



Care Respect Equality Achievement Trust Excellence

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Registered in England and Wales

Headteacher: Mrs Marilyn Trigg

Stanton Harcourt School

Company number 07939655

**STANTON HARCOURT CE PRIMARY SCHOOL
GOVERNING BODY**

**Minutes of the meeting of the Local Governing Body
held on Wednesday 7 December 2016 at 7.30 pm at the School**

Present:


- | | | |
|---------------------|------------------|---|
| A K Boorer (AKB) | | - Foundation Governor (Diocese-appointed) |
| Rachel Elliott (RE) | CHAIR | - Director-appointed Academy Governor |
| Mark Kingston (MK) | | - Parent Governor |
| David Wallom (DW) | JOINT VICE CHAIR | - Director-appointed Academy Governor |
| Jane Watts (JW) | JOINT VICE CHAIR | - Foundation Governor (Diocese-appointed) |
| Marilyn Trigg (MT) | | - Interim Headteacher (<i>ex officio</i>) |

In attendance:

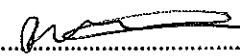
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|----------------------|--|---|
| Jane Eagle (JE) | | - Associate Member |
| Andy Hamilton (ASH) | | - EPA Chief Executive Officer (Items 1-2 only) |
| James Bird (JB) | | - EPA School Improvement Officer (Items 1-3 only) |
| Laura McEachern (LM) | | - SEN Coordinator (SENCO) (Items 1-4 only) |
| Kit Howells (KH) | | - Clerk |

The meeting was quorate.


Item	Item title	Action
1.	<p>Welcome and Apologies for absence RE welcomed Laura McEachern (School SENCo), James Bird (EPA SIO) and Andy Hamilton (EPA CEO).</p> <p>Apologies for absence received, and accepted: Nancy Hutchison (NT), Parent Governor Jenny Faulkner (JF), Parent Governor Carol Steels (CS), Director-appointed Academy Governor Drew Tweedy (DT), Associate Member.</p>	
2.	<p>Andy Hamilton, EPA CEO – EPA overview The Minutes of the latest EPA Directing Board meeting held on 20 October had been previously circulated. ASH tabled an update report on Eynsham Partnership Academy activity and priorities (<i>copy to be placed on GovernorHub</i>) and briefed Governors on the main points including:</p> <ul style="list-style-type: none"> • Organisational Audit • 2 year Development Plan • Priorities including developing accountability frameworks, succession planning throughout leadership and management; challenging school standards and challenging governance • Structure of the EPA governance • New Strategic Leadership Team 	<p>KH (ASH)</p>

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	<ul style="list-style-type: none"> • New and continuing EPA wide roles including Primary Executive Lead, English and Maths Leads, HR advisor, EPA administrator, extra time for SIO role to provide additional school improvement advice and resource to schools, additional finance staff time, for which the EPA schools are not paying very much in relation to the support available and received • External reviews of EPA schools • Growth options for EPA. <p><i>Q: Should the EPA be focusing on ensuring stability rather than looking at development and growth?</i> <i>Q: Is there logic in growing the EPA to ensure resource provision is sustainable into the future?</i> <i>Q: Is the EPA only considering schools which are in a secure position when considering growth options?</i> <i>A: There has to be a balance between ensuring stability and needing to grow in order to sustain resourcing. There continue to be resource concerns which require to be addressed and scarce resources must be utilised efficiently and effectively for the EPA as a whole as well as for the individual schools.</i></p> <p><i>Q: Will all Policies be unified across the EPA?</i> <i>A: Where possible, yes, harmony and consistency across the EPA is encouraged and Policies can be shared, but it is acknowledged that each individual School will require and want to have its own local Policies for some areas of work (for instance, Charging and Remissions). All HR Policies are overarching EPA ones as the EPA is the staff employer).</i></p> <p>ASH will forward the EPA Development Plan and Organisational Audit to KH for circulation to Governors via GovernorHub.</p>	<p>KH (ASH)</p>
<p>3.</p>	<p>James Bird, EPA SIO – School Improvement overview JB briefed Governors on his school improvement work in the EPA and tabled an overview document detailing the processes under way this year in all the schools (<i>copy on GovernorHub</i>) from data collection and monitoring to development work, supporting governance and working closely with schools under review. JB now works for the EPA 3 days' pw and his role is working alongside the EPA Primary Lead (Sarah Kerswell) and the newly-appointed EPA English and Maths Leads (1 day pw each, the impact of whose work is very positive). JB has met with 4 Chairs of Governors working closely on how to assess performance data to enable good challenge of schools, especially on any areas of concern. Frances Bartlett (Diocese Adviser) is also working with governors on challenge and readiness for Ofsted.</p> <p>Further work on aligning processes will be undertaken when the Headteachers all meet for their Conference in the Spring.</p> <p><i>Q: It would be useful for JB to do some detailed work with the</i></p>	

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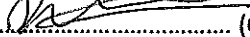
	<p><i>Achievement & Standards Committee on assessment of data and challenge of the Head. Governors had attended the general training held at Standlake School but it would be useful to focus on this School's data in a session with JB.</i></p> <p><i>A: Frances Bartlett and JB are working with schools on data and challenge and a session doing so should be held once a year ongoing. Whilst recognising that Governors are volunteers it is important to ensure robust governance in order to strengthen the school's leadership and management and thus its outcomes. JB will contact RE/DW to arrange a date with the Committee in January or February.</i></p> <p><i>Q: There is no specific funding to support More Able students; is there a way that the EPA can better support schools to support these students?</i></p> <p><i>A: Schools are becoming increasingly better at recognising, discussing and providing for the needs of More Able children through Quality First teaching, but it is recognised that more emphasis on this area is required and this is one of the foci of the EPA Lead teachers to help teachers work with these pupils to ensure greater depth and to ensure teaching differentiation.</i></p> <p><i>Q: With focus of attention being on Pupil Premium children, vulnerable groups and More Able, is it the case that the middle achieving children with average progress are often forgotten?</i></p> <p><i>A: There is serious attention being given to convert middle achievers to high achievers now. Having good processes in place to monitor, including regular pupil progress meetings and better assessment tools and expertise, will enable improved attention throughout. The assessment system is much better than a year ago and processes are all improving.</i></p> <p><i>Q: The EPA could run 'master classes' for English and Maths for some pupils to ensure that More Able pupils' progress is boosted in specific areas.</i></p> <p><i>A: This is something that could be considered. Lead Teachers are working with class teachers on working with More Able children.</i></p> <p>LM emphasised the need to retain focus on the balance the personal and emotional needs of children at the same time as meeting the requirements of increasing national pressures to improve data.</p> <p>JB was thanked for his support of the School, alongside Sarah Kerswell and Frances Bartlett who are members of the Task Group which meets regularly.</p>	
<p>4.</p>	<p>Laura McEachern, SENCo – overview of SEND in the School</p> <p>LM attended to brief Governors on her work with SEND children in the School, and tabled the anonymised SEND Register detailing progress tracking and other information for the previous academic year 2015-16 (copy on GovernorHub shortly). LM has been SENCo for 9 months.</p>	

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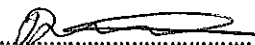
She highlighted major points of interest:

- Ensuring the right children are on the SEND register
- Ensuring clarity of needs and provision of correct support
- Audited the Register and that of Pupil Premium children including discussions with teachers to ensure the right children receive grant and support using the new SEND guidance from 2014 Code of Practice as a screening device.
- Important to distinguish clearly between less able children and those that are SEND
- Relationships established with external agencies, including attendance at Inclusion Briefings by Oxfordshire School Inclusion Team (OxSIT) which provides good resources and information relating to County and National strategies.
- Ensuring all SEND Registered children have up to date pupil profiles which list their strengths and needs and identify outcomes; these focus on long term outcomes to ensure the work done now to develop independence for learning benefits them in adult life (academic as well as social and emotional aspects).
- Many meetings with parents to ensure they are involved and listened to and that their viewpoint is understood.
- LM also supports safeguarding in School.
- LM also works with SENCo at Bartholomew School to ensure good transition for pupils from primary to secondary level.
- Tracking systems for pupil progress are constantly being developed, in the knowledge that children who have a barrier to their learning are required to progress at an accelerated rate in order to keep up with their peers to give them the best opportunities as they go through their education, whilst continuing to be mindful of increasing pressures and ensuring that these pressures do not become a worse barrier to their learning. Children's mental health and wellbeing is a focus of work. There are many more children being referred for emotional and wellbeing concerns in relation to anxiety, stress and emotional illiteracy and it is important to understand why children are struggling and the context of their needs.
- The aim is to have children at Age Related Expectation and secure by the end of each Year.
- The teachers know which children need extra support and it is important to ensure that they receive what they require. There are good resources and visual support tools for children in classrooms to help them embed their learning but these all have a high cost.
- A Provision Map details which children are having what support, the ratios and costs, evaluation tools and impact and outcomes to assess whether or not academic progress is being made.

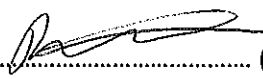
Q: Are we seeing a significant increase in social and health problems

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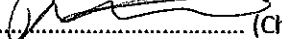
	<p><i>being brought to the School to deal with, instead of to other agencies? Some schools have a Family Liaison Officer working throughout the year including holiday periods to work with families on these issues.</i></p> <p><i>A: Yes we have seen an increase in this and School invests time in families requiring support, some of which are at crisis point, in order to ensure the children make good progress and attend school. However, Schools require further support for this work and a Home-School Link Worker would be well utilised and make a significant impact to outcomes.</i></p> <p>Governors agreed that there should be an EPA-wide Home-School Link Worker appointment to carry out essential work to help children with needs to better access learning. RE will raise this issue at the next Chairs of Governors meeting in order to press the EPA to fund a post.</p> <p>Governors thanked LM for her clear and enlightening report on SEND issues in the School, recorded appreciation for her work and wished her well for the future.</p>	RE
5.	Declarations of interests -DW lives on the boundary of the School.	
6.	Minutes of the meeting held on 29 September 2016 The Minutes of the 29 September meeting were agreed as a correct record of the meeting, signed by the Chair and filed in School.	
7.	Matters arising from the Minutes of 29 September 2016 Actions completed and/or Items appearing on this meeting's Agenda.	
	SCHOOL IMPROVEMENT	
8.	<p>Headteacher's Report, including Safeguarding (Standing Item), and Racial, Harassment & Bullying Incidents, Exclusions (Standing Items)</p> <p>MT's HT Report had been previously circulated and contents noted.</p> <p>MT tabled analysis of progress data documentation as at 1 Dec Assessment Point, for each Year Group. Achievement & Standards Committee had also reviewed this data at its recent meeting. Pupil progress meetings held today in School had focused on this data. Governors noted that the issues requiring attention are those that are already known and being acted upon and MT has addressed these with staff at pupil progress meetings. Pupil Premium and SEND children are doing well, but there needs to be more focus on More Able children. Teaching and learning observations have been carried out by MT and it has been agreed at the Task Group meeting that the second round of observations will be carried out by Frances Bartlett and James Bird to validate. Governors welcomed the assistance provided by being part of the EPA.</p>	

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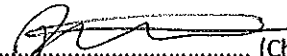
<p>8.1</p>	<p>It was agreed that MT would liaise with James Bird to arrange a <i>focused training session reviewing this data</i>; meanwhile all governors will ensure they have looked at it in depth in preparation for this session.</p> <p>Attendance has improved, at 96% currently.</p> <p>Governors noted extra-curricular activities currently offered. The recently retired Head of Science at Cherwell School is running the Science Club for Years 5 and 6. Governors are grateful to Cherwell School for loan of equipment. <i>Q: Can 'science-experienced' governors help?</i> <i>A: Yes, they are welcome to input.</i></p> <p>Magical Maths Club will commence shortly when the places are filled. <i>Q: What happens if children want to join but cannot afford it?</i> <i>A: Pupil Premium children can have the cost paid out of Pupil Premium funding grant to School.</i> <i>Q: We are concerned that there may be children who do not fall into Pupil Premium category but who still may not be able to access the Clubs due to affordability issues.</i> <i>A: MT will keep Governors informed if she is aware of any such children and action will be taken accordingly.</i></p> <p>Staff are now attending appropriate and relevant sessions run by the EPA. Children are experiencing useful and confidence-boosting transition day visits to Bartholomew School.</p> <p>Safeguarding The Safeguarding Audit has again been postponed, this time until January. TeamTeach training is being held in February to enable staff to deal with one child. There are 2 children with CAF/TACs currently and another likely to be actioned in January. Safeguarding and children's safety is the subject of every staff and TA meeting.</p>	<p>MT All govs</p> <p>DW AKB JF</p> <p>MT</p>
<p>9.</p>	<p>School Development – School Improvement Plan (SIP) 2016-17 update & School Self Evaluation (SEF) – update Nov 16 The updated SIP and SEF had been previously circulated and the contents were noted. Governors noted their responsibility and accountability in relation to the contents of the SIP and will each review the Plan between LGB meetings to ensure their monitoring visits and knowledge are aligned with the SIP contents. The main priorities are Writing and More Able Children, as well as to continue closing the gap between vulnerable groups and their peers.</p> <p>The SIP and SEF will come to each LGB meeting for review.</p>	<p>All govs</p> <p>MT</p>

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10.3	<p>School Review Task Group - report of meetings held 28.9.16 and 7.12.16</p> <p>The report of meeting held 28.9.16 had been previously circulated and the contents were noted. MT and RE reported verbally on the meeting held this morning, 7.12.16 where the current data was analysed, actions agreed for areas of concern including priority for attention to Y5 cohort in relation to their progress.</p> <p>It was a positive meeting, at which the EPA indicated satisfaction with progress being made. Governors noted the positive impact that the work of MT, James Bird and the two EPA subject leaders working on English and Maths and this will show even more in the next round of results.</p> <p>Further work to improve Middle Leadership is required and Frances Bartlett and James Bird are undertaking lesson observations and mentoring in the next Term. The Task Group taking leadership improvement forward, supported by MT, and the new Headteacher will take this on when she is in post.</p> <p>James Bird had reported good improvements seen in lesson and teaching observations: higher standards and positive atmosphere.</p>	
10.4	<p>Working Group for SIAMS presentation – report of meeting held 3.10.16, and SIAMS mid-term Review Report Nov 2016</p> <p>JW reported verbally on the meeting held 3.10.16. The SIAMS mid-term Review Report Nov 2016 had been previously circulated.</p> <p>The Review report had been positive and issues raised were noted. The two main issues are now being addressed: to ensure space outside for reflection and to ensure more involvement of the children in worship. It was agreed that JW and AKB will monitor these aspects including discussing them with children and staff.</p> <p>JW emphasised the need for all governors to engage with subject teachers and children about the values and ethos of the School, as well as about other areas of concern or interest, as part of monitoring visits or separately and to record on file by means of monitoring report forms that they are doing so.</p>	<p>JW AKB</p> <p>All govs</p>
11.	<p>Governing Body</p>	
11.1	<p>Vacancies update:</p> <p>-2 x Director-appointed Governors (RT resignation; RE end term)</p> <p>The DB had not taken nominations at its October meeting; JE's nomination will therefore go forward again, to the Board's January meeting.</p> <p>RE had completed her term of office and had been nominated for new</p>	<p>KH (done)</p>

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	<p>term of 4 years. Her nomination will also go forward to the Board in January for approval.</p> <p>-Staff Governor – MT will action this in January.</p>	<p>KH (done)</p> <p>MT</p>																				
<p>11.2</p>	<p>Governor Monitoring Plan and associated Link/Liaison Roles A model monitoring plan had been circulated by KH and was agreed as follows:</p> <p>A system of monitoring that allows governors to fulfil their duties without adding to the workload of staff:</p> <ul style="list-style-type: none"> • Three annual meetings between the designated governor and the relevant teacher to tie in with the three assessment points. The meetings should be scheduled for shortly after the results are available. • One meeting should be a face-to-face interview. (This should be the first of the three if the governor and teacher do not already know each other.) One meeting should involve a book scrutiny. One meeting should involve speaking to pupils. • As far as possible, the second and third meetings mentioned above should coincide with the teacher’s existing commitments as subject lead (or lead for EYFS, PP children, More Able, etc) rather than adding to them. • The monitoring of books and the interviews with the children should be primarily conducted by the teacher; the governor’s role is to observe and ask questions where appropriate. • A brief notice of visit should follow each meeting, written by the governor and approved by the relevant teacher prior to circulation. <p>Agreed monitoring/liaison roles as follows (all as currently held, subject to inclusion of MK and to agreement by those Governors not present at the meeting) and will additional roles agreed:</p> <table border="0"> <tr><td>Inclusion (SEND and Pupil Premium)</td><td>JF</td></tr> <tr><td>Safeguarding (inc Termly liaison with Headteacher) ...</td><td>JW</td></tr> <tr><td>Teaching some RE classes</td><td>DT</td></tr> <tr><td>Finance and Budget (in liaison with EPA COO)</td><td>RE</td></tr> <tr><td>Collective Worship</td><td>DT</td></tr> <tr><td>Health & Safety</td><td>CS (and RE)</td></tr> <tr><td>EPA Links (Directing Board members)</td><td>JF and AKB</td></tr> <tr><td>More Able</td><td>DW</td></tr> <tr><td>Early Years.....</td><td>JW</td></tr> <tr><td>Stakeholder Liaison (parent communication etc)</td><td>..MK</td></tr> </table> <p><i>(The last three being new monitoring roles).</i></p> <p>It was agreed that Curriculum Groups should continue as currently: Group 1: Maths, Science, PE & IT</p>	Inclusion (SEND and Pupil Premium)	JF	Safeguarding (inc Termly liaison with Headteacher) ...	JW	Teaching some RE classes	DT	Finance and Budget (in liaison with EPA COO)	RE	Collective Worship	DT	Health & Safety	CS (and RE)	EPA Links (Directing Board members)	JF and AKB	More Able	DW	Early Years.....	JW	Stakeholder Liaison (parent communication etc)MK	DW, NH (and vacancy)
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Group 2: English, Arts & Humanities.....	CS, RE, JE																					
Group 3: PSHE, SMSC, RE, Collective Worship, SIAMs...DT, JW, MK																						

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