



Folly View
PRIMARY SCHOOL

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MINUTES

Meeting	Full Governing Body	Where	The Elms Primary School
Date	Wednesday 7 th December 2022	Time	6.30pm
Attendees	Sharon Farrell (SF, Executive Headteacher), Charlotte Mitchell (CM, Head of The Elms Primary School), Bryn Jones (BJ, Head of Folly View Primary School), Pauline Forbes (PF, Chair), Heather Bourne (HB, staff governor), Claire Cossey (CC, staff governor), Lucy Edwards (LE, parent governor), Sarah Gristwood (SG, parent governor), Ian Pugh (IP, parent governor), Adam Pickford (AP, community governor), Kimberly Morgan (associate governor) Alexandra Molton (AM, Clerk)		

No	Description	Action
Procedural Matters		
1	Welcome new members, visitors or staff presenting PF welcomed the governors to the meeting.	
2	Apologies for absence and acceptance/non-acceptance/quoracy Apologies were sent and accepted from LL, FS and DH. TG was in absentia.	
3	Declaration of any personal or business interests None were made at this point in the meeting.	
4	To approve minutes of the last meeting on 5th October 2022 and carried out actions PF will chase up those governors who have not yet made contact with subject leads. All other actions have taken place except TG's action to feed back about a possible community governor.	
5	Governor membership PF informed the LGB that LL has gained a role at TEP so will not be able to continue as a governor. As our staff governor roles are currently filled she will not be able to move across to this role either. Thank you for LL for the work that she has done on the LGB and particularly in setting up the PTA and moving this across to TEP with SG and AM. NB: LL later confirmed via email that she was willing to step down from her role as governor on the LGB.	



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	<p>PF explained that SG is also now working for the Trust so is finding it difficult to carry out both roles without potential conflicts of interest between the two. SG would like to stay on the LGB and PF suggested that she could move to an Associate governor role. We can then take two parent governors from FVP which would be more representative of them as they are currently under-represented on the LGB. A vote was taken and the LGB voted for SG to move to an Associate governor role from now on.</p> <p>PF informed the LGB that Sarah Nicholls Laura Bunning have advertised the role of community governor externally to try and attract a completely new external person to take on this role on the LGB.</p> <p><i>Are we going to get an advert out for the parent governor roles ASAP?</i></p> <p>PF: We have already advertised the one vacancy that we had and had two applicants for the post from the FVP parent community. AM will speak with them both to make sure they one is happy to take on the role of Safeguarding chair for the committee and also the Safeguarding governor for TEP. DH is the Safeguarding governor for FVP.</p>	
<p>Ensuring Accountability (<i>governor questions and comments in italics</i>)</p>		
6	<p>Executive Head report</p> <p>SF had uploaded a report to GovernorHub ahead of the meeting for governors to review. Questions were raised before the meeting as follows:</p> <p><i>What are the maximum numbers you could take in little seedlings, little saplings and sunflowers?</i></p> <p>SF: It is all to do with staff/pupil ratios: Seedlings: 1:4 pupils Pre-school - Saplings & Sunflowers: 1:8 We currently have capacity for 24 children in each am/pm session for pre-school with only a maximum of 12 in Seedlings. It is difficult to change this until we have enough people sign up as we would need to employ additional staff. It is very tight at times especially if someone is off sick and we have to maintain the ratio.</p>	



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What is national average for PP and FSM?

SF: Attainment of the expected standard in the phonics screening check in Year 1 is 62% for disadvantaged pupils.

Year 2 SATS:

In **reading**, attainment 51% for disadvantaged pupils and 72% for other pupils.

In **writing**, attainment 41% for disadvantaged pupils and 63% for other pupils.

In **maths**, attainment 52% for disadvantaged pupils and 73% for other pupils.

Year 6 SATS

In **reading**, attainment 62% for disadvantaged pupils and 74% for other pupils.

In **writing**, attainment 55% for disadvantaged pupils and 69% for other pupils.

In **maths**, attainment 56% for disadvantaged pupils and 71% for other pupils.

PP attendance at FV is concerning. Is there a reason for this? What is being done to help increase this %?

SF: Monitoring regularly and addressing families whereby there are persistent issues. A number of illnesses this term have dropped attendance.

Persistent absentees seems high. What are both schools doing about this?

SF: Both Assistant Heads are focusing on the analysis of attendance as part of their new role. Pastoral leads are supporting with calls home to find out reasons etc. for absence.

