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## MINUTES

<b>Meeting</b>	Full Governing Body	<b>Where</b>	Online
<b>Date</b>	Wednesday 6 <sup>th</sup> December 2023	<b>Time</b>	6.00pm
<b>Attendees</b>	Tracey Smith (TS, Executive Headteacher), Calum Ison-Jacques (CI-J, Head of The Elms Primary School), Jo Baird (JB, Head of Folly View Primary School), Pauline Forbes (PF, Chair), Amelia Woodward (AW, staff governor), Kate Morris (KM, staff governor), Adam Pickford (AP, community governor), Filipp Skiffins (FS, community governor), Hazel Meckler (HM, community governor) Alexandra Molton (AM, Clerk)		

No	Description	Actions
<b>Procedural Matters</b>		
1	<b>Welcome new members, visitors or staff presenting</b> PF welcomed governors to the meeting. There were no visitors or other staff present.	
2	<b>Apologies for absence and acceptance/non-acceptance/quoracy</b> Apologies were sent to the meeting and accepted from DH, WH-L, EE and MO. CI-J explained that he would need to leave the meeting at 6.45pm.	
3	<b>Declaration of any personal or business interests</b> No new declarations were made at this point in the meeting.	
4	<b>Minutes of the last meeting on 19<sup>th</sup> September 2023</b> The minutes were accepted as a true and accurate record of the meeting. All of the actions had been completed.	
<b>Ensuring Accountability (<i>Governor questions and comments in italics</i>)</b>		
5	<b>Leadership reports</b>  This was uploaded to GovernorHub in advance of the meeting and questions were submitted by governors.  <i>TEP – What has been implemented since the peer review to help ensure children are remembering more?</i> TS: Sticky learning was introduced at the staff meeting on 5th December.	



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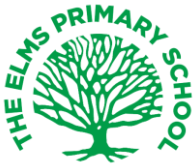
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<p><i>Are you able to offer the support required to ensure consistency across teaching and learning?</i> TS: We are getting more consistent now, particularly since the most recent resignation was from a teacher who was on a support plan.</p> <p><i>TEP feels unstable in terms of staffing. When do you think this will start to settle? What is staff feeling in relation to high staff turnover recently?</i> TS: We knew about most of the resignations in the summer. Things should settle after Xmas. One recent recruitment was offered before we found out the teacher was pregnant and will be on maternity leave after Xmas. Roseanna is due to return in March.</p> <p><i>Are there school improvement priorities that you feel are in danger of not turning green by the end of the year? If so, why?</i> TS: No and we aiming to have completed these for Easter.</p> <p><i>The number of CPOMS entries for TEP is significantly lower despite having more children. Are you confident both schools are using CPOMS in the same way?</i> TS: Many of the FVP entries are Children We Care For and there are more families receiving support from social care services.</p> <p>Please can you provide some governor CPD here so that all governors are aware of difference between child protection plan/CIN/strengths and needs? Oxfordshire Threshold of Needs document: <a href="https://www.oscb.org.uk/wp-content/uploads/2021/09/Oxfordshire-Threshold-of-Needs-2021.pdf">https://www.oscb.org.uk/wp-content/uploads/2021/09/Oxfordshire-Threshold-of-Needs-2021.pdf</a></p> <p>PF asked TS to explain the difference between Child Protection and Child in Need.</p> <p>JB explained: The windscreen in the Threshold of Needs document shows the different levels of support that we can get from outside agencies. With the Locality Community Support Service, we submit a form and they then assess whether the support can take place in school or if they need to attend to support. The next level up from this is further support from social workers. Child in Need is the next level up from this but parents do not have to engage with this and can withdraw from the process at any time. Above this the next level is child protection which is a legal status and parents</p>	
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<p>have to engage with the support offered for this. Regular review meetings are held with all of the agencies supporting the child and the family.</p> <p><i>Why were 2 FTEs issued? Have you seen a change in behaviour following these?</i> TS: These were child on adult violence both times. It has Improved since half term.</p> <p><i>Peer on peer abuse reported at FVP is significantly lower than at TEP. Why do you think this is? Is the majority of peer on peer abuse coming from Yr5/6 at TEP? What is being done to help improve this?</i> TS: It has been mainly in Year 4 and has decreased considerably in recent weeks.</p> <p><i>The figure of peer on peer abuse reported at TEP seems high. Could you provide some examples of the type of physical and verbal abuse being experienced and what actions are being taken to discipline the perpetrators?</i> TS: Internal exclusions (one external), missing break and lunchtimes and restorative conversations.</p> <p><i>Are the numbers of reported peer on peer abuse incidents increasing or decreasing in this school year compared to last school year?</i> TS: Good question. It's a little early to tell, as early in the year.</p> <p><i>Are pupils with EHCP being given adequate support in school?</i> TS: Yes – each has 1-1 adult support.</p> <p><i>Would you say the vulnerable groups have settled into school well? Is attendance positive for these groups? There are similar numbers across both schools.</i> TS: Since families have had meetings with AHTs, there has been a marked improvement at both schools.</p> <p><i>Unauthorised absence at FVP seems high (around 4.5% if I have calculated that correctly?!) What is being done to tackle this?</i> TS: It is mainly due to three pupils who are awaiting specialist provision and on PT timetables.</p> <p><i>The table showing money spent using PP/SPP is really useful. What are the thoughts on moving to</i></p>	
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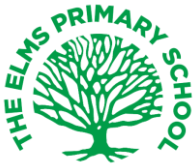
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<p><i>info table shared at QofE meeting?</i> TS: We can do that going forwards if Governors would prefer.</p> <p><i>IDSR – I think this tells us all what we already know!</i> TS: Extra funding will make a difference to nurture room, EYFS outdoor area and new books for reading spines.</p> <p><i>Good range of CPD taking place.</i></p> <p><i>Opportunities for parents from every year group to come into school – great to see!</i> <i>Is the plan to continue with KS1 SATS?</i> TS: Yes, as it is good for monitoring progress through KS2.</p> <p><i>Re movement of staff between TEP/FVP – pupil voice at FVP stated they would like a male teacher in their school.</i> TS: Yes we are aware, but needs to be done firstly on a voluntary basis. We cannot enforce unless no-one offers to move across. (HR)</p> <p><i>Case study is hugely powerful to show impact school intervention can have – thanks for this!</i></p> <p><i>Attendance flow chart incredibly useful to help all governors understand procedure in place.</i></p> <p><i>Pastoral lead at FVP leaving. Pastoral leads at FVP don't seem to stay for a long time, which could be unsettling for children. Is there a trend?</i> TS: The current resignation is going to bring about positive changes.</p> <p><i>When will new pastoral lead be in place at FVP?</i> TS: We are aiming for January.</p> <p><i>Is it the year 4s who have contributed to the high levels of behaviour incidents?</i> TS: It was previously mainly in Year 1 that we had issues.</p> <p>CI-J explained that he has been asking teachers to remind children of the behaviour that is</p>	
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<p>expected from them during lunchtimes. Peer on peer abuse is reducing but if this continues to be a problem he will carry out some specific assemblies on this.</p> <p><i>IDS R tells us what we thought about results.</i></p> <p>TS explained that it detailed that the low prior attainers in reading at KS2 did lower than the same group at national in their SATS so we need to keep an eye on this going forward. We are now monitoring these children. Phil Bevan has reported that the children from TEP who did not achieve their SATS have subsequently gone on to become weaker students at FCC, particularly in terms of their reading ability.</p> <p>CI-J explained that each teacher identifies the weakest 20% of readers in their class and they are supposed to be reading to a teacher/TA each day to help to develop their skills. CI-J will be checking how this is working across all classrooms after Christmas.</p> <p>CI-J explained how TEP are trying to promote reading at schools: children are being read to every day, visits to the library, reading newsletter is coming out, new books coming soon. Shelley Mack is leading on this, trying to change the culture of reading at the school.</p> <p><i>Governors recognised that teachers cannot realistically teach the lowest 20% of readers in their class to read in Year 6 alone and it is imperative that support is put in earlier down the chain to prevent them being weaker readers in Year 6.</i></p> <p><i>It is important that we give staff the recognition for the hard work that they put into these children, especially in Year 6.</i></p> <p>TS agreed and suggested that we could track these children as a separate cohort within the school.</p> <p>CI-J explained that we are testing the children at the moment to ascertain their reading ages and comprehension abilities.</p> <p><i>We need to look at those children who have been repeating the same phonics learning year after year but are still not learning to read and think about new strategies for them.</i></p>	
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	<p>KM suggested that she knows two previous teachers from FVP who would be happy to come into school to carry out some voluntary reading with the children. JB confirmed that we are in touch with them and supporting them through the application process to do so. These volunteers will then focus on these lowest 20% of readers at FVP.</p> <p><i>Governors discussed how the application forms for volunteers may put off those who might be willing to come into school and support the children. Governors recognised however that the process was related to Safer Recruitment and ensuring that we carry out the appropriate checks and due diligence on all volunteers.</i></p> <p>TS suggested she will raise this with Anne Lynn when she meets with her later this week to ask if it might be possible to simplify the process for volunteers as it affects the number of people who are coming forward to help.</p> <p><i>The funding which has been secured – is this for the Orchard (nurture room at FVP)?</i> JB: Yes, Helen Cox has met with Faringdon United Charities and they have offered to grant £10,000 to put this together so Helen is putting together a wish list for this at the moment.</p> <p><i>What kind of resources do we need?</i> JB: We have beanbags already but we want to be able to set this up with all necessary resources to help combat dis-regulation and help the children to get back on track with their learning when needed.</p> <p><i>Where is this?</i> JB: Off of the KS1 corridor on the ground floor.</p> <p><i>Is Hayley Clark leaving? Is there an advert out for this?</i> TS: Yes and we are interviewing for this on Friday. We are interviewing 3 strong candidates for the post on Friday so hope to recruit.</p>	
6	<p><b>Sports premium reports</b></p> <p>This was uploaded to GovernorHub ahead of the meeting for governors to review.</p> <p>FVP – Clearly identifies key priorities and how these will be achieved. Do any children below Year 6</p>	



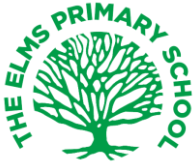
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	<p>need to attend swimming lessons or is it only Yr6? TS: Year 4 attend swimming lessons currently.</p> <p><i>TEP – What sports residential is taking place? What is Fortius PE and does it fit in with the REAL PE?</i> TS: Manor Adventure is mainly OAA (Outdoor Adventurous Activities) and therefore classified as a PE subject</p> <p><i>What are the children’s perception of PE across both schools? Are there any PE activities they would like included within the curriculum?</i> Jo and Calum can report as Deep Dives in PE currently happening.</p> <p><i>Is the service premium increasing at FVP?</i> TS: Yes, with the size of the school as we have more pupils who are affected.</p> <p><i>TS did you highlight figures in the report as you need to check these with JB and CI-J?</i> TS: Yes.</p> <p><i>What is 40sp?</i> <b>ACTION: CI-J to double check this.</b></p>	<b>CI-J</b>
7	<p><b>Pupil Premium reports</b> This were uploaded to GovernorHub ahead of the meeting for governors to review. <i>FVP – PP lead is Hazel Meckler and Mike Outen from Sept 2023. PP children all made progress from their starting points which is great. Did any of these children reach the expected standard at the end of KS2?</i> TS: Done and re-uploaded. End of KS2 is Year 6.</p> <p><i>TEP – PP lead is Hazel Meckler and Mike Outen from Sept 2023. Page 1 isn’t filled in. can we have the values for this? Comprehensive report which covers any questions I had.</i> TS: Amended and re-uploaded.</p> <p><i>We discussed at the PP meeting, the possible creation of a SPP strategy for both schools. Has any progress been made?</i></p>	



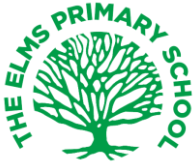
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	<p>TS: Not so far; they are still separate, but both schools are now receiving support from Service Support Workers and Helen Cox (service family) has added some opportunities also.</p> <p><i>SPP children. Is the number increasing or decreasing year to year?</i> TS: Increasing.</p> <p><i>What is being done/initiatives are in place to support SPP children this school year? And what impact are these initiatives having?</i> TS: See plans added to GovernorHub.</p>	
8	<p><b>Equality Plan</b></p> <p>This was uploaded to GovernorHub ahead of the meeting for governors to review.</p> <p><i>Read and happy to accept this. Do we need to agree equality objectives for appendix 2?</i> TS: Yes please.</p> <p><i>How many objectives do we want in the plan?</i> TS: 5 or 6 is sufficient.</p> <p><b>ACTION: Appendix II section – table to be removed by TS from the report for FVP.</b></p>	TS
9	<p><b>New behaviour policy</b></p> <p>This was uploaded to GovernorHub ahead of the meeting for governors to review.</p> <p><i>FVP – I think this is very thorough and it is evident it is in use when I have been in school.</i> <i>TEP – I think this is a very thorough policy. How have staff taken to this as it is quite different to what was in place before? Has ‘good to be green’ gone?</i> TS: Yes it has. It has taken a few meetings with staff and some trialling from a “behaviour group” of teachers who have been pleased with the results. Their findings were added into the final policy.</p> <p><i>I think the new behaviour policies for both schools fit the atmosphere and climate we want to create in school. It is worth noting that they are very similar to the secondary school the vast</i></p>	



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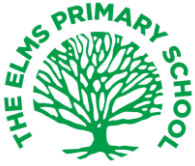
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<p><i>majority of children will attend so it provides continuity for the children.</i></p> <p>KM explained that the new policy seems to be going back to a nurture-based approach, regulating children and working with zones of regulation. Staff are overwhelmingly in favour of returning to this kind of approach.</p> <p>AW explained that some staff were more wary about the new policy in relation to those children with more complex needs and we have had to explain that the policy is for the vast majority of our children and of course some will sit outside of this. Staff are positive about moving forwards with this.</p> <p>AW explained that some staff – mainly teachers – had some concerns about the time involved in this approach, especially if they do not have a TA in the classroom. Staff have talked about supporting each other and calling on someone to be in your classroom to enable you to speak to individuals when needed.</p> <p>KM and AW suggested some TA training on the policy would be useful and we could add something into the back of our lanyards for reference to help to guide and remind them of the main principles of the policy.</p> <p><i>How many exclusions are taking place following the current policy?</i> TS: A few children have had a day or so and they seem to be remorseful when they return to school.</p> <p><i>Have we got the balance right?</i> TS: For the student who couldn't promise there would not be another exclusion, we have put in place some lunchtime nurture support to help him to try and keep on track.</p> <p><i>Are there any connections between these children and alternative provision that we might need to access to support these children in school?</i> TS: We send all children home with work when they are excluded. We do access alternative provision when we can but this is very expensive. If the situation does not improve we can then put these children on a reduced timetable.</p>	
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	<p>TS explained that this is the case for three children at FVP who are waiting for spaces in specialist provision (two have spaces from January 2024).</p> <p><i>EHCP children – are they getting what they need in school with higher levels of staff absence?</i> TS: It is a priority and we will move staff across if these pupils really need one to one support.</p>	
10	<p><b>Teaching and learning policy</b> This was added to GovernorHub ahead of the meeting for governors to review.</p> <p><b>Complaint parent guide</b> This was adopted.</p> <p><b>TEP Attendance policy</b> This was adopted.</p> <p><i>Are holidays in term time marked as authorised or unauthorised absence?</i> TS: Unauthorised. TS explained that we would authorise these in cases where families have suffered some kind of trauma but for things like holidays we would not authorise absences.</p> <p><b>Critical incident management plan</b> <i>TEP – Page 8 – Chair LGB – this is not my mobile number. Does it need to be mine?</i> TS: Amended and re-uploaded.</p> <p><i>Is everyone aware of their role in the communication tree?</i> TS: Yes it has been communicated with staff and they have been asked to check and collect the correct telephone numbers.</p> <p><i>FVP – office email address is TEP office. Page 8 LGB Chair phone number not mine. Does it need to be mine?</i> TS: Amended and re-uploaded.</p>	
11	<p><b>Summary of QoE committee meeting</b> HM gave a summary of the key points:</p>	



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	<ul style="list-style-type: none"> <li>- There has been an overhaul of the curriculum across both schools – adding in structure and direction.</li> <li>- Slides from Joe Moore (JM) have been added to GovernorHub for reference.</li> <li>- Curriculum intention has been updated – JM has been working with subject leaders to make a more meaningful intention for each subject.</li> <li>- JM explained how the new curriculum is being taught.</li> <li>- Science and History came out well across both schools in recent peer reviews and might be deep dive subjects for Ofsted.</li> <li>- A reading spine has been created to look at introducing more diverse and inclusive texts.</li> <li>- Data – Phonics was really good at FVP, KS2 SATS really good at TEP. We are hoping for improvements for KS2 SATS data this year.</li> </ul> <p><b>ACTION: TS to create a cheat sheet for governors on the headlines from our data for last year to be used for an Ofsted visit.</b></p> <p>Teaching and Learning is generally good across both schools with support in place where needed. The 5 a day approach going well, with children receiving interventions within the classroom.</p> <p>HM has been in touch with the English lead at TEP but not yet FVP – to meet in January.</p> <p>TS will be leading on Writing at FVP and Shelley Mack at TEP so HM will be in touch with them about this. Shelley has undertaken a training course in the Hampshire method to support her work on this.</p> <p>PPG meetings to take place in January.</p>	<p><b>TS</b></p>
<p>12</p>	<p><b>Summary of Resources meeting</b></p> <p>PF and TS have been advised to wait for the period 4 figures to get an idea of where we are year to date.</p> <p>FVP was on -£112k; TEP was at £134k when we approved the last budget.</p> <p>FVP was just under -£49k at the end of last year.</p>	



