



**Folly View**  
PRIMARY SCHOOL

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GLOUCESTER STREET  
FARINGDON  
OXON  
SN7 7HZ  
<https://www.theelmsprimary.co.uk/>  
t: 01367 240232

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PRESTON PLACE  
FARINGDON  
OXON  
SN7 7XE  
<https://www.follyviewprimary.co.uk>  
t: 01367 240655

## MINUTES

<b>Meeting</b>	Full Governing Body	<b>Where</b>	Online
<b>Date</b>	Monday 20 <sup>th</sup> November 2023	<b>Time</b>	6.30pm
<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), Michael Outen (MG, parent governor), Emma Ellins (EE, parent governor), Debbie Hulme (DH, community governor), Adam Pickford (AP, community governor), Hazel Meckler (HM, community governor), Alexandra Molton (AM, Clerk),		

No	Description	Action
<b>Procedural Matters</b>		
1	<b>Welcome new members, visitors or staff presenting</b> PF welcomed governors to the meeting.	
2	<b>To review our visions and values</b> PF shared what is currently on each school website regarding our visions and values. The curriculum vision and values is already on the website as part of the curriculum plans.  Staff have been asked whether we should adopt a motto or tagline to sum up our values and a few ideas were put forward:  <ul style="list-style-type: none"> <li>- Together we achieve</li> <li>- Be you; be amazing</li> <li>- Learning today; leading tomorrow</li> <li>- Be the best that you can be</li> <li>- Together we belong</li> <li>- Dream it; believe it; achieve it</li> <li>- Nurture, Education and Aspiration</li> <li>- Education is power</li> <li>- Empathy Aspirations Belonging</li> </ul>	



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	<p>When asked which three values they felt were most important, staff felt that kindness, respect and aspiration/resilience were the most important.</p> <p>When asked what is their hope for our children, answers centred around</p> <ul style="list-style-type: none"> <li>- A love of learning</li> <li>- Feeling safe/loved/cared for</li> <li>- Feeling happy</li> <li>- Being kind</li> </ul> <p>TS suggested that if we chose six core values we could focus on one each half term.</p> <p>TS explained that respect and inclusiveness were mentioned a lot in the staff surveys, and also the parent surveys too.</p> <p>The values identified as most important by parents were kindness, resilience and determination/aspiration.</p> <p>PF asked governors to consider what motto or tagline we might adopt for our schools, and also to consider the values that they felt were most important, and to add these to a spreadsheet set up to capture this information, which is saved in the Visions and Values folder on GovernorHub.</p> <p><b>ACTION: Governors to submit ideas and feedback by Friday 24<sup>th</sup> November.</b></p>	
3	<p><b>Election of Chair, Vice Chair and committee chairs</b></p> <p>PF gave a brief statement about why she would like to be voted in as Chair again this year. PF left the room and a vote was taken and a confidential vote was taken. The LGB elected PF as Chair of the LGB for one year.</p> <p>AP had nominated himself to be elected as Vice Chair. He was not in attendance at the meeting when the confidential vote was taken but was elected as Vice Chair by the LGB.</p> <p>HM has volunteered to Chair the QoE committee and AP will take on some of the H&amp;S work to support FS.</p> <p>PF is the current Chair of the Resources committee but asked for anyone who would like to take this role on to contact her.</p>	



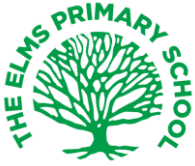
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4	<p><b>LGB update:</b></p> <ul style="list-style-type: none"> <li>- Parent governors</li> </ul> <p>After consultation with the Trust and DH it has been agreed that DH will move into one of the parent governor spaces on the LGB. This is due to the LGB having too many parents and needing to attract another community governor from outside the school community. AP will remain as a community governor. PF explained that IP wants to step down in his role as parent governor now rather than when his term finishes in November.</p> <p><b>ACTION: AM to put together the necessary paperwork for a parent governor election.</b></p> <ul style="list-style-type: none"> <li>- Community governors</li> </ul> <p>CT has been voted in as a new community governor, leaving one community governor space. TS has a contact who might be interested to join the LGB as a community governor. TS confirmed that she has a background with children in care and those dealing with trauma.</p> <p><b>ACTION: TS to confirm if her contact would like to join the LGB.</b></p> <p>SF has now been voted in as an associate governor for a one year term.</p> <ul style="list-style-type: none"> <li>- Link governor roles</li> </ul> <p>PF has uploaded a document to GovernorHub to confirm which areas everyone is currently a link governor for.</p> <p>CT to become the link governor for PE and Sports Premium.</p> <p><b>ACTION: Governors to contact PF if they have any concerns about their current link governor role.</b></p>	<p>AM</p> <p>TS</p> <p>ALL</p>
5	<p><b>Declaration of any personal or business interests</b></p> <p>PF asked everyone to update their profile on GovernorHub, read and confirm KCSiE and governor Code of Conduct and tick to confirm these.</p> <p>AM confirmed that governors also need to update and confirm their Declarations of Interest for this year.</p>	<p>ALL</p>
6	<p><b>Minutes of the last meeting on 17<sup>th</sup> July 2023</b></p> <p>AM confirmed that she had completed her action to remove previous governors from GovernorHub.</p> <p>The minutes were accepted as a true and accurate record of the meeting.</p> <p><b>ACTION: AM to mark the minutes as signed on GovernorHub and upload to both school websites.</b></p>	<p>AM</p>
7	<p><b>Verbal updates on schools</b></p>	



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<p>TS gave an update: Two inset days were held at the start of term where staff did a mix of training sessions, including safeguarding, being trauma informed, culture and values. TA's attended on the second day. Both schools have started the year very positively and seem very calm and settled. TS carried out a learning walk at FVP last week with JB and has started doing these this week with CI-J. There are some tweaks to be made to the curriculum and teaching and learning at both schools.</p> <p><i>Are you feeling settled in your new role?</i> TS: I am, after some frustrating days of not being able to access online resources and IT systems.</p> <p><i>Is there a plan in place for when you can access everything?</i> TS: Headteacher inductions are in early October so I should be able to access everything after that. We will be feeding back on these frustrations to the Trust.</p> <p>We all want the schools to be in the best place as soon as possible. The general feeling amongst staff is overall positive. CI-J reiterated that staff seem to feel quite positive and are looking forward to a positive year. JB agreed. HM concurred that everyone has had a good break and come back to school feeling fresh and hoping that things will be changing in a positive way.</p> <p><i>Have you struggled to access some things too, CI-J?</i> CI-J: Yes but I have just tried to get on with things. It has been a very busy start to the year but I've loved it.</p> <p>AP joined the meeting in person at 6.28pm.</p> <p>CI-J explained that he has changed the start and end of the day routine which has made the school safer in terms of safeguarding. This has been positively supported by staff and TAs.</p> <p>TS felt that staff at both schools have been very welcoming.</p>	
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<p><i>Do you have any concerns?</i> CI-J: Just the start and end of the day routine in terms of safeguarding, but I have now altered this. There are also some concerns with staffing; we have recruited a TA and new teacher and we need to recruit another new teacher.</p> <p><i>Are plans in place for this?</i> CI-J: We showed around a good potential candidate for the teacher role today.</p> <p>JB gave an update: JB explained that there have been some issues with capacity at FVP too; a TA withdrew from the role they had been recruited to just before the holidays. Another is on sick leave until at least October so this is leaving some gaps in staffing.</p> <p>A PTA meeting took place and 20 parents came ahead to join this, which is very positive.</p> <p>JB explained that all of the snagging which was due to take place over the summer has not taken place and the Trust is concerned that these need to be rectified before we are due to take over the school building in November.</p> <p><i>What kind of issues?</i> JB: We have a leaking skylight in the Nursery which leaks every time it rains and this still needs to be fixed. This has resulted in some staining which needs repainting.</p> <p>Sports for Champions will be taking place soon. Year 4 start their swimming soon and will be walking to the leisure centre from FVP as FCC have allowed FVP to have a key for the gate to their footpath.</p> <p><i>Are you feeling settled?</i> JB: Yes although I am still being pulled on for safeguarding issues. This should be better once Helen Cox is in post as the Deputy Head full time at FVP.</p> <p><i>When is HC due to start?</i></p>	
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	TS: We are just waiting for the Trust to move her across.	
<b>Ensuring Accountability (<i>governor questions and comments in italics</i>)</b>		
	<p><b>Sports premium reports</b> These were uploaded to GovernorHub ahead of the meeting or governors to review:</p> <p>TEP <i>Do all children take part in PE lessons regardless of SEND needs?</i> TS: Yes, and adaptations take place where necessary.</p> <p><i>Was the PE lead able to carry out pupil voice during the academic year? If so, are we able to overall responses?</i> TS: Yes the PE lead did carry out pupil voice.</p> <p><i>Are all staff using REAL PE?</i> TS: Yes are all using Real PE but a few staff are not very keen on using it.</p> <p><i>Do we have appropriate PE equipment for all age ranges in our school?</i> CI-J: Yes, but Rob will be checking this as part of his remit in his new role as PE lead.</p> <p>FVP <i>Total spend equates to £19,422 but allocation was £27118. Why was the total allocation not spent? What happens to the money that has not been spent?</i> JB confirmed that FVP spent some sports premium money on things for Year 4s to use this year. We are unable to spend it all as there are still some issues with outside space which need to be rectified before we can use this. Allowances are made in term of funding when schools are new so this will roll on this year. JB confirmed that the money that we saved last year will be spent this year. <b>ACTION: TS/JB to make this clearer in the report before it is published on the school website.</b></p> <p><i>Is there appropriate PE equipment as school is growing and older year groups using equipment?</i> JB: Yes</p> <p>The LGB accepted these policies, to be published with the suggested amendments.</p>	
8		TS



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9	<p><b>Policies</b></p> <ul style="list-style-type: none"> <li>- Safeguarding</li> <li>- ED&amp;I</li> <li>- Safer recruitment</li> </ul> <p>Policies for both schools were uploaded to GovernorHub ahead of the meeting for the LGB to review. All policies were accepted by the LGB.</p>	
<b>Strategic Matters</b>		
10	<p><b>Ofsted preparation</b></p> <p><i>On the 90 minute narrative document for The Elms, we have science, maths, early reading and writing as the school's current strengths. At Folly View, the strengths are recorded as history, science and early reading. Are we expecting/anticipating deep dives in these subjects during OFSTED? Which foundation subjects are we hoping to have deep dives in at TEP? Are those subject leads well prepared and confident for this?</i></p> <p>TS: Deep dives areas have been selected for both schools as far as Ofsted will allow us to choose – they are picking up music and art more over the last few months, having focused on humanities last year.</p> <p>We are looking at Science or DT (or History) at FVP.</p> <p>TEP deep dives would be Science, History as a developing subject (it has a new lead this year, Mr Saunders). We are also possibly looking at PE as this did particularly well last year.</p> <p>Plus Ofsted will definitely look at reading, maths and likely also writing.</p> <p>TS suggested that writing may be looked at as part of early reading.</p> <p><i>Are staff feeling confident and prepared?</i></p> <p>TS: They are prepared but not necessarily confident.</p> <p>JB confirmed that buddying up the subject leads across both schools has helped to make this stronger in terms of those who are newer leads to providing support, guidance and background knowledge too those newer subject leaders.</p> <p><i>Will it be possible for the previous subject lead in the school to be involved in the conversation with Ofsted?</i></p> <p>CI-J: Yes, and this would be better than having one subject lead from each school in the meeting.</p>	



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	<p><i>Will both schools be visited by Ofsted at the same time?</i> TS: No, they are seen as separate schools.</p> <p><i>Can we have an updated sheet for number of PP/SEND/EHCP for this academic year? I know this will change as we move through the year but will be useful to compare against last year. It would be useful to have updated number of classes in year groups.</i> TS: This has been updated and will be added to GovernorHub.</p> <p><i>How do Ofsted choose the governors who will be involved in the visit?</i> PF confirmed that it is more a case of which governors are available and willing to speak to Ofsted, rather than them choosing which ones they want to see. Inspectors want to know that governors understand their schools, their strengths and weaknesses and that they understand the context of their schools. PF asked for governors to let her know if they would like to be one of the governors to speak to Ofsted when they come.</p>	
11	<p><b>School Development Plan</b> <i>Moving cover teachers from a grade 6 to a grade 8 would be a discussion for the Trust as all schools should be paying the same for the same role. What implication would this have on the budget and what is the reason for moving from grade 6 to 8?</i> TS suggested that this does not need to go ahead now as we have TA's who are happy to provide extra help as cover supervisors and be paid this at grade 6.</p> <p><i>What grade are they paid at now?</i> JB: Grade 4, so the difference in terms of wages is not much. We have advised staff that this is a good way for them to continue their professional development, especially for those that want to train as teachers or HLTAs in the future.</p> <p><i>So the aim is to use the supply budget on this?</i> CI-J: Yes, so that we are using internal staff rather than external resources. JB explained it is also about expanding capacity at FVP as there is not currently enough cover for subject leads to have all of the release time that they need. TS suggested that once things have settled down JB, CI-J and TS could provide some cover to help with this.</p>	



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*How embedded is the EEF's '5 a day approach' at the moment and what are the benefits of embedding this across both schools?*

TS: It is becoming more established. This five a day approach comes from their research – it is about having as good an offer for the SEN children in the classroom as the other children. The 5 strands are:

- Explicit instruction
- Cognitive and metacognitive strategies
- Scaffolding
- Flexible grouping
- Using technology

*So as we move through this and next term will we have more time to embed these?*

TS: Yes, we have begun this in an inset task and will use this more as the year goes on. We will be using this as part of our learning walks too.

*Have TEP office staff received training from FVP staff in relation to running attendance reports and tracking attendance more thoroughly? FVP was much stronger at this than TEP last academic year.*

JB explained that she has shared the tracking system with Shelly MacIntosh (SM) and FVP office staff have also come to TEP to share with the office staff how to put together these reports. CI-J confirmed that going forward SM will be leading on tracking attendance at TEP and hopefully Jessica Fowler (SEND Administrator) might be able to support with putting together these reports regularly.

*Is collaboration between both schools happening more and more now?*

JB: Yes, it makes more sense for us to use in-house resources to teach each other rather than using outside training resources.

*How is this celebrated?*

TS suggested that this should be celebrated by her when contacting all staff.

ACTION: TS will build this into her regular updates to staff.



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<p><i>Will we then roll this out across teaching staff?</i> CI-J: Yes, they will be informed about the process although the office staff are the front line in terms of dealing with this. Teachers will start to take the lead on making the first call to parents to find out why children are not in school as often they are the first to see patterns in attendance.</p> <p><i>How is assessment being embedded consistently across all subjects at both schools?</i> CI-J confirmed that there has been some training on FFT to be used this year. Twice a year teachers will input where children are in terms of being on target or at greater depth to keep a track on where children are better during the year. Teachers need to see and be tracking where the children are in terms of where they are.</p> <p><i>Are we not doing this currently?</i> TS: No, there is currently no assessment in foundation subjects. It gives a joined-up approach on what they are doing in lessons and assessment.</p> <p><i>What support is being put in place to help FVP with Quality of education and Early years?</i> TS: Quite a lot. All the teachers at FVP have come to learn from our lead, Shelley Howell (SH) to see how to teach Phonics and Early Years. She has also visited FVP to see what is happening and help to move things forward there. JB confirmed that moving forward SH will be based at FVP for 1.5 hours per fortnight to provide support in Phonics. Joe Moore will also be based at FVP some of the time to provide curriculum support.</p> <p><i>How is the teaching across both schools?</i> JB: We have a better balance on this now.</p> <p><i>How are the new Year 3's getting on? They were a tricky cohort last year.</i> JB: They have settled quite well but we are working on getting them settled in the class and ready to learn. HC will be teaching this class some of the time next year which will help to keep them on track. TS suggested that if we had higher numbers in Year 3 at FVP we could potentially look to split the class in two which would be beneficial.</p>	
<p><b>Other Matters</b></p>	



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12	<p><b>Wellbeing, Culture and Values Staff Voice</b> <i>How would you describe staff wellbeing at the moment?</i> TS: Staff seem to be positive at the moment. JB explained that staff were happy that to start the year with a staff voice and to feel that they are being heard. HM agreed that it was a good thing to ask for everyone’s voice at the start of the year and even if things which arise from this cannot be changed this is still better for staff morale. <b>ACTION: TS to publish her results on staff voice.</b> CI-J explained that he has been trying to be really positive and keep staff motivated and upbeat. He is trying to give staff as much time as possible, as well as celebrate the smaller moment and successes.</p> <p><i>What are you planning to do/what have you already done to help improve wellbeing?</i> TS: We have lots of plans for this year to try and keep staff positive and motivated this year. We are going to make PPA time as flexible as possible.</p> <p><i>What do you mean?</i> TS: To offer staff to have half a day a week or one day a fortnight, and offer working at home as much as possible. We will try to reduce workload over planning and want to offer time off for those attending late night meetings. SLT support will also be in place for challenging children and situations. We want to improve pastoral support for FVP and recruit a new SENCo at TEP. We will also try to support important family events like sports days/ school plays etc. where it is possible to provide cover so that staff can attend these. CI-J explained that he and JB have started to do weekly briefings to celebrate good things which have taken place and give staff a heads up on things that are coming up in the next week which have been positively received. JB explained that staff meetings are also being alternated at FVP so that all staff can attend even if they work part time.</p> <p>On the FVP website DH’s name is spelt wrong. <b>ACTION: AM to rectify this.</b></p> <p><i>Helen Cox is still listed on TEP as DDSL is this correct?</i></p>	<p>TS</p> <p>AM</p>
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	<p>CI-J: Yes.</p> <p><i>Sept 2023 – Whole school generalist training is due, has this been planned?</i> CI-J: Generalist training took place on an inset day and mop up days have taken place too so all staff have been Safeguarding trained this year.</p> <p><i>Who will be doing safer recruitment training moving forwards?</i> Most of the SLT are safer recruitment trained, as are PF and Alex in the office at FVP.</p> <p><i>Was this through the National College?</i> CI-J: Yes.</p>	
13	<p><b>Any other business agreed as being urgent.</b> PF explained that the LGB needs to make some improvements this year:</p> <ul style="list-style-type: none"> <li>- In terms of providing information or responses to the clerk.</li> <li>- At completing information when it comes out to us and ensure that documents are returned on time where relevant.</li> <li>- Uploading reports to GovernorHub from link visits/learning walks etc. once these have been shared with staff and confirmed. This is especially important with Ofsted imminent.</li> </ul> <p><i>What if we have tried to contact subject leads but not had responses from them – can we remind staff that we need to meet?</i> PF: Hopefully this will change this year as we will be more organised in terms of when the link visits will be taking place. HM and I will be setting prospective dates when these visits can take place and so this should make it easier for governors to meet with staff.</p> <p><i>What format do you want these reports in?</i> <b>ACTION: PF to upload a template for these to GovernorHub for this year so that we are all asking the same questions.</b></p> <p><i>Who is the maths lead for TEP?</i> <b>ACTION: JB and CI-J to ensure that the link governor document on GovernorHub is up to date with the correct subject leads.</b></p>	<p>PF</p> <p>JB/CI-J</p>



