



Eynsham Partnership Academy
 A charitable limited company
 Registered in England & Wales.
 Company number: 07939655

Freeland CE Primary School

Aspiring and achieving together

Tel: 01993-881707 Fax: 01993-883159
 office.3208@freeland.oxon.sch.uk
 www.freeland.oxon.sch.uk
 Headteacher: Mrs S Nickelson



Freeland CE Primary School Local Governing Body Meeting on 23rd May 2018, at 6.30pm, at the School

Attendance: Sarah Nickelson (**SN**) (Headteacher), Julian Soanes (**JS**) (Parent) (Chair), Caroline Taylor (**CT**) (Director Appointed), Jon Jeffries (**JJ**) (Staff), Janet Faulkner (**JF**) (Foundation), Catrin Mezour (**CGM**) (Parent), Jane Lench (**JL**) (Staff), Alice Harden (**AH**) (Foundation), Catrin Moore (**CM**) Parent and Toby O’Neil (**TO**) (Parent) (Vice Chair).

In attendance: Gemma Peace (**GP**) (Clerk).

The meeting was quorate and was opened at 6.30pm by the Chair.

Item	Item title	Action/ Who/ By when
1.	Apologies for absence and welcome JS welcomed all to the meeting. No apologies for absence were received. Glen Pascoe (GSP) was not present at the meeting.	
2.	Declarations of any business or pecuniary interests None to declare.	
3.	Approval of Minutes of LGB meeting held on 21st March 2018 The Minutes were agreed to be a true and accurate record of the meeting, were signed by the Chair and filed at the School. Actions not referred to from the previous minutes have been completed. Action: GSP to draft a paragraph relating to the New Building Committee for the school newsletter. Action: SN to ensure that links to more comprehensive SEND advice (referred to in minute 5 of the minutes of the LGB meeting held on 21st March) are added to the school website.	 GSP SN
4.	Matters arising, not on agenda None to discuss.	
	SCHOOL IMPROVEMENT	
5.	Headteacher Performance Review Report JS, CT and JF met SN on 11 th May. They reviewed SN’s performance management targets and were content that SN is on target to meet them. SN confirmed that she is happy to continue working towards those targets. New targets would be put in place for the coming school year at the appropriate point.	

Chair of Governors: Date:

<p>6.</p>	<p>Headteacher’s Report (to include safeguarding/health and safety update)</p> <p>The report was available to view on GovernorHub before the meeting.</p> <p>SN explained that attendance continues to be monitored. Attendance figures are looking more encouraging, as there has been a reduction in term time holiday requests. There are some on-going attendance issues, but the school is working closely with the parties involved and progress is underway.</p> <p>Staff development that has taken place was detailed in the report. SN mentioned that staff had taken part in behaviour training, which provided them with a useful insight into why children behave the way that they do.</p> <p>Monitoring across the school has been very positive. Learning behaviour is very good. SN told Governors that book scrutinies currently focus on the foundation subjects. The school is fine-tuning how to track progress to ensure pupils are making good progress across all areas of the curriculum.</p> <p>SN spoke about the General Data Protection Regulations (GDPR), which come into effect on 25th May 2018. The school has a new data protection officer from Turn It On, Darren Evett, as the EPA has bought into the GDPR package offered by Turn It On. He had visited the school yesterday and completed a three hour data protection health check with SN. SN confirmed that the September pack that the school issues to parents will be different to those issued previously, due to data protection requirements. SN assured Governors that Darren had put her mind at rest in relation to this matter. He was very realistic about what needed to be done. Staff training on data protection will take place across the EPA. SN stated that there should be a Governor link for GDPR at the school. CGM showed interest in being the Governor link for GDPR and would let SN within 24 hours. It was confirmed that the school/EPA would be fined in the event of non-compliance. Governors voiced concerns that it was quite late to start looking at the matter, but SN said that she understands that it is acceptable for the school to be working towards compliance at this stage. SN explained that she is aware of the fact that the School Society needs to be compliant, and she is working with members of the Society to ensure that happens. She is also addressing the issue of the school being used out of hours by adults, in order to ensure that they do not have access to any data and information that they should not be able to see.</p> <p>SN asked for Governors’ opinions about updating the school logo. Governors agreed that it should be updated. CM recommended an artist in Witney, who she has worked with in the past. Governors also spoke about what the logo should convey, for example, the collaboration between the school and the church.</p> <p>Q. Governors asked about the budgetary implications of any change to the logo. A. SN said that depends on how the project is carried out. She agreed to look into it.</p> <p>Action: Investigate costs and timescales of updating the school logo.</p> <p>Q. Governors asked whether pupils would be required to have a logo on their sweatshirts once it is updated. A. SN confirmed that they would not.</p>	<p>SN</p>
-----------	---	-----------

