

# 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

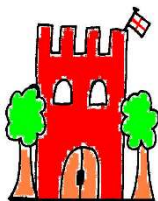
Chair of Governors - Mr Adam Pickford

<b>Meeting</b>	Local Governing Body (LGB)	<b>Where</b>	Faringdon Junior School
<b>Date</b>	Monday 18 November 2019	<b>Time</b>	6.30 pm
<b>Attendees</b>	David Border (DB, community governor), Heather Bourne (HB, staff governor), Anthony Cook (AC, community governor), Dawn El-Masri (DEM, community governor), Sharon Farrell (SF, head teacher), Susan Long (SL, chair, community governor), Adam Pickford (AP, parent governor), Ian Pugh (IP, parent governor), John Turner (JT, community governor)		
<b>Apologies</b>	Caroline Tilling (CT, parent governor)		
<b>In attendance</b>	Charlotte Mitchell (Acting Deputy Head teacher and curriculum leader), Stefania Caddick-Adams, Reading lead teacher)		
<b>Clerk</b>	Octavia Kelly (OFK)		

## MINUTES

### Meeting started at 1840

<b>Welcome and opening business</b>	
<b>Welcome, quoracy and apologies</b>  Meeting was quorate.  Apologies were received from Caroline Tilling and accepted.	
<b>Urgent matters as previously notified to the Chair</b>  None	
<b>Declarations of pecuniary interests</b>  None	
<b>Minutes of last LGB meeting (23 September 2019) were approved</b>	



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<p><b>Matters arising from minutes of LGB meeting on 23 September 2019</b></p> <ul style="list-style-type: none"><li>• <b>OK to put minutes of Performance and Standards and Resources committee from 18-19 in dropbox</b> – these are now available in dropbox and on the ‘Meet the Governor’ page of the school website.</li><li>• <b>Dates of this year’s LGB and resources meetings</b> – have now been fixed and can be found at the bottom of this meeting’s agenda.</li><li>• <b>Copy of SDP</b> – now available in dropbox. SDP discussed below.</li><li>• <b>List of subjects, teachers’ email addresses and associated link governors</b> – now in dropbox.</li><li>• <b>Link governors to meet subject leaders before next LGB meeting</b> – some of these meetings did not take place. A realistic plan for such meetings needs to be devised.</li><li>• <b>Scheme of delegation and Child Protection and Safeguarding policies</b> were adopted out of committee.</li></ul>	
<p><b>Governing body</b></p> <p><b>The new governors were invited to introduce themselves:</b></p> <p><b>Dawn El-Masri</b> – Dawn is a primary teacher and has spent the last 9 years teaching in Dubai in schools with British curriculums. While working there, she was responsible for development of staff to reflect the British curriculum, was an assistant head and led on gifted and talented and after school activities. She is keen to contribute to the local community. She is married with 2 sons, 1 of whom attended FJS.</p> <p><b>Ian Pugh’s</b> daughter, Lizzie, is in Y3. The family, the youngest of whom is only 9 weeks old, live in Faringdon. Ian previously worked for colleges at the University of Oxford and has extensive experience of educational finance. He currently works at Cranfield University on student policies, notably dealing with external regulations and student complaints.</p> <p><b>David Border</b> moved to Faringdon 15 months ago and has since become involved in various community concerns such as Folly Fest. He is a secondary school teacher and after working at state schools, including King Alfred’s and Wallingford, he moved</p>	



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<p>to Abingdon School, where he is a housemaster and responsible for welfare, behaviour and safeguarding, as well as teaching Chemistry, Physics, Art and PHSE.</p> <p>The governors were delighted to welcome these new colleagues who bring such valuable skills to the committee.</p> <p>Other governors introduced themselves. JT is ex-military with grown up children. HB has taught at FJS for 4 years and has been staff governor since last year. She is science lead teacher. AC has been a governor for 5.5 years and works for Pepsico. Susan Long, a governor for 5 years, was the previous chair of governors for 2 years. A teacher, she has spent 25 years working with children and is now in a pastoral role at FCC. She has 2 children.</p> <p><b>Kayleigh Taylor has resigned.</b> The governors thanked her for her great service and wish her all the best for her future career in teaching, the training for which means she unfortunately now lacks the time to be a governor.</p>	
<p><b>ACTION Staff election for replacement support staff governor to be held</b></p>	<p><b>SF/OK</b></p>
<p><b>Skills audit</b> – following the election of a new parent and appointment of two new community governors, it was felt unnecessary to conduct a skills audit at this stage.</p> <p><b>Safeguarding, Prevent and Safer Recruitment Training</b> – all governors must have completed Safeguarding and Prevent training within the last 3 years and have obtained a certificate to prove it. In addition, some governors must have completed safer recruitment training.</p>	
<p><b>ACTION OK to circulate links to Safeguarding and Prevent Training and to ascertain the number of governors required to complete Safer Recruitment Training</b></p>	<p><b>OK</b></p>
<p><b>Post-meeting LGB actions</b> – actions will be entered on the agenda and SDP, to which space has been added for the purpose, in addition to being minuted.</p> <p>The SDP has been refined to focus on 3 core areas - staff wellbeing, pupil outcomes and curriculum - which have been further subdivided into 5 Ofsted areas, with a few aims listed within each area. Staff and governors need to be able to know the 3 core areas. The new, briefer SDP will be more user-friendly, encouraging year-round reference to it by all staff. This meeting focussed on quality of teaching – outcomes</p>	



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and teaching and learning – but other priority areas will feature prominently in future LGB meetings.

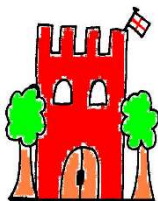
Committee agreed to this system.

**Stefania Caddick-Adams, Reading lead teacher, gave an outline of the current reading strategy**

Reading is a high priority following the summer's disappointing SATs results. Much work was done last year to promote the love of reading but when Stefania began working with James Hood of the Academy Improvement Team in the summer, it was apparent changes were necessary to the reading strategy, though last year's poor outcomes could in part be attributed to the excessive difficulty of the SATs papers. Shortcomings identified include uninspiring lessons, children not reading enough at home and teachers and children being anxious about test failure. Some children are only just at expected level and could easily fall below that under test conditions.

The school has now moved away from the use of carousel teaching which has been found to be ineffective, and Literacy Shed and CLPE reading programs are being brought in. 'Fun' lessons alternate with more in-depth ones, in order to keep children engaged. Analysis of results is as unobtrusive as possible. An attempt is being made to introduce children to a wider variety of literature, including classics, rather than confining them to literature which reflects back their own lifestyles, such as books by Jacqueline Wilson. This should offer children with culturally deprived backgrounds exposure to a broad spectrum of language and ideas. Stefania has found some resistance to her approach from staff, who say they have little time to read in classrooms due to the overloaded curriculum and therefore struggle to act as role models for enthusiastic reading; furthermore, they are fearful of moving away from teaching methods that have worked after a fashion for many years. However, being part of the SLT has given Stefania more authority. Stefania is providing training to the other staff, encouraging them to make reading more enjoyable, more resources, in the form of drama facilities, especially stage lighting, the £16K cost of which will be discussed in the resources meeting on Friday, may be required. The whole school will be participating in a drama workshop given by the man who produced the musical Stomp.

No link governor has been assigned to reading, as Stefania was previously working with James Hood and is now working with Louise Warren, Academy Director of Education, but the governors would like to have a representative work with her on this important priority. FAoS approach allows schools to adopt methodologies of their choice but do require evidence of the efficacy of those methodologies in the



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<p>form of satisfactory outcomes. The adoption of Stefania’s new approach by the school this year is a risk, but change was essential.</p> <p>Governors were impressed by Stefania’s drive and passion were concerned that the emphasis on reading should not be at the expense of outcomes in other subjects. The new approach will be evaluated via assessments and Y6 SATs results, but one year may not be enough to show its full impact.</p> <p>Over the years, the number of drama productions by the school has dwindled. Such productions can be incorporated into the curriculum, with children, for example, writing scripts in English and making props and costumes in DT and will lead to many ‘memorable moments’, whereas more prosaic teaching methods do not inspire children in the same way. On the other hand, productions are extremely time-consuming and even when they have been planned as part of the curriculum can still mean having to catch up on other work afterwards. Last year, SF wanted to focus on improving outcomes but next year there may be more performances.</p>	
<p><b>Stefania left at 1935</b></p>	
<p><b>Breakout groups to discuss aspects of SDP core area “pupil outcomes”</b></p> <p><b>2 groups: (1) quality of education (AC, JT, DB, Charlotte Mitchell and SF) and (2) teaching and learning (DEM, SL, AP, IP, HB)</b></p> <ol style="list-style-type: none"> <li>1. Quality of education – key points from discussion: <ul style="list-style-type: none"> <li>• Probe data more deeply when monitoring</li> <li>• Appoint an English lead Governor</li> <li>• Pupil Voice on the subject</li> <li>• More volunteer readers? Governors to read when they can? - read with a class and measure reading half term in, half term out</li> <li>• Best practice at other schools – where is the information on it?</li> <li>• How do you measure the cultural change among staff, children and parents....?</li> <li>• Curriculum evenings for parents.... How to help them understand the required standards and methods of teaching</li> <li>• Reading in breakfast club?</li> </ul> </li> <li>2. Teaching and learning <ul style="list-style-type: none"> <li>• Evidence of love of learning gathered from: <ul style="list-style-type: none"> <li>○ Pupil voice</li> </ul> </li> </ul> </li> </ol>	



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<ul style="list-style-type: none"> <li>○ Assemblies</li> <li>○ Wow events such as Science Day and drama productions</li> <li>○ Dedicated governor for English</li> <li>○ Encourage parental engagement eg through open afternoons</li> <li>○ Governor presence at events</li> <li>● Academy meetings are very helpful, and KS3 specialist input would be especially appreciated.</li> <li>● Ensure coherently planned/sequenced curriculum – governors to liaise with Charlotte Mitchell, curriculum lead and acting deputy head teacher</li> <li>● Curriculum leads should, and do, have clear guidelines from deputy head teacher</li> <li>● Governors to ensure teaching and learning is strength.</li> </ul> <p>SF added that subject leaders wanted guidance at each timepoint so teaching and learning has been broken down into termly tasks, eg in term 1 knowledge organisers and long-term maps were drawn up, term 2 has been devoted to lesson drop-ins, pupil voices, curriculum planning and interventions for vulnerable groups. Governors should try to ask questions about these issues, perhaps concentrating on one, such as pupil voice. Subject leaders should be forewarned of the topic to be explored so that they can prepare. In addition to self-monitoring, teachers will report on their progress to the SLT, from which a plan for the next term will be drawn up. Improvement will be evident measured by increased enthusiasm among the children and greater retention.</p>	
<p><b>ACTION SF to put SDP outcome-related information on Dropbox. OK to ensure new governors have access to dropbox.</b></p>	<p><b>SF/OK</b></p>
<p><b>Reports</b></p> <p>Rather than discuss them in the meeting, some reports will be circulated, and governors given a deadline before which they should submit any questions. If no questions are received about a report, it will be assumed that governors have no objections to its publication and it will be posted on the school website.</p>	
<p><b>ACTION Governors to submit before Monday 25 November any questions about the:</b></p>	<p><b>SF/AP</b></p>



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- Annual Pupil Premium report
- Annual Sports Premium report

after which these reports will be published on the school website.

## Headteacher's report

No questions about the report were submitted. However, there is an **amendment to the context** for school on page 2. The total number, 95 (29% of the total school roll), of pupil premium children comprises 63 children from low-income families (19%), 26 service children (8%) and 6 children who are looked after or in special guardianship (2%).

**Staffing issues** – several staff have suffered bereavements and 2 others will be having operations in the near future, making it a tough term. The staff wellbeing session, while necessary, will be postponed until circumstances are more appropriate.

The governors wish to thank staff for their continuing hard work and determination.

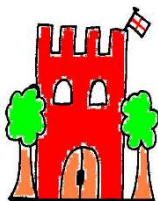
**'Racist' incident** – echoing what had occurred within the England football team, a child accused another of being racist. It appeared that the child did not actually understand the meaning of the word 'racist' and had applied it to a falling out over groups of friends. SF has put plenty of work into addressing the situation and will be monitoring the child accused of racism for involvement in further similar incidents.

**Informal staff/governor meetings** – governors are encouraged to meet staff for informal chats, perhaps by dropping into the staff room for coffee during break at the end of a visit.

**SEND report** – was approved.

**Safeguarding report** – was deferred until January 2020.

**Attendance** – there has been a 10% increase in attendance for SEND, the amazing result of much hard work. Parents have been encouraged to bring in siblings even if another child from the family is off sick and to arrive late rather than not at all. Rewards have been offered for improved attendance.



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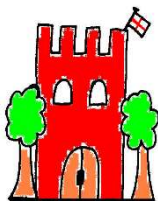
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<p><b>Policies</b></p> <p><i>Staff disciplinary policy</i> – adopted.</p> <p><i>Teacher pay policy</i> – adopted and implemented following recent meeting of the pay committee on 8 November.</p>	
<p><b>Academy news update</b></p> <p>James Hood has moved within roles within the Academy.</p>	
<p><b>AOB</b></p> <p><i>Highlights since the last meeting</i></p> <ul style="list-style-type: none"><li>• <b>Antibullying ambassadors</b> have been selected from among the children and have received training with children from other schools. While there is no bullying problem, the school must be seen not to be complacent but to be actively preventing problems arising in future.</li><li>• <b>Y4 trip to Chedworth Roman Villa</b> – was a great success, and, though this has at times been a difficult cohort, National Trust staff gave great feedback on how enthusiastic and polite the children had been.</li><li>• <b>Sporting successes</b> – have been achieved in cross country and rugby, and ‘sport disengaged’ children were taken to a sports festival which they greatly enjoyed.</li><li>• <b>Y6 will be visiting the JR Hospital</b></li><li>• <b>Clubs currently offered</b> include coding and cycling club</li><li>• <b>Choir is performing at the NSPCC concert</b> on 2 December</li><li>• <b>Y5 will be undertaking an IT project</b></li><li>• <b>Bridging the Gap project</b> – children and the elderly have been talking about World War 1</li><li>• <b>Christmas Lunch</b> takes place on Wed 18 December. Governors (in Christmas jumpers) are invited to attend but should please inform the office for catering purposes.</li></ul> <p><b>Please check the school calendar</b> on the school website for updated events and dates.</p>	



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<p><b>Parents poor behaviour in the park</b> – parents have been smoking and using bad language in the park next to the school. In response to another parent’s complaint, HB said she would inform the governors. However, unfortunately the governors have no jurisdiction over the park, which is a public place. SF has reminded parents about appropriate behaviour through the newsletter.</p> <p><b>Pay committee meeting summary from AC</b> – all required objectives were in place and appraisals were fair and accurate. The committee congratulated SF on their rigour.</p> <p><b>Resources committee meeting</b> will take place at 1 pm on Friday 22 November.</p>	
<b>ACTION AP to complete list of governor responsibilities in dropbox</b>	<b>AP</b>
<b>ACTION Governors are asked to download an app, Slido, onto their phones, which will facilitate submission of questions and polling.</b>	<b>All gover nors</b>

Meeting closed 2038