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Headteacher Mrs Karen Jupp



Stanton Harcourt CE  
Primary School

## STANTON HARCOURT CE PRIMARY SCHOOL GOVERNING BODY

Minutes of the meeting of the Governing Body  
held on Thursday 22 January 2015 at 7.30 pm at the School

### Present:

A K Boorer (AKB)	- Foundation Governor (Diocesan-appointed)
Jenny Faulkner (JF)	- Parent Governor
Rachel Hart (RH)	- Parent Governor
Karen Jupp (KJ)	- Headteacher ( <i>ex officio</i> )
Nick Rickards (NR)	- Parent Governor
Carol Steels (CS)	- Director-appointed Academy Governor
Richard Thomson (RT)	- Director appointed Academy Governor
David Wallom (DW)	- Director appointed Academy Governor
Jane Watts (JW) CHAIR	- Foundation Governor

### In attendance:

Laura McEachern (LM)	- Associate member (for SEN)
Drew Tweedy (DT)	- Associate Member
Linda Walsh (LW)	- Senior Teacher ( <i>Item 2 only</i> )
Kit Howells (KH), Clerk	

*The meeting was quorate.*

Item	Item title	Action
1.	<p><b>Welcome and Introductions and Apologies for absence</b></p> <p>Chair welcomed newly-appointed Parent Governor JF and noted RT's appointment had been approved by the Directing Board. She welcomed Linda Walsh, Senior Teacher.</p> <p>Apologies for absence had been received from Rachel Elliott (RE), Vice Chair and Director-appointed Academy Governor, and were accepted. RE was attending an EPA training session on schools finance given by Mike Lawes.</p>	
2.	<p><b>Presentation by Linda Walsh, Senior Teacher, on her role</b></p> <p>LW tabled a report covering her role as Senior Teacher since appointment in September 2014, and briefed governors on her work as full time class teacher, line manager for Teaching Assistants (TAs) and whole school responsibilities when KJ is fulfilling EPA duties or is off school site. Her personal additional contributions to the life of the school were noted and applauded.</p> <p>In response to governor questions, LW emphasised how much she enjoys her varied role and the addictive nature of teaching as children progress, and noted her supportive family ensure a good work-life balance.</p>	

Signed: ..... (Chair) Date: .....

<p>In response to governor question, LW noted that her previous experience in a challenging school has given her useful expertise and experience to contribute at SH.</p> <p>KJ informed governors of the enormous positive impact LW has made on the school, due to her passion for class teaching as well as strategic leadership and noted that SH was fortunate in having such a person in a small school and that LW was more than capable of operating as acting headteacher on Thursday afternoons when KJ is undertaking EPA Deputy CEO work.</p> <p>Governors asked LW if she feels empowered as Senior Teacher to practice the role successfully and whether any aspect might be improved. LW felt that more strong TA support would be particularly useful and was becoming more important, particularly as the staff team is fairly small and workload is already shared well but there were many and increasing challenges. She would be happy to undertake more leadership training. LW informed governors of the strong and trusting partnership she has with KJ, who noted that she fully supports LW's decision-making. KJ noted that the EPA is discussing the establishment of a Senior Teacher/Deputy group which would be able to buy in joint relevant training and share good practice.</p> <p>In response to governor questions on staffing capacity and the particular challenges being experienced currently within the school, KJ and LW emphasised the need for an increase in strong TA capacity in Key Stage 2 (KS2), not necessarily full-time, but particularly on certain days including Thursday sports afternoons. Governors were supportive of this, and encouraged KJ to have discussions with the EPA Directing Board and CEO about the need and about the requirement of more time for KJ to fulfil the Deputy CEO role.</p> <p>Governors asked if there was scope to share TA resources within the EPA. KJ informed that Cover Supervisors at Bartholomew have been offered but are not primary trained and that would present particular problems in dealing with SEN pupils. Other opportunities are being taken advantage of, eg borrowing a Bartholomew French teacher to replace KJ for a lesson when she is off site.</p> <p>LW encouraged governors to come into school more and get to know the staff and pupils and join learning walks and other specific activities whenever they are able, in order to better understand the difficulties and challenges and the interventions that are put in place to deal with them. Governors welcomed LW to the staff of the school and thanked her for the work she is doing and for joining this meeting of the LGB.</p>	<b>KJ</b>
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<b>3.</b>	<b>Standing Items</b>	
<b>3.1</b>	<b>Membership of the Governing Body</b> Fiona Wilson, Staff (teaching) Governor, had resigned, due to study commitments. KJ is seeking a volunteer to replace her, but it is acknowledged that staff are already working hard in challenging circumstances. Meanwhile, it might be possible to invite a different staff member to join an LGB meeting each time.	<b>KJ</b>
<b>3.2</b>	<b>Declarations of any business or pecuniary interests (renewal of written declarations)</b> NR and DW live on the School's boundary.	
<b>3.3</b>	<b>Racial harassment and bullying</b> KJ reported no incidents of racial harassment. KJ reported one claim of bullying received from a parent, which has not been substantiated through interviews with the parties involved.	
<b>3.4</b>	<b>Exclusions</b> None.	
<b>3.5</b>	<b>Safeguarding</b> KJ briefed governors on the current situation with regard to two pupils who are now on Child Protection Plans due to home/family issues. This has been a particularly difficult and challenging time and safeguarding of pupils and school staff are of paramount importance; therefore several new or strengthened processes have been instigated to ensure this. These include the need for parents to make appointments in advance with class teachers, not allowing parents on the playground, staggered lunchtimes in order to separate groups of children, zoning (including a high risk zone for children whose behaviour is currently unpredictable) and increased staffing of the playground at break and lunchtimes. KJ has regular meetings with Social Care as well as parents. In response to governor questions, KJ explained that teachers choose which pupils are put into the High Risk Zone and those pupils can take a friend with them.  Governors noted the transparency with which these issues are being dealt with and the excellent support of all staff, who have to be constantly vigilant and are focused on ensuring the welfare of all pupils so that they can have positive experience at school. Governors were supportive of the necessary arrangements which had been put in place to support the needs of the children and the emergency systems which are in place if required.	
<b>4.</b>	<b>To agree the Minutes of Meeting held 20 November 2014</b> The Minutes were agreed as a correct record and signed by the Chair for retention on the School's files.	

5.	<b>Matters arising from the Minutes of 20 November, not on the agenda</b>	
5.1	NR is updating the <b>Prospectus</b> (KJ to send Word version).	<b>NR</b>
<b>SCHOOL IMPROVEMENT</b>		
6.	<p><b>Headteacher's Report, including RaiseOnline summary and analysis</b>  KJ's report had been circulated and the contents noted.</p> <p>JW and KJ highlighted the likelihood of an Ofsted inspection in the near future, as an Outstanding School not inspected since 2012 and despite the government's original decision not to inspect recently-converted academies.</p> <p>JW emphasised the need for governors to be fully informed on all events in school, so that they can join/contribute.</p> <p>KJ had provided attainment and progress tracking information for all year groups for Reading Writing and Maths and also for SEND children receiving support. She briefed governors on the data, and governors noted Good progress in general across the school but also the figures in red showing where there were concerns about insufficient progress. Governors noted that cohorts were fairly small and thus SEND children had significant impact on these figures within their cohorts.</p> <p>Governors requested the same information excluding the SEND pupils in order to see progress for non-SEND pupils more clearly and also requested the data by gender group.</p> <p>DW asked if having two Year Groups in one class made teaching more difficult and was this the reason for lower progress being made. KJ felt that children benefited from the mixed class and noted that this part of the school is where particular SEND children were having a negative impact on the data. These children are requiring specific attention from the class TA resulting in the TA not being available to assist within the classroom. Governors advised that appropriate action be taken to remedy this particular situation and noted that TAs were otherwise being utilised appropriately in both Key Stages and children were being placed in appropriate groups for their specific learning needs so that teachers can concentrate on best learning for their classes.</p> <p>DW asked how the school accommodates the More Able learners' needs and KJ informed that all teachers were aware of these children within the cohorts and were catering for them in class and with regard to outside activities. KJ has drawn up a table for staff detailing children in each group, including Pupil Premium, Free School Meals, More Able, and other vulnerable groups.</p> <p>JW advised careful consideration of the budget in relation to the</p>	<p><b>KJ</b></p> <p><b>KJ</b></p>

	<p>clear need to employ an additional TA and KJ confirmed that it will be possible to employ a TA on a fixed term appointment from September. KJ advised that the school will seek someone with strong SEND and interventions experience particularly in Maths and Writing to support KS2 and LE agreed the rationale for this, and emphasised the need to have someone who can have a positive impact on behaviour. Depending upon applicants, it may be possible to move TAs around within the school. It was agreed that the post should be advertised as soon as possible in the knowledge that SEND children bring income with them.</p> <p>KJ drew attention to the need to re-formulate the classes for 2015-16 academic year due to cohort numbers. Mixing Year groups was often a good thing for children and was not difficult to manage from a teaching point of view; however, there were often difficulties in managing the social side.</p> <p>It was noted that current school roll is 112, plus Nursery places. Current capacity is 120. Admission number is currently 15 and will be between 12 and 14 in the next few years. Governors were concerned about the classroom space being adequate size for the number of children. The Local Authority has responsibility for admissions and will need to be planning ahead of future possible housing development and consequent influx of children requiring places.</p> <p>Governors reluctantly agreed that the school has no capacity to take more SEND children currently, despite this going against the inclusive nature of the school.</p> <p>KH will circulate the updated School Development Plan and a glossary of acronym definitions to assist governors.</p>	<p>KJ</p> <p>KJ</p> <p>KH</p>
7.	<p><b>Chair's Report</b></p> <p>JW's report had been circulated. She emphasised the need for governors to get involved in school learning walks and ensure any visits to school are recorded and sent in to Office for School files. Visit form for completion will be circulated.</p> <p>JW informed that Finance governors are beginning to adjust to the new ways of working as an academy in a Multi-Academy Trust and wish to retain planning ability, knowledge and local monitoring controls to enable accountability, whilst recognising that the EPA is monitoring the School's budget situation monthly.</p>	<p>All</p> <p>KJ</p>

<b>8.</b>	<b>Committee reports</b>	
<b>8.1</b>	<p><b>Resources Committee- verbal report of meeting held 22 January, including update on staffing and budget</b></p> <p>JW provided verbal feedback following the meeting held immediately prior to LGB this evening.</p> <p>Re finance, in addition to the concern mentioned in her Chair's report about retaining local knowledge of the school finances, JW informed governors that OCC has not yet paid the school (or the other primaries) the amount owed on conversion and the EPA is following this up.</p> <p>DW had visited and had drawn up a list, with KJ, of necessary actions in relation to premises, grounds, and health &amp; safety. Applications for funding have been made for replacement windows and a new fire system; outcome of bid known in March. In addition, a large watertight shed was required to replace smaller ones which were not weatherproof and application was being made to FOSHS for funds. It was noted that the Foundation Stage needs new steps and a ramp and reproofing in the summer.</p> <p>EPA-agreed finance policies were awaited.</p> <p>JW informed that the Committee now has a much better understanding of the school finances at school and although more autonomy was still sought, it was noted that the levels of authority, responsibility and accountability remain the same as prior to conversion, and the school had now resumed operational responsibility for many finance issues, in the knowledge that the EPA (Mike Lawes) was monitoring on a monthly basis. DW has requested that the financial information be provided in graphic form as well as tabular for easier access to the information by non-finance governors.</p>	
<b>8.2</b>	<p><b>Curriculum &amp; Communication Committee – verbal report of meeting held 12 January</b></p> <p>KJ reported on the meeting held on 12 January, and briefed governors about the new assessment tool which the EPA Headteachers had agreed to use: Target Tracker. The INSET day on 5 January had been utilised for training on the new tool. Target Tracker is aligned to the new Primary Curriculum which came into force in September and will be used from February (except for end KS2 and end KS6 which will be assessed with original Levels).</p> <p>The Committee had discussed SEND and Gifted &amp; Talented pupils and the interventions in place (as discussed at Item 6 Headteacher Report above).</p> <p>The EPA Directing Board's Standards Committee had met once and would meet again on 26 January, starting the process of reviewing standards across the EPA and discussing risk factors. Comparisons</p>	

	<p>across the EPA for achievement and progress will be possible and it will be helpful to have a standard methodology across all the schools.</p> <p>Next meeting: 23 February 2015.</p>	<b>Curric Comm</b>
<b>9.</b>	<p><b>Policies for approval (if any)</b> None. The first tranche of new EPA policies (mostly HR and Finance) have been drawn up and will be circulated for adoption by Directing Board. The second tranche (including those relating to Health &amp; Safety) will follow. KJ reminded governors that, meanwhile, the School is adhering to its existing policies and superseding OCC model policies, until the EPA ones are available for adoption.</p>	
<b>10.</b>	<p><b>Governor liaison visits - format and dates arranged for visits</b> JW noted that some of the liaison and monitoring that governors are required to do is being held up by the School not providing contact and lesson information and asked KJ to ensure governors receive information more promptly.</p> <p>KJ will email teacher and governor contact details to all relevant staff (relating to governors' link responsibilities) so that governors can make appointments, and will also ensure that she informs governors of class learning walk dates are taking place so that governors might join her. Governors may also request appointments through the Office.</p> <p>For joining Forest Fridays (to look at how Forest School works), governors should contact the Office for timing and to give notice. It is possible to join these for full day or part day. Forest School in Foundation takes place on different days and KJ will let governors know when these are scheduled.</p> <p>Reminder of link governors:  DW - Maths and Science  LM - SEN  DT – RE, SIAMS and Music  RT – Literacy  TB - Eco and EPA link (Directing Board member)  RH - Class 3 (Years 5/6)  NR – Class 3 (Years 5/6)  JW – Foundation  CS – Class 1 (Years 1/2)  RE – Class 2 (Years 3/4).</p> <p>JF, JW and KJ to agree which area of school JF will link with.</p>	<p><b>KJ</b></p> <p><b>KJ</b></p> <p><b>All</b></p> <p><b>All</b></p> <p><b>All</b></p> <p><b>All</b></p> <p><b>KJ</b></p> <p><b>JW/ JF/KJ</b></p>
<b>11.</b>	<p><b>Governor training and DBS checks</b> KJ and DW have recently renewed safeguarding training.</p> <p>It was noted that JF and RT will need a DBS check and will follow up through the School Office. This is good practice, but essential if</p>	<b>JF</b>





15.	<p><b>Date of next meeting</b></p> <p><b>LGB meeting:</b> Thursday 5 March 2015 at 7.30 pm.</p> <p><b>Committee meeting dates:</b>  <b>Resources:</b> All at 6:30 pm:  26 February, 5 March, 23 April, 21 May, 25 June  9 July (Pay Committee)</p> <p><b>Curriculum &amp; Communication:</b> 23 February 2015 at 6.30 pm.</p>	<p><b>All to note</b></p> <p><b>All to note</b></p>
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The meeting closed at 2035

*KH/28.01.15*

Signed: ..... (Chair) Date: .....