

St Mary & St John CE Primary School

Meadow Lane
Oxford OX4 1TJ
Phone: (01865) 723841

Website: www.ssmj.oxon.sch.uk, Email: office.3834@ssmj.oxon.sch.uk

Headteacher: Elizabeth Burton



Minutes of St Mary & St John CE Primary School Full Governing Body Meeting Monday, 12 October 2020 (Term 1), 7.00 pm, Meadow Lane

*Meeting held in person at school (in the large hall, with 2 m social distancing).
Some attended remotely via Teams.*

Governors present:

Elizabeth Burton (LB), Headteacher
Sarah Franklin (SF), Foundation Governor – *Chair*
Robin Morris (RMO), Foundation Governor – *Vice-Chair*
Anna Ballance (AB), Foundation Governor
Julia Bell (JB), Foundation Governor
Elizabeth Clarkson (LC), Staff Governor
Tim Foster (TF), Parent Governor
Rob Green (RG), Parent Governor
Ben Klooss (BK), Parent Governor
Philip Ritchie (PR), Foundation Governor
Richard Tarver (RT), LA (Local Authority) Governor
Jenny Worroll (JW), Foundation Governor

In attendance:

Sam Coleman (SC), Associate Member
Beth Gibson (BG), Associate Member
Martin Pounce (MP), Clerk, Oxfordshire County Council (OCC) Governor Services

Apologies:

Sarah Blackwell (SB), Associate Member
Chris Chamier-Williams (CCW), Associate Member
Jane Godby (JG), Associate Member
Emily Kerr (EK), Foundation Governor
Mary-Anne Sinclair (MAS), Foundation Governor

The meeting opened at 7.23 pm (after technical issues had been partly resolved).

1. Welcome, apologies, quorum

The Chair welcomed everyone to the meeting and introduced Ben Klooss, new Parent Governor, and Martin Pounce, temporary cover clerk. Governors thanked MP for standing in at short notice. Apologies were received as noted above, and accepted.

The meeting was quorate.

2. Declarations of any other urgent business

None declared.

Signed

Date

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3. Declarations of business/pecuniary/personal interest

- **Declarations of business/pecuniary/personal interest in any agenda item**

It was noted that RG has an association with a specialist external teacher, employed part-time by the school; and that PR and MAS are members of the Parochial Church Council (PCC). No new declarations were made.

- **Annual return**

SF reminded all governors and associates to complete their annual return for the register of business/pecuniary interests if they had not already done so.

4. Minutes of Full Governing Body meeting, 30 June 2020 (Term 6)

Governors noted two amendments to be made to the minutes: clarification that (p. 3) three staff 'had to isolate and have tests because of contacts with possible positive cases' (rather than '... contacts with positive cases'); and (p. 4) 'the leadership team had volunteered to cover the majority of shifts'. Governors agreed that with these amendments the minutes were an accurate record and they were approved, to be signed by the Chair and filed at the school.

5. Matters arising from the minutes

Actions had been completed as noted below. Governors agreed that discussion of other matters arising from previous meetings should be deferred, to allow more time for immediate business.

	Action (by Term 1 GB meeting, unless stated otherwise)	Who	Outcome
Action 1	Actions from website compliance review – LB & JG to update data and items identified. <i>In progress. It was reported last year that compliance including swimming stats was as far ahead as it could be. Complaints procedure has been updated [and see also Action 7, below]. The matter is ongoing. JW & RMo to confirm when update completed.</i>	LB, JG JW, RMo	In progress Action 1
Action 2	Actions from website compliance review – Clerk & RMo to review governor record gaps. <i>It was reported that governor information had been updated but did not show end date. Governor attendance at meetings to be updated. Ongoing. RMo to confirm completed.</i>	Clerk, RMo RMo	Completed In progress Action 2
Action 3	LB to hold a parent workshop on school's approach to managing behaviour. <i>On hold, until parents can be allowed back in to visit the school. Governors agreed that this should be noted as an action to be followed up in due course by Behaviour Working Group.</i>	LB	Closed
Action 4	SF to draft an updated statement of Freedom of Information Publication Scheme.	SF	Term 2 Action 3
Action 5	AB to confirm Comper safeguarding training and DBS checks, for the record. <i>AB waiting for information from Comper.</i>	AB	In progress Action 4
Action 6	LB to present last year's Schools Annual Safeguarding Report to GB meeting. <i>Audit form completed. As new safeguarding governor, AB will review this.</i>	LB, AB	Completed
Action 7	LB and Behaviour Working Group to review Complaints procedure guidance for parents.	LB, BWG	Term 2 Action 5
Action 8	RMo to review governor file-sharing procedures. <i>Completed, and guidance prepared for sharing with governors.</i> <i>SF to review this with RMo and committee chairs and circulate.</i>	RMo SF	Completed In progress Action 6
Action 9	CCW to identify children eligible for Pupil Premium who are not attending school on days when they might (during partial reopening), and contact families to follow up if necessary.	CCW	Completed
Action 10	Actions from Summer 2020 parent consultation – SF to compile and pass on to LB personal positive messages from parents/children, for forwarding to individual members of staff.	SF	Completed
Action 11	Actions from Summer 2020 parent consultation – JW, RMo, JB to compile and analyse survey comments by theme and report to GB.	JW, RMo, JB	Completed
Action 12	SF to ensure updated SEND Information Report for Parents is published on the website.	SF	Completed

6. Minutes of Full Governing Body meeting, 15 September 2020 ('Term 0')

Governors noted four amendments to be made to the minutes: addition of note (p. 3) that RMo would stand in for RT for the first meeting of the HTPA Committee; clarification (p. 5) that the school would not for now be opening after-

school provision to all year groups, ‘to avoid mixing year groups in a way that would increase the contacts of children attending to include many children not in their year group bubbles’; addition of note (p. 7), on objections to planning application that were not planning matters, that ‘some [governors] added that they would not feel comfortable endorsing these in a planning objection’; and correction (p. 7), in the same discussion of planning application, that more than one governor (rather than ‘one governor’) had expressed discomfort at the idea of a joint statement that might be taken to represent the views of Mary & John staff. Governors agreed that with these amendments the minutes were an accurate record and they were approved, to be signed by the Chair and filed at the school.

7. Matters arising from the minutes

Actions had been completed as noted below. Governors agreed that discussion of other matters arising from previous meetings should be deferred, to allow more time for immediate business.

	Action (by Term 1 GB meeting, unless stated otherwise)	Who	Outcome
Action 1	All governors and associates to complete their annual return for the register of business/pecuniary interests.	All governors, associates	In progress Action 7
Action 2	LB to follow up with Ruth Tarry on governor DBS and Section 128 checks and report to GB.	LB	Completed
Action 3	All governors to confirm name and address details with SF.	All governors	Completed
Action 4	All governors and associates to read Keeping Children Safe in Education (September 2020), Parts 1 and 2, if they have not already done so, and confirm by signing KCSIE register sheet.	All governors, associates	In progress Action 8
Action 5	AB, JB, EK, RT to complete generalist safeguarding training; confirm with CCW when done.	AB, JB, EK, RT	In progress Action 9
Action 6	LB and leadership team to draw up the school development plan for 2020/21, for discussion and approval at next GB meeting, including cost estimates and proposals for monitoring.	LB	Completed
Action 7	SF to circulate to all governors information on submitting comments to the public consultation on plans by Magdalen Road Church for development of the Irving Building site.	SF	Completed

8. Headteacher’s reports

• Headteacher’s report – short-form report

The HT had circulated her report in advance and introduced it by picking out highlights.

Attendance. Attendance so far this term has been very good in the circumstances (95.5%).

Performance data. As spring and summer in-school and national assessments were cancelled there are no performance data for this period. Data from in-school assessments this term will be presented in Term 2.

Long-term curriculum planning. Work is continuing on this, despite Covid-19 restrictions.

Governors recalled that when they had submitted the school’s SFVS return (Schools Financial Value Standard) for 2019/20, the LA Finance Officer had recommended that each full GB meeting should receive a report on the top line of the school budget, to ensure that all governors can be aware of how efforts to keep within budget constraints are progressing. This would only require the headteacher’s report to include a line giving the projected budget out turn for the year, surplus or deficit, and an indication of any change from the figure as previously reported. LB agreed that she would supply that information in future reports.

Governors asked about the take-up of school lunches by FSM (Free School Meals) pupils. LB confirmed that take-up had fallen since these had had to be provided as packed lunches to be eaten in classrooms due to Covid restrictions. LB commented that there had been a similar drop in uptake across the county. The school has plans however to provide hot lunches (still to be eaten classrooms) after half term. The menus for these look promising and it is hoped that uptake will improve. Parents are aware of these plans and menus will be shared ahead of time in readiness.

Governors asked whether these menus would maintain vegetarian options as agreed last year (in line with the school’s confirmed commitments to inclusion and sustainability), i.e. more than one meat-free option each day, and more than one entirely meat-free day each week? LB reported that there would be more than one entirely meat-free day each week, and discussion would continue with the meals provider on additional meat-free options.

Governors questioned the school’s readiness to provide home-learning if this should be required again (i.e. in the event that there was a requirement for a class or year-group bubble to isolate, or for the school to be closed again to the majority of pupils). LB reported that the school has developed from its previous provision, using Class Dojo, to a point of readiness to use Seesaw as its online learning platform. Part of the reason for choosing Seesaw was that it

has all the functionality of Class Dojo but makes it easier for teachers to introduce more interactivity, upload recordings and videos, etc. LB commented that staff consider it to be a good replacement, and training and other preparations for its introduction are going well. Governors noted that there is a more detailed account of these preparations in the draft minutes of the recent Curriculum Committee meeting (5 October 2020). **Governors asked about readiness amongst families.** LB reported that there has been very high take-up on invitations to use Seesaw. A class teacher confirmed that in their class take-up was 100%. **Governors asked about the response rate from families of children eligible for Pupil Premium.** LB reported that some had not responded to the initial invitation but staff had made calls to individual families to encourage a response. There are now only a very few families not registered, and as the number is small it will be possible to arrange alternative provision for the children concerned. **Governors questioned whether the school has sufficient staffing capacity in this time of Covid-19.** LB reported that the staff are at full stretch and this is a cause for great concern; staff being ill or having to self-isolate will present a threat to bubbles remaining open. **Governors asked whether the school was still experiencing delays in obtaining tests and test results for staff, as had been reported earlier.** LB reported that this is easier now, and the school also has some testing capacity. SF noted that at a recent LA briefing for Chairs of Governors schools were encouraged to feed back to the LA in case of delays. Governors urged LB to let them know immediately if difficulties begin to arise.

Action 10: LB to include school budget information in her next HT report to GB, and in future reports.

• Comper – report

LB reported that Catherine King, the new Head of Comper, is very positive about the partnership between the two schools and keen to work closely with LB. LB and CK are meeting weekly and LB is also providing some support by phone. The year has started well and all at Comper are working very hard to meet the needs of all the children.

9. Headline updates from committees

Standing item to improve communication and understanding by the whole GB of recent work in each of the main committees/groups. Format: brief (two minutes) verbal report from the chair or another member of each committee. Limited time available for questions, or reference to minutes. Longer discussion, if required, to be scheduled for later.

JW and RMo highlighted various points and answered questions from governors.

- *Curriculum Committee – (JW)* As noted above, the committee will be able to review performance data next term. Other priorities for 2020/21 include monitoring of: attendance; development of the school's home-learning provision; ongoing long-term curriculum planning, with emphasis on children developing skills along their journey through the school. SIAMS work (Statutory Inspection of Anglican and Methodist Schools, standing item) will include updating the Collective Worship policy in the light of Covid-19 restrictions, and development of school self-evaluation.
- *Finance, Premises & Staffing Committee – (RMo)* RMo was pleased to report that the school was fully staffed and had not suffered recruitment difficulties experienced by some schools. Staff providing wrap-around care had been placed on furlough but had now been brought back. Priorities for 2020/21 will include keeping the budget on track to stay in balance, despite reduced income and increased spending demands. The refurbishment programme is almost complete, and all the proceeds from the sale of the Irving Building have now been spent. There were some outstanding fees from the Diocesan surveyor for the most recent phase of the work. The committee will also be discussing use of 'Catch-up Funding'.

SF thanked all governors for their work in committees.

10. School development

• School development plan, 2019/20 – final review

A short evaluation report on the past year had been circulated. Clearly Covid-19 had obstructed much of the work and so not all of the plan had been achieved.

Aim 1: To improve mathematics attainment and progress by July 2020. Many actions had been completed before the partial school closure in March, contributing to raising the profile of maths in school and development of the role of the Maths Coordinator. It was difficult to evaluate the impact of this because of the lack of assessment data. Maths assessments this term will provide a baseline from which progress would be measured in 2020/21. These assessments included current Year 6 children completing a SATs maths paper (i.e. earlier in the year than would normally happen).

Aim 2: To further develop a school community which fosters personal well-being. Quantifying progress towards this aim is hard, as acknowledged at the start of the year. Also, much of the work that had been planned had to be halted in March. During school closure particular effort was directed towards supporting vulnerable children. Efforts to keep in touch with some of the community who are less communicative were successful and staff morale remained high during this very stressful period. The school's focus on developing the whole child and on vulnerable children was important at this time. The Family Links partnership had been helpful with resources to support families and staff.

School refurbishment continued during lockdown with a new shower room and toilet with disabled access, new storage for well organised, easily accessible resources, a bright entrance hall, a refurbished music room, and new classroom doors throughout. The increased natural light, modern lighting and creation of open spaces has enhanced the school. We have a superb learning environment, inside and outside, made possible by the Irving Building sale.

Governors noted that the lack of school gatherings continues to be felt as a significant loss to the sense of community. Covid restrictions mean that parents cannot visit for sharing assemblies, tea stalls, etc. and are preventing whole-school assemblies, the usual Harvest celebration in the church, etc. Year-group assemblies are still possible, including small-scale gatherings to celebrate Harvest.

• **School development plan, 2020/21 – discussion, approval; plans for monitoring**

Governors had been able to read a think-piece about the 'Recovery Curriculum' and a report on a webinar showing how school recovery from interruption to normal working could relate to school improvement, both documents shared via the dropbox. These formed the background to the draft School Development Plan, 2020/21, also shared ahead of the meeting, that governors were invited to discuss and approve.

As in previous years, the SDP is influenced by the school's context and long-term commitments to: (i) diminishing the difference between more and less vulnerable groups of pupils (especially after partial school closure); (ii) focusing on the role of the school in developing 'the whole child'; (iii) strengthening the partnership with Comper School (where Mary & John Reception children are taught); (iv) improving sustainability and reducing carbon emissions.

Building on the 'headline ideas' document discussed by the GB in Term 6, the draft SDP focused on two main aims:

- Aim 1: To develop a broad and balanced curriculum with strong outcomes in English and maths.
- Aim 2: To further develop a school community which fosters inclusion and personal well-being (with due regard for the current context of a global pandemic).

Aim 1: To develop a broad and balanced curriculum with strong outcomes in English and maths.

LB pointed out that this work to develop the curriculum is in line with Ofsted's new 'quality of education' judgement. Ofsted are encouraging schools to move away from narrow focus on English and maths and will be conducting 'deep dives' into other subjects.

Governors asked LB to comment on the biggest impacts of lockdown which the school needs to work to address.

LB reported that it is difficult to generalise. For some children lockdown increased their difficulties; some have managed well, others have been struggling. **Was there any correlation between children who engaged least with home-learning during school closure and children's learning on their return?** Members of staff commented that it was difficult to make comparisons because children and teachers had changed classes in September.

Aim 2: To further develop a school community which fosters inclusion and personal well-being (with due regard for the current context of a global pandemic).

Governors thanked LB for agreeing to add inclusion as a specific element of this part of the plan.

Governors asked what well-being issues were appearing amongst the children. LB reported that some children are more anxious than previously. It is hard to generalise. Many seem to have coped well. Some children for whom the routine of school was an anchor have struggled. Class teachers reported that many of their pupils seemed tired but most are adjusting and seem happy to be back. BG (SEND Coordinator) reported on a few children with special educational needs. Some are needing time to adjust and a few are on part-time timetables for now.

Governors noted that the most recent edition of *Keeping Children Safe in Education* (KCSiE) expects governors to ask about pupil mental health, including as a potential safeguarding concern, and the effectiveness of routes to treatment. **What can the headteacher report on how the school identifies mental health needs in children and seeks to provide help when necessary?** Members of staff reported that relationships with families are generally good so many parents feel able to inform the school when issues start to emerge. They may email the class teacher with information in case it becomes relevant later. **Governors asked what the process is when the class teacher receives such an email.** LB clarified that if it is an early warning the class teacher will respond with suggestions or resources. If

this is not thought to have been effective within a few weeks the issue is escalated to senior colleagues. BG described her response in recent cases of concern, providing families with support by phone/email and resources for use at home. **Governors asked whether there was specific training for staff on looking for mental health concerns that might be a safeguarding concern (emotional abuse, for example).** LB responded that observing children for signs of being at risk in terms of mental health is part of the generalist safeguarding training attended by all staff.

Governors noted that appropriate levels of physical activity can be supportive of children's well-being and asked whether actions contributing to physical aspects of children's well-being could be included in the plan. LB noted that the PE/Sports Premium statement covers some of this ground. There was discussion of whether the school might aim to provide periods of moderate exercise every day as this is something that is recommended (60 minutes per day) but that pupils may not be getting otherwise. Governors noted that many extracurricular sports activities are not running because of Covid restrictions. It was agreed that LB will discuss this with the PE/Sports Coordinator, Jacque Pinches, and then meet with the external PE provider Kate Green, and governor Tim Foster. Appropriate actions that emerge from those discussions could be included in the SDP.

Governors noted that the attendance target (objective 2.1) is 95% and asked whether that would be affected by Covid self-isolation, in individual cases or if a bubble has to close. CCW confirmed that Covid-related absences are coded and counted differently, so can be excluded from the evaluation of whether this target has been met.

Governors questioned whether the success criteria for objective 2.7 ('A well-balanced curriculum and pupils able to articulate the relevance of their learning: Why are you learning and what have you learned?') matches the objective ('To ensure all curriculum subjects have regard for diversity and inclusion'). LB explained the relevance and pointed out that Ofsted ask precisely this question. In this case the criteria involve checking that pupils understand the relevance of their learning to their personal context. *Note – Following further discussion after the meeting it was agreed that two additional success criteria would be added: 'Pupils can appreciate and articulate in a positive way differences between individuals. Subject materials across the curriculum show and centre a range of characters of different ethnicities and walks of life as potential role models.'*

Governors noted that in the recent governor survey of parent views, some had expressed a desire to encourage proactive approaches in school to promoting diversity and asked whether this was related to the Black Lives Matter movement. Governors involved in analysing responses to the survey (Summer 2020) reported that this was a factor. Another factor was inclusion of children and families who were shielding and not able to take up all opportunities offered by the school. LB confirmed that both would be addressed as part of this aim of the SDP.

SF thanked JW and JB again for their work analysing and reporting on responses to this survey. Governors confirmed that findings would be picked up as items on future agendas for FPS and Curriculum Committee and full GB.

Governors noted that the success criterion for objective 2.6, about staff well-being, referred to a staff questionnaire and possible governor involvement in administering this. Was this something that should be discussed in the meeting? It was agreed that LB and SF would discuss this in the first instance, and report back to the GB.

Governors noted the 'recovery' objective under Aim 1, to address learning gaps following the period of school closure (1.1), and queried whether there should be a parallel objective under Aim 2 looking to address any 'well-being gaps'. LB commented that it probably too early to speak of 'recovery' with regard to well-being while the pandemic is still going on. **Is this something that we can plan to address?** Members of staff commented that the range of children's responses is very wide. At this stage it is difficult to know how recovery in terms of the well-being of individual children with widely different experiences could be measured. LB added that though it is hard to evaluate where individual children are exactly in terms of mental health, all will be helped by the fact that school is a safe, comfortable, good place to learn and find routine. All staff recognise the importance of monitoring children's well-being alongside focus on their learning.

Governors noted that it was going to be a difficult year and that keeping the school open would be a challenge, but asked the question whether having two SDP areas of priority was sufficient. For the benefit of new governors LB emphasised that school development includes addressing issues identified in the school's most recent Ofsted inspection but also goes beyond working towards Ofsted objectives. The two areas of priority identified in the SDP are significant in terms of need, and wide-ranging. Meeting objectives outlined under Aim 1, for example, will involve monitoring the achievement of pupils in all subjects and this was subject to ongoing discussion in Curriculum Committee. SF noted that the SDP expresses the school's focus on two areas for particular priority but this does not represent the totality of what is happening in school. There was some discussion of school self-evaluation. LB presents an account of this to the GB three times per year, in a long-form version of her termly Head's report to GB. LB's report to the GB next term (Term 2) will be the long-form version, including the school self-evaluation report.

Governors thanked LB for fulfilling the intention for this SDP. It contains manageable actions, all of which can be monitored by governors, either directly by the GB/committee or by leadership reporting to a committee. The plan was formally approved by the GB, taking into account points raised above, and on the understanding that it is a working document and may be subject to further development. SF invited governors with further thoughts on the SDP to refer them to her or LB for consideration.

Action 11: LB to meet with the school's PE/Sports Coordinator, external PE/Sports provider and TF to plan actions to develop physical activity in school to contribute to children's well-being.

Action 12: LB and SF to discuss approaches to monitoring staff well-being via questionnaire or other consultation.

11. Child Protection & Safeguarding

- **Keeping Children Safe in Education, Parts 1 & 2 – review, confirmation read by all**

SF reminded governors of their responsibility to read Parts 1 and 2 of this document. She had shared with governors, via the dropbox, a useful summary of changes produced by the Key for School Governors. SF passed around a sheet for governors to sign to confirm they have read both these parts of KCSiE. If governors have not read it yet they are asked to sign later, when they have – no later than Christmas. RMo asked SF to sign pp on his behalf as he had read it.

- **Child Protection & Safeguarding policy – approval**

Governors noted that this document (Safeguarding policy, 2020/21), shared earlier via the dropbox, is based on an OCC model policy, updated to reflect the most recent changes in KCSiE. Mary & John and Comper Foundation School always include an additional paragraph to reflect the unique position that the GB and staff of Comper are responsible for the safeguarding of all Mary & John children in their Reception year, whose Reception provision is located at Comper even though they are on the roll of Mary & John. Governors noted that this text had been included correctly, and agreed to adopt the Safeguarding policy. AB will confirm that it is published on the school website.

12. Provision for children in vulnerable groups

- **Pupil Premium annual statement – update**

LB reported that work is in progress on this. Governors agreed that discussion could be deferred to Term 2.

- **Looked After Children annual report to Governing Body – approval**

BG presented her report, which had been shared with governors via the dropbox. There had been some change (in terminology only) so that children in the different categories are now referred to as 'children we care for'. There are a small number of children in this group in the school (7 in total) but they are among the most vulnerable children in the school. **Governors asked whether all staff are aware of these pupils' circumstances, or are they kept private?** BG clarified that class teachers have relevant details and share with teacher assistants (TAs) a summary of this information as appropriate so they are able to understand the children better. One family have asked that a child not be singled out in this way and have not shared much information with the school. Governors thanked BG for her report and approved it.

- **SEND (special educational needs/disabilities) annual report to Governing Body**

BG (SEND Coordinator) presented her report, which had been shared with governors via the dropbox. **Governors noted the change from January 2020 requiring the local SEN officer to consult with multiple schools when agreeing an Education, Health & Care Plan (EHCP) for a child. Governors noted the significant impact of this on workload for SENCos, and asked whether there was any flexibility on this.** BG replied that there was not and that the extra workload is extraordinary, to the extent that it seems unsustainable. BG reported, for example, that she had been asked to complete three consultations on children moving into Oxford who already had places in special schools. The LA had to show due process by getting schools like Mary & John to explain in detail how they would be less suitable alternative placements. In order to comply, BG had to refer to particular phrases listed in an appendix and make sure she used these in her responses. Governors expressed concern at these extra demands. LB added that many do not see this as a good use of SENCo time, and she and other headteachers have raised concerns with the LA. Governors thanked BG for her report.

- **Accessibility policy & plan, 2020/21 – approval**

BG presented the Accessibility policy and plan, which is updated regularly (following improvements to premises, etc.), and reviewed annually by the GB. The document had been shared earlier with governors via the dropbox.

Governors questioned whether the requirement to have Covid-secure arrangements hampered the provision for children with special educational needs and disabilities. BG replied – yes, the different layout of classrooms, for example, presents some difficulties. Also, TAs (key workers) are deployed to support children with high levels of need for parts of the day but these arrangements are disrupted. **Governors asked whether it is still the case that requirements on schools are expressed in terms of making ‘reasonable endeavour’ to meet statutory provision at this time.** BG reported that this is the case except for provision for children with EHCPs. **Governors asked what happens if staff are away ill or self-isolating.** BG replied that there has to be a flexible response, sometimes using supply staff. Staff are being very accommodating. There are a few children on a reduced timetable, a temporary measure; in some cases children are struggling with the return to school. It is a fast-moving picture.

Governors questioned whether, in the interests of inclusivity, signing would be a useful tool for all children. BG and LB agreed this could be good and noted that staff use some signing with younger children when singing some songs and in story-telling. Comper staff also use some signing. It is a very small group of children who need signing, however, and it would be difficult for staff to maintain their skills. It was observed that in the current context, with singing considered to spread virus, signing (sic) instead would be a safer option.

Governors asked for clarification of the phrase in the Accessibility policy and plan: ‘written material in alternative formats’, to increase access to the full curriculum. BG clarified that depending on an individual child’s needs the school may have to adapt their material. BG gave examples, including large-format print, sound recording; one child had needed everything to be printed on blue paper. **Governors asked if parents are aware that they can ask for this.** BG and LB confirmed that need for such measures is identified during discussions with parents in regular parent-teacher consultations or other meetings. BG agreed that this will continue to be reviewed.

The Accessibility policy and plan was approved. JB will confirm that it is published on the school website.

13. PE/Sports Premium annual statement – update

This will be discussed in Term 2 in Curriculum and FPS Committees.

14. Admissions for 2022/23, draft policy – short report

RT reported that work on this is in hand. He will be working with Ruth Tarry and representatives of the Diocese to update the policy with dates for 2022/23 and historical admission figures by category. The policy will be published on the school website in December for consultation, to be completed by the end of January. SF offered support if wished.

15. Schools partnership and academy options – update

Standing item. Governors agreed that this could now be dropped as a standing item.

16. General Data Protection Regulation – update

Standing item. Governors agreed that this could now be dropped as a standing item.

17. Reports from committees/other groups

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

- Curriculum Committee – meeting 5 October 2020
- Finance, Premises & Staffing Committee – meeting 8 October 2020
- Parent-Teacher Association – meeting 14 September 2020
This meeting had been attended by LB.

18. Dates of meetings for governors, 2020/21

A schedule of dates for the year, shared earlier via the dropbox, was agreed. When a permanent clerk for the GB is identified SF will check their availability for dates proposed for full GB meetings and confirm.

19. Any other urgent business

None.

Dates of next meetings

Comper/M&J Partnership Group – Tuesday 10 November 2020, 6.00 pm

FPS Committee – Thursday 26 November, 6.00 pm (or 7.00 pm if remote)

Curriculum Committee – Thursday 3 December 2020, 6.00 pm

Full Governing Body – Tuesday 8 December 2020, 7.00 pm

The meeting ended at 8.58 pm.

Future agenda items

- **GB** School self-evaluation report – discuss (Term 2)
- **GB** Pupil Premium annual statement – discuss, approve (Term 2)
- **GB** Schools Annual Safeguarding Report, 2020 – review, approve (Term 2)
- **GB** PE/Sport Premium annual statement – review, approve (Term 2)
- **GB** GB self-evaluation and governor training – plans for 2020/21 (Term 2)
- **GB** Statement of Freedom of Information Publication Scheme – review, approve (Term 2)
- **GB** Governor file-sharing – compliance with GDPR (Term 2/Term 3)
- **GB** Procedure for dealing with minor data breach – compliance with GDPR (Term 2/Term 3)
- **CC** School's equality objectives – monitoring (Term 2/Term 3)
- See also *Year plan of key Mary & John Governing Body tasks and dates*

Actions from meeting

	Action (by Term 2 GB meeting, unless stated otherwise)	Who	Outcome
Action 1	Actions from website compliance review – LB & JG to update data and items identified. <i>In progress. It was reported last year that compliance including swimming stats was as far ahead as it could be. Complaints procedure has been updated [and see also Action 7, below]. The matter is ongoing. JW & RMo to confirm when update completed.</i>	LB, JG JW, RMo	
Action 2	Actions from website compliance review – Clerk & RMo to review governor record gaps. <i>It was reported that governor information had been updated but did not show end date. Governor attendance at meetings to be updated. Ongoing. RMo to confirm completed.</i>	Clerk, RMo RMo	Completed
Action 3	SF to draft an updated statement of Freedom of Information Publication Scheme.	SF	
Action 4	AB to confirm Comper safeguarding training and DBS checks, for the record. <i>AB waiting for information from Comper.</i>	AB	
Action 5	LB and Behaviour Working Group to review Complaints procedure guidance for parents.	LB, BWG	
Action 6	RMo to review governor file-sharing procedures. <i>Completed, and guidance prepared for sharing with governors.</i> <i>SF to review this with RMo and committee chairs and circulate.</i>	RMo SF	Completed
Action 7	All governors and associates to complete their annual return for the register of business/pecuniary interests.	All governors, associates	
Action 8	All governors and associates to read Keeping Children Safe in Education (September 2020), Parts 1 and 2, if they have not already done so, and confirm by signing KCSiE register sheet.	All governors, associates	
Action 9	AB, JB, EK, RT to complete generalist safeguarding training; confirm with CCW when done.	AB, JB, EK, RT	
Action 10	LB to include school budget information in her next HT report to GB, and in future reports.	LB	

Action 11	LB to meet with the school's PE/Sports Coordinator, external PE/Sports provider and TF to plan actions to develop physical activity in school to contribute to children's well-being.	LB, TF	
Action 12	LB and SF to discuss approaches to monitoring staff well-being via questionnaire or other consultation.	LB, SF	