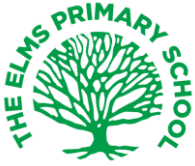
Are the long term staff absences teachers or support staff?

SF: Support staff.

How confident are you of being able to fill current vacancies?

SF: We will probably be able to fill the vacancies, but the pool of applicants has become very limited so we are now seeing only 1 or 2 applicants for each position. This is a national picture and one that we are aware of as a Trust.

What are both schools doing with autumn baseline data when it shows a child/children are currently off track for achieving target?



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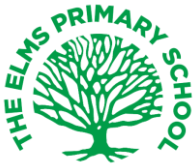
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<p>SF: Pupil progress meetings have been/are being held currently to ascertain who these children are and we are looking to see what would be the best intervention programme/support needed.</p> <p><i>How does year 1 phonics look different this year at FV to hopefully increase more in line with national?</i></p> <p>SF: Following the recent learning walk conducted, SLT and English Lead are confident that they are seeing true fidelity to the RWI scheme. The assessment of progress has been corrected so staff feel better able to make accurate judgements.</p> <p><i>Are you confident that writing is improving at TEP?</i></p> <p>SF: The subject leader is showing real impact across the school and there is strong collaboration with the leader from FVP. Termly moderation is being conducted across both schools and working with the Trust.</p> <p><i>Child mental health has seen a few incidents. What are both schools doing to help improve child mental health?</i></p> <p>SF: The Trust has highlighted a new Thrive approach to support all schools. We have a new Trust team who are supporting the schools and each school now has a Mental Health Leader (both Assistant Heads) who are currently undergoing training to drive the approach.</p> <p>FJS SEND report</p> <p><i>Attendance for SEN support and EHCP is below non-SEN. Is this a normal pattern? If so, what is being done to help with this?</i></p> <p>SF: Yes this attendance pattern is normal. We offer the Nest to support transition into school and we have support from outside agencies (C&I). Sonja is in the process of receiving EBSA training (emotionally-based school avoidance) to support some of the worst offenders. We make reasonable adjustments and have regular meeting with parents. In some instances we have even moved a child's class.</p> <p><i>Has the funding now been received due to delay because of no SENO at county?</i></p>	
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<p>SF: No, the funding has still not been received and there is still no SENO.</p> <p><i>£270,417 sounds like a huge amount of money. What is it spent on to help SEND students? Agree it is hard to see how this expenditure is being spent on the finances – happy to chat about this at separate meeting.</i></p> <p>SF: Funding is spent on TA's both 1:1 and support for small groups of SEN support, resources, training, outside agencies including Educational psychologist, SENDCo etc. This should be a longer chat with SENCo.</p> <p><i>Do we have enough SENDCO hours?</i></p> <p>SF: No we do not have enough SENDCo hours. TEP requires a full time SENDCo with the level of need we have. To make up the deficit we have employed a SEND admin assistant.</p> <p>FIS SEND report</p> <p><i>Staff CPD table – it would be useful to have some more information for governors in impact column rather than simply positive. It doesn't really inform the Governing body.</i></p> <p><i>Lots of SEND provision in place over the past 12 months.</i></p> <p><i>Should a speech and language specialist be discussed?</i></p> <p><i>Both schools are higher national average – with the new figures in place it will be 22% and 20%. What is the Trust's plan to assist with these high numbers? And how do they compare with other schools in the Trust?</i></p> <p>FJS KS2 SATS analysis</p> <p>Males performed better than females. Is this a general trend for FJS? <i>Why do you think males performed better last year?</i></p> <p>SF: Gender performance: I think it is more important to think of results in terms of the individual children, rather than their gender. There are so many factors that affect SATs achievement - performance under pressure, confidence, consistency, accuracy, speed, emotional stability, mental strength, subject knowledge, memory, attendance, prior</p>	
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teaching... - which may favour one gender over the other, but it's really down to how well each individual is prepared and manages. This year's cohort could be the opposite.

Key areas for development include FSM, SEND and EHCP which is a national picture. How do you feel these groups are doing this year? Has anything different been done this year with these groups?

SF: FSM, SEND, EHCP groups - it's about supporting them, building confidence and small steps. For some of them, SATs attainment is not the target - it's about allowing them to feel they are making progress. Target groups are being prioritised so that extra support can be given. Extra time is also available and relevant interventions.

Great to see reading, maths and SPAG on an upward trend. Do you see this continuing this year?

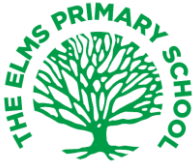
SF: With Reading, maths and SPAG you cannot compare cohorts. There is no reason why this year's group cannot make more than standard progress in these areas since their Y5 results. The Y6 staff are experienced in the content of these papers and how to gain the best possible scores for every child.

Writing is a huge concern as we are moving further away from national each year. What are the key priorities to address this, this year?

SF: Writing is not a huge concern in terms of progress in Y6, but more progress needs to be made with writing in earlier years - Y5 in particular - so that children enter Y6 with confidence, accuracy and stamina. We are still dealing with the impact of COVID in these areas. We are looking at modifying and enhancing some of the writing opportunities in Y6 as well as other year groups. We are holding regular whole-school writing moderation sessions to monitor and support writing further. Our writing lead has already had a huge impact on this area in terms of monitoring, support and subject knowledge.

No further questions were raised at the meeting.

SF confirmed that she did upload a newer version of her report as the % of phonics for TEP for Y1 hadn't been agreed and was based on teacher assessment. They have now completed the DfE assessment and subsequently this has now gone up 10% to 59%.



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	<p>SF explained that in terms of data, staff are currently undertaking assessments and this will be moderated and reported fully to governors in January.</p>	
7	<p>SDP Update SF had uploaded this to GovernorHub before the meeting for governors to review.</p> <p>SF explained that this document is constantly being tweaked this to make sure it is fit for purpose.</p> <p>Liz Holmes has asked Heads to make their plan more strategic to enable the governors to better monitor this aspect rather than getting caught up in the operational details. SDPs also need to be reflecting the core values of the Trust and help governors to have an indication of where these are being met at both schools. SF has highlighted where the different aspects meet the priorities of the Trust in the current version.</p> <p>Overall the RAG rating for Autumn term is that we are on amber – some areas have been implemented already and some we are not yet working on.</p> <p><i>We need to be really clear about what the RAG ratings actually mean – is amber a good rating as we on the right track or bad because we are not yet on green?</i> SF: Amber means that we are not achieving these targets but that we have started work on areas but these are not yet completely achieved.</p> <p><i>Have the areas without any colour not been looked at yet?</i> SF: Exactly. We have not considered these areas yet. The majority of areas which we have already looked at are currently on amber.</p> <p><i>Would it be better to describe these areas as being partially achieved (amber) or achieved (green)?</i> SF: Yes, this might be a better way to describe it.</p> <p>ACTION: SF to work on this further to ensure the description accurately reflects the current state of play.</p>	SF



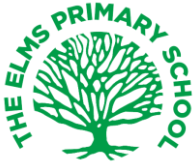
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	<p>SF also shared a curriculum evaluation document for both schools where SLT have evaluated our own curriculum to rate where we are for intent, implementation and impact. This will be updated as the year progresses to ensure that we are on track and Ofsted-ready in terms of the curriculum being ready for scrutiny.</p> <p>There is still some work to be done on this across all subjects in both schools to ensure that we have a clear picture about where we currently are.</p> <p>SF asked for governors to feed back on the document and comment on anything they felt might be helpful to consider.</p> <p><i>Both documents are well organised and very helpful for governors who are meeting with link governors as it gives them an idea of the current picture.</i></p> <p>SF has also added to GovernorHub an additional document on EYFS Intent, Implementation and Impact which has some more details about what is happening here. We know we are a bit behind where we need to be in terms of being ready for Ofsted due to the changes which have taken place but we are confident we can catch up.</p> <p>SF and FS have carried out the H&S term 2 audits for both schools, plus FS has carried the term 1 audit for FVP too. A report on this should be coming through this from FS shortly.</p> <p>ACTION: AM to add this to the agenda for the next meeting.</p>	AM
8	<p>Resources Committee Report</p> <p>LE gave an update:</p> <p>We are currently coming in as over budget – mainly due to extra staff which have been needed, particularly at FVP. The advice from the Trust is that we should not be overly concerned at this point but we should seek to make cost savings where they are possible. An update on this will follow in the new year.</p> <p>The H&S audit will be a means to request funding from the Trust in order to bring TEP up to the standard that it needs to be in terms of both safety and aesthetics.</p>	



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	<p>SF confirmed that we have had to do a worse- case scenario prediction with the budget for the rest of the year. We currently have a child at FVP who requires 2:1 and this additional resource is being covered by agency staff so there may be a saving here at a later date if that child moves to an alternative setting or we recruit a member of staff for this support. There are also lots of children who have started at FVP with complex needs and this is having an impact on staff and staffing costs.</p> <p>The Trust is understanding of where we are and why.</p> <p>LE reassured the LGB that in terms of bills – heating and electricity etc. – we are in a good place as we are on a fixed term contract for these, which many others schools are suffering under.</p> <p>PF confirmed that the other main issue to affect the budget has been the pay rise which has been agreed for teachers – we had budgeted for 3% but this was confirmed at 5% and backdated to September. The increase for support staff was also backdated to April 2022 which had not been anticipated.</p> <p>PF explained that the figures can change so much during the course of the year so it is always hard to be sure of the current situation and where our finances are at any given time.</p> <p>LE confirmed that it has made us aware that we need to be very cautious when setting our budgets in the future.</p> <p>SF has had a response from the Trust about the issue of lack of toilets at TEP and will send this through to the Resources committee.</p>	
9	<p>Q of E Committee Report AP gave an update:</p> <p>The committee looked at our ToR and how the committee will work going forward, what its focus is and how it will report back to the LGB.</p> <p>The committee will really drill down into the quality of teaching and learning, the data</p>	



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	<p>provided and any trends and concerns that come out of this.</p> <p>The committee looked at English (writing) at the first meeting and had Lindsay Gidlow and Hazel Meckler at our meeting to discuss their plans for the subject this year and what has already been achieved. We were very impressed with what has already taken place and their ambitious plans for the subject to develop over the rest of the year. They are clearly working together really well and AP suggested that there could be some best practice here to be passed on to other subjects.</p> <p>SF confirmed that moderation has now taken place in the subject.</p> <p>SF will continue to add updates to the folders which were set up for each subject.</p> <p>ACTION: AM to ask for the restricted access folders for QoE and Resources committee to be deleted.</p> <p>AP asked for governors to filter back to the QoE committee any concerns that they have following their meetings with subject leaders. SF also asked for any areas of concern to be raised with each relevant Head of School so we can then look at what is happening and feed back on this to the LGB.</p> <p>BJ had suggested at the QoE meeting that questions for the subject leads should be added into the folders which had been set up already by SF.</p> <p>AM confirmed that she has set up documents in each subject folder for governors to add questions to, and asked them to date these as they are added so that this can then be used to refer to when Ofsted visit.</p>	<p>AM</p>
Strategic Matters		
<p>10</p>	<p>Link governor reports</p> <p><i>Where should we put link governor reports? Also should we do pupil voice at a different time to meeting with the subject lead?</i></p> <p>SF: I would expect you to be reporting on the subject in tandem with the subject lead and also work with them in collating the pupil voice aspect of feedback.</p>	



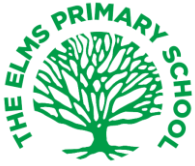
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	<p>Governors agreed to store their link governor reports in subject folders which have already been created so that all relevant information for the Ofsted visit would be in the same place.</p> <p>BJ confirmed that the feedback from SHR about their visit was that pupils were asked to feed back without staff in attendance, so this might take place when we are inspected and we should consider this in terms of how we might prepare our pupils to speak with Ofsted.</p> <p>SG has met with her link subject leads but not yet written up her report. DH has not yet met with CC to discuss Maths. SF confirmed that there is a peer review tomorrow at TEP looking at Maths, with the review at FVP taking place in the new year. PF has met with HB to look at Science and is meeting with the EYFS team next week. KB has not yet met with RS and JB to look at History but hopes to do this soon virtually. LE has met with RP at TEP and written up the report and shared this with her. <i>LB will only be Geography lead until next term so should she have everything in place before she moves on from this or will this be picked up by the next lead?</i> BJ will check this with LB. The RE link governor meeting has not taken place yet. IP had a meeting scheduled with SH and JB but this was cancelled. He is meeting with TM tomorrow to discuss MFL.</p> <p>Governors were not sure if CO has met with her subject link governor.</p> <p>PF confirmed that LL has not yet met with her subject lead but as she has now left the LGB we will ask one of the new parent governors to pick this up.</p>	
11	<p>Verbal update on school life at The Elms Primary CM gave an update:</p> <p>Staff absence is quite high with five off on Monday and Tuesday. This does put extra strain on the team and means that TAs have stepped up to cover teacher absence. Some of the TAs feel comfortable with this but not all of them. This also impacts on staffing on the playground and over lunchtime cover as the TAs supervise this.</p>	



