



Eynsham Partnership Academy
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Freeland CE Primary School

Aspiring and achieving together

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Freeland CE Primary School Local Governing Body Meeting on 24th September 2019, at 6.30pm, at the School

Attendance: Sarah Nickelson **(SN)** (Headteacher), Caroline Taylor **(CT)** (Director Appointed), Janet Faulkner **(JF)** (Foundation), Catrin Mezour **(CGM)** (Parent), Alice Harden **(AH)** (Foundation), Penny McCarthy **(PM)** (Staff), Jane Lench **(JL)** (Staff), Catrin Moore **(CM)** (Parent) (Vice Chair), Janet Faulkner **(JF)** (Foundation) and Toby O'Neil **(TO)** (Parent) (Chair).

In attendance: Matthew Coolin **(MC)** (proposed Director Appointed Governor) and Gemma Peace **(GP)** (Clerk).

The meeting was quorate and was opened at 6.33pm.

Item	Item title	Action/ Who/ By when
1.	<p>Apologies for absence and welcome</p> <p>TO welcomed all to the meeting. TO introduced MC to the governing body. He is due to be appointed by the EPA at the Directors' meeting on the 26th September.</p> <p>Glen Pascoe (GSP) (Parent) was not present. No apologies had been received.</p>	
2.	<p>Declarations of any business or pecuniary interests</p> <p>None to declare in relation to the agenda items.</p> <p>Governors had been asked to complete an EPA pecuniary interest form before the meeting, to file at the school.</p> <p>Action: CT, JL and PM to complete pecuniary interest forms and bring to the next LGB meeting.</p> <p>GP had prepared the EPA attendance and governor terms form and asked Governors present to check their details.</p> <p>Action: GP to send updated version of attendance and terms form, along with Committee terms of reference and membership documents to SN, for the school website. Completed.</p>	GP
3.	<p>Approval of Minutes of LGB meeting held on 26th June 2019</p> <p>Actions not referred to from the previous minutes have been completed.</p> <p>The Minutes of the meeting on 26th June 2019 were agreed to be a true and</p>	

Chair of Governors: Date:

	<p>accurate record of that meeting. They were signed by the Chair and passed to the Headteacher to file at the School.</p> <p>Action: GP to send pdf minutes to the school office to publish on the website. Completed.</p>	GP
5.	<p>Matters arising, not on agenda</p> <p>TO had received a letter from the DfE detailing issues that schools need to consider in relation to Brexit, and spoke briefly to Governors about how the school could be affected.</p>	
	SCHOOL IMPROVEMENT	
6.	<p>Headteacher's Update</p> <p>SN reported that the new school year has got off to a good start.</p> <p>The Kilvrough residential went very well and the children thoroughly enjoyed themselves.</p> <p>This term, PM is taking pupils from years 1 to 6 to the grounds of Blenheim Palace for Forest School sessions. PM provided some detail in relation to what takes place during the sessions. The visits are not free at the moment (the school is using pupil premium funds), but might be free in the future, so only the cost of the coach journey would need to be covered.</p> <p>Q. Governors asked if pupils are affected adversely when they miss lessons whilst at Forest School.</p> <p>A. PM explained that the positive benefits of taking the pupils to Forest School should outweigh any loss of lesson time.</p> <p>SN reported that a TA has left the school. Ignite are trying to find a replacement. The breakfast club vacancy has been filled, but the school will be short of a TA for the year 5/6 class until a replacement is found.</p> <p>'Meet the Teacher' is taking place next Thursday at 6pm. Governors were encouraged to attend the event to talk to parents. AH and CM will attend. MC stated that he might be able to attend.</p> <p>Action: AH and CM agreed to collate some information about the role of Governors to show parents at the event. AH asked if Governors could contact her with their views and experiences. Completed.</p>	All
6.	<p>School Development</p> <p>SDP/SEF – The documents were reviewed at the Performance and Standards Committee meeting. James Bird and Sarah Kerswell reviewed the document as well. SN had received useful feedback from James and Sarah about the SDP and, in particular, the behaviour section. SN has reworded that section so that it is clear that there are not behavioural issues at the school.</p> <p>SN has removed some items from the SDP following the reviews and informed Governors what those items are. She confirmed that the overall aims for the year remain the same.</p> <p>Action: SN to add revised SDP to GovernorHub as soon as possible.</p>	SN