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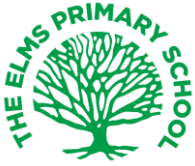
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	<p>TEP finished the year on £102,500 so slightly overspent but this was spent on resources.</p> <p>Overall we ended the year in a better position than we had expected.</p> <p>PF explained that once the school budgets are more stable we will be able to submit separate budgets for each school.</p> <p>This is connected to the consultation which is running until January, about reducing the PAN number at TEP from 60 to 30.</p> <p>PF explained the effects of not reducing the PAN – mainly it will affect the budget as we would need to staff an extra classroom.</p>	
13	<p><b>Health and Safety update</b> AP gave an update:</p> <p>AP met with Alex Hancock recently and noted the following at TEP:</p> <ul style="list-style-type: none"> <li>- The volume of risk assessments completed by TS and CI-J is really impressive.</li> <li>- External hiring of TEP and requirement of DBS checks was discussed.</li> <li>- Alex is updating all of the COSHH profiles.</li> <li>- Asbestos awareness training taking place for TS and CI-J.</li> <li>- Block B toilets need some maintenance.</li> <li>- The protective barrier on the roof of the dining hall has been deemed to be no longer legally compliant – quotes are being received to replace this but likely to be a few thousand pounds to replace.</li> </ul> <p>TS explained that we will need to ask FLT if they might help to fund this and also the IT upgrade which will be needed.</p> <p><b>ACTION: TS will raise this with Anne Lynn.</b></p> <p>AW suggested it would be worth investigating the legalities of how many staff toilets are needed for our current number of staff.</p> <p>FS gave an update for Term 1 and 2 at FVP:</p> <p>There were some actions outstanding at the last audit which he will check in January:</p> <ul style="list-style-type: none"> <li>- H&amp;S policy – there is a statement on the school website but there is an FLT policy so</li> </ul>	TS



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	<p>should we have this on the FVP website? JB confirmed that the Trust policy is just being updated so this will be added once it has been completed and agreed by Trustees.</p> <ul style="list-style-type: none"> <li>- Business continuity plan – TS confirmed that this has now been created for both schools.</li> <li>First Aid information – JB explained that we want to get a picture board for staff and will then add coloured dots to show if they are first aid trained. JB confirmed all staff except those who are new are now first aid trained.</li> <li>- IOASH managing safety training – JB confirmed has been completed.</li> <li>- Fire doors – JB confirmed that these are not actually fire doors so Alex has changed the sign to say emergency doors. They will open if the alarm goes off.</li> </ul> <p>Alex is still looking into what to do about the door which needs to be unlocked as if we change this to a fire push door our younger children may be able to escape from the building.</p> <p><i>Has the building officially been handed over now?</i> JB: Yes but the builders are still trying to fix snagging issues. Alex has to be on site when there are contractors there to check what they are doing. JB explained that there are issues with a leaking roof in heavy rain going into two of the classrooms. If issues are related to issues which have added to our snagging list then the contractor is still obliged to return to fix these. The outside space at FVP is also still being looked at as we have no shade in the summer and there is little grass. JB confirmed that FLT and OCC are aware of the issues and OCC has kept back some of the money from ISG. Jo Ray is working with OCC to resolve these issues.</p> <p><i>Governors recognised all of the work that Alex is carrying out to try to get the snagging issues fixed and thanked him for this.</i></p> <p><i>Is there a cost to us for him attending to meet with contractors?</i> JB: Most of this is covered in the fee that we already pay him.</p>	
14	<p><b>Summary of safeguarding visits to both schools</b> PF asked for those governors who have not yet completed any required training to do this ASAP so that we can update the SCR at both schools.</p>	



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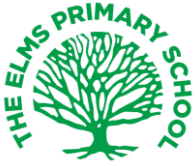
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**MINUTES**

	<p>PF and MO will be carrying out a pupil voice soon.</p> <p>A positive report from TEP was uploaded by CI-J to show the actions taken by TEP on a safeguarding case.</p>	
15	<p><b>Risk reviews</b> <i>What do you think are the biggest risks to both schools and what are you doing to try to mitigate risks?</i> TS: I think it says on the plan?</p> <p><i>FVP – is staff absence high? Is it a concern?</i> TS: This is due to one staff member only.</p> <p><i>TEP – staff turnover has been high? Do you see this stabilising?</i> TS: Yes – see above.</p> <p><i>One staff member with high levels of absence – are you dealing with this?</i> TS: Yes, there is lots of support in place for this staff member. We also have to follow the protocol for staff absence and issue a stage one incident in terms of holding them to account.</p> <p><i>Are you receiving support from FVP?</i> TS: Not currently but there is some support available if we need it.</p>	
<b>Strategic Matters</b>		
16	<p><b>Finance</b> - Pay committee PF confirmed that otherwise the report was accepted by the pay committee.</p>	
17	<p><b>School Development Plan</b> TS explained that each school had about 30 points for development and we have now moved most of these forward. Each member of the SLT has been given responsibility for a few of these items and we have asked that they are completed by February.</p> <p><i>Could we see the updated peer reviews?</i> ACTION: TS to add the updated reviews and action plans to GH for HM and PF to read.</p>	



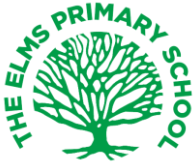
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## MINUTES

	JB explained that she has spoken with MO about GDPR reports for the school and he will be coming into school soon to look at the issues raised by the audits.	
18	<b>Inspection Data Summary Report</b> Covered in leadership reports.	
	<b>Other Matters</b>	
19	<b>Pupil/parent/staff surveys</b> TS explained that these will be sent out shortly. <b>ACTION: To be added to the agenda for the next meeting.</b>	<b>AM</b>
20	<p><b>Any other business agreed as being urgent.</b></p> <p><b>GDPR</b> <i>Who is the link for GDPR in each school?</i> TS: HoS</p> <p><i>I believe there was a GDPR audit recently at FVP? Is one planned for TEP and when?</i> <i>We have to keep this up to date on a system called WorkNest.</i> TS: FLT will let us know when.</p> <p><i>Could some guidance be given to the GDPR link governor on what action is required from them?</i> TS: There doesn't need to be a Link Governor for GDPR, but if the LGB chooses to have one the usual role description applies. This from GovernorHub: The role of a link governor This will vary according to the remit of the role, but link governors will generally:</p> <ul style="list-style-type: none"> <li>· Make pre-arranged visits to the school, with a clear focus</li> <li>· Keep the governing board informed about the area for which they're responsible, and act as a link between governors and staff</li> <li>· Support the member of staff who is responsible for their particular area/subject</li> <li>· Develop knowledge in their specialist area and take part in relevant training</li> <li>· Make sure the school has relevant policies in place</li> <li>· Monitor the implementation of the school's strategy in their specialist area</li> </ul> <p>This is from GovernorHub Knowledge: Allocating link governor roles   GovernorHub Knowledge (thekeysupport.com)</p> <p><b>Faringdon Remembrance Parade 23</b></p>	



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### MINUTES

	<p><i>Lots of representation from local groups (cadets/scouts etc). Has any consideration been given to the schools laying wreaths and having a pupil presence?</i></p> <p>TS: Not as far as I know – could be something we look at for next year.</p> <p>TS confirmed that there is lots of new activity planned for next year:</p> <ul style="list-style-type: none"> <li>· Vision evening</li> <li>· Book at Bedtime</li> <li>· International Celebration</li> <li>· Singing at Care Home</li> </ul> <p>Safeguarding review:</p> <p><b>ACTION: Governors to review the reports uploaded to GovernorHub and respond to TS about these by Monday 11<sup>th</sup> December as they need to be submitted by the end of the year.</b></p> <p>AP would like to step back from the Vice Chair role at the end of this academic year and asked governors to consider whether they might take this on next year.</p>	<b>ALL</b>
21	<p>Next Meeting Dates (full LGB): <b>30<sup>th</sup> January 2024</b></p>	