AD?</i></p> <p><i>A. Yes, this is already being discussed with the EPA and a staff member is being considered for the required training – this will take a year, and has cost implications (£3k) – again AD to discuss with KA.</i></p>	<p>AD</p> <p>KA, AD</p> <p>AD</p> <p>AD, KA</p>
9	<p>HT APPRAISAL: a date has been agreed (11 September from 9 -11.30 am (10 onwards for the Governors on the panel). The external advisor will be Ruth Bennie (from the Diocese), with Sarah Kerswell (CEO of the EPA) and an EPA trustee also to be present.</p>	
10	<p>RISK REGISTER: KA had offered advice on a more effective format for this document, which AD had found helpful and taken to the Heads' meeting. More work would be required to set this up, but it should then be easier to manage.</p>	<p>AD, agenda</p>

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	<p>AD to discuss with Ros Avery (RA: CFO of the EPA) – add to future agenda (Resources or LGB?)</p>	
11	<p>COMMITTEE REPORTS</p> <p>11.1 Performance and Standards: see item 17.</p> <p>11.2 Resources: minutes from 15 May had been circulated. As noted previously, the additional pupils who have joined the school have improved the budget picture, with the push towards recruiting more pupils now getting underway. PD and CM reported on their publicity work, and circulated the proposed brochure. A banner is also being produced, and sponsorship from several local companies has been agreed. AD has updated the website, and a parent has offered to create a social media timetable for the year, to prompt people to post relevant messages at the correct times (this will include an Open Day before January). Governors were invited to attend the start of the first day back at school in September to welcome parents back with refreshments and information about the Governors etc. There will also a news item in the village newsletter.</p> <p>AD and Governors thanked PD and CM for their work in this area.</p>	
12	<p>SAFEGUARDING/PREVENT DUTY/HEALTH & SAFETY: nothing to report</p>	
13	<p>POLICIES: the EPA has updated the H&S policy (to be circulated) and Complaints policy http://www.standlakeschool.co.uk/images/EPA_Complaints_Policy.pdf</p>	
14	<p>SIAMS/FOUNDATION GOVERNORS UPDATE: none.</p>	
15	<p>EPA MAT: MT had received an update from the EPA – in addition to the news that no permanent CEO had been appointed, he also explained that an external consultant (Charlotte Christie) is being employed to look at longer term growth options for the EPA. There has also been some discussion about standardising the school day across the Partnership, as some schools open or close at slightly different times, which means that the staff there work as much as 2-3 days extra over the school year.</p>	
16	<p>GOVERNING BODY MATTERS</p> <p>16.1 Election of Chair (1 year from 18 July 2019): MT had informed Governors that he was stepping down as a Governor, and therefore not standing again as Chair. There had been no nominations in advance of the meeting, and none were made at this time.</p> <p>16.2 Election of Vice-Chair: LW was willing to stand again as Vice-Chair, but was not willing to be de facto Chair until a permanent appointment was made (see Regulation 7.7: http://www.legislation.gov.uk/uksi/2013/1624/regulation/7/made) For this</p>	

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	<p>reason there was no Vice-Chair election. LD to inform the EPA, and Governors to consider possible candidates before the next meeting.</p> <p>Governors asked that their thanks be recorded to MT for his work on the Governing Body, and as Chair. Governors also sent best wishes to Drew Tweedy and his wife Billie as they move on to another Parish.</p> <p>16.3 Committee membership and Terms of Reference (ToRs): Committee membership was confirmed as follows-</p> <p>Resources: HS (Chair), TW, PD, CM, AD – one vacancy (MT)</p> <p>P&S: LW (Chair), JM, MW, KA, AD, SC, JS</p> <p>ToRs to be agreed at committee meetings in autumn term. Monitoring roles to be agreed in the Autumn based on SDP needs.</p> <p>16.8 Governor vacancies: one DA vacancy – Governors to consider candidates (and possibly advertise here https://www.governorsforschools.org.uk/?)</p> <p>16.9 Governor training: MW and MT did the second part of the EPA training (date), and KA did two EIG courses (SIAMs and Good to Outstanding Governance). Records have been added to Governor Hub.</p> <p>The possibility of Governors attending Generalist Safeguarding training at Bartholomew School on 5 September was raised – LD to check with Amanda Page.</p> <p>16.10 Governor monitoring visits: PD to complete Sports visit report.</p> <p>16.11 Governor communications with stakeholders/community: publicity brochure discussed in item 11.2. MT has been writing Governor sections for the school newsletter – next one due out next week (MT to send to AD by Tuesday morning -23 July).</p>	<p>LD- done (informed Catherine Baker – don't know if someone else should also be notified)</p> <p>??</p> <p>LD</p> <p>MT</p>
17	<p>OUTCOMES: DATA – AP3 and SATs results had been circulated via Governor Hub, AD explained that a family who had joined the school in the last 3 weeks had not been included in the data, as their results were not reflective of the school. Governors asked/noted:</p> <p><i>The school is within a few percentage points of meeting its whole school average targets for Age Related Expectation (ARE) and Good Level of Development (GD). Progress is better than last year, with some work still required to close the gap for Pupil Premium (PP) children. In-school data to be discussed in greater detail at P&S in September.</i></p> <p><i>Q. What was the explanation for the two pupils expected to achieve ARE in Reading who did not make it?</i></p> <p><i>A. This was due to underperforming on the day, with some issues around reading speed (the comprehension passages were longer than in previous years). Work is underway and planned for next year to increase children's reading speed to better equip them both for the tests and other future work.</i></p>	

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Q. Was there cause for concern about the discrepancies between teacher assessments and the test results?

A. The teacher assessments were not far off, but some children had not performed as well under test conditions.

*Q. The KS1 results (both Years 1 and 2) showed a higher amount of 'red' than the older years – could **AD** say more about this?*

A. The Year 2 Reading results include those for 4 pupils with SEN (out of 14).

Q. Were these the same pupils as those in the younger class, and was there any indication that some of them might have done better in the other class?

*A. **AD** believed that being in the younger class has helped with their phonics outcomes, and that in the longer term this would improve outcomes in other areas. Governors asked that the teacher be thanked for her efforts with pupils who did the Year 2 phonic retakes (3/4 who did the retakes passed).*

Q. How will class allocations for next year be made?

A. This will continue to be done by age, not ability.

Governors wanted to discuss this area at P&S in September.

Q. Why did the PixL results on page 8 (for Year 1) look so different from the other outcomes?

A. These were the children's first formal test papers, the tests were carried out sensitively (in small groups), but there was a degree of unfamiliarity which should improve over time. All but 2 pupils passed the phonics in this class (these two also have SEN- a plan will be put in place for them to work towards their retakes next year).

Q. Are the pupils ranked in 'red' in the EYFS (for GD) on the SEN register?

A. Yes, the first two are.

KS2: Progress measures and national data for those working at greater depth will be available in the autumn. **AD** anticipates that progress will be lower than last year, as some pupils came into the school relatively late (in the upper years) with inaccurate assessments of their KS1 outcomes.

Key items to consider at P&S meeting on 5 September:

- Other year groups, especially details of data by cohorts, additional needs etc. – considerations with regards to future divisions of year groups.
- PPG and SEN distribution – both the overlap and those in one group but not the other: implications for interventions, monitoring etc.

The meeting closed at 8.15 p.m.

Date of next LBG meeting – Wednesday 11 September at 6 pm
P&S committee – Thursday 5 September at 6 pm

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Resources committee – Wednesday 16 October at 6 pm

Supporting papers	Sent by	Date on Gov.Hub
Agenda	LD	11 July 2019
Attendance sheet	LD	tabled
Minutes of LGB 30 April 2019	LD	8 July 2019
Confidential minutes from 30 April 2019	LD	tabled
Headteacher’s report	AD	16 July 2019
SDP RAG rated (July 2019)	AD	16 July 2019
Annual SEND report	AD	16 July 2019
Resources minutes 15 May 2019	LD	8 July 2019
AP3 and headline data	AD	16 July 2019

Items for next agenda: Elect Chair and Vice-Chair and agree term of office, Schedule of work 2018-19, SDP including priority setting for 2019-20, receive annual Safeguarding children report and Looked after Children report, agree Committee Terms of Reference [2019-20], update register of interests, Governor Code of Practice [2019-20], Risk register, Approve decisions on purchase of services, Conduct self-review of Governing Body effectiveness, Review governing body succession plan and training needs, SDP and SEF Devolved formula capital / Asset management Plan, Agree Dates for this year.