Chair of Governors: Date:

	<p>Action: Governors would like to meet Sarah Kerswell to discuss how best they can review documents like the SDP/SEF and carry out their monitoring duties.</p> <p>Q. Governors queried the impact of removing items from the SDP in the context of their duty to hold the school leadership team to account.</p> <p>A. SN explained that items that are specifically included in the SDP/SEF could be used to hold her to account in relation to whether or not objectives are achieved over the year. She assured Governors that she would address the other peripheral items that have been removed from the SDP.</p> <p>School Vision/Three Year Plan – SN said that she has not considered the school vision and three year plan this term. She is waiting for the EPA directing board to agree the proposed school vision, which should be done at their meeting on 26th September.</p> <p>AH has spoken to her friend who helped with the artwork for the school vision. She reported that he had interesting suggestions for the logo and how to incorporate the school's core values of compassion, honesty, love and forgiveness. Governors spoke about how pupils recognise that they have demonstrated those values. Governors spoke about the possibility of having a values award/trophy.</p>	All
7.	<p>Annual Safeguarding Report and Anti-Bullying Assessment</p> <p>These documents were available on GovernorHub before the meeting and available to view at the meeting. JF (safeguarding lead) had met SN to discuss the report.</p> <p>Governors spoke about the lock down procedure at the school and when and how that is initiated.</p> <p>JF stated that all Governors should read the new edition of Keeping Children Safe in Education (KCSIE). SN informed Governors that Ofsted is interested in contextual safeguarding issues that schools have, but recommends that Governors and staff read the KCSIE document. GP explained that there is a box in the Governors' profiles section on GovernorHub that Governors can tick to confirm that they have read the updated version of KCSIE.</p> <p>Governors approved the annual safeguarding report.</p> <p>Action: SN to submit the report to OCC by the relevant deadline.</p>	SN
8.	<p>SEND Report</p> <p>SN explained that she received the SEND report today and would post it on GovernorHub.</p> <p>Governors acknowledged that SEND is one of the areas that the school is focusing on at present. They agreed that the SEND Lead Governor and Committee Chairs should meet Angela Brame as soon as possible to discuss this.</p> <p>Action: SN to post SEND report on GovernorHub.</p> <p>JF, CM and TO to meet Angela Brame to speak about the SEND report, as soon as possible.</p>	<p>SN</p> <p>JF/CM/ TO</p>

9.	<p>Pupil Premium/Sports Funding</p> <p>PM reported that she would complete the Pupil Premium Report shortly.</p> <p>Action: PM will send the report to the Pupil Premium lead (CT) to review, who will feed back to the Governors at the next LGB meeting. GP to add this to the next LGB agenda.</p> <p>The Sports Funding Report was available on GovernorHub before the meeting. It includes data from last year and this year, so Governors can review last year's data, consider what the school needs to prioritise and then consider and approve the action plan for the coming year.</p> <p>Q. Governors asked whether the Wide Awake Club could be promoted as an opportunity for extra activity for all pupils and, if so, how this could be achieved.</p> <p>A. SN stated that there are details of what happens at the Club on the school website. However, she acknowledged that the Club has not been actively publicised for some time, as it is already very popular.</p> <p>Governors discussed the best way to promote the Club and spoke about the use of pupil premium funds for the Club. Governors noted that attendance at the Club has had a positive impact on pupils' behaviour</p> <p>Action: SN to add a reminder about the Wide Awake Club to a newsletter and update the school website.</p>	<p>PM/CT/ GP</p> <p>SN</p>
10.	<p>Governor Healthcheck</p> <p>Governors considered the Healthcheck document, which was available to view at the meeting. The statements contained in the Healthcheck are rated red (the lowest 'grade'), orange, yellow or green (the highest 'grade').</p> <p>Governors discussed the areas covered by the Healthcheck and awarded themselves the following grades (please refer to the corresponding Healthcheck statements, which are appended to minutes):</p> <ol style="list-style-type: none"> 1. Governors agreed that this should be yellow (it was green last year). Governors should review the Governance Handbook. GP said that she would put a link to the Handbook on GovernorHub. Completed. 2. This would remain green. 3. Governors spoke about succession planning, terms of office and Governor experience. Governors agreed to upgrade their self-assessment to green. 4. Governors spoke about the impact of their monitoring in relation to school improvement, and considered what had taken place in this context over the last school year. Governors considered how they could be more effective at monitoring and how it should be evidenced. Governors agreed that this is what they would like Sarah Kerswell to help them with. Governors agreed that this should remain yellow. 5. Governors agreed that this should remain green. 6. Governors agreed that this would be yellow, but they are very close to achieving green. 7. to 12. Governors agreed that these would remain green. 13. Governors agreed that this should be graded yellow, rather than green, and Governors suggested that they distribute governance updates via the school newsletter. 14. Governors spoke about how to publicise the work they do. Governors 	

Chair of Governors: Date:

	<p>agreed to grade themselves as yellow, rather than green.</p> <p>Governors agreed that they should focus on communication with stakeholders as an area for improvement. They suggested that they could distribute a Governors' update three times a year, in order to keep parents and other stakeholders informed about what the governing board are doing.</p>	
11.	<p>Standing Orders 2019-20</p> <p>GP had prepared the document, which was available on GovernorHub before the meeting.</p> <p>Governors considered whether they should permit remote participation at meetings and the logistics involved in this. Governors agreed that the Standing Orders should be amended to allow remote participation, but it would be limited to a maximum of two Governors per meeting.</p> <p>Action: GP to amend Standing Orders to reflect this decision and publish them on GovernorHub. Completed.</p>	GP
12.	<p>Committee Reports</p> <p>12.1 Performance and Standards Committee – a meeting was held on 10th September.</p> <p>The minutes were available on GovernorHub. TO reported that the Committee had discussed:</p> <ul style="list-style-type: none"> SATs results, which were above national averages in every area. Governors thanked and congratulated staff for their hard work to achieve this. The SDP was discussed in detail. SEND was discussed. <p>The date of the next meeting is to be confirmed.</p> <p>12.2 Resources Committee – a meeting was held before the LGB meeting.</p> <p>CT reported that the Committee had discussed:</p> <ul style="list-style-type: none"> Staff insurance is now in line with the rest of the EPA. A site walk had taken place. The school has signed up with GDPR Sentry, which is the new GDPR support provider. Staff and Governors must complete relevant training. The pre school lease was discussed. <p>The date of the next meeting is 19th November.</p>	
13.	<p>EPA Multi-Academy Trust (MAT) – update/issues (<i>Standing Item</i>)</p> <p>SN reported that Sarah Kerswell is leaving in October, which would leave a vacancy for an Interim CEO.</p> <p>SN informed Governors that a consultant had been employed to look at forward planning for the EPA. She had considered different scenarios, such as merging with a like sized MAT or a larger MAT, separating and dispersing the MAT, along with other possibilities such as merging as a local hub of a MAT. She had met the EPA Headteachers to discuss this and the EPA Directors are going to consider the matter in due course. The overall view of the MAT leadership is that the schools wish to stay together and would consider a merger.</p>	

Chair of Governors: Date:

	<p>Mike Foster is going to attend the Headteachers' meeting next week.</p> <p>Q. Governors asked about the impact of this situation on finances for the EPA. A. SN explained that the way the MAT is funded would change if it gains 700 more pupils.</p> <p>Governors were encouraged to attend the EPA AGM. It will take place on the 9th October at 7pm.</p>	
14.	<p>Policies – for approval/adoption</p> <p>None to approve.</p>	
15.	GOVERNING BODY MATTERS	
15.1	<p>DBS/Section 128 Checks</p> <p>All Governors have been DBS/Section 128 checked.</p>	
15.2	<p>Governor Vacancies/Terms of Office Ending</p> <p>There are currently three Director Appointed Governor vacancies and one Parent Governor vacancy.</p>	
15.3	<p>Governor Training/Training Plan</p> <p>Action: AH, CM, MC and TO need to complete child protection/ safeguarding training this term.</p> <p>Action: GP to find out if there are any free safeguarding courses available for Governors. Completed.</p> <p>Action: CT to complete Prevent training.</p>	<p>AH/CM/TO/MC</p> <p>GP</p> <p>CT</p>
15.4	<p>Governor Monitoring Visits</p> <p>AH had added the updated Worship Monitoring Criterion Grid to GovernorHub before the meeting, following JF's visit on 5th July to observe whole school collective worship, which was led by SN.</p> <p>CGM had carried out an E-safety visit at the end of the summer term.</p> <p>JF had completed a safeguarding visit on the 17th September.</p>	
15.5	<p>Governor Communication with Stakeholders/Community</p> <p>Nothing to report.</p>	
15.6	<p>Foundation Governors' Update</p> <p>Nothing to report.</p>	
15.7	<p>Data Protection</p> <p>Nothing to report</p>	
16.	<p>Items from Staff and School Council</p> <p>Staff – nothing to report from staff.</p>	

Chair of Governors: Date:

	School Council – elections for the School Council would take place this week.	
17.	<p>Dates of 2019-20 LGB meetings:</p> <p>19 November 2019 28 January 2020 17 March 2020 12 May 2020 23 June 2020</p> <p>Matters to discuss at the next LGB meeting:</p> <ul style="list-style-type: none"> • Headteacher's Report • Budget review • SEND Report • E-Safety Policy review • Appointment of Governor Leads for Whistleblowing and Health, Safety and Wellbeing <p>The date of the next Resources Committee meeting is 19th November.</p> <p>The date of the next Performance and Standards Committee meeting is to be confirmed.</p>	

The meeting closed at 8.27pm.

GP: 24th September 2019

Chair of Governors: Date:

1. The governing body carries out their statutory duties, such as safeguarding, and understand the boundaries of their role as governors.

We know all our statutory duties and we are usually up to date in completing them. Sometimes we are a bit slow to complete or check some duties.

2. The governing body ensures that they and the school promote tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles; and support and help, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain.

We have a policy (or policies) to ensure that we promote tolerance and respect. The curriculum explicitly covers these values. We monitor this policy and relevant curriculum delivery regularly. Our policy and approach has been reviewed and validated by an external party.

3. The governing body ensures clarity of vision, ethos and strategic direction, including long-term planning (for example, succession)

We have clear statements of ethos, vision and strategy which have been developed through consultation with stakeholders including senior leaders and are reviewed annually. The performance of the school over time shows evidence of progress towards fulfilling the vision.

4. The governing body contributes to the school's self-evaluation and understand its strengths and weaknesses, including the quality of teaching, and reviewing the impact of their own work.

The head teacher leads school self-evaluation and presents conclusions to the governing body at least once a year. We have limited opportunities to review and adjust self-evaluation findings when presented. We are familiar with the strengths and weaknesses of the school and can list these when prompted. Governor visits to school are not explicitly linked to self-evaluation. We conduct periodic reviews of governors' own effectiveness, usually less than once a year.

5. The governing body understand and take sufficient account of pupil data, particularly their understanding and use of the school data dashboard.

We see pupil progress and attainment data each term. The data seen and understood during the year includes, but is not limited to, the school data dashboard and RAISEonline. In-school data is also presented to governors. The data is used to assess progress against the priorities in our school improvement plan and covers all year groups and subject areas. We can see the relationship between progress and attainment data and the actions being taken to address problems and priorities. We explore apparent links between observed or reported quality of teaching and strengths or weaknesses in pupil performance. We can describe what 'good performance' would mean at the school in terms of key stage or year group outcomes and progress.

6. The governing body assure themselves of the rigour of the assessment process.

We see evidence that tests and examinations are marked and moderated within the school. We observe marked work on classroom visits. The head teacher or senior leaders report that assessment leads to improvements in teaching and the curriculum, but we do not often see specific examples of this. We have seen evidence that the school works with other schools or pre- / post-school settings to ensure consistency of assessment at transition.

7. The governing body is aware of the impact of teaching on learning and progress in different subjects and year groups.

We regularly see reporting of progress and attainment for each year group and subject area. The reporting includes summaries of trends and performance over time. We are able to analyse the achievement of specific groups of pupils, including SEND and Pupil Premium groups in all years where data is sufficient. The reporting allows us to see the links between improvement initiatives and teaching and learning which affects achievement. The reporting is timely, usually we see data relating to the current term or end of previous term. There is good consistency between the internal reporting used by the school and external reporting from RAISEonline and data dashboard.

8. The governing body provides challenge and holds the head teacher and other senior leaders to account for improving the quality of teaching, pupils' achievement and pupils' behaviour and safety, including by using the data dashboard, other progress data, examination outcomes and test results;

Chair of Governors: Date:

or whether they hinder school improvement by failing to tackle key concerns or developing their own skills.

The head teacher (and other senior leaders when requested) submit a formal report to the governors at least once a term. The written report is provided at least 7 days in advance to allow time for preparation. We ask questions about the report and seek further evidence to give better assurance on topics where the information provided is not adequate. During the school year the formal reporting includes all the following topics: pupils' achievement, quality of teaching, curriculum suitability, assessment results, school improvement planning and progress, behaviour and safety. We have a good knowledge of the areas where the school leaders are making an effective impact and where further improvement is needed. The school leaders often come to present on specific topics under their control. The head teacher is open about the areas for improvement and acknowledges where the school leaders have not made sufficient impact. The head teacher reminds governors of his/her own professional development needs.

9. The governing body uses the pupil premium and other resources to overcome barriers to learning, including reading, writing and mathematics.

Pupil premium (PP) and other resources are explicitly covered in our school improvement plan. We can demonstrate that PP is directed to specific curriculum and subject areas. We have evidence to show that the use of PP and other targeted resources have made an impact on learning outcomes in several areas and have contributed to closing the gap in progress and attainment for vulnerable groups. We go beyond the statutory minimum requirements for reporting pupil premium impact.

10. The governing body ensures solvency and probity and that the financial resources made available to the school are managed effectively.

We know from our participation in the annual checklist review that the school complies with the Schools Financial Value Standards and all financial and procurement policies are enforced. External audit is used to give assurance about financial controls. We operate a 3-year financial planning cycle and have a process for regular budget monitoring via a governors' committee. We have consistently delivered a balanced budget over time. We use financial benchmarking and comparisons to assess how well we deliver value for money.

11. The governing body is providing support for an effective head teacher.

Our chair of governors (or other governor) meets the head teacher on a regular basis between formal governing board and committee meetings. Our chair of governors and our head teacher both say that their relationship is professional and supportive. The head teacher has access to mentoring or coaching. The head teacher proactively shares ideas, concerns and information with the chair or governors outside formal governing board and committee meetings. The head teacher and governors' performance management committee both report that the head teacher performance management process is effective and useful. We are ambitious for our head teacher to improve and develop as a role model professional and we can demonstrate how we are supporting this.

12. The governing body monitors performance management systems and understand how the school makes decisions about teachers' salary progression, including the performance management of the head teacher, to improve teaching, leadership and management.

We have seen evidence of the procedures in place to monitor the quality of teaching. We can demonstrate that underperformance is tackled when it arises. The teachers' performance management system makes use of the "Teachers' Standards" and we have evidence that pay progression is linked to performance management and appraisal. Our pay policy is up to date and agreed with staff. We have seen evidence that staff professional development is encouraged.

13. The governing body engages with key stakeholders.

We know most of our stakeholders. Generally we link to other groups in the education and children's sectors. We sometimes use questionnaires or other mechanisms to gather views from parents and others. We provide an annual report to parents or provide information about governors' activities via the school website. The chair of governors sometimes represents the school at local meetings or events. The school is well known locally.

14. The governing body is transparent and accountable, including in terms of recruitment of staff, governance structures, attendance at meetings, and contact with parents and carers.

We publish the names of the governors on the school website, with information about how to contact the governors. Our governing body minutes are available on request to stakeholders as soon as they are approved. We also publish some school policies online. The school newsletter often reports on governors' activities. We discuss governor succession plans at least once a year.

Chair of Governors: Date: