

St Mary & St John CE Primary School

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Headteacher: Elizabeth Burton



Minutes of St Mary & St John CE Primary School Full Governing Body Meeting Wednesday, 26 June 2019 (Term 6), 7.00 pm, Meadow Lane

Governors present:

Elizabeth Burton (LB), Headteacher
Sarah Franklin (SF), Foundation Governor – *Chair*
Robin Morris (RMo), Parent Governor – *Vice-Chair From 7.45, with prior apologies*
Chimene Bateman (CB), Foundation Governor
Tim Foster (TF), Parent Governor
Beth Gibson (BG), Staff Governor *From 7.15, with prior apologies*
Emily Kerr (EK), Foundation Governor *From 7.45, with prior apologies*
Philip Ritchie (PR), Foundation Governor
Mary-Anne Sinclair (MAS), Foundation Governor
Jenny Worroll (JW), Foundation Governor

In attendance:

Chris Chamier-Williams (CCW), Associate Member
Sam Coleman (SC), Associate Member
Jonathan Smith (JS), Clerk, Oxfordshire County Council (OCC) Governor Services
Richard Tarver (RT), prospective Local Authority Governor

Apologies:

Bilqees Akhtar (BA), Associate Member
Sarah Blackwell (SB), Associate Member
Robert Green (RG), Parent Governor
Jane Godby (JG), 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, including Richard Tarver (RT), prospective local authority governor.
Apologies were received as listed above. All were accepted.
The meeting was quorate.

2. Declarations of any other urgent business

None declared.

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

RG declared his association with a specialist external teacher, employed part-time by the school. PR and MAS reminded governors that they are members of the Parochial Church Council (PCC). No new declarations were made.

4. Minutes of Full Governing Body meeting, 13 May 2019 (Term 5)

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.

5. Matters arising from the minutes

The following actions were reported.

	Action (by Term 6 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. <i>Requirements were discussed at meeting of FPS Committee and a number of equality objectives agreed. LB to report at next GB meeting (Term 6).</i>	LB	Completed (see item 9)
Action 2	EK to work with LB on examples of short questionnaires on staff views and well-being.	EK, LB	In progress Action 1
–	SC to report on impact of school development plan measures to improve outcomes in English (Curriculum Committee).	SC	Completed
–	CCW to report on results of school survey of views of pupils eligible for Pupil Premium funding (Term 6 GB).	CCW	Completed (see item 8)
Action 3	Behaviour Working Group to meet in Term 5. <i>The group expect to meet in Term 6.</i>	CB, JW, CCW, JG	Completed (see item 8)
Action 4	Actions arising from Pupil Voice sessions – JG to contact suppliers for Key Stage 2 Friendship Bench; RG to liaise with PTA to request funding. <i>Bench has been commissioned. Shortly to be installed.</i>	JG, RG	Completed
Action 5	Actions from website compliance review – LB & JG to update data and items identified. <i>In progress. Longer-term plans required formatting. Next year the school will take a different approach. JW and RMo to confirm all completed.</i>	LB, JG JW, RMo	In progress Action 2
Action 6	Actions from website compliance review – Clerk & RMo to review governor record gaps. <i>In progress. Clerk and RMo to continue evaluation of effectiveness of GovernorHub in this context. JW and RMo to confirm action completed. JW confirmed at this meeting that most other actions relating to the website have been completed or are in progress.</i>	JS, RMo JW, RMo	In progress Action 3
Action 7	OCC Education Quality Guarantee visit, March 2020: LB to contact OCC to request extra half-day of System Leader input, for visit to include Comper Head.	LB	In progress Action 4
Action 8	Spring 2019 parent consultation (post-it boards): RMo to analyse themes from comments received from parents and children. All governors invited to contribute via email to RMo.	RMo, All Govs	Completed (see item 8)

Governors thanked RMo and JW for their careful work to date on website compliance.

During discussion of item 6 above it was noted that the local authority model Complaints Procedure had been updated, based on recommendations published by the DfE in September 2018. Governors agreed to adopt this immediately as school procedure, as an interim measure, pending review next year of the school's approach.

Action 5. LB to ensure new school Complaints Procedure based on updated local authority model is uploaded to the school website.

GB agenda item. Statement of Complaints Procedure – review (2019/20).

6. Headteacher's reports

• Headteacher's report – long-form report

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

LB presented her report and highlighted the following:

- *Number on roll.* There are 414 children on roll (six spaces in total, across Reception to Year 6). LB commented that this is a good position for the school to be in.

- *Attendance.* Attendance was at 96.3% (up from 95.6% last year at this point). Attendance of children eligible for Pupil Premium funding (PP), was 95.5% this term.
- *Exclusion.* LB informed governors that she had recently actioned one half-day fixed term exclusion. This had been necessary because of a serious incident with a teacher; however the behaviour of the child in question had improved over the year. She added that school leaders are being strongly encouraged by the local authority to reduce the number of fixed term and permanent exclusions in their schools. It is planned that the terms 'suspension' and 'expulsion' will replace the more benign 'exclusion', and a system of sanctions will be in place, applicable to schools that exclude pupils in what is seen to be an excessive way.
- *Annual review of exclusions.* This year, since September 2018, there has been only this one half-day exclusion (compared to 11.5 days of fixed term exclusions of one day or one half-day each last year). Governors noted that the school has done very well in reducing the number of exclusions this year.

School self-evaluation report.

LB noted that this school evaluation report is structured according to the legacy Ofsted criteria but is the last one that will be. Her next report of this kind (Term 2) will reflect significant changes to the Ofsted framework, including:

- 'Personal development, behaviour and welfare' will be split into: 'Behaviour and attitudes' and 'Personal development'.
- There will be a holistic 'Quality of Education' criterion. This will include teaching and learning and leadership and governance but in the context of the quality of provision throughout the school.
- There will still be a judgement on the overall effectiveness of the school.
- There will be more of a focus on curriculum. Inspectors will look at the breadth of the curriculum on offer and will not be supportive of a school that in trying to focus on literacy and numeracy has narrowed its curriculum.
- There will be a reduced focus on data, and the school's internal data will not be considered; but Key Stage 2 SATs results, Key Stage 1 reported data and phonics results will still be important. There will be a greater emphasis on the content of pupils' work-books.

LB commented that the school had strengths in areas that will be at the centre of a future inspection. Governors asked questions about how inspectors will assess curriculum content. CCW described Ofsted's planned 'deep dive' approach. Inspectors will also look for progress (or otherwise) by comparing earlier and later pages of children's books.

Governors agreed to participate in governor training on the new Ofsted framework in early spring 2020. MAS agreed to help SF organise this.

Action 6. SF and MAS to organise GB training on the new Ofsted framework (Spring 2020).

Several governors questioned the proposal in the report that governors should 'actively seek' the views of staff. They expressed concern that encouraging staff to share a problem with a governor could undermine the role of the leadership team in this respect. LB explained that the suggestion originated from a perception held a few years ago that governors are proactive in collecting the views of parents and children but less so in gathering the views of staff. LB assured governors that the leadership team were sensitive to the views of staff and that dialogue between the leadership team and teaching staff was open and uninhibited. Governors discussed ways of ensuring staff views were accessible to governors. SF commented that the GB includes BG as a staff governor, alongside LB, and four other Mary & John teachers as associate members, and the purpose of this was to ensure a strong staff voice on the GB. A governor commented that other members of staff may not be aware of this. It was agreed that at an upcoming INSET or staff meeting BG will present to teachers and TAs as a staff governor and explain how her role and that of the associate members enables governors to understand issues facing teaching colleagues, and provides a voice for staff at GB meetings. Staff will also be reminded of existing internal procedures available for them to voice day-to-day concerns.

Action 7. BG to present at an INSET or staff meeting and explain her role as staff governor and the role of other teachers who attend the GB as associate members.

LB reported that staff had been developing the curriculum to introduce content around climate change, for all year groups, including links to stories for the school's story matrix. Governors were very supportive of this.

• Comper – report

The minutes of the Comper/M&J Partnership Group meeting on 18 June had been circulated. LB highlighted the following points:

- 82% of the children in Reception are likely to reach or exceed GLD ('Good Level of Development') this year.
- Both Reception classes at Comper are full for September 2019.
- The transition programme for this year's Reception children preparing to start in Year 1 had been good, with extended opportunities for vulnerable learners to spend more time at Mary & John before the start of Year 1, and opportunities for Comper parents and children to visit Meadow Lane for PTA tea stalls.
- Regular meetings between the Heads and other staff of the two schools ensure good sharing of information regarding safeguarding, assessment, pupil progress, SEND provision, etc.
- The next Comper/M&J Partnership Group meeting will include discussion of expectations regarding government funding for maintained nurseries and any implications for Reception provision.
- M&J and Comper governors will continue to look for opportunities to meet and find ways of cooperating and reinforcing good relations between the two schools, including links between the M&J Curriculum Committee and Comper's equivalent Teaching & Learning Committee.

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 reported on recent work of the Curriculum Committee and FPS (Finance, Premises & Staffing) Committees, respectively.

- RMo asked governors to consider a proposal regarding subsidising places in Breakfast Club and PLUS Base/Clubs for children of families in difficult financial circumstances but whose children are not eligible for Pupil Premium. (PP children already benefit from provision of this kind.) FPS governors had taken advice from Kristy Bailey (M&J Bursar) on the potential impact on the school budget and had established that the cost could be met within the school budget. LB confirmed that need for this would be likely to apply in only relatively few cases and it would be practical for staff to implement this strategy without causing disappointment or contention. On this basis, governors approved the proposal.

8. School development

• School survey of views of pupils eligible for Pupil Premium funding – report

CCW reported that the school had undertaken a PASS attitudinal survey (Pupils' Attitudes to School Survey) in an attempt to better understand the perceptions of a sample group of 23 of the Key Stage 2 children eligible for PP funding. The survey was conducted first in September 2018, then repeated in June 2019.

- In both September 2018 and June 2019, most PP children recorded 'high satisfaction with their school experience'.
- There was no significant variation in results between the two surveys.
- In the September survey boys were identified as having a lower 'perceived learning capability' and lower 'preparedness for learning' than girls, but for 'preparedness' this disparity was not evident in the June survey.

Governors asked if the survey had provided school leaders with useful information. CCW reported that it had not been particularly useful, although if the responses had indicated significant cause for concern, or if there had been a notable change in attitude between the September and June surveys, this could have triggered a change in approach. Governors discussed CCW's report. It was noted that time spent with disadvantaged children discussing their learning and time at school could in itself have a positive impact. CCW suggested that the school would consider conducting some kind of survey again next year, but that a more qualitative discussion with PP children, in small groups, might produce more useful insights.

• Behaviour Working Group – report

The Behaviour Working Group had met on 18 June. The purpose of the meeting had been for governors to gain understanding of the school's approach to managing behaviour and of the current range of children's behaviour and behavioural interventions in school; also to consider how governors can best be kept up to date with general trends

and any significant events. JW reported that the meeting had been productive and informative and these aims had been achieved.

Overall, behaviour management in school is based around the restorative approach. Within this, teachers have some autonomy to take their own approach in managing behaviour in their class. Also, individual strategies are devised for particular children (involving, for example, art therapy, or lunch-time visits home).

The working group agreed to meet three times next year, with reports to the full GB. One of these meetings will explore 'trash talk' (undermining and derogatory talk). Other actions agreed included:

- Review of the school's Behaviour policy, to include the Anti-Bullying policy, with a definition of bullying, for discussion in Curriculum Committee. The current policy will stand while this process is undertaken.
- CCW's regular Behaviour Report to Curriculum Committee to include information on any incidents related to equality issues (for example, racism, homophobia). Incidents of this type are rare in school but governors would like to be able to monitor this in case of future changes.

Governors discussed communication with parents on these topics. LB agreed to invite parents to attend a behaviour workshop in the new year, to explain the school's approach towards behaviour management and address any misconceptions parents may have. The session could perhaps be led by an external 'expert'.

JW and CB wished to emphasise that they had been impressed by the thought and dedication that goes into managing behaviour in the school.

CC agenda item. Behaviour policy, incorporating Anti-Bullying policy – review (Term 1).

Action 8. LB to hold a parent workshop (Spring 2020) on the school's approach to managing behaviour.

• **Spring 2019 parent consultation (post-it boards) – report**

SF again thanked all governors who had participated in the post-it board sessions. This survey accesses the views of a very broad range of contributors, parents and children, in a qualitative way. A large number of responses had been received (around 600 comments this year, 270 from children). SF thanked RMo for his analysis of the responses, taking a thematic approach appropriate to the qualitative nature of the exercise. Governors discussed the report and identified the following as possible actions:

- Curriculum Committee to consider opportunities for more able children to find challenge, including in the science curriculum.
- Planned workshop for parents (see above) on the school's approach to behaviour management may help to address parent perceptions about 'poor behaviour'.
- Aspects of the building and refurbishment work to be completed over the summer should also help to reduce opportunities for unwanted behaviour by improving lines of sight within the school (visibility panels in cloakroom doors, removal of 'blind spots', etc.).
- Complaints about lack of space in PLUS Base will also be addressed by the summer building work.

Governors noted that all comments have been reviewed by LB and members of the leadership team. Many of the issues identified are already in the process of being addressed and some will feed in to the planning for next year's school development plan (see below). Comments relevant to the work of the PTA have also been passed on.

GB agenda item. Actions arising from Spring 2019 parent consultation (post-it boards) – review progress.

• **Summer 2019 parent consultation (questionnaire) – report**

SF and RMo presented their report of this consultation. The questionnaire, based on Ofsted's ParentView survey, was distributed early in Term 6 to all parents, including parents of children at Comper. SF thanked RMo for his work analysing the numerical responses at short notice, in time for this meeting. Governors noted that the traditional style of this survey means responses are likely to come from a narrower range of families than those gathered from the post-it boards, and may be skewed more towards negatives. The consistency of questioning from one year to the next may, however, give some indication of changes in attitudes – though SF highlighted that the relatively small numbers mean caution is needed in making statistical comparisons. A governor commented also that these are the questions likely to be put to parents by Ofsted ahead of an inspection, and it is helpful for governors to be aware of potential responses.

Governors agreed that comments and information related to specific year groups should remain confidential because of the potential for identification of individuals.

RMo noted that the response rate (about 29%) had been good, and in line with previous years. Responses were overall very positive in all areas. In 93% of the total responses parents said they would recommend the school to another parent, with only 2% disagreeing (5% no reply). Lowest levels of content were expressed in answer to the questions relating to

homework and whether the school deals effectively with bullying. It should be noted however that responses in these areas, as in all others, still indicated parents being on average significantly more content than not.

Most parents had not added comments, but among the comments that had been received there were many extreme positives, as well as a range of more negative comments and a few quite strongly critical. A governor asked LB whether she and others had been surprised by any of the negative responses. LB commented that it is important to go through this exercise but inevitably most parents are not aware of the bigger picture and some of the very negative comments did hurt. Although small in number, they were often directed at core values held by staff at the school and could therefore be felt as standing out more than the mass of positive comments received.

Governors discussed the report and identified the following as possible actions:

- LB to continue to send out her regular letter to parents about homework, outlining the school's approach and expectations. LB noted that since this had been instigated as a regular communication at the start of each school year there had been fewer complaints about homework. Governors agreed that it is unrealistic to look for complete reconciliation of the perceptions of groups of parents who think there is 'too little' homework versus 'too much', etc.
- Again, the planned workshop for parents on behaviour management (see above) may help to address parent perceptions about the school's approach to dealing with bullying.
- Behaviour Working Group may consider themes from responses received.
- All comments have been passed on to LB and members of the leadership team and some will be picked up in next year's school development plan.
- Responses relating to Comper will be shared with Comper governors.
- Positive comments relating to individuals will be passed on to those members of staff and the poster of general compliments (final page of the report) will be displayed in staff areas. LB thanked governors for this, which is very motivating.

GB agenda item. Actions arising from Summer 2019 parent consultation (questionnaire) – review progress.

• **School development plan, 2019/20 – discussion of priorities, main aims**

Governors discussed and approved LB's proposals for next year's school development plan (to be considered in detail in Term 1). This is likely to include the following two areas as priorities:

- English, with a focus on writing
- Personal well-being – continuing current work in this area (within the theme 'developing the whole child', identified as a long-term strategic priority for the school).

9. Policies, procedures

• **SEND Information Report for Parents (annual update) – review**

Governors thanked BG and MAS for their work on this report. With one change of date it was approved, for publication on the school website.

Action 9. BG to confirm the updated SEND Information Report for Parents is published on the school website.

• **Equal Opportunities policy and equality objectives**

Equality objectives had been added to the Equal Opportunities policy. These address behaviour and attendance questions related to groups with protected characteristics. Governors discussed these objectives, and two specific targets (SMART) were agreed. With these changes, the policy was approved. The policy will be reviewed again within three years. Monitoring of progress towards equality objectives will be annual, with reports to the Curriculum Committee.

Action 10. LB to amend Equal Opportunities policy equality objectives and confirm the policy is published on the school website.

CC agenda item. School's equality objectives – monitoring (2019/20).

- **Statement of school's Freedom of Information Publication Scheme – review**

RMO agreed to research the latest guidance on this, including any advice available via the *Key for School Governors*, and prepare a draft statement for discussion by the GB.

Action 11. RMO to draft an updated statement of Freedom of Information Publication Scheme, for discussion by GB (Term 1/2).

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

EK proposed the appointment of Sarah Varnom (SV Education Associates) to act as external adviser to the Headteacher's Performance Appraisal Committee again this year. Governors agreed to this.

10. Visits to school by governors (*since Term 5 meeting, 13 May 2019*)

Governors had recorded three visits to school since the Term 5 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.

11. Training undertaken by governors (*since Term 5 meeting, 13 May 2019*)

No training was planned for this period. Training plans for 2019/20 will be discussed in Terms 1/2.

12. Governing Body development

- **Governor vacancies – report**

RT (Oxford City Councillor) stated that he was willing to join the GB as new local authority governor and governors welcomed this. RT was therefore appointed to the GB. RT confirmed that he had read the governor code of conduct and agreed to abide by it; agreed also to serve on FPS Committee and was appointed to this.

- **GB self-evaluation – agree process for next year, 2019/20**

It was agreed that SF will contact governors individually during the summer break to gather views on experiences of governor work this year, views of the GB in general and ideas for next year, including any plans for additional training.

Action 12. SF to contact all governors individually for review conversations.

- **Dates of meetings for governors, 2019/20**

The following dates are proposed for GB meetings, 2019/20, but these remain to be confirmed, pending confirmation of clerking arrangements.

'Term 0' Thursday 12 September 2019;

Term 1 Monday 14 October 2019;

Term 2 Tuesday 10 December 2019;

Term 3 Wednesday 5 February 2020;

Term 4 Thursday 26 March 2020;

Term 5 Monday 11 May 2020;

Term 6 Tuesday 30 June 2020.

13. Schools partnership and academy options – update

Standing item. Nothing to report this term.

14. General Data Protection Regulation – update

Standing item. There had been two minor data breaches. Governors thanked RMO and JW for reporting these to LB to be rectified.

A governor queried whether the file sharing application Dropbox can be considered GDPR compliant. The school's ICT team have recommended that governors switch to using Google Suite. There was discussion of this.

It was confirmed that Dropbox is compliant if users observe password protocols for non-public documents.

This discussion will be revisited in 2019/20.

GB agenda item. Governor file-sharing – compliance with GDPR (Term 1/2).

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 – meetings 16 May, 18 June (deferred from 13 June) 2019
- Curriculum Committee – meeting 11 June 2019
- Finance, Premises & Staffing Committee – meeting 20 June 2019

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

- Parent-Teacher Association – meeting 10 June 2019
LB had attended this meeting. No other governors had been able to attend this term.

16. Any other urgent business

None.

Future agenda items

- **GB** School development plan, 2018/19 – final review (Term 1)
- **GB** School development plan, 2019/20 – receive draft outline, discuss ('Term 0')
- **GB** School development plan, 2019/20 – discuss, approve (Term 1)
- **GB** Child Protection & Safeguarding policy – approve (Term 1)
- **GB** Pupil Premium Annual Statement – approve (Term 1)
- **GB** SEND annual report to GB – approve (Term 1)
- **GB** Governor file-sharing – compliance with GDPR (Term 1/2)
- **GB** Actions arising from Spring 2019 parent consultation (post-it boards) – review progress (Term 2)
- **GB** Actions arising from Summer 2019 parent consultation (questionnaire) – review progress (Term 2)
- **GB** Statement of Complaints Procedure – review (2019/20)
- **CC** Behaviour policy, incorporating Anti-Bullying policy – review (Term 1)
- **CC** School's equality objectives – monitoring (2019/20)
- See also *Year plan of key Mary & John Governing Body tasks and dates*

Dates of next meetings

- PTA – Monday, 16 September 2019, 7.30 pm
- Comper/M&J Partnership Group – Thursday, 7 November 2019, 6.00 pm
- Curriculum Committee – *to be confirmed*
- Finance, Premises & Staffing Committee – *to be confirmed*
- Full Governing Body ('Term 0') – Thursday, 12 September 2019 – *to be confirmed*
*Later changed to: **Monday 23 September 2019, 7.00 pm***

The meeting finished at 9.10 pm.

Actions from meeting

	Action (by Term 1 GB meeting, unless stated otherwise)	Who	Outcome
Action 1	EK to work with LB on examples of short questionnaires on staff views and well-being.	EK, LB	
Action 2	Actions from website compliance review – LB & JG to update data and items identified. <i>In progress. Longer-term plans required formatting. Next year the school will take a different approach. JW and RMo to confirm when current update completed.</i>	LB, JG JW, RMo	
Action 3	Actions from website compliance review – Clerk & RMo to review governor record gaps. <i>In progress. JW and RMo to confirm when completed.</i>	JW, RMo	
Action 4	OCC Education Quality Guarantee visit, March 2020: LB to contact OCC to request extra half-day of System Leader input, for visit to include Comper Head.	LB	
Action 5	LB to ensure new school Complaints Procedure based on updated local authority model is uploaded to the school website.	LB	
Action 6	SF and MAS to organise GB training on the new Ofsted framework (Spring 2020).	SF, MAS	

Action 7	BG to present at an INSET or staff meeting and explain her role as staff governor and the role of other teachers who attend the GB as associate members.	BG	
Action 8	LB to hold a parent workshop (Spring 2020) on the school's approach to managing behaviour.	LB	
Action 9	BG to confirm the updated SEND Information Report for Parents is published on the school website.	BG	
Action 10	LB to amend Equal Opportunities policy equality objectives and confirm the policy is published on the school website.	LB	
Action 11	RMo to draft an updated statement of Freedom of Information Publication Scheme, for discussion by GB (Term 1/2).	RMo	
Action 12	SF to contact all governors individually for review conversations.	SF	

Appendices – documents presented/discussed

Agenda, Full GB meeting, 26 June 2019 (Term 6 meeting)
Full GB meeting, 13 May 2019 (Term 5 meeting) – minutes (interim)
Governor Hub capability assessment – April 2019
School website – checklist for maintained schools – checklist from <i>The Key for School Governors</i>
Suggested updates to the governor pages on the school website – May 2019
Headteacher's long-form report: school context and self-evaluation summary – June 2019
Comper/M&J Partnership Group meeting, 18 June 2019 (Term 6 meeting) – minutes (interim)
PASS survey, 2018/19 – report
Behaviour Working Group meeting, 18 June 2019 – report
Governor survey of parent views, March 2019 – full report, including analysis of comments – June 2019
Governors' questionnaire for parents and carers, June 2019 – report
Comparison of average scores from questionnaires – graph
St Mary & St John CE Primary School SEND Information Report, 2019/20
Equal Opportunities policy – amended June 2019
Statement of Freedom of Information Publication Scheme – 2014
Mary & John Governing Body – list of governors and associates, 2018/19