

**Minutes of St Mary & St John CE Primary School Full Governing Body Meeting
Tuesday, 3 July 2018 (Term 6), 7.00 pm, Meadow Lane**

Governors present:

Elizabeth Burton (LB), Headteacher
Sarah Franklin (SF), Foundation Governor – *Chair*
Jo Lyle (JL), Foundation Governor – *Vice-Chair*
Chimene Bateman (CB), Foundation Governor
Beth Gibson (BG), Staff Governor
Robin Morris (RMO), Parent Governor
Philip Ritchie (PR), Foundation Governor
Mary-Anne Sinclair (MAS), Foundation Governor

In attendance:

Chris Chamier-Williams (CCW), Associate Member
Joan Clanchy (JCI), Associate Member
Jane Godby (JG), Associate Member
Lucy Tyrrell (LT), Clerk

Apologies:

Bilqees Akhtar (BA), Parent Governor
Sarah Blackwell (SB), Associate Member
Robert Green (RG), Parent Governor
Emily Kerr (EK), Foundation Governor
Tom Peace (TP), Associate Member
Carlene Taylor (CT), Associate Member
Chris Warner (CW), Associate Member

The meeting opened at 7.10 pm.

1. Welcome, apologies, quorum

The Chair welcomed everyone to the meeting.

Apologies were received and accepted from governors and associates as listed above.

The meeting was quorate.

2. Declarations of any other urgent business

None.

3. Declarations of business/pecuniary/other personal interest in any agenda item

None.

4. Minutes of Full Governing Body meeting, 17 May 2018 (Term 5)

Document circulated via dropbox: interim minutes.

Governors noted that the Code of Conduct document was dated 'September 2017' not 'September 2018' (pp. 6, 9). With these amendments, governors agreed that the minutes were an accurate record of the meeting and approved them, to be signed by the Chair and filed at the school.

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5. Matters arising from the minutes

The following actions were reported.

	Action (by 3 July 2018, unless stated otherwise)	Who	Outcome
Action 1	Governors to send to SF any ideas regarding partnership with governors at other schools. <i>* No suggestions received. Governors will continue to look for opportunities to collaborate with governors from other schools.</i>	All	Closed *
Action 2	Behaviour Working Group to review the Behaviour policy with LB and key staff; LB to present for approval by GB.	BWG/LB	Completed (see item 12)
Action 3	SF/JL to prepare report of Spring 2018 post-it boards consultation for GB meeting.	SF/JL	Completed (see item 8)
Action 4	LB to confirm requirements of Public Sector Equality Duty Statement and discuss Equality Objectives with the Leadership Team, and report at GB meeting.	LB	In progress Action 1
Action 5	MAS to sample online governor induction training available via 'The Key' and report back. <i>** Deferred pending appointment of new governor.</i>	MAS, SF	Deferred to Term 1 ** Action 2
Action 6	EK to liaise with CCW on amended Attendance policy; CCW to confirm policy published on school website.	EK/CCW	Completed
Action 7	SF to liaise with LB on amended guide for parents 'Sharing your concerns' and confirm posted on website.	SF/LB	Completed
Action 8	JL to draft new governor code of conduct, including reference to Nolan principles, for approval by GB.	JL	Completed (see item 13)
Action 9	All governors to read further documents relating to GDPR in the dropbox.	All	Completed (see item 15)

6. Headteacher's reports

• Headteacher's report – long-form report

(incl. school self-evaluation report; annual review of attendance; annual review of exclusions)

Document circulated via dropbox: 'Headteacher's report: school context and self-evaluation summary' – June 2018.

Governors discussed the general report and the additional school self-evaluation section (reported in this way three times per year). LB highlighted the following:

- LB made five visits to schools supporting headteachers in her mentoring role, which will continue next year.
- The school continues to develop a better tracking system for pupil progress, with tracking sheets including data on each pupil's previous outcomes. CCW is developing a pro forma which will allow better analysis of data, which will be introduced to the whole school.
- Successful bid to receive grant from the charity Family Links to develop support for parents. Two members of staff will be trained as Parent Link Leaders to offer support based on a whole-family approach, via sessions for small groups of parents.
- Children's writing has improved and the results are looking good; however the school want to make it a priority next year to develop this area, including enabling more challenging writing for more able pupils. Also, EAL pupils' writing is generally good but lacks flow, and this could be another area for development.
- Staff have continued to work with Comper, strengthening links, and are recording all visits.

Governors asked if a new nominated lead had been decided for E-safety, to replace previous staff member in this role who will shortly be leaving the school? LB reported that a member of the teaching staff (Lise Bosher) will take this on.

LB asked if governors were happy for the Behaviour Working Group to continue to meet three times a year next year, as this is a valued group? SF advised that discussions had taken place; the intention was to continue with the BWG but possibly with a change to meeting twice per year.

Governors asked about exclusions from school over the past year, and any trends identified. LB reported that the school had 11.5 fixed term exclusions last year, and this is something the school would like to reduce by at least half next year. Analysis of the children excluded indicated that most of them had special need; ages ranged from Year 3 upwards. Governors noted that evidence suggests exclusions are often not effective for the child excluded, though there is a need to balance stress on teachers and other children in the class against the needs of a child at risk of

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exclusion. A recent exclusions conference attended by LB had recommended adapting classrooms to the needs of the child, though recognised the resources issues involved in this. One line of current thinking is that schools should have nurture units attached, although there is no funding at present to support this. *Governors asked if there are resources that could be shared across the local schools partnership?* LB responded that this would be hard to manage; also, Larkrise have set up a nurture space which has not had the impact hoped for, and this is not an atypical experience.

Governors asked for an overview of attendance for the year, and about any initiatives to be developed for next year. CCW advised that the school is currently at 96.1% for the year (up from 95.9% at this point last year), against the national average of 96% and Oxfordshire average of 96.1%. However, the school have just celebrated Eid, and recent figures have yet to be processed. Governors recently approved an updated Attendance policy which has given the school more powers to use to in circumstances of poor attendance, and it is hoped this will show impact next year.

• Comper – short report

(see also item 10)

LB reported that Comper had completed their staffing review, after closure of the Lavender Room (childcare provision on the site of the former East Oxford Children's Centre); the staff structure was strong and had been streamlined.

Concerns had been expressed over the balance of children in the two Reception classes and changes had been considered, prior to the transition of these children to Year 1, but had not in the end been made. Welcome information has been sent to new parents, including advice that Comper will review the composition of the two Reception classes each year, as a matter of course, and make changes as appropriate. Governors noted that in the past when Reception had been arranged as three classes of 20 children there had been mixing of classes every year towards the end of the Reception year, into two classes of 30, in preparation for the transition to Year 1.

7. Headline updates from committees

Standing item to improve communication and understanding by the whole GB of recent work of each of the main committees.

Format: brief (two minutes) verbal report from the chair of each committee. Limited time available for questions, or reference to minutes. Longer discussion, if required, to be scheduled for later.

Term 6 – Update including, for each committee, short review of progress on agreed goals/priorities for the year. (Extra time available for this.)

Chairs gave short updates on recent work of their committees, including progress on goals and priorities identified at the start of the year. Full minutes will be found in the dropbox.

• Curriculum Committee

- TA training and professional development – a lot of training has taken place.
- Data training for CC governors – appropriate training had not been available; this will be a priority next year.
- Development of prayer space (space for meditation and reflection) – all children had attended over the week.
- Maths workshop for parents – well attended, including by parents of children eligible for Pupil Premium.
- Every Child a Swimmer – opportunities for swimming have increased throughout the school, including for the Year 2 children this year; however will continue with goal to ensure progress.

• Finance, Premises & Staffing Committee

- Managing the budget – governors noted that funds from PLUS Base and Clubs and from lettings of school buildings out of school time contribute significantly to balancing the school's budget.
- Thanks also due to the PTA for significant financial as well as community contribution to school, including support to allow participation in Year 5 and Year 6 residential of children who might otherwise miss out.
- Benchmarking financial data against other schools – overall the school is making efficient use of resources.
- Proceeds of Irving Building – planning to enable completion of refurbishment of the school.
- Partnership with Comper – liaison with Comper governors ongoing over partnership budget deficit.
- Linking to the SDP to show how resources are applied – awareness of the need for this has been raised.
- Policies – backlog of policies processed; more to do on this next year.

• Admissions & Attendance Committee

- Annual review of Admissions policy – completed and policy approved.
- Statutory seven-year review of Admissions policy – discussion completed; governors are agreed on the aim of proposed change and the committee will oversee consultation on this next year.
- Attendance policy – new policy developed and approved.

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8. Parent consultation, staff questionnaire, pupil voice

- **Spring 2018 parent consultation (post-it boards) – report**

Document circulated via dropbox: 'St Mary & St John CE Primary School, Governor survey of parent views, March 2018 – report to Governing Body'.

SF presented the report, compiled from around 480 post-it notes collected on the boards, two-thirds of which had been from parents and one third from pupils. Governors agreed to read this document and send comments to SF, for discussion at the next GB meeting and identification of themes and points for action.

Action 3: Governors to review parent consultation report and send comments to SF.

- **Summer 2018 staff questionnaire – update**

LB reported that this will be circulated at the next staff meeting and will be a simple exercise, open-ended to encourage richer responses. It will follow the format: three things that have gone well this year; what could have gone better if ... ; and any training needs identified. It was agreed that TAs would not be included in this consultation on this occasion, as their views had already been sought very recently during mid-year reviews.

Governors asked whether Reception staff at Comper should be included in this whole-school process? It was agreed that the timing could be sensitive following Comper's recent staffing review, but that this could be considered for next year.

- **Summer 2018 pupil voice visits – update**

MAS and CB will meet with children from Key Stage 1 and Key Stage 2, with help from members of staff to organise this and support the visit(s). The visit(s) will take place in Term 1 or early in Term 2 and the Key Stage 1 children will be encouraged to talk about their experience of the transition into Year 1 from Reception in Comper. MAS and CB will prepare a report for the Term 1 or Term 2 GB meeting.

Action 4: CB and MAS to carry out pupil voice visits, bring report to Term 1 or Term 2 GB meeting.

9. School development

- **School development plan, 2018/19 – discuss, agree priorities, main aims**

Governors were reminded that LB and the leadership team will work on developing priorities and aims through to the beginning of next term. The purpose of the present discussion was to share ideas at an early stage of this process; a 'sketch' of the plan will be brought to the 'Term 0' GB meeting for consideration by governors and a draft of the full SDP will be available for approval at the Term 1 GB meeting.

LB advised that the SDP will continue to be based on two main aims, to keep it clear and focused.

- The proposal is that this year's curriculum-based aim, linked to pupil outcomes, will be framed around writing. Reading and writing are closely aligned and reading is good in school; writing is also, but could be improved.
- LB advised that she would like the other aim to be based around being a 'mentally healthy' school. This would fit within the longer-term strategic focus on 'developing the whole child'. More detailed thinking will be required around the wording of this but nurture, well-being and mental health is a concern for all schools and is on the national agenda; schools are able to make a difference to young children's lives.

Governors asked whether there would be attempts to measure mental health? LB commented that staff already use a 'strengths and difficulties' questionnaire in some contexts, supported by BG, which could give some measurable outcomes. BG advised that this is used by the local authority and also by CAMHS. Staff are confident using this and report that it can be useful. It is quick to complete and does not place heavy extra workload on teachers. A governor commented that in meetings of the Curriculum Committee reports often include qualitative assessments such as case studies or descriptive feedback on work undertaken or interventions carried out, and it is possible to get a sense that way of what is working. Similar processes could be useful for monitoring progress on actions within this area. CCW advised of an interactive 'attitude test' tool the school has purchased, which could also be useful. BG noted that the school's use of resources for vulnerable children is already well targeted; commented that a decrease in the number of exclusions could be indicative of increased success in this area.

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10. Partnership with Comper

• Partnership funding – report / • Future partnership working – discussion, planning

(including interim minutes of last meeting of Comper/M&J Partnership Group)

Documents circulated via dropbox: Comper/M&J Partnership Group meeting, 14 June 2018 (Term 6 meeting) – minutes (interim), 'Comper deficit – communication from FPS to Full GB' – 1 July 2018.

SF introduced this item and invited everyone to contribute. The aim was to have an open-ended discussion on the topic of the Mary & John / Comper partnership, considering the context and current issues and identifying as many ways forward as possible, for subsequent consideration and evaluation, in collaboration with Comper governors.

SF and RMo summarised the context and financial issues involved. Comper have approached Mary & John for additional finance as they have identified a significant deficit (around £25K) year on year in their budget. The Comper setting as a whole encompasses three main areas: Day Care, Nursery, Reception. Reception consists of up to 60 children. These are Mary & John children: Mary & John delegates provision for them to Comper for their Reception year, but the children remain on the roll of Mary & John. Government funding for the Reception children therefore arrives initially into the Mary & John budget and Mary & John transfer it on to Comper according to a pre-agreed formula (agreed as a three-year arrangement between Comper and Mary & John in 2016). The amount transferred each year is calculated as pro rata government funding per Reception child, plus an additional percentage uplift paid out of what remains of Mary & John school revenue, in recognition of extra resource needs of Reception children. SEN funding, Pupil Premium funding and PE/Sports Premium funding is also transferred. The uplift was initially agreed at 1.25%, for a three-year period, with a transitional extra uplift for the first year of the three years to allow for necessary restructuring within the Comper setting to balance budgets. Review of this arrangement was scheduled for Spring 2019. In advance of that the annual uplift for 2018/19 was increased from 1.25% to 1.5%. Also in advance of the three-year review, however, Comper have requested an additional £25K, for 2018/19 and also on-going, per year, in order to balance their predicted budget for Reception.

LB advised of the history of Reception children being provided for in a separate setting, and how this had long been considered appropriate. Early Years education in the early 2000's included Sure Start and early interventions with a focus on free-flowing play-based education in specialist Early Years settings. However, with reduced funding from government for Early Years provision, and moves towards a more formal educational approach for Reception children, governors may wish to consider if this remains the most appropriate setting. LB further advised this reducing level of Early Years funding is a trend that is likely to continue.

FPS governors advised that benchmarking they have carried out indicates Mary & John is making efficient use of resources, with most expenditure in line with or lower than in similar local settings, and the Mary & John budget for the Key Stage 1 and Key Stage 2 children currently balances over three years, but barely, and there is not currently scope to support additional funds being transferred to Comper at the level being requested. In Year 1 of the forecast the Mary & John budget balances, with the level of income anticipated from lettings and PLUS. However, the school has already received warnings from the LA regarding assumptions on expenditure in Year 3 of the budget. Governors expressed concern that in this case increasing funding for Comper would simply transfer the deficit between budgets.

RMo advised that the school work very hard to maintain and work within budget, and expressed FPS's concerns regarding the funding already received by Comper not being contained within expectations, so that a deficit had built up. It could be asked whether there could have been previous adjustments made in line with agreed funding. In the event Comper had received more than expected funding this year, because of payment of the Reception children's share of PE/Sports Premium, not previously transferred through oversight, plus a backdated payment for previous years. However, Comper are still reporting the same shortfall: therefore, had their funding situation been more serious than previously reported?

Governors expressed further concerns that there might be no stop date to requests for increased funding. If the trend of reducing Early Years funding continues there could be no guarantee that an extra £25K per year would be sufficient moving forward, particularly given other financial stresses that may lie ahead for both settings; governors were doubtful that Mary & John would be in a financial position to support a widening funding gap.

Governors noted that Comper had received 14% of the proceeds of the sale of the Irving Building (calculated proportionally on the basis of pupil numbers). Comper governors had indicated that it was their intention to use some of this towards capital projects. In a recent partnership meeting Comper governors had expressed concern over a need for significant premises repair and maintenance at Comper.

A governor asked, should we approach other agencies for support – for example, the LA or the Diocese?

Governors commented that the first on the list of the nine conditions set by Mary & John governors at the time of deciding whether to move Years 1 and 2 to Meadow Lane was that the Reception children should continue to be educated at Comper. Therefore, governors should be mindful that the deficit being discussed is a shared problem – it is the partnership that is in deficit. not just Comper and a solution needs to be found through partnership working.

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Governors commented that if there is an issue with the current structure, so that it is not sustainable, changes will need to be made to this structure. It would not be a reasonable option just to hope that government funding would improve.

Governors discussed leadership costs within the partnership. SF confirmed that the salary of the Head of the Comper setting is allocated in thirds to the separate budgets of Reception, Nursery and Day Care. *Governors asked if savings could be made through the Comper Head taking on some class teaching responsibilities, as often in small rural primary schools?* FPS governors confirmed that small rural primary schools also receive extra 'small setting' funding from government, to offset disproportionate premises and leadership costs. Governors commented that it could also be argued that the partnership should be eligible for 'split-site' funding. *Governors asked, if Reception at Comper were not part of the partnership and/or part of the wider Comper setting (Nursery and Day Care), would they receive additional funding from government?* Governors present could only confirm that Comper are not currently counted as a 'small setting' or a 'split site'; this had been investigated before when the funding formula was set up.

Governors asked, would another way forward be to have just one Headteacher for Years 1–6 and Reception? LB advised that one possible structure would be to have a nominated Head for all the children on roll, including the Reception children. *Governors asked if this would require the Headteacher becoming an 'Executive Head'?* LB advised this would not be necessary, as the children are all on the same school roll. Governors noted that this arrangement would reduce leadership costs. However it could cause issues for the staffing and viability of the rest of the Comper setting (Nursery, Day Care). Governors also expressed concerns that this could effectively mean splitting the staff team at Comper, which is currently secure. A governor advised that this had been the arrangement when the partnership with Comper was first set up and it had not been a good arrangement. It had been divisive within the staff teams of both schools, and there had been significant difficulties in terms of staff management and appraisal, and cohesiveness of approach.

Governors asked whether, if the Comper setting is struggling to be viable, Mary & John should be making plans to move the Reception provision to Meadow Lane, as there could otherwise be negative implications for Reception children in the future, and they are ultimately the responsibility of Mary & John. Governors discussed this possibility. SF commented that the Reception children currently derive benefit from being part of a seamless and specialist Early Years setting, the 'Comper vision'. Also, the Mary & John governor code of conduct requires governors to 'safeguard the interests of the school and its pupils'; but with the proviso 'in the wider community', and the code also states 'we will consider carefully how our decisions may affect the community and other schools'. If Reception provision were removed from the Comper setting it is possible this could undermine the viability of the Nursery and Day Care provision, because of loss of economies of scale, shared premises costs, etc. The Comper setting including its Nursery and Day Care elements have significant community value through contact with local people, outreach work with vulnerable families, identifying children with special needs, signposting to other agencies earlier than at entry to Reception, etc. A governor commented that in a recent partnership meeting Comper had reported that one of the reasons there could not be more flexible sharing of costs between the Nursery and Reception elements of Comper is that the Nursery is only just viable at present.

A governor noted the community initiative 'Flo's Place' in Florence Park which arose out of the closure of the Florence Park children's centre. This is run on a charitable basis and funded from the community. *A governor asked if Mary & John could be part of an initiative like this?* Governors agreed that as a primary school with many other priorities Mary & John would struggle to support an initiative of this nature and on this scale.

Governors asked, if Reception was moved to Meadow Lane would the school's catchment area change? A governor advised that the catchment area would not change but there could be an effect on the criterion of 'distance of home from school' which is used to determine priority within catchment. At the moment the distance from home to school is measured to either the entrance of Comper or the entrance of Meadow Lane, whichever is the nearer, but if Mary & John children were no longer at Comper presumably only the measurement to Meadow Lane would apply.

In summary, governors considered the following options:

- Ending the partnership with Comper and educating the Reception children at Meadow Lane, with the Mary & John Headteacher assuming sole responsibility for the children.
- Continuing with Reception provision at Comper but with the Mary & John Headteacher taking on direct responsibility for the Reception children and for managing the Reception staff within the Comper building.
- Restructuring the role of the Comper Headteacher to save costs, for example by taking on a class teaching role.
- Joining with Comper to advocate jointly for the 'cause' of the partnership as currently structured, requesting support from the LA for example, and/or possibly the Diocese.
- Exploring other income generation schemes to support the status quo (for example, holiday play schemes?).

Action 5: SF and RMo to meet with Comper governors to discuss funding and future partnership working.

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11. Provision for children with special educational needs/disabilities (SEND)

- **Accessibility policy and plan (annual update) – approve /**
- **Supporting Pupils with Medical Conditions policy (annual review) – approve /**
- **SEND Information Report for parents (annual update) – approve**

Documents circulated via dropbox: 'St Mary & St John CE Primary School Accessibility policy and plan' – July 2018; 'St Mary & St John CE Primary School Supporting Pupils with Medical Conditions policy'; 'St Mary & St John CE Primary School SEND Information Report, 2018/19'.

Governors had read these documents. SF noted that BG had reviewed them carefully, with support from MAS (SEND Provision link governor). BG advised that they are similar to previous versions, and there were no major changes to report. BG commented that there are now no statemented children in school; all are now on EHCP's, and documents have been updated accordingly. MAS highlighted that the parking area for disabled access had been enlarged and the markings for it made more visible. Governors noted that from September there will potentially be three children in school using wheelchairs, and some parents also need disabled access.

Governors approved all three of these documents.

12. Other policies/procedures

- **Behaviour policy – discussion, approval**

Document circulated via dropbox: 'St Mary & St John CE Primary School Behaviour policy' – July 2018.

Governors approved this policy, which had been reviewed previously.

- **HTPA Committee – appointment of external adviser**

JL proposed that Sarah Varnom (SV Education Associates) should be appointed as external adviser, and governors approved this.

13. Governing Body development

- **Governor code of conduct – review of new code, approval**

Document circulated via dropbox: 'St Mary & St John CE Primary School GB Core Functions and Governor Code of Conduct' – June 2018.

Governors noted the amendments to this document, as previously discussed, and approved it for use from the start of the next academic year.

- **GB self-evaluation – agree process for next year, 2018/19**

Governors agreed to follow the same procedure as last year, beginning with verbal feedback on an individual basis to SF. A governor asked for more notice than had been possible last year. SF agreed to circulate last year's GB self-evaluation report for governors to review, in advance of a discussion at the next GB meeting.

Action 6: SF to circulate last year's GB self-evaluation report; governors to review report in advance of this year's GB self-evaluation discussion, 'Term 0' GB meeting.

- **Dates of meetings for governors, 2018/19**

SF proposed to consult with all parties and prepare a schedule of meetings for the year. The date of the next Full GB meeting ('Term 0' meeting) was agreed as 11 September 2018.

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14. Schools partnership and academy options – update

Document circulated via dropbox: 'Oxfordshire Governors' Association Autumn Open Meeting, 'Who Governs Our Schools', Saturday 29 September 2018' – notice of meeting.

Governors noted the date of this meeting. SF advised that she will be attending and invited others to consider it.

15. General Data Protection Regulation – update

Documents circulated via dropbox: 'Checklist: steps for governors and trustees to take to prepare for the GDPR', 'GDPR: what governors and trustees need to do' – from *The Key for School Governors*.

Governors had read these documents.

LB reported that the new local authority data protection policy will be available shortly.

16. Visits to school by governors (since Term 5 meeting, 17 May 2018)

Governors had recorded seven visits to school since the last GB meeting; other visits had also been made during this time. SF thanked governors for their visits and reminded everyone to record visits in the file at Key Stage 2 reception.

