



Faringdon Junior School

Gloucester Street Faringdon Oxon SN7 7HZ

Tel: 01367 240232

office.2562@faringdon-jun.oxon.sch.uk

Part of the Faringdon Academy of Schools

Headteacher- Sharon Farrell

Chair of Governors - Mr Adam Pickford

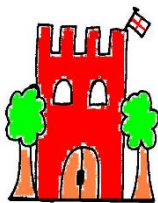
Meeting	Local Governing Body (LGB)	Where	Faringdon Junior School
Date	Monday 13 January 2020	Time	6.30 pm
Attendees	David Border (DB, community governor), Heather Bourne (HB, staff governor), Anthony Cook (AC, vice-chair, community governor), Dawn El-Masri (DEM, community governor), Sharon Farrell (SF, head teacher), Pauline Forbes (PF, associate member), Adam Pickford (AP, chair, parent governor), Ian Pugh (IP, parent governor), John Turner (JT, community governor)		
Apologies	Caroline Tilling (CT, parent governor), Susan Long (SL, community governor)		
Clerk	Octavia Kelly (OFK)		

MINUTES

Meeting started at 1840

Welcome and opening business	
Welcome, quoracy and apologies Meeting was quorate. Apologies were received from Caroline Tilling and accepted, and from Susan Long and noted.	
Urgent matters as previously notified to the Chair None	
Declarations of pecuniary interests None	
Minutes (confidential and non-confidential) of last LGB meeting (18 November 2019) were approved	

Final version for signing by chair



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<p>Matters arising from minutes of LGB meeting on 18 November 2019</p> <ul style="list-style-type: none"> • Lisa Row, school administrator, has been elected to replace Kayleigh Taylor as the support staff governor. • Pauline Forbes is now attending meetings in her capacity as associate member and science link member. • Clarification was sought as to whether the responsibility for ensuring that governors have undergone safeguarding and Prevent training, and for collating the certificates to prove that they have done so, lies with the school administrator or with the clerk. 	
<p>ACTION: OK to seek advice from SV as to whether responsibility for ensuring all governors have undergone safeguarding and Prevent training lies with the school administrator or the clerk and to suggest that the links to the training be included on the new governor details form.</p>	OK
<ul style="list-style-type: none"> • All governors now have access to dropbox. • Governors are reminded to ensure they follow up any actions assigned to them. • Governor responsibility list has been updated by AP and is now available in Dropbox. • Some governors have found it difficult to navigate Slido. 	
<p>ACTION AC to give demonstration of Slido.</p>	AC
<p>ACTION OK to ask SV for generic email address for FJS governors.</p>	OK
<p>SL's term as a community governor is due to expire in March.</p>	
<p>ACTION AP to follow up with SL.</p>	AP
<p>Approval of residential trips</p> <p>A trip for Y6s to Manor Adventure, Shropshire on 3-6 July is planned. 54 out of 80 children are booked on the trip and 5 staff will be going. An unusually high number of children – normally it is around 15 – children are not going on the trip this year. The reasons for this are unclear but do not necessarily relate to cost. One factor may be the inset day on 3 July: families may wish to take advantage of the long weekend for other activities. At least one governor will go; governors who do go will need to stay for the duration.</p>	

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<p>SDP</p> <p>SF highlighted important aspects of the document. Governors were encouraged to challenge where appropriate.</p> <p>There is an ongoing drive, in which Louise Warren, Academy Director of Education has been involved and which is strongly linked to Y6 data, to improve standards.</p> <ul style="list-style-type: none">• Following last year's disappointing reading results, reading has been especially closely monitored. Interventions, including 'closing the gap' and one-to-one support for PP and SEND children who are currently unlikely to reach ARE, have been put in place earlier in the year for this Y6 cohort. There is a general focus on reading across the school to ensure everyone is engaged. Means of evidencing improvement have also been established. The timeframe for improvement is tight but progress is already apparent. <p>Intensive post-testing analysis of the reading data from last year's Y6 SATs has revealed where the problems lay, but it is uncertain whether it will be possible this year to increase pre-testing rates of detection of potential pitfalls. However, the lack of opportunities for one-to-one reading that last year's data brought to light is now being addressed, with a budget allocated to 2 afternoons a week of supplementary teaching, and volunteer readers coming in. DEM met with the Reading Lead to discuss how to further enhance development.</p> <p>Culture/love of reading</p> <p>Improvements are difficult to measure as the data is qualitative not quantitative. However, several steps have been taken to promote love of reading:</p> <ul style="list-style-type: none">○ More CPD for teachers:<ul style="list-style-type: none">▪ Increased emphasis on reading▪ Reading strategies▪ Support with planning, especially learning sequences, and engagement○ Exposure to advanced texts eg Shakespeare○ Ys 4 and 5 already visit the public library but other classes will be taken there too○ Increase reading at home – parents are being asked to record when their children read, and there will be a parents' evening on 'Supporting your child's reading'<ul style="list-style-type: none">▪ Children who do not read at home, of whom some are PP, are being identified and will receive extra support in school	
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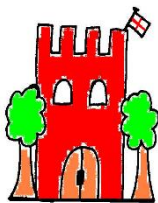
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<ul style="list-style-type: none"> ○ Increased reading with teachers at school and discussion of the text with individual children. ○ Class teachers are acting as role models by telling children what books they themselves are reading ○ There has been a return to the use of the banded book reading scheme ○ The school has bought a large selection of new books ○ Reading buddy scheme – children read to a soft toy and can bring the toy in on Fridays. Older children could also be paired with younger children to help them read. ○ Reading festival is planned; governors could talk about what they like reading ○ Rewards for reading <p>Possible ways of quantifying improvement in the reading culture/love of books:</p> <ul style="list-style-type: none"> ○ Look at data on books borrowed from the school or public library – but the system for borrowing from the school library may skew the data and the public library is unlikely to be able to provide data for confidentiality reasons. ○ Governors’ observations – governors have seen much more reading activity on visits ○ Pupil voices ○ Pupil ‘1 to 10’ ratings of their own love of reading at regular intervals through the year 	
<p>ACTION SF and Stefania Caddick-Adams to liaise with governors over any further support they can provide with reading.</p>	SF
<ul style="list-style-type: none"> • Progress in <i>maths</i> has been seen in Y6 arithmetic since testing at the start of the year. The emphasis will now shift towards reasoning. Written maths methods will receive greater attention this term and Ys 3 and 5 maths skills are still being monitored. Y4 will be doing standardised times tables tests in June and support is being put in place to help staff accustom children to doing timed online tests. <p>The White Rose scheme is used.</p> <p>Alongside his continuing role as writing and SPAG lead, Joe Moore was maths lead in the autumn term, but has this term been replaced in that capacity by Charlotte</p>	

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Mitchell, following completion of her autumn term stint as acting deputy head.

- It is too early to detect progress or otherwise in **writing**. The school will be undergoing Y5 writing moderation by the academy, after which the impact of the writing strategy should become clearer.
- **SPAG** – performance in SPAG last year was excellent, but close monitoring will continue. Joe Moore’s spelling and grammar programs are already up and running.

Spelling is a weakness for SEND children but Helen Cox, SENCo, is addressing the problem and will meet with the SEND link governor, DB, to discuss it.

- **Performing arts** – improving reading has been prioritised over performing arts. However, the Stomp workshop was highly successful, and a ballet workshop for Y4s and a Stagecoach ‘superlearning’ day for Ys 4 and 5 will be held. There is a performing arts emphasis in end of term assemblies. Such events are opportunities for children to see how learning can be applied outside the classroom, and can involve all age groups and male role models for boys, helping to raise aspirations.
- **Teaching and learning** – subject leaders have been monitoring performance in their subjects, though the extent of monitoring has intentionally been varied between subjects from term to term to prevent teacher overload.

Subject leaders have each produced a monitoring form summarising and evaluating impact linked to SDP.

Science monitoring involved:

- A meeting between the link governor (PF) and the subject leader (HB) after school, at which the subject intent and availability of resources for the subject were discussed:
 - Curriculum mapping and how knowledge can be built on and reinforced as children go up through the years.
 - There is a system by which teachers can book science equipment.
 - Start developing child-led science.

The link governor and subject leader also talked to children, both together and separately, then conferred on what they had learned.

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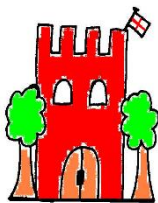
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<ul style="list-style-type: none"> • Action points arising from subject monitoring: <ul style="list-style-type: none"> ○ It emerged from talking to them that some children were unclear on how they were progressing, so pupils are now being encouraged to complete mind maps, which has been very helpful. ○ Data for progress and attainment is now less test-based so more evidence must be drawn from children’s workbooks. Currently such evidence may be lacking, and not reflecting children’s knowledge which is probably greater than the workbooks indicate. <p>The discussion between the science subject leader and link member represents a model for monitoring of all subjects and governor input.</p> <ul style="list-style-type: none"> • Stress use of Ofsted ‘deep -dive’ questions in governor-subject leader conversations • Ensure governors are confident that they know the intent for the subject • Governors should be familiar with curriculum mapping and how knowledge is built up across year groups <p>There is unease among a few subject leaders that they have not yet met with their link governors. However, time pressures during the autumn term may have impaired communication. Teachers should be aware that governors meet them in a supportive, constructive capacity.</p> <p>There will be a British Science Week-related practical science event, held in conjunction with FIS and with help from FCC pupils, for parents and children to join in after school on 9 March.</p>	
<p>ACTION DB to find out if any equipment is available for loan for the event</p>	<p>DB</p>
<ul style="list-style-type: none"> • Attendance – attendance is currently below 95% among SEND/PP children. Targets and support are in place. <p>Overall, however, attendance is at 96% with a school target of 97% (government target is 96%) Persistent in attendance has been reduced, although that of a few children is still being closely monitored.</p> <p>Measures taken to improve attendance:</p>	

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<ul style="list-style-type: none"> ○ Incentives such as postcards ○ TAF ('Team around the family') meetings where attendance does not improve. ○ Children offered breakfast club <ul style="list-style-type: none"> ● Behaviour and attitudes – a great improvement has been seen last year and even since the autumn term, during which incidents were particularly common in Y3, where there is a large proportion of SEND children and children with behavioural problems. There has been a clear reduction in the number of incidents in which certain individual children have been involved. ● PHSE – there is considerable room for improvement in this area, notably around British values. Records are now kept of which children attend what clubs, to try to ensure that more children participate in them. This monitoring had been confined to PP children but is now being widened and is regarded as a 'whole staff', rather than individual staff member, responsibility. Children now watch Newsround so that they gain a greater awareness of current affairs. ● PP – PP lead teacher Doreen Harris has put in place several interventions for PP children. Please see also SPAG and attendance above. <p>Governor feedback on new-style SDP</p> <p>Governors agreed that it is easier to see from the new format what the school's priorities are and how they are being addressed. It is helpful to know what is being done, and issues that require attention but have not yet have been actioned are more easily apparent. However, there needs to be a column for governor input.</p> <p>It was agreed that the school should continue to focus on 'orange' (room for improvement), rather than 'green' (appears to be on track to meet targets) points in the SDP.</p> <p>A single working document should be shared by all and updated by those involved, rather than by SF, as and when contributions are made.</p>	
<p>ACTION All staff and governors to update online SDP to evidence actions.</p>	<p>All</p>
<p>The governors wish to record their thanks for the huge amount of work that SF has put into the SDP.</p>	

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No questions related to the headteacher's report were submitted to SF.	
Block B and related communications – please see confidential minutes.	
Financial update by AC Little to report other than what is contained in the confidential minutes. Greater TA resources are now available following the making of budget provision for 30 extra TA hours per week until the end of the academic year. 3 permanent TAs were recruited at Christmas.	
Safeguarding report – deferred for a second time until the LGB meeting on 27 March because of the postponement by OCC of the introduction of a new format for reporting	
Correspondence None	
AOB A 'Night at the Movies' fundraiser will be held on 8 February.	

Meeting closed 2048

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