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<p>Hattie Newby will be starting shortly as a Year 5 teacher, which will then free up Shelley MacIntosh as Deputy Head to support mental health and wellbeing at the school.</p> <p>Lynne King from FVP will be coming to us to work as a job share with HB as she will be reducing to 3 days a week from January. Lynne has worked with HB already and knows the year 3 curriculum so this is a great addition to the team. She has wanted to work part time for a while so this is a great fit for us both.</p> <p>Two new TAs have started and a new lunchtime supervisor has started which has had an impact.</p> <p>We have introduced a new writing moderation spreadsheet which should be less work once staff are familiar with this.</p> <p>We have started using a new NFER online reading tool, which will tell teachers where the gaps are to help them to then carry out more targeted support.</p> <p>We are continuing to plan in our year groups across both schools. Subject leaders have met and started worked together which has been very positive.</p> <p>Sophie Dors has been supporting on the SCR and training CM in recruitment processes.</p> <p>Kate Hardy is coming in to look at English.</p> <p>Pupils are much more settled this term and there have been no external suspensions this term. Staff are making exceptional progress with one particular child – we have changed the staff working with them which has made a huge difference to this child. We have only had one internal afternoon suspension this term.</p> <p>Sonja Spence is supporting children on entry/exit to school via the Nest. Emma Cheedy still working really hard with our more vulnerable families.</p> <p>We have been working with a group of year 6 children which were not displaying desirable</p>	
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	<p>behaviour at school but this is improving.</p> <p>Thanks to SF for all of her support, guidance and knowledge which are immeasurable.</p> <p>Our choir attended the NSPCC concert on Monday with Mr Moore. The children sang brilliantly. They were amazing and we were very proud. The Choir are also singing at an old people’s home in Faringdon soon. We are also looking forward to our reception and Year 1 nativities and Year 2 assembly, Winter fair next week and singing carols around the piano. Governors are all very welcome to attend any of these events.</p> <p><i>What are you hoping to achieve next term with Shelley being out of the classroom?</i> CM: We want to spend more time looking at teaching and learning together, it will allow her to have more time to work with a member of staff requiring extra support as well as giving her more time to focus on PPG, attendance and mental health.</p>	
12	<p>Verbal update on school life at Folly View Primary BJ gave an update:</p> <p>We are now in our new site! Amazingly most of the school was moved in one day.</p> <p>Heartfelt thanks to all of the staff for their hard work on the inset day at the end of term and over the half term break.</p> <p>We had an open day during half term and the start of term subsequently went very well. Parents who attended the open day were concerned about parking but this has not yet proved to be an issue.</p> <p>There have been a few snagging issues, particularly with lots of mud around the site. Grass seed has been thrown down but has not yet grown. There was some temporary fencing around the playground which did not last. Turf for the school grounds should be coming soon. The biggest issue is that about half of the school doesn’t have sufficient heating – this was flagged up two weeks ago but has not yet been fully addressed. We hope this will be sorted out very soon.</p>	



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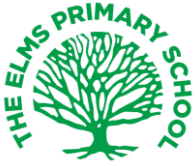
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MINUTES

<p>Staff have been really excited to be in our new home this term but they are starting to feel tired.</p> <p>There have been some behaviour issues with small number of children which has had an impact on our TAs in particular as they have picked up the majority of this extra work.</p> <p>Thanks to Gemma Rogan (GR) and SG for their support in trying to put strategies in place to help support behaviour and the complex needs of our children in school.</p> <p>We have acquired 4 CLA children this term, which can bring its own issues, but they have settled really well.</p> <p>Kirsty McAleer has resigned so won't be returning to her role at FVP in Year 3. BJ has contacted agencies to try to source this in the short term. We will then try to recruit to fill this role as soon as possible.</p> <p>Cheryl Watson from our office has now moved to the Central team in finance. We will miss her and acknowledge all of her hard work over the last 7 or 8 years, and particularly recently when we introduced the new BromCom system. We have recruited a replacement, who will start in January.</p> <p>Looking forward to the rest of the term we have Christmas singing for Year 3's with parents and a nativity for Year 1 and 2 together – which will be the first time doing a nativity for the Year 2s.</p> <p>SF confirmed that all of the staff at FVP worked over the half term break to get the school ready for opening so didn't have a proper half term break.</p> <p>We had an official opening of the school on 24th November which local dignitaries attended, with cake, an assembly and ribbon cutting, plus a tour of the school for those who could stay.</p> <p><i>What is the impact on the TA's being drawn out of the class?</i> BJ: In each class we have two TA's and in some classes we have 3 – the aim being that at least</p>	
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	<p>one of these TA's will be able to support the teacher. We thought the numbers were sufficient to cover the needs which we expected but the reality is that we have needed to support more children than we had anticipated and for some of the children their needs have increased and they are needing further support.</p> <p><i>It would be good to have an idea of the Trust's long term strategy in terms of staff wellbeing and the impact that this has upon pupils.</i></p> <p>SF: SG is working with Helen Cox (HC) and GR to look at strategies to improve the situation. SG: We know the complexity of needs is changing and mental health needs are increasing in our schools are they are in society. We are trying to be creative and join projects such as external research opportunities to bring in funding or employ play workers who need to do their practice hours.</p> <p><i>What do we need better access to longer term?</i></p> <p>SF: The fact that the Trust has created my Inclusion role shows that they know that something needs to change within our schools.</p> <p>PF asked SG if she and HC might be able to attend the next QoE committee meeting to discuss the possible options for alternative provision going forward.</p> <p>CM reiterated that GR, HC and SG are working really well as a team to bring forward ideas which they are trying to introduce to support behaviour and inclusion across the Trust.</p>	
13	<p>Ofsted preparation</p> <p>PF informed governors that due to member numbers we have disbanded the Safeguarding committee in the short term and this responsibility will now fall under the whole LGB.</p> <p>GR will help to support Safeguarding at TEP whilst we are recruiting a new parent governor to take on this role.</p> <p>SF confirmed that both schools will need to upload their Safeguarding audits to GovernorHub next week for governors to then agree out of committee as these need to be sent off next week. The same is true for the PPG report, which needs to be published on the school website by the end of December. IP can have some input into this as PP governor.</p>	



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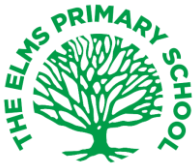
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	<p>PF asked governors to send through all certificates of training which has been completed to AM in order for the training of all governors to be collated for the SCRs of both schools. ACTION: Governors to send these through ASAP.</p> <p>SF and PF suggested we should set up a smaller group of governors who would be able and willing to meet with an Ofsted inspector and focus on our preparation for their visit. ACTION: Governors to contact PF by the end of Monday 10th December if they would like to join this group.</p> <p>These individuals will then meet regularly outside of other LGB or committee meetings to look at our preparedness for Ofsted.</p>	<p>ALL</p> <p>ALL</p>
	Other Matters	
14	<p>Any other business agreed as being urgent.</p> <p>SG will attend QoE committee meetings going forward and will attend LGB meetings if she feels if it is pertinent for her to do so in her new role as Associate governor.</p> <p>SF confirmed that she has added the documents she has talked through today into the Term 2 folder on GovernorHub. Staff CPD has also been added into this.</p> <p><i>Should we be able to see the FFT governor dashboard for both schools?</i> SF has added this onto GovernorHub for TEP already. ACTION: BJ/SF to add this in for FVP.</p> <p>IP informed governors that he and LL went to do pupil voice at TEP and FVP focusing on behaviour and expectation which the schools have on pupils. It was really positive with all students understanding what they should be doing, how to behave and resources used to guide them in making good decisions. It did flag up that the current Year 3's will be the top of the school for the next 4 years and would really benefit from the support of some older children role models.</p> <p>SF confirmed we are hoping that next year they can meet with the Year 5/6 children to promote this.</p> <p>CC confirmed that governors are welcome to attend to watch the imminent performances</p>	<p>BJ/SF</p>



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	<p>which are taking place at FVP.</p> <p><i>Does AM need our DBS details too?</i></p> <p>SF confirmed that Ofsted will check the school SCRs to check governor information, rather than our GovernorHub records.</p>	
15	<p>Next Meeting Dates (full LGB):</p> <p>1st February 2023</p> <p>29th March 2023</p> <p>24th May 2023</p> <p>12th July 2023</p>	