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<p>AP suggested looking at previous subject link governor reports to get an idea of the kind of questions which are being asked. PF also suggested other governors could provide some support to new governors in terms of carrying out the visits.</p> <p>TS had uploaded the SEND report for FVP and TEP for this term to GH. PF asked governors to read these and respond to agree or with any questions by this Friday so that they can be uploaded to the school websites, as this is a statutory requirement.</p> <p><u>SEND Report TEP</u></p> <p><i>SEMH % is much higher than national. Is this linked to the Faringdon area or are all Trust schools finding a similar pattern? What do you think has caused this figure to nearly double in the past year?</i></p> <p>TS: The last reported official figures were in 2020. Unofficial figures for 2023 suggest it is now closer to 31%. Percentages have risen dramatically since 2020. However, I have changed the TEP SEMH national figure to 19.56% in line with the source used at FVP.</p> <p><i>KS1 and 2 SATs results info tables are blank. Should this be filled in with data?</i></p> <p>TS: We have the unofficial release figures, so they will be completed once published.</p> <p><i>Do any particular year groups concern you when looking at SEND progress?</i></p> <p>TS: Year 5 – reading. We have a focus on reading quality texts and more time given over to reading and comprehension this year.</p> <p><i>Fixed term exclusions for SEND and EHCP are incredibly high compared to non-SEND. What is being done to help improve this?</i></p>
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GLOUCESTER STREET  
FARINGDON  
OXON  
SN7 7HZ  
<https://www.theelmsprimary.co.uk/>  
t: 01367 240232

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PRESTON PLACE  
FARINGDON  
OXON  
SN7 7XE  
[https://www.follyviewprimary.co.uk](https://www.follyviewprimary.co.uk/)  
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## MINUTES

<p>TS: We are trying to manage them better in school.</p> <p><i>Should this be identified as a priority for this academic year to reduce % of FTE for this group of students? Yes, will add to SDP.</i></p> <p>TS: This is due to the high SEMH %. The figures have also been skewed by 1 child being on a part timetable all year. They are currently awaiting specialist provision and are being provided with alternative provision off site.</p> <p><i>SEND funding table - should notional budget have a comma rather than a full stop? It currently reads as £182. 789</i></p> <p>TS: Yes I have amended this.</p> <p><i>Is ELSA up and running at TEP now? How many children will benefit from this?</i></p> <p>TS: Yes it is.14 pupils, all in KS2.</p> <p><i>Is the new SENDCo full time?</i></p> <p>TS: She will be 0.6, as that is the number specified in the budget. She also has a full time administrator to add capacity.</p> <p><u>SEND Report FVP</u></p> <p><i>When looking at the areas of need table at the start of the report, why are the national %s different for the TEP and FVP report? Shouldn't these % be the same if they are national figures?</i></p> <p>TS: The data varies from site to site depending on when the information was taken. The numbers FVP have used are from this report: <a href="https://www.gov.uk/government/statistics/special-educational-needs-in-england">Special educational needs in England, Academic year 2022/23 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)</a></p>	
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## MINUTES

<p><i>Should be SEND register in report rather than SEN register.</i> TS: The government refers to Special educational needs not special educational needs and disabilities. As per previous report &amp; documentation.</p> <p><i>What is an EYFS RAF?</i> TS: EYFS request for additional funding.</p> <p><i>SEND provision table on p4, question says ' Which external professionals have been involved in providing support? What has been the impact of external agency work? A list of external professionals is given in the table but there is no discussion about the impact of external agency work.</i> TS: Educational Psychologist: Anne-Marie Bavistock – The information captured by the EP has been valuable to identify good practice across the school and support staff and parents of where to support their child next. She has provided no names advice within a whole class and has written reports for individual children as part of the traded service. SENSS C&amp;I Advisory Teacher: Rhonda Oliver &amp; SENSS C&amp;I Support Worker: Ken Bradshaw – They have provided a range of interventions up until February which included an enhanced transition to the new site and support for children with emotional regulation. Training was also provided for SCERTS and support for staff to understand autism further. The children on this case load have transitioned well into the new building. Following February both members of staff were off sick. SENSS EYSEN Physical Disability Teacher: Amanda Boyden &amp; SENSS EYSEN Physical Disability Support Worker: Michelle Holt – They have directly supported two children with physical disabilities, providing specialist training for staff working with these children. This has had a positive impact on the support delivered to these children and has upskilled staff to support these children further. Physio Therapist: Jo Mercer &amp; Occupational Therapist: Lori Sheffield – Direct support for 2 children including training and providing equipment and physical support to ensure the school is accessible. Speech &amp; Language Therapist: Kiran Kamal &amp; Sara Lavaggi &amp; Speech &amp; Language support: Paula Chester. The level of support has been alongside statutory guidance and a range of children have undertaken specialised blocks of support. Kiran has also supported the school to develop the assessment methods so more children were identified as needing SALT despite not meeting</p>	
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## MINUTES

<p>the threshold staff have been able to provide this support. Art Therapist: George O’Shaughnessy &amp; Play Therapist: Laura Wright &amp; The Mulberry Bush School: Ray Burrows – Specialised 1:1 support with specific children to support emotional regulation. Positive impact on children engaging with support and with school.</p> <p><i>What are the drivers of our schools SEN numbers, as greater than national average by quite a bit, is this through better assessment provision at local level in comparison to other counties?</i> TS: It is partly due to the SENCos being proactive. Also the demographics of Faringdon have altered recently, to include highest 10% deprivation of national figures. Areas that score inside the 10% most deprived within Vale of White Horse are in parts of Faringdon.</p> <p><i>Do we hold data on other local schools within Oxfordshire to see what we compare like locally rather than nationally?</i> TS: No, but when the DfE updates this year we might be able to carry out a benchmarking exercise. You can look at specific trends and areas on this website: <a href="#">Home   LG Inform (local.gov.uk)</a></p> <p><i>What are the drivers behind SEND growth (TEP), I think we had increase in SEN support of around 14%, is this purely demographic growth thus SEN requirement increased? Mentioned in report number on roll and being a through school increased number of students (last year’s we had no SEN 345, SEN 69 and EHCP 22 this overall greater number of students on the roll than in 2022/23 so just trying to understand the statement?)</i> TS: Good question. There have been a number of pupils entering EYFS and KS1 already identified with SEN need.</p> <p><i>Y5 progress in reading is low, is there specific reason, as average across the years is fairly high?</i> TS: Difficult to answer this question, as I don’t have access to previous reports.</p> <p>TS had uploaded the Ofsted report on OCC to GovernorHub, which was a very negative report. Hopefully this report, with a clear list of actions needed, will help to make improvements going forward. JB confirmed that OCC have already made some changes in terms of leadership.</p>	
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## MINUTES

	<p>Thanks to TS for all of her work so far and the impact that she has made already. TS reiterated that she is really enjoying working with CI-J and JB so far. CI-J also thanked JB for her support whilst he is settling in and thanks to the governors too.</p> <p><i>It is good to see TS and CI-J on the school gates and there has been positive feedback from parents on this.</i></p> <p>PF informed governors that on 11<sup>th</sup> October there is a Trust governance seminar, which is being carried out by an outside provider. There is an expectation for governors to attend if possible!</p> <p>Meeting closed at 7.45pm.</p>	
14	<p><b>Next Meeting Dates (full LGB): Tuesday 5<sup>th</sup> December 2023</b></p>	