<p>7.</p>	<p>School Development</p> <p>SN informed Governors that the school is on target to meet the aims in the SDP. SPaG has been a huge focus for the school this year and the staff are at the point where they are determining what the school should focus on next year. Foundation subjects would be a focus. SN assured Governors that there is a very effective staff team at the school, who would continue to work hard to meet SDP targets.</p> <p>Action: Add consideration of SDP to the first LGB agenda in the autumn term.</p> <p>Q. Governors asked if the E-Safety policy had been drafted. A. JJ confirmed that he would draft this shortly. He has been busy preparing the pupils for SATs until this point in the term.</p> <p>Action: Draft E-Safety Policy.</p>	<p>GP</p> <p>JJ</p>
<p>8.</p>	<p>Boosting Pupil Numbers</p> <p>SN said that the new condensed school prospectuses have been distributed to local estate agents. Governors acknowledged that the shortage of pupils entering foundation stage is a widespread problem at present.</p> <p>SN told Governors that there has been a significant increase in the amount of interest from parents of prospective pupils. Due to this increase, the school has a system in place recording families that are interested in moving their children to the school, whether they have visited and when they would like their children to start. Four pupils are due to join the school after half term, although some pupils are leaving. Governors noted that it is very positive that there has been such an increase in interest for places at the school.</p> <p>Governors considered the situation where parents who have pupils at another EPA school contact the school about moving their children. This has been discussed at a Headteachers' meeting at which a common process for dealing with the issue was discussed.</p>	
<p>9.</p>	<p>SEND Update</p> <p>JF had met Angela Brame during a visit on 3rd May. They reviewed data and tracking of pupils to assess progress. JF confirmed that SEND pupils are making very good progress, and some would make more than expected progress this year. JF had also seen the provision map, so that she could understand how identified needs are being fed into the system, and she had also looked at TAs notes. JF and Angela also talked about dyslexia input from Unicorn, which had to be delayed until September. Attendance for SEND pupils is slightly better, and is continuing to be addressed by the school.</p> <p>SN said that the SDP targets for early intervention and support in class are helping SEND pupils to make accelerated progress. Angela has adopted a more visible approach with parents of SEND pupils, which has had a noticeable impact.</p>	
<p>10.</p> <p>10.1</p>	<p>Committee Reports</p> <p>Curriculum & Standards Committee – a meeting was held on 1st May. The minutes were available on GovernorHub before the meeting. TO reported that the following matters had been discussed:</p> <ul style="list-style-type: none"> • There was a presentation from Donna Keeber about RE and Early Years. • Tracy Tacon had given a presentation about English. • There was a discussion about Assessment Point 2. 	

<p>10.2</p> <p>10.3</p>	<ul style="list-style-type: none"> • A draft staff views questionnaire, which focuses on wellbeing, had been considered. The questionnaire is going to be handed out during the parents' evening week at the start of July. The final version would be agreed at the next Performance and Standards Committee meeting. <p>The date of the next meeting is 12th June 2018.</p> <p>Resources Committee – a meeting was held before the LGB meeting. CT reported that:</p> <ul style="list-style-type: none"> • The trees outside the school wall were discussed. • The budget was fine, although it was noted that the format might change with the new finance structure within the EPA. • There had been a staffing update. JJ is moving to take over as Headteacher of Cassington Primary School. A teacher has been recruited to replace him on a temporary contract from September, and an existing member of staff would be acting Deputy Head following internal recruitment to cover that time. The school would advertise for a permanent Deputy Head in the new academic year. • Some holes in the Foundation classroom have been repaired and a log is being kept for any deterioration of the building. <p>The date of the next meeting is 27th June 2018.</p> <p>New Building Committee – GSP was not present.</p>	
<p>11.</p>	<p>Governor Healthcheck</p> <p>This was available for Governors to view on GovernorHub at the meeting.</p> <p>The Health check had been completed last year. Governors reconsidered the questions in order to rate themselves appropriately.</p> <p>Please refer to the updated document attached to the minutes.</p> <p>During the discussion, SN suggested that an external governance review should be carried out. Governors agreed that was a good idea. ODST would lead on this during the next school year.</p> <p>With regard to self evaluation, Governors agreed that they still need to take a more active role in school self evaluation in partnership with the Headteacher.</p> <p>Governors considered the statement about assuring themselves of the rigour of the assessment process. It was acknowledged that Governors that carry out classroom visits do look at assessment. Governors agreed that the governing body are moving towards the top grade, in that they do see regular evidence that assessment information is used to improve teaching and the curriculum. This was particularly the case at the start of the school year. However, the Governors do not observe marked work regularly and evidence that marked work is collated and validated more widely. SN said that Governors are welcome to join the leadership team during book scrutinies. Governors decided that they would remain at their current grade for this matter, but this should be added to the Governor Action Plan.</p> <p>Governors considered the statement about PPG and other resources being used to overcome barriers to learning. SN pointed out that there are very small numbers at the school. JJ has provided a good amount of information to Governors during the school year about PPG. Governors agreed that they would</p>	

	<p>move to the top grade.</p> <p>Governors also spoke about the statement regarding transparency and accountability, attendance at meetings and governance structures. Governors agreed that they had improved in this area, so moved to the top grade.</p> <p>Action: Add points regarding the areas that are still ‘yellow’ to the Governor Action Plan.</p>	JS
12.	<p>EPA Multi-Academy Trust (MAT) – update/issues (<i>Standing Item</i>)</p> <p>SN reported that Mike Foster is the new chair of the directing board and Ros Avery is the new Chief Operations Officer. Sarah Kerswell is continuing as interim CEO, but the EPA would like to recruit a permanent CEO. A new Facilities Manager has been appointed, who would take charge of health and safety. They have also appointed a Finance Manager. They are now trying to recruit the human resources and finance team members. Beth Bedford is no longer Company Secretary.</p> <p>JS reported that there had not been a Chairs meeting recently.</p>	
13.	<p>Policies – for approval/adoption</p> <p>Collective Worship Policy – AH and JF had attended training on writing Collective Worship Policies, and had seen examples of these policies. AH said that the policies were quite process based. This had affirmed that the school’s policy is well drafted and is quite a dynamic policy when compared to others. Governors approved the policy.</p> <p>Data Protection Policy – The EPA and Turn It On would draft this.</p> <p>Health and Safety Policy – This was discussed at the Resources Committee meeting.</p> <p>Supporting Pupils with Medical Needs – Governors approved this policy.</p>	
14.	GOVERNING BODY MATTERS	
14.1	<p>DBS Checks</p> <p>All Governors have been DBS checked.</p>	
14.2	<p>Governor Vacancies/Terms of Office Ending</p> <p>There are currently four Director Appointed Governor vacancies.</p> <p>CM’s term of office expires on 1st July 2018. There would therefore need to be another parent governor election at that point.</p> <p>JS said that his term of office ends at the end of July 2018, as he would no longer have a child who attends the school, and he does not intend to continue as a Governor. He said that he would be happy to stay on in an advisory capacity for a while to help with the transition for the new chair and Governors agreed that would be helpful.</p>	
14.3	<p>Governor Training/Training Plan</p> <p>CGM said that she has not attended any training since joining the governing body. It was noted that there would be Diocesan training during the autumn term. If there is not an induction course offered by the Diocese, CGM might have to attend the Governor Services training course.</p>	

Chair of Governors: Date:

	<p>JF pointed out that Governors should read the updated safeguarding guidance. JF suggested that all Governor visits should contain a safeguarding aspect, and that should be explicitly noted in the visit reports. Governors agreed with this proposal. The relevant safeguarding documents are on GovernorHub.</p> <p>Action: Governors to read updated safeguarding documents that SN has posted on GovernorHub.</p>	All
14.4	<p>Governor Monitoring Visits</p> <p>JF carried out a SEND monitoring visit.</p>	
14.5	<p>Governor Communication with stakeholders/community</p> <p>Nothing to report.</p>	
14.6	<p>Foundation Governors' Update</p> <p>JF and AH had attended training regarding the Collective Worship policy. Following that, they felt that they ought to arrange a meeting with Donna Keeber in order to support her in her role.</p> <p>Action: JF and AH to arrange to meet Donna Keeber.</p>	JF/AH
15.	<p>Items from Staff and School Council</p> <p>Staff – JL suggested that, once a new chair is appointed, it would be helpful if they came to introduce themselves to the staff.</p> <p>School Council – Nothing to report.</p>	
16.	<p>Date of the remaining LGB meetings: 27th June 2018</p> <p>Matters to discuss at next LGB meeting:</p> <ul style="list-style-type: none"> • Appointment of Chair and Vice Chair. • Budget • Review and approval of Committee terms of reference, membership and delegation for 2018-19 school year <p>The next Resources Committee meeting will be held on 27th June 2018.</p> <p>The next Performance and Standards Committee meeting will be held on 12th June 2018.</p>	

The meeting closed at 7.50pm.

GP: 23rd May 2018

Chair of Governors: Date:

GOVERNOR HEALTHCHECK

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. We fulfil all these duties and we regularly review how well we are doing. Sometimes we use external parties to review our duties (e.g. external review of school website).

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 who our stakeholders are and we actively seek out their views and engagement with the school. We invite input from parents and others using questionnaires or other mechanisms. We provide reports to stakeholders and actively represent the school in the community. As governors we represent the school at events and in other meetings or local bodies. We use the diversity of our governing body to reach different groups (such as parents, local business, church and community groups). The school is well known and respected 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 information about the governors on the school website, this includes names, a short pen portrait and photograph in most cases. All our governing body minutes are published online as soon as they are approved and we also publish other relevant information including school policies and governing body

Chair of Governors: Date:

committee terms of reference. We provide an annual report to parents explaining the work that we have done. All parents and stakeholders can easily find out how to contact the governors. We advertise governor vacancies and interview all prospective governors before they are elected to the governing board. We have a governing body succession plan which covers all the key roles on the board.

Chair of Governors: Date: