

**Minutes of St Mary & St John CE Primary School Full Governing Body Meeting
Tuesday, 5 February 2019 (Term 3), 7.00 pm, Meadow Lane**

Governors present:

Elizabeth Burton (LB), Headteacher
Sarah Franklin (SF), Foundation Governor – *Chair*
Robin Morris (RMO), Parent Governor – *Vice-Chair*
Chimene Bateman (CB), Foundation Governor
Beth Gibson (BG), Staff Governor
Robert Green (RG), Parent Governor
Emily Kerr (EK), Foundation Governor
Philip Ritchie (PR), Foundation Governor
Mary-Anne Sinclair (MAS), Foundation Governor
Jenny Worroll (JW), Foundation Governor

In attendance:

Chris Chamier-Williams (CCW), Associate Member
Jonathan Smith (JS), Clerk, Oxfordshire County Council (OCC) Governor Services

Apologies:

Sarah Blackwell (SB), Associate Member
Sam Coleman (SC), Associate Member
Jane Godby (JG), Associate Member
Chris Warner (CW), Associate Member

Absent:

Bilqees Akhtar (BA), Parent Governor

The meeting opened at 7.05 pm.

1. Welcome, apologies, quorum

The Chair welcomed everyone to the meeting. The meeting was quorate. Apologies were received as listed above. All were accepted.

Clara Ramsay, a prospective Foundation Governor, had attended a meeting of the Finance, Premises & Staffing Committee prior to this meeting, as an observer, and has been invited to attend the next GB meeting.

2. Declarations of any other urgent business

None declared.

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

RG declared his connection with Kate Green, currently employed by the school as a specialist external teacher (part-time); PR and MAS are members of the Parochial Church Council (PCC).

4. Minutes of Full Governing Body meeting, 3 December 2018 (Term 2)

Document circulated via dropbox: interim minutes.

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 Term 3 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	In progress Action 1
Action 2	CB and MAS to carry out pupil voice visits, report to GB meeting.	CB, MAS	In progress (see item 8) Action 2
Action 3	EK to work with LB on examples of short questionnaires on staff views and well-being.	EK, LB	In progress Action 3
Action 4	SF to contact governor from St Andrew's Primary School about joint governor training.	SF	Completed – awaiting response
Action 5	LB to post on school website or write to parents with news of appointment of new PE Lead teacher.	LB	Deferred, pending confirmation of roles within school Action 4
Action 6	SB/SC to report to Curriculum Committee (Term 4) on progress in swimming teaching and learning.	SB/SC, Curr'm C'tee	Completed
Action 7	Comper/M&J Working Group governors to meet again with Comper governors before Term 3 GB and report on outcomes and actions arising.	C/M&J WG governors	Completed (see item 9)
Action 8	MAS to meet with Comper safeguarding governor to confirm process for joint checks of the Single Central Records of the two schools.	MAS	Deferred, pending availability of Comper safeguarding governor Action 5
Action 9	EK/SF to amend school website to include contact details for responses to Admissions policy consultation.	EK, SF	Completed
Action 10	RG to report to GB (Term 3) with update on any issues arising from local authority Health & Safety monitoring visit.	RG	Completed (see item 10)
Action 11	LB to investigate how other schools are approaching the requirements of GDPR in relation to permissions for use of photographs of children. LB to write to parents clarifying school policy and procedures on this.	LB	Completed (see item 12)
Action 12	All governors to review governor training programme brochures in the dropbox and identify relevant training opportunities. Chairs of Committees to prompt members of their committees on this.	All governors	In progress (agenda item Term 4) Action 6

6. Headteacher's reports

• **Headteacher's report – short-form report**

LB presented her report and highlighted the following:

- The school continues to operate at near to full capacity, with only six spaces across the school.
- The school was one of a few schools in the area to remain open following the recent snowfall. Other than two members of staff in exceptional circumstances, all had managed to make it in to school. Governors congratulated LB and all the staff.
- 45 pupils on roll (Reception to Year 6) are registered as eligible for Pupil Premium (PP) funding (11%). Numbers are not evenly spread across years however (e.g. 13 children in Year 6, 1 child in Reception), which has implications for school funding next year and beyond.
- 49 pupils on roll (Reception to Year 6) are registered as having special educational needs and/or disabilities (SEND). This is an increase on last term (to 12%). Nine children have Education, Health & Care Plans in place (i.e. registered as having highest level of special need); four more EHCPs are pending. *A governor asked BG to clarify, is this a relatively high number of EHCPs for a school of this size? BG confirmed that it is. A governor asked, are these children mainly from within the school's catchment area? BG confirmed that most of them are from local families or a family that had originally lived locally. A governor asked, does the school have a policy of organising teaching groups regarding numbers of children with EHCP status per class? LB reported that there was currently one case of two pupils with an EHCP within one class but the particular needs of the children were such that this did not create unmanageable operational issues for the staff concerned. Other children with EHCPs in place are distributed across classes. Although there is no formal policy on this, the school is sensitive to staff workload and allocation of EHCP pupils to teaching groups is planned with care.*

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- The number of pupils with English as an additional language (EAL) is relatively high. Among pupils on roll, 27 different languages are spoken. However, for 78% of children English is cited as their principal language.
- Attendance is at 96.4% (broadly the same as last year at this point, 96.2%). This exceeds the local authority target of 95%. *A governor asked about monitoring of cases where attendance is currently less than 90%.* CCW reported that a small minority of parents have taken children out of school for extended holidays in term time. Staff are also monitoring cases of multiple short absences for reasons of illness. *A governor asked about attendance of children eligible for PP funding.* CCW reported that attendance of PP children is below attendance overall, but only very slightly. This is good, but close monitoring and intervention will continue.
- Behaviour has been good. Governors noted the record of no exclusions to date this year. *A governor asked if the restorative approach to behaviour in school was contributing to this reduction in exclusions.* LB responded that it was likely there was a connection. The restorative approach is becoming embedded in practice. Staff take the school's inclusive policy seriously. Behaviour plans are in place for some children, supported by extra measures and a consistent approach. *A governor asked if this is having an impact on staff.* LB reported that extra measures do impact on staff and in the current context there are limits to what can be achieved.
- Governors noted an amendment to the report: two recorded cases of bullying since *Autumn* 2018. Measures are in place, involving a restorative approach, contact with parents and monitoring by the leadership team.
- The refurbishment of the Key Stage 1 area is now complete.
- LB has responded to the recent Ofsted consultation document by registering her concerns about a proposal to increase the length of future Ofsted inspections to two days, including impact in terms of increased levels of stress for staff. Many other headteachers, nationally, have responded to the document with similar concern.
- The catchment area of the school may fall within the newly established East Oxford Community Impact Zone. There is uncertainty about how the work of this group will translate into action.

• Comper – report

LB reported on recent visits to Comper with JG and BG, including meetings with CW (Comper Head) and other staff to discuss safeguarding, SEND provision and attainment and progress of Reception children at the November data point.

LB reported also that on 6 December the nursery at Comper had been visited by Ofsted, for a one-day inspection. The inspector's letter reporting on the visit had been very positive. The inspector had not previously encountered the arrangement that the Reception age children educated at Comper are on the roll of M&J. Although the inspection was strictly of provision for the nursery age children, not the Reception children, the inspector had considered aspects of this unique arrangement, particularly safeguarding and governance. Governors discussed the current arrangement. Safeguarding and governance procedures are covered by the protocol for the partnership between the two schools. Transition arrangements are thorough and there are many examples of shared undertakings between the two schools. LB reported that senior staff at both schools judge the protocols and procedures that are already in place to be robust and fit for purpose. Communication between the two schools is effective though there are aspirations to develop this more. SF confirmed that the protocol document is regularly reviewed by the Comper/M&J Partnership Group and approved by the GBs of both schools. In the event however the inspector may not have seen the protocol document. The inspector's letter recommended that governors 'continue to formalise governance arrangements'. Governors of both schools had discussed this at the meeting of the Comper/M&J Partnership Group on 17 January 2019 and had reviewed the protocol and recommended a number of amendments, to be approved by the GBs of both schools.

M&J governors reviewed the amended document and approved it.

SF reported on other actions agreed at the 17 January meeting of the Comper/M&J Partnership Group. Governors are liaising on safeguarding, including joint checking of the Single Central Records of each school. Plans were also made for strengthening links and communication between staff, governors and parents of the two schools.

See also item 9, below.

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.*

CB and RMo gave short updates on recent work of the Curriculum and FPS (Finance, Premises & Staffing) Committees. The Admissions & Attendance Committee had not needed to meet since the last GB meeting.

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In his report on FPS Committee business RMo drew attention to the annual Schools Financial Value Standard (SFVS) assessment form, previously circulated via the dropbox. The assessment had been completed and agreed by FPS governors and submitted to the local authority to deadline. Governors noted the content.

8. School development

• School development plan, 2018/19 – first review

Governors thanked LB for her evaluation document. For the SDP 2018/19, points for development are focused round two main aims. Governors discussed progress, looking in turn at each of the two main aims.

Aim 1. To enrich the English curriculum and improve outcomes for all groups of pupils.

LB reported that she felt confident the school is making good progress in this area.

- At Assessment Point 1 (November 2018), across the school (Year 2 to Year 6) 83% of children had reached the **expected standard** in reading, 73% in writing and 72% in SPAG (spelling, punctuation and grammar). The expectation is that these figures will improve through the year. *A governor asked if the Term 6 targets in the plan (90%, by July 2019) were realistic.* LB responded that they might be slightly over-optimistic but the school was aiming high, and it was reasonable to hope for outcomes of 'at least high 80s' in percentage terms. *A governor asked about the percentage of children achieving at above the expected standard.* LB reported that the number of children currently achieving at this level in reading is good (34%) and the school is aiming for significant improvement in writing and SPAG.
- *A governor asked about objectives for PP children.* LB confirmed that at Assessment Point 1 eight out of the 13 PP pupils in Year 6 had reached age-related expectations in reading and writing; targeted support is in place and it is hoped that at least two more of the Year 6 PP children will be achieving at the expected level by July 2019, which would exceed the SDP target of 70%.
- SC, English Coordinator, is overseeing development of guided reading for Years 4, 5 and 6, using three high-quality texts per year for each year and good supporting material; also more consistent teaching on reading and writing poetry. *A governor asked if attention was being paid to gender balance in choosing texts as this had been an issue.* LB confirmed that texts are chosen with care to include good numbers of female protagonists. Staff are aware of the importance of gender balance in this area. Texts and poems chosen are also ethnically very diverse.
- There has been whole-school staff training on 'shared writing', including a practical workshop session.
- Monitoring by the leadership team of the impact of all the above is ongoing via learning walks, lesson observations and book monitoring. Reports are due to Curriculum Committee in Term 4.
- A parent workshop is planned, to communicate the school's approach to reading and writing.
- Staff have visited a school in London judged 'outstanding' by Ofsted to look at writing outcomes; have attended training on 'Using Texts Creatively'; are building links with local secondary and primary schools. *Governors asked about staff feedback.* LB reported that SC and SB said they found the London school visit particularly helpful.

Future agenda item: SC to report on impact of school development plan measures to improve outcomes in English (Term 4, Curriculum Committee).

Aim 2. To further develop a school community which fosters personal well-being.

This aim was chosen as part of the GB's long-term strategic agenda of 'developing the whole child'.

- The restorative approach is becoming embedded in practice across the school; staff training is ongoing. Year 6 pupil 'anti-bullying ambassadors' have had training. Vulnerable children are being supported in a range of ways including via outdoor nurture groups, play therapy, sessions with therapy dog, etc.
- LB commented that in this area 'targets' were harder to define and direct impact more difficult to measure. A governor commented that recent local authority governor training had endorsed the approach of assessing impact case by case; had stressed also that though immediate impact on learning may not be tangible, interventions of this kind can have long-term positive effects in terms of better engagement, attendance, self-esteem, etc. Curriculum Committee governors confirmed that the committee has discussed impact in terms of positive outcomes for individual children. (See also below, 'Pupil voice visits' – plans to gather pupils' views on the restorative approach and anti-bullying strategies in school.) Governors were supportive of this approach.

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- The Family Links initiative has been developed and senior staff have received high-quality Parent Group Leader training. The Parent Group programme has started with a small initial cohort of parents, with good engagement and good feedback so far from the parents.
- A staff well-being trainer has led workshops for staff and an associated questionnaire indicated good levels of well-being in the workplace. *A governor asked if this work could feed in to LB and EK's work on a staff views questionnaire?* LB agreed that it could.
- CCW is trialling an online survey of confidence and attitudes to school and learning among PP children. He will re-survey the same children in the summer and report to governors.

Governors affirmed their support of this less data-related area of school development work and thanked staff for their work, and offered congratulations on positive outcomes to date.

Future agenda item: CCW to report on results of school survey of views of pupils eligible for Pupil Premium funding (Term 6, GB).

- **Pupil voice visits – report (Key Stage 1 visit), planning (Key Stage 2 visit)**

CB and MAS reported that the Key Stage 1 visit had been completed and the Key Stage 2 visit would take place shortly. The Key Stage 2 visit will seek the views of pupils on their experience of school generally and include also some focus on behaviour, including the school's restorative approach, and the views of Year 6 pupil anti-bullying ambassadors. CB and MAS will report on both visits at next meeting of the GB (Action 2, above).

- **Spring 2019 parent consultation (post-it boards) – planning, incl. questions to ask**

SF introduced this item. The post-it board sessions will take place alongside parent-teacher meetings on the afternoons of 20 March and 26 March. As previously, for convenience of parents there will be two sets of boards, one in the Parents Area on the way to the Key Stage 2 classrooms and one in the corridor beside the Key Stage 1 shared area. Governors will be present to answer questions and encourage parents and children to post comments on the boards.

SF emphasised that this annual exercise is an important part of the GB's commitment to engaging with parents and discovering their views. LB supported this and confirmed that it is valued by the school. All governors (except staff governors) are asked to attend at least one of the sessions and ideally both.

The boards will be headed with prompts for comments. Two boards will be headed 'What do you think the school is doing well?' and 'What could be better?' Governors discussed other possible prompts. Areas of focus are likely to include:

- PLUS Base (after-school care) and Breakfast Club
- English, with question possibly phrased in terms of 'Reading, writing and story-telling in school'
- A general prompt – 'Anything else?'

Governors also discussed questions relating to the restorative approach to behaviour in school; children's sense of well-being in school; outdoor learning and PE. Governors agreed to consider possible topics and phrasing of questions and pass suggestions to SF.

Action 7: Spring 2019 parent consultation (post-its) – SF to circulate timetable and sign-up sheet; all (non-staff) governors to sign up.

9. Comper/M&J Partnership

- **Joint working group on partnership structure and funding – report**

RMo, EK and CB and the school Business Manager are members of a working group meeting with three Comper governors and the Comper Bursar to discuss structure and funding arrangements between M&J and Comper, now and in the future.

The working group met on 16 January at Meadow Lane. EK gave a summary of the main issues presented at this meeting.

- The financial viability of the nursery now appears to be more certain in the immediate future (2019/20) as there has been no further announcement from central government. However, thereafter the picture remains uncertain.
- M&J representatives attending the meeting had hoped to engage in a discussion about a range of structural options (e.g. moving staff overheads to M&J) that could help to address budget problems. However, Comper representatives felt they were unable to discuss, in the absence of a mandate from the Comper Headteacher and

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other governors, anything other than possible cost savings in areas such as catering and insurance, and/or looking for fresh sources of funds. Hence, the conversation focused on funding.

- Unfortunately there was still no update to the in-year budget for Reception provision following additional transfers from M&J, and no draft three-year forecast. This made the discussion somewhat theoretical.
- The understanding from M&J is that Comper suggest they require an additional £25K, per year, vs current agreed funding; however without detailed forecasts this number is necessarily a ballpark figure.
- The conversation focused on potential external sources of income, as well as a review of benchmarked costs from the schools financial benchmarking website, which led to a couple of ideas to explore. Specifically, the catering budget is higher than comparable schools so the bursars agreed to meet to discuss possible solutions.
- From information presented at the meeting, EK later circulated to Comper a funding summary which concluded that in-year (for current year) there should be no more funding needed, as M&J had already transferred an additional £30K vs the £25K requested, and that all discussions should focus on the future. As Comper has not yet replied to this, it is unclear if this is therefore the agreed position.
- The meeting was positive, open and creative and the group will continue the discussion with a meeting in late February to be arranged by Comper representatives (date not yet agreed).

Governors agreed that it was difficult, without the three-year budget data, to be able to establish a future funding agreement with any sense of confidence. The suggestion that a 'flat rate' £25K additional sum would be required per year seemed at odds with a constantly changing financial environment: for example, governors queried whether it should be lower in the early period, thanks to recent injections of funds, than in later years.

Governors were sympathetic to the administrative issues faced by Comper and agreed that it was important that staff did not feel pressed into making a hasty decision and had time to consider the complex funding issues before them.

Governors were reminded of the details of the current funding arrangement and discussed the option that should Comper, for reasonable and understandable reasons, be unable to clarify their financial situation before M&J colleagues needed to set their 2019/20 budget, the existing arrangement could remain in place for a further year.

Governors agreed that it was important to revisit the terms of reference for the working group, to establish that the remit of the group is clear for representatives from each school. The proposal was that the working group would attempt to define this within the first instance, involving Chairs of Governors as necessary.

Action 8: Pending response to email enquiry confirming budget requirements, Comper/M&J Working Group governors to meet again with Comper governors and report to next M&J GB meeting.

Action 9: Comper/M&J Working Group governors to confirm terms of reference for the group with Comper governors.

10. Policies, procedures

• Admissions for 2020/21, draft policy – update

EK reported that the period of consultation relating to the revised Admissions policy for 2020/21 will soon end. LB confirmed that no responses to the consultation have been received so far.

• Health & Safety, local authority monitoring visit – update

This monitoring visit had taken place on 6 December 2018. LB and RG reported that it had been a successful visit with no major issues to report. RG confirmed that work to make fencing around the site more secure was complete.

11. Schools partnership and academy options – update

LB reported that local partner school Larkrise had become a member of the River Learning Trust (multi-academy trust), as of 1 February 2019.

12. General Data Protection Regulation – update

LB confirmed that the new Data Protection policy and Privacy Statement are now on the website.

LB has taken useful operational and legal advice relating to the complex issue of 'permissions' for use of images of children. The school has obtained consent from families for use of images across a range of contexts (e.g. on the website, in other school communications, internal and external, in displays around school, etc.), and noted all

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instances and contexts where consent has been withheld. All information has been recorded and informs decisions on use of pupil images.

Governors discussed use of images generally. LB observed that the school can ask parents not to share images of children that they themselves have obtained (e.g. at a school performance), but is not legally responsible should parents decide to share them anyway, including via social media.

13. Visits to school by governors *(since Term 2 meeting, 3 December 2018)*

Governors had recorded 10 visits to school since the Term 2 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 school reception.

14. Training undertaken by governors *(since Term 2 meeting, 3 December 2018)*

CB, JW and SF had attended training on using the restorative approach (in-school staff training, 30 January 2019), and reported that they had found this helpful and inspiring.

SF had attended training on use of Pupil Premium funding (Oxfordshire Partners in Learning, 'Effective use of additional funding for disadvantaged pupils', 22 January 2019). Points had been fed back to the Curriculum Committee.

CB, JW and SF will be attending training in March on understanding and using external school performance data.

SF reminded governors that training available from Oxfordshire Partners in Learning and the Oxford Diocesan Board of Education, 'Excellence in Governance' is listed in two brochures available via the dropbox. She reminded governors that there will be discussion of training at the next GB meeting and all governors will be asked to report on their selection of relevant training opportunities.

A governor expressed regret that advanced financial training was no longer offered in the local authority programme. SF reminded governors that if they considered there was a need for training in this or any other particular area it might be possible to arrange bespoke provision via OCC, possibly inviting local colleagues from other GBs.

15. 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/M&J Partnership Group – meeting 17 January 2019 (deferred from Term 2)
- Curriculum Committee – meeting 31 January 2019
- Finance, Premises & Staffing Committee – meeting 5 February 2019

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

- Parent-Teacher Association – meeting 14 January 2019
SF had attended this meeting. Staff members present included LB, JG and BG.

16. Dates of meetings for governors, 2018/19

Governors noted revised dates for some of these meetings.

17. Any other urgent business

Governors discussed attendance at the next meeting of the PTA. Several governors expressed willingness to attend.

Future agenda items

- **GB** 2018/2019 pupil voice visits – report (Term 4)
- **GB** March 2019 parent consultation (post-it boards) – report (Term 5)
- **GB** Committee and GB goals/priorities for the year – progress review (Term 4)
- **GB** Governor training – planning, review (Term 4)
- **Curriculum Committee, GB** School Improvement System Leader visit, incl. Early Years – report of visit (2019)
- **GB** Schools partnership and academy options – update (standing item)
- **GB** General Data Protection Regulation – update (standing item)

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- **FPS Committee, GB** PE/Sport Premium annual statement, 2018/19 (Term 4)
- **A&A Committee, GB** Admissions policy, 2020/21 – report (Term 4)
- See also *Year plan of key Mary & John Governing Body tasks and dates, 2018/19*

Dates of next meetings

- PTA – Monday, 4 March 2019, 7.30 pm
- Comper/M&J Partnership Group – Wednesday, 6 March 2019, 6.00 pm
- Curriculum Committee – Tuesday, 12 March 2019, 6.00 pm
- Finance, Premises & Staffing Committee – Thursday, 21 March 2019, 6.00 pm
- Full Governing Body (Term 4) – Monday, 25 March 2019, 7.00 pm

The meeting finished at 8.55 pm.

Actions from meeting

	Action (by Term 4 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	CB and MAS to carry out pupil voice visits, report to GB meeting.	CB, MAS	
Action 3	EK to work with LB on examples of short questionnaires on staff views and well-being.	EK, LB	
Action 4	LB to communicate to parents news of appointment of new PE Lead teacher.	LB	
Action 5	MAS to meet with Comper safeguarding governor to confirm process for joint checks of the Single Central Records of the two schools.	MAS	
Action 6	All governors to review governor training programme brochures and identify relevant training opportunities (OPL/Oxfordshire County Council and EIG/Oxford Diocese – see dropbox). Chairs of Committees to prompt members of their committees on this.	All governors / Chairs of Committees	
–	SC to report on impact of school development plan measures to improve outcomes in English (Term 4, Curriculum Committee).	SC	CC agenda item (Term 4)
–	CCW to report on results of school survey of views of pupils eligible for Pupil Premium funding (Term 6 GB).	CCW	GB agenda item (Term 6)
Action 7	Spring 2019 parent consultation (post-its) – SF to circulate timetable and sign-up sheet; all (non-staff) governors to sign up.	SF / All (non-staff) governors	
Action 8	Pending response to email enquiry confirming budget requirements, Comper/M&J Working Group governors to meet again with Comper governors and report to next M&J GB meeting.	C/M&J WG governors	
Action 9	Comper/M&J Working Group governors to confirm terms of reference for the group with Comper governors.	C/M&J WG governors	

Appendices – Documents presented/discussed

Agenda, Full GB meeting, 5 February 2019 (Term 3 meeting)
Full GB meeting, 3 December 2018 (Term 2 meeting) – minutes (interim)
Headteacher's short report: school context – January 2019
Protocol for the partnership between Comper Foundation Stage School and St Mary & St John CE Primary School, Oxford – January 2019
Schools Financial Value Standard (SFVS) assessment form – St Mary & St John CE Primary School, Oxford – January 2019
St Mary & St John CE Primary School, School Development Plan, September 2018–2019
Evaluation of School Development Plan, 2018–2019 – Evaluation Point 1, January 2019
Spring 2019 parent consultation (post-it boards) – planning notes, 2 February 2019
Oxfordshire Partners in Learning, Training & Development Programme, School Governors and Clerks – brochure, 2018–19
Oxford Diocesan Board of Education, Excellence in Governance – training programme brochure, 2018–2019
Dates of meetings for Mary & John Governing Body, 2018/19 – updated 2 February 2019