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Headteacher: Mrs Fiona Taylor



Minutes of the Meeting of the full Governing Body held on Monday 4th July 2022 – commencing 6.00 pm

Present:	Joe Cox (JC)	Co-opted Governor (Chair)
	Kate Norton (KN)	Co-opted Governor (Vice-Chair)
	Peter Dempsey (PD)	LA Governor
	Emma Gardner (EG)	Staff Governor
	Mervyn Hudson (MH)	Parent Governor
	Edward Steel (ES)	Foundation Governor
	Fiona Taylor (FT)	Headteacher
	Natasha Gray (NG)	Parent Governor
	Rob Mills (RM)	Parent Governor
In attendance:	Melody Chadwick (MC)	Associate Governor
	Don Nash (DN)	Clerk

The meeting was quorate and was opened at 6:00pm.

	Item title	Action assigned to
1.	Apologies for absence and welcome JC welcomed all to the meeting Apologies were received and accepted for Alastair Barnett	
2.	Notification of any urgent business None	
3.	Declarations of any business or pecuniary interests in agenda items JC & KN declared an interest in an item 13 regarding the election of Chair and Vice Chair. KN declared an interest in item 7 regarding Academisation	
4.	Approval of minutes of the meeting held on 25th April 2022 Governors considered the main points that had arisen and been discussed at that meeting. Actions not referred to from the previous minutes have been completed.	

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	<p>The minutes had been circulated via Governor Hub and were approved.</p> <p>Action: JC to sign and leave copies at the school.</p>	JC
5.	<p>Headteacher's Report</p> <p>The report was downloaded on to GovernorHub prior to the meeting to enable members to review the details in their own time and prepare any questions.</p> <p>Section 2.1 EYFS Governors were pleased to note the impact of Year 5/Windmill 1 Buddy system as a positive move in helping with transition.</p> <p>Section 2.2 Pupil Premium Q: Do we have any firm indications or measures of any positive impact on Pupil Premium pupils through School Led tutoring sessions; pupils views might be useful in this. A: At this stage there is not enough data available to make any judgements and voices of the pupils will certainly be a useful tool in reviewing this.</p> <p>Section 4.1 Behaviour Q: Other than respite for staff and classmates are there any ongoing positive outcomes resulting from temporary exclusions. A: A considerable amount of support continues to be provided to the pupils and whilst the outcomes at the moment show no major improvement this has to be balanced against the needs of the pupils. It is recognised that this is not an ideal solution and the school continue to look and plan for improvement.</p> <p>Q: What is the impact on the rest of the class when disruptive pupil are not in attendance. A: The benefits to the class are positive and apparent in a much-improved learning atmosphere.</p> <p>Q: Are the County (OCC) providing support to the school A: A lot of support has been provided and reports have been made considering special schooling. This provision is scarce and the County are looking at the availability of in-county provision.</p> <p>Q: The cost of support, both in terms of time and resource, on the school must be considerable, is this being addressed with the County. A: Yes, this is fully understood by the County. The lack of alternative provision is a factor which is delaying other possible solutions and this is unlikely to be resolved by September. Parents continue to be involved in discussions.</p> <p>Section 4.2 Restraint Q: Are the incidences of abuse physical and verbal and were they related to the temporary exclusions. A: The majority of incidences are related to verbal abuse but there has also been some physical abuse. This has been mainly directed to staff but has also involved some pupils as well. Temporary exclusions were enacted in some of these cases.</p> <p>Q: When an exclusion is put in place, does the school ensure home working is put in place. A: Yes, the school will provide the appropriate work to the pupil. It is then the responsibility of the pupil/family to ensure the work is completed; this is not always done.</p>	
6.	<p>Performance Data</p> <p>FT had posted a detailed report on Governor Hub prior to the meeting to enable governors to read them in advance of the meeting and prepare any questions.</p> <p>Q: Is it correct to assume that children who are 'Exceeding' are also included in the 'Expected' percentage. Is it also correct to assume that the difference</p>	

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	<p>between 100% and the value in 'Expected' is the percentage of children tracking below age related expectation. A: Yes, these interpretations are correct.</p> <p>Q: There appears to be a significant regression in a number of areas related to Year 1 performance. Is there a plan to rectify this. A: The data for November and March results were based on test paper results and should be treated with some caution compared with the June data which were based on Teacher assessments. NFER use different methods of assessment which can appear as inflated results. It is possible that the Teachers Assessments may have been too stringent by comparison and the true picture is likely to be in the middle. Results will be reviewed with the class teacher and an accurate figure will be reported on.</p> <p>Q: There appears to be regression in Year 1- 4 SPAG results, is this in line with National trends. A: There are no National or local trends to make any comparisons with. Initial brief analysis indicates that there is a problem within the school related to catching up after lockdown. The situation is being reviewed and possible areas of improvement will form part of the School Development Plan (SDP).</p> <p>Q: Further to the comments made can the data be re-presented in the Autumn term. A: Yes, this can be done. Action: Updated data to be presented in Autumn term</p> <p>Q: The Windmill 2 data has a lot of Acronyms; can a glossary of terms be provided. A: Yes, that will be actioned. Action: Glossary of terms to uploaded to GovernorHub</p> <p>Q: There is evidence that some children are not achieving a Good Level of Development (GLD), is there scope for deferral into the next year group. A: Yes, this can be decided as the best course of action, but only by discussion and agreement with the parents.</p> <p>Q: What is the definition of a 'Disadvantaged Child'. A: This is mainly based on a financial basis i.e. on the income of the parents and if they are in receipt of benefits.</p> <p>Q: Is it the case that some SEND pupils are also included in the PPG, if so, is there any benefit in linking this data in terms of performance reporting. A: This can be the case and linkage may be a useful addition to the reporting data. Action: Investigate if data can be linked</p>	<p>FT</p> <p>MC</p> <p>FT</p>
7.	<p>Academisation</p> <p>JC posted a briefing document on GovernorHub following a recent OCC Governor Services meeting on the subject of Academisation and more particularly Federations. This briefing document followed the release of the White Paper in which the DfE outlines its' proposal to deliver a fully Trust based system by 2030.</p> <p>A discussion then followed discussing the relevant merits of Academisation and Federations. It was pointed out that the school reviewed this topic eight years ago when partnerships with the Mill Academy, River Learning Trust (RLT) and ODST were considered. At that time the government then changed the emphasis and the subject was not pursued.</p> <p>Governors agreed that there is a need to investigate again in line with the new Government paper. This should be carried out sooner rather than later to ensure the maximum choice is available to the school should it decide to take that route.</p> <p>It was agreed that contact should be made with RLT and ODST to invite them to present to the governors.</p>	