17. Governor training (since Term 5 meeting, 17 May 2018)

No training had been attended since the last meeting.

18. Reports from committees/other groups

Not for further discussion at this meeting. Notice only, of minutes circulated via the dropbox, or to be circulated.

- Comper / Mary & John Partnership Group – meeting 14 June 2018.
- Curriculum Committee – meeting 26 June 2018.
- Finance, Premises & Staffing Committee – meeting 27 June 2018.

Minutes were noted without comment (except as indicated in items above).

- Parent-Teacher Association – meeting 11 June 2018.
RG and SF had attended this meeting. Staff members present included LB and JG.

19. Any other urgent business (ref. item 2)

Governors thanked JL for her commitment and hard work through her terms of office.

Future agenda items

- **GB** School development plan, 2017/18 – final review (Term 0/1)
- **GB** School development plan, 2018/19 – receive draft outline, discuss (Term 0)
- **GB** School Development Plan, 2018/19 – discuss, approve (Term 1)
- **GB** Pupil Premium annual statement – approve (Term 1)
- **GB** Child Protection & Safeguarding policy – approve (Term 1)
- **GB** SEND annual report to Governing Body – approve (Term 1)
- **GB** Governing Body self-evaluation – review, 2017/18; goals, priorities for 2018/19 (Term 0)
- **GB** Schools partnership and academy options – update (standing item)
- **GB** General Data Protection Regulation – update (standing item)
- **GB** School Improvement System Leader visit, including Early Years – report of visit (2018/19)
- **A&A Committee, GB** Admissions policy, 2020/21 – consultation, approval (Terms 1–3)

Dates of next meetings

- Full Governing Body ('Term 0') – Tuesday, 11 September 2018, 7.00 pm
- PTA – Monday, 24 September 2018, 7.30 pm

The meeting finished at 9.05 pm.

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Actions from meeting

	Action (by Term 1 GB meeting, unless stated otherwise)	Who	Outcome
Action 1	LB to confirm requirements of Public Sector Equality Duty Statement and discuss Equality Objectives with the Leadership Team, and report at GB meeting.	LB	
Action 2	MAS to sample online governor induction training available via 'The Key' and report back.	MAS, SF	
Action 3	Governors to review parent consultation report and send comments to SF.	All Govs	
Action 4	CB and MAS to carry out pupil voice visits, bring report to Term 1 or Term 2 GB meeting.	CB, MAS	
Action 5	SF and RMo to meet with Comper governors to discuss funding and future partnership working.	SF, RMo	
Action 6	SF to circulate last year's GB self-evaluation report; governors to review report in advance of this year's GB self-evaluation discussion, 'Term 0' GB meeting.	SF, All Govs	

Appendices – Documents presented/discussed

Agenda, Full GB meeting, 3 July 2018 (Term 6 meeting)
Full GB meeting, 17 May 2018 (Term 5 meeting) – minutes (interim)
Headteacher's report: school context and self-evaluation summary – June 2018
St Mary & St John CE Primary School, Governor survey of parent views, March 2018 – report to Governing Body
Comper/M&J Partnership Group meeting, 14 June 2018 (Term 6 meeting) – minutes (interim)
Comper deficit – communication from FPS to Full GB – 1 July 2018
St Mary & St John CE Primary School Accessibility policy and plan – July 2018
St Mary & St John CE Primary School Supporting Pupils with Medical Conditions policy
St Mary & St John CE Primary School SEND Information Report, 2018/19
St Mary & St John CE Primary School Behaviour policy – July 2018
St Mary & St John CE Primary School GB Core Functions and Governor Code of Conduct – June 2018
Oxfordshire Governors' Association Autumn Open Meeting, 'Who Governs Our Schools', Saturday 29 September 2018 – notice of meeting
Checklist: steps for governors and trustees to take to prepare for the GDPR – from <i>The Key for School Governors</i>
GDPR: what governors and trustees need to do – notes from <i>The Key for School Governors</i>