



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 23 September 2019	Time	6.30 pm
Attendees	Anthony Cook (AC, community governor), Heather Bourne (HB, staff governor), Susan Long (SL, chair, community governor), Sharon Farrell (SF, head teacher), Adam Pickford (AP, parent governor), Caroline Tilling (CT, parent governor), John Turner (JT, community governor)		
Apologies	Kayleigh Taylor (KT, support staff governor)		
In attendance	Charlotte Mitchell (Acting Deputy Head teacher and curriculum leader)		
Clerk	Octavia Kelly (OFK)		

MINUTES

Meeting started at 1840

	Welcome and opening business	
	Welcome, quoracy and apologies Meeting was quorate. Apologies were received from Kayleigh Taylor and noted.	
	Urgent matters as previously notified to the Chair None	
	Declarations of pecuniary interests None	
	Minutes of last LGB meeting (15 July 2019) were approved Matters arising from minutes of LGB meeting on 15 July 2019 <ul style="list-style-type: none">Staff wellbeing – AP's session on staff wellbeing has been postponed, but AP did attend an INSET day earlier in this month.	



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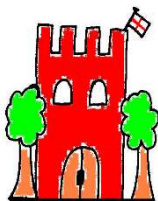
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	<ul style="list-style-type: none">• FIS move and reorganisation of classrooms – The move was achieved at no financial cost to the school, with the help of many volunteers. The removal firm who offered their services for free have been formally thanked via Facebook but the committee would also like to express their gratitude to the many others who helped. Staff who each gave up a day of their own time to assist with the move will be given time off in lieu; this will be covered by existing staff at no extra cost. Special thanks go to Tina Chapman, the caretaker, for all her work towards the move. FIS children are hugely enjoying having more space to play in and the move back to the FIS site has not been detrimental to KS1 children.• Recruitment of a community governor – Unfortunately Sarah Couzens has been unable to take up her role as a Community Governor so there are now up to 2 vacancies for community governors and up to 1 for a parent governor. The skills audit is still not complete, but the focus at this point will be on recruitment, rather than on the specific skills of governors. We will look to recruit both community and parent governors. Recruitment of parent governors from among parents of new Y3 entrants to the school will be a particular aim. The current governors will be introduced, alongside pictures of them, in a letter to parents, to increase their approachability.• Alternative to Dropbox for governor documentation – Office 365 in place of dropbox for storage of governor documents is likely to be introduced in the near future.	
	ACTION OK to put minutes from meetings of resources and performance and standards committees during last academic year (18-19) in dropbox	OK



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	<ul style="list-style-type: none"> • Revised version of school vision and new Ofsted framework – please see section later in these minutes. • Visit by Louise Warren, Academy Director of Education – Louise Warren will be visiting this term to set targets. A report is expected. • LGB wishes to thank Stagecoach and the Faringdon Drama Society for their advice on the installation of lighting equipment. A letter has been sent to both to see whether they are able to make a contribution towards the costs. • Continue with performance and standards (P&S) and resources committee for a further year? <p>Resources committee has been helpful as finances are a discrete topic and the remaining LGB committee members do not require a very detailed knowledge of financial operations. To be continued during 19-20.</p> <p>P&S committee – efficacy has been constrained because the committee has had few members. Staff have also found that governor visits have taken time while being of limited benefit. Instead, within LGB meetings, governors will consider the extent to which ‘intent’ in subject planning is consistent with the new Ofsted framework and across the school and thus assist with moderation. There will also be subject link governors (please see below). Sub-committee to be discontinued for now but may be re-instated once Governor numbers have increased again.</p>	
	<p>Governor roles</p> <p>Safeguarding and Pupil Premium – AP</p> <p>SEND and Looked after children (LACs; there are currently no LACs at the school) – SL</p> <p>Premises and Health & Safety – JT</p> <p>Finance – AC</p> <p>Committee dates</p> <p>AP suggested committee members who are available could go to the pub with</p>	



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	<p>staff before LGB meetings start at 6.30 pm.</p> <p>AP will ensure LGB meetings finish by 8.30 pm for staff well-being.</p>	
	<p>OK to circulate dates for LGB and resources committee meetings equivalent to last year's after which this year's dates for the 2 committees will be fixed by AP and AC respectively</p>	<p>OK/AP/AC</p>
	<p>Appoint pay committee</p> <p>Pay committee to consist of AC and 2 other committee members available on the date of the meeting [POST-MEETING UPDATE – pay committee, comprising AC, AP and JT, will meet at 12.30 pm on Friday 8 November]</p> <p>Governor visits – will be scheduled once School Development Plan (SDP) completed.</p> <p>Review SDP</p> <p>Some targets set last year were met. A significant improvement in maths, with target numbers reaching ARE, has been seen following the introduction of the White Rose scheme. 40% of children attained GD in SPAG, exceeding the target. However, results in other areas, notably reading, were disappointing.</p> <p>Problems with the consistency of quality of teaching of reading, some of which was, however, very high, had been identified by both the school and the academy before the SATs took place. The reading results have been closely analysed and the principle reasons for the poor performance appear to be:</p> <ul style="list-style-type: none"> • Children not being read to at home • Few opportunities for staff to listen to individual, rather than groups of, children reading. • Many children who were borderline ARE found the 2019 Y6 reading SAT challenging: it was complex to comprehend and 600 words longer than texts in previous tests of the same duration. Consequently, their marks fell below, rather than above, pass level. <p>Suggestions from the governors for improving reading outcomes included:</p> <ul style="list-style-type: none"> • Ensuring library is used to optimum effect 	



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	<ul style="list-style-type: none"> • If the Bookstart scheme has been discontinued, introduce a similar scheme whereby children are given age-appropriate second hand books that they can keep – aimed at households with few books. • Use reading diaries – this is already done. • Older children helping younger children to read – also already done. <p>PP and SEN results did not reach goals, but this was consistent with results for all pupils.</p> <p>This year, the aim will be to improve progress rates and outcome percentages of both ARE and GD.</p> <p>Curriculum – work continues to achieve a broad and balanced curriculum and to prepare subject leaders for the new inspection framework. The assessment and feedback policy has been amended slightly but retains a stress on live marking to reduce teachers’ marking workload.</p> <p>PPG – the positive impact of having a PPG leader is evident from closer relationships with, and monitoring of, the children. So far, this has not been reflected in better academic outcomes but as noted above, outcomes for all pupils fell short of expectations. The academy PPG leader is supporting the PPG leader.</p> <p>Pupil voice – some work has been done to increase pupil consultation: governors have talked to children. Pupils’ opinions will also be communicated via the school council.</p> <p>Well-resourced learning environment – The learning environment has vastly improved following work last year.</p> <p>Subject leadership – linked to ‘curriculum intent, implementation and impact’. This continues to remain a focus for the Academy and twilights for this academic year have been planned so that subject network meetings can be held.</p> <p>Presentation – there will be greater monitoring by subject leaders.</p>	
	<p>SF to put electronic copy of SDP in dropbox and governors to send her any comments.</p>	<p>SF/All governors</p>



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	<p>Governors encouraged focussing on the 2 or 3 areas in which progress towards making the school outstanding is going to be greatest.</p> <p>Some priorities could be subsumed into others eg :</p> <ul style="list-style-type: none">• PPG within vulnerable groups• Subject leadership within teaching and learning• Pupil voice within mental health and wellbeing. <p>School vision – academy schools have been given autonomy to devise their own school visions. FJS’s vision promotes:</p> <ul style="list-style-type: none">• Aspiration – a significant number of children come from low income/vulnerable families.• Global awareness and an expansion of horizons beyond the local community while still remaining aware of the importance of the local context. <p>Governors said they would like to see a reference within the statement to the value of and development of staff.</p>	
	<p>Presentation by Charlotte Mitchell – curriculum lead</p> <p><i>Presentation was delivered to staff during an inset day.</i></p> <p>As curriculum leader, Charlotte supports all staff.</p> <p>Embedded in curriculum are core values of honesty, responsibility, respect, resilience, determination and happiness, and the curriculum intent: ambitious and tailored curriculum.</p> <p>The curriculum is being balanced to encompass all subjects, not just the core ones of English and maths. In the past, one non-core subject, especially history, has tended to dominate teaching at the expense of other non-core subjects, such as geography and the use of ‘topic’ books meant some subjects could be covered too superficially without that being easily apparent. To counter this, children will have a separate book for each subject. ‘Lifelong love of learning’ will be encouraged through links to other parts of the community, such as the</p>	



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elderly through the 'Bridging the Gap' project and the young through FIS, and visits to the library and to Oxford, for example. The beneficial effect of such wider opportunities is apparent from children's spontaneous and enthusiastic references to them.

The curriculum will be implemented through:

- Clear strategies from subject leaders for meeting objectives and children's needs
- Consulting children about what they want to learn about within a given topic eg the Romans
- Logical sequences of lessons eg the location of a place in Geography before its religion in RE
- Peer coaching for staff
- Retention of key facts and easy access to them via a 'knowledge organiser'

The curriculum's impact will be measured through:

- Whether children have met objectives for year.
- Behaviour – motivation and moral compass.

Governors were very impressed with Charlotte's presentation and ideas.

Subject link governors were appointed as follows:

History/Geography – AP

Modern foreign languages (MFL) – AC

Science/Maths – JT

<Add in other subjects – as per Sharon's follow up note>

No governor was allocated to English, since Louise Warren, Academy Director of Education, will be working closely with the English staff.

Governors will be sent a list of mock Ofsted inspection questions by Duncan Millard, Academy CEO, to put to subject leaders as preparation for inspection. However, as teachers are currently under a lot of stress, the primary aims of



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	meetings should be for link governors to establish rapports with their subject leaders, with whom they will aim to meet at the start and end of the academic year.	
	ACTION SF to send out a list of subjects, teachers' emails and associated link governors	SF
	ACTION Link governors to meet subject leaders before next LGB meeting	Link governors
	<p>Attendance strategy</p> <p>Attendance last year was 96.3%, close to the target, of 97%. The same target (97%) will be set this year. Last year saw a decrease in persistent low attendance, thanks to the work of SEN and pastoral care staff with parents and at the school gate encouraging reluctant attenders, and incentives in the form of reward postcards. It has been an encouraging start to the year with no major problems at the gate and children coming in on time.</p> <p>Other measures that have been effective in improving behaviour include:</p> <ul style="list-style-type: none"> • Greater consistency in the handling of misbehaviour, a response to the pupil voice • Rewards for good behaviour as well as for improvements following bad behaviour • Tokens for good behaviour of whole classes, to harness peer pressure 	
	<p>Policies</p> <p>Complaints policy – if required, a town councillor or someone in a similar role could be approached to act as an ‘independent person’ to handle a complaint as per the procedure. Adoption of the complaints policy was deferred until it has been received from the academy.</p> <p>Scheme of Delegation – to be adopted out of committee</p> <p>Child Protection and Safeguarding policy – to be adopted out of committee</p>	
	ACTION OK to circulate Child Protection and Safeguarding Policy and Scheme of Delegation for adoption out of committee	OK



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	<p>Feedback on SEND report</p> <p>A substantial net increase in the number of children on the SEN register has left the school struggling to cope with inadequate TA cover. 23% of pupils have SEN, with 9 on EHCPs. Because of complex needs in last year's Y3, TAs were diverted from Y6, so that Y6, which had 88 children, only had 1 TA. This may partly explain the disappointing Y6 SATs results.</p> <p>The SENCo has been successful in applying for additional funding but the applications themselves are very time-consuming and the TAs who have been recruited as a result are inexperienced. The SENCo at FIS is overloaded so some of the evidence necessary to apply for EHCPs had not been collated, giving the FJS SENCo extra work and delaying obtaining funding. In one case, the failure to provide sufficient evidence for an application resulted in its failure. Louise Warren is aware of the concerns, but the backlog of assessment on pupils reaching Y3 does seem to have eased somewhat since last year.</p> <p>Educational psychology input is expensive: 6 days per year at FJS is insufficient, but there is no funding for more, which again slows applications for funding.</p> <p>SL will discuss the lack of TA time in more detail with the FJS SENCo and report back to the LGB, which will decide whether more TA time should be funded. Governors are likely to back such an increase provided finances permit it.</p>	
	<p>ACTION AC to look into whether finances permit funding of more TA hours</p>	<p>AC</p>
	<p>AOB</p> <p><i>Block B – please see confidential minutes</i></p> <p>FJS achieved the Primary Science Quality Mark award. Thanks to Heather Bourne for all her work in achieving this. Governors congratulated the school.</p> <p>Staffing structure – little change except that there are now fewer (2 rather than 3) receptionists.</p>	
	<p>ACTION SF to put staffing structure document in dropbox.</p>	<p>SF</p>

Meeting closed 2105