	Action: letter of invitation to RLT & ODS	JC
8.	<p>SEND</p> <p>A SEND update was uploaded to GovernorHub prior to the meeting for review by Governors.</p> <p>Governors acknowledged the effort and support being undertaken and thought that it would be useful to highlight the split role that the SENCO teacher is undertaking.</p> <p>Action: Communicate the split role of SENCO teacher</p>	FT
9.	<p>Health & Safety</p> <p>A Health & Safety Monitoring Report was provided by the OCC Schools Health & Safety Team following a visit on the 14th June 2022. The report was uploaded to GovernorHub prior to the meeting to enable governors to review.</p> <p>There were no significant findings or concerns but there were some actions required from the RAG rated report. For these the school has to come up with an action plan to be completed within six months.</p> <p>Action: Plan to be developed by the end of term</p>	FT/MH/HC
10.	<p>Safeguarding</p> <p>A meeting was held with a Behavioural Expert which was found to be useful but there were associated costs (£600+) for further work. FT/RM felt that while this had been a worthwhile exercise any follow-up did not represent good value-for-money.</p> <p>Two T.A.'s are undertaking Team Teach training</p> <p>PD reported that, being unable to gain access through the main gate, he was directed by a sign on the gate to the side gate access where he was able to access the school without challenge.</p> <p>Action: Investigate this potential weakness to gain access to the school</p>	FT
11.	<p>Committee Report Back</p> <p><u>Finance & Premises</u></p> <ul style="list-style-type: none"> - There will be requirement to increase school hours to 32.5 hours per week by September 2023. Options were discussed on how this could be achieved to the best benefit to the school. Two options were presented to the governors for consideration: Option1 – increase T.A. time by 1 hour per week, cost £5k per annum Option 2 – increase T.A. time by 1.25 hours per week, cost £6.1 k per annum. Option 2 allows for more contact time between Teacher and T.A. and also initiatives like well-being check ins. <p>Both options will require adjustment to starting times which will need to be co-ordinated with that of the Nursery. The consensus was that the main school start time should be 8:40.</p> <p>Governors agreed to option 2 to be implemented, subject to agreement with staff and satisfactory timing arrangements with the Nursery.</p> <p>Note: RM declared an interest in this topic and absented from the vote.</p> <p>Action: New start time to be implemented.</p> <p><u>Performance & Standards</u></p> <ul style="list-style-type: none"> - Agreement to the new Attendance Policy 	FT

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	None	
16.	Items for Inclusion on next Agenda None	
17.	Date for Future Meeting The following dates were agreed for three FGB in the next Academic Year: 12 th September 2022 24 th April 2023 12 th June 2023 The following dates were agreed for committee meetings in the next Academic Year: 10 th October 2022 9 th January 2023 17 th April 2023	

Meeting finished at 8:15pm

DN: 4th July 2022

Documents for the meeting	Sent by	Date on Gov. Hub
Agenda (revised)	DN	1 st July 2022
Minutes of FGB meeting on 25 th April 2022	DN	20 th June 2022
Headteacher Report	FT	26 th June 2022
Performance Data	FT	1 st July 2022
Pupil Premium Report	FT	1 st July 2022
Policy document	FT	27 th June 2022
H&S report	FT	1 st July 2022
SEND Update	FT	26 th June 2022

Action Log

Meeting Date	Item Number	Action	Owner	Deadline
4 th July 2022	4	Sign minutes & file at school	JC	21 st July 2022
4 th July 2022	6	Updated Performance data	FT	October 2022
4 th July 2022	6	Glossary for Performance data	MC	21 st July 2022
4 th July 2022	6	SEND & PPG data linkage	FT	September 2022
4 th July 2022	7	Invitation letter to Academies	JC	September 2022
4 th July 2022	8	Communication of split role	FT	September 2022
4 th July 2022	9	H&S Action plan	FT/MH/HC	September 2022
4 th July 2022	10	Side Door access – safeguarding issue	FT	September 2022
4 th July 2022	11	Implementation of new start time	FT	September 2022
4 th July 2022	13	Updated healthcheck uploaded to GovernorHub	JC	September 2022
4 th July 2022	13	Complete monitoring visit reports	ES/RM	September 2022
4 th July 2022	13	Consider dates for monitoring visits	All governors	September 2022
4 th July 2022	13	Review training needs	All governors	September 2022
4 th July 2022	14	Sen policy to be uploaded to school website	FT	September 2022

Chair of Governors: Date: