

St Mary & St John CE Primary School

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Interim Minutes of St Mary & St John CE Primary School Full Governing Body Meeting Tuesday, 8 December 2020 (Term 2), 7.15 pm, Meadow Lane

*Meeting held in person at school (in the large hall, with 2 m social distancing). Some attended remotely via Teams.
For track and trace purposes, records are kept of remote and in-person attendance.*

Governors present:

Elizabeth Burton (LB), Headteacher	Rob Green (RG), Parent Governor
Sarah Franklin (SF), Foundation Governor – <i>Chair</i>	Ben Klooss (BK), Parent Governor
Robin Morris (RMO), Foundation Governor – <i>Vice-Chair</i>	Mary-Anne Sinclair (MAS), Foundation Governor
Anna Ballance (AB), Foundation Governor	Richard Tarver (RT), LA (Local Authority) Governor
Tim Foster (TF), Parent Governor – <i>arrived 7.20 pm</i>	Jenny Worroll (JW), Foundation Governor

In attendance:

Chris Chamier-Williams (CCW), Associate Member
Martin Pounce (MP), Clerk, Oxfordshire County Council (OCC) Governor Services
Anne Feather (AF), Clerk, Oxfordshire County Council (OCC) Governor Services

Apologies:

Julia Bell (JB), Foundation Governor	Beth Gibson (BG), Associate Member
Sarah Blackwell (SB), Associate Member	Jane Godby (JG), Associate Member
Elizabeth Clarkson (LC), Staff Governor	Emily Kerr (EK), Foundation Governor
Sam Coleman (SC), Associate Member	Philip Ritchie (PR), Foundation Governor

NB Governors' questions are highlighted in capitals and bold text.

The meeting opened at 7.15 pm.

1. Welcome, apologies, quorum

The Chair welcomed everyone to the meeting and introduced Anne Feather, the school's new permanent Clerk to the Governors, being supported for her first meeting by Martin Pounce. Governors thanked AF for taking up this role, and offered many thanks also to MP for all his help and support. Apologies were received as noted above, and accepted.

The meeting was quorate.

2. Declarations of any other urgent business

None declared.

3. 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. No other interests were declared.

Signed

Date

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4. Minutes of Full Governing Body meeting, 12 October 2020 (Term 1)

Governors agreed that 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.

	Action (by Term 2 GB meeting, unless stated otherwise)	Who	Outcome
Action 1	Actions from website compliance review – school information. <i>In progress. Governors thanked RMo for sharing checklists of revised requirements for compliance. JW to identify information still missing from website; school to supply this. JW to confirm when completed.</i>	JW	By Term 3 GB Action 1
Action 2	Actions from website compliance review – governor information. <i>In progress. Governors thanked RMo for sharing checklists of requirements for compliance. BK to identify information still missing from website; school to upload this to the website. BK to confirm when completed. SF offered support for this process.</i>	BK, SF	By Term 3 GB Action 2
Action 3	SF to draft an updated statement of Freedom of Information Publication Scheme.	SF	By Term 3 GB Action 3
Action 4	AB to confirm Comper safeguarding training and DBS checks, for the record. <i>AB waiting for information from Comper.</i>	AB	Completed (see item 9.2)
Action 5	LB and Behaviour Working Group to review Complaints Procedure guidance for parents.	LB, BWG	By Term 3 GB Action 4
Action 6	RMo to review governor file-sharing procedures. <i>SF to circulate guidance prepared by RMo. Action suspended pending decision to try GovernorHub as platform for governor file-sharing.</i>	SF	Closed (see item 13.3)
Action 7	All governors and associates to complete their annual return for the register of business/pecuniary interests.	All governors, associates	Completed
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	In progress (see item 9.1) Action 5
Action 9	AB, JB, EK, RT to complete generalist safeguarding training; confirm with CCW when done.	AB, JB, EK, RT	In progress (see item 9.2) Action 6
Action 10	LB to include school budget information in her next HT report to GB, and in future reports.	LB	Completed (see item 6.1)
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	In progress (see item 8.2) Action 7
Action 12	LB and SF to discuss approaches to monitoring staff well-being via questionnaire or other consultation. <i>Discussed by LB and SF, 20 October 2020. Agreed that appropriate consultation method (to monitor staff well-being, new SDP objective 2.7) will be identified & administered by LB/CCW. Governors will be involved in examining responses. Staff to be advised of this.</i>	LB, SF	Completed

6. Headteacher's reports

6.1. Headteacher's report – long-form report (incl. school self-evaluation report)

SF thanked LB for her report, circulated prior to the meeting via the dropbox. LB highlighted the following points:

School context report

Attendance. Attendance has been very good so far this term, despite the circumstances (97.5% for the whole school, 96% for pupils eligible for Pupil Premium funding). LB explained that Oxfordshire schools generally had reported high levels of attendance, and primary schools particularly; however the figure for Mary & John was higher than for the average Oxfordshire primary school. **GOVERNORS PRAISED** this excellent level of attendance. Governors discussed absences due to individuals or classes having to self-isolate because of Covid-19. It was noted that these absences are officially recorded differently and do not affect attendance figures, because when children are isolating the school provides home-learning and support. **GOVERNORS ASKED** about attendance of vulnerable children and children with emerging vulnerabilities. LB replied that attendance of these children is carefully monitored.

Budget. This is a new standing item on the Headteacher's report, as requested by governors. Covid-19 restrictions have significantly reduced income from lettings, wrap-around care provision, etc. and the projected surplus is reduced, compared to the figure £8296 forecast at budget setting (May 2020), to £3141 (at 30 November 2020).

School self-evaluation report

LB presented this regular report, which is organised according to the headings of the Ofsted inspection framework (revised form, September 2019) and is reviewed and updated by the GB three times per year. In Ofsted inspections there is a judgement on the overall effectiveness of the school based on provision and outcomes in four areas: Quality of Education; Behaviour and Attitudes; Personal Development; Leadership and Management. Work on school improvement had been affected by Covid-19, but LB does not want this work to stand still. For schools judged to be Good or Outstanding at last inspection, future Ofsted inspections have been suspended from March 2020 until at least the end of the spring term 2021 (latest announcement, 2 December 2020). SIAMS inspections (Statutory Inspection of Anglican & Methodist Schools) are also suspended, until the summer term at the earliest.

LB highlighted strengths and areas for development as outlined in this report and answered questions from governors:

Quality of Education. Lesson observations and learning walks have been curtailed to avoid breaking into bubbles but LB and CCW have carried out observations of PPA (Planning, Preparation and Assessment) and used this as an opportunity to monitor, checking for quality and consistency of approach. There has also been monitoring of maths books this term. The school's usual practice is to make the most of the resources of the city of Oxford to enhance learning and offer a wide range of extra-curricular activities, with significant achievements in creative arts and outdoor learning, for example, but these have been limited during this autumn term due to Covid-19 restrictions. There have been no trips involving travel on buses or coaches, but there have been some outdoor learning sessions. The school has benefited from specialist external teachers in maths, PE, outdoor learning and art. **GOVERNORS ASKED** if the specialist teachers work with single classes/year groups, to ensure no crossing of bubbles? LB reported that this teaching has mostly been within bubbles this term. For example, the maths specialist has been teaching just Year 6. But one part-time cover teacher has crossed bubbles. By the school's self-evaluation, **QUALITY OF EDUCATION IS JUDGED TO BE GOOD**. Areas for development include improving tracking of pupils' progress, and development of long-term curriculum plans for every subject, to be coherent and with clear progression of skills. Governors noted that these areas have been prioritised for monitoring by the Curriculum Committee this year.

Behaviour and Attitudes. Mary & John's approach to managing behaviour is relationships-based, in line with the school's restorative approach and values of mutual respect and trust. An external behaviour consultant, Jo Brown, will be leading a refresher training session for staff on the restorative approach as part of the inset day on 4 January 2021. Some governors have arranged to attend this. **GOVERNORS AGREED** that the governor Behaviour Working Group will continue to work with CCW and other staff to monitor and evaluate behaviour management and related policies, and will aspire to meet AT LEAST two times per year, ideally three (wording of the report to be altered accordingly). By the school's self-evaluation, **BEHAVIOUR AND ATTITUDES ARE JUDGED TO BE GOOD**. In addition to the restorative approach refresher course, areas for development include more work with outside agencies to support children with attendance problems and with the charity Family Links on projects to develop emotional health.

Personal Development. The school places strong emphasis on respect, inclusivity and tolerance, and has a very good relationship with the Church. The Vicar, PR, has been coming in to school every week with the new curate Claire to take weekly assemblies, for a different year-group bubble each week. **GOVERNORS COMMENTED** that it was good to see after-school clubs opening again for Key Stage 2 children, to further enrich children's experience. A wide range of extra-curricular activities are now being offered again, despite Covid-19 restrictions, in separate year groups to avoid mixing of bubbles but with rotation to give wider access. LB confirmed that there are plans to open more activities after the Christmas break. By the school's self-evaluation, **PERSONAL DEVELOPMENT IS JUDGED TO BE GOOD**. Areas for development include further extending extra-curricular activities and promoting physical activity within and beyond the school day. Another area for development is to be proactive in addressing potential misuse of social media. **GOVERNORS ASKED**, is inappropriate use of social media an active concern in school at the moment? LB replied that e-safety is a big part of the computing curriculum. There were some problems last year associated with Snapchat, TikTok and WhatsApp, but inappropriate use of social media is not a particular issue for the school at this time. Staff are however aware of national concerns as raised by the Children's Commissioner about social media platforms, and even if there are no identified problems within the school, that does not mean that the school is going to ignore inappropriate behaviours outside the school.

Leadership and Management. By the school's self-evaluation, **LEADERSHIP AND MANAGEMENT IS JUDGED TO BE GOOD**. Governors noted strengths and areas for development as outlined in the report. SF commented that strengths and areas for development in governor work will be considered under item 13 below, in the GB self-evaluation report.

Early Years. Because of the unusual situation that Mary & John children in their Reception year (aged 4 to 5) are taught in Comper Foundation school, monitoring of Early Years provision requires good communication with Comper staff and governors. LB was pleased to report that communication between the two headteachers is good and Catherine King, the new Comper headteacher, is very proactive in this. The bursars and admin staff also meet regularly, and arrangements for transition to Year 1 are good. By the school's self-evaluation, **EARLY YEARS PROVISION IS JUDGED TO BE GOOD.** Areas for development include further improvements to communication and transition, harmonising of safeguarding recording systems (Comper to complete implementation of CPOMS), and more joint working of staff and governors. SF confirmed that currently the main forum for communication between the GBs of the two schools is the Comper/Mary & John Partnership Group. The partnership agreement between the two schools specifies that this CM&JPG group should meet at least three times per year, and should be attended by the Heads and Chairs of Governors of both schools, as well as other governors and members of staff. **GOVERNORS NOTED** that Comper governors do not currently plan for the new Comper CoG to be a regular member of this group. **GOVERNORS AGREED** that SF should ask about this at the next CM&JPG meeting. Governors discussed proposals for closer working with Comper governors via inviting Comper governors to attend meetings of the Mary & John Curriculum Committee. Comper governors had attended a CC meeting last year to discuss baseline assessment and early reading and this had been useful. Mary & John governors are keen to arrange a similar session to discuss Comper self-evaluation re. Ofsted indicators for Reception Year provision. **GOVERNORS AGREED** to propose this but that the occasion for it should be deferred until face-to-face meetings are possible. **GOVERNORS AGREED** that plans for closer working with Comper governors via shared training will also be deferred for now because of Covid-19 restrictions.

Action 8: SF to invite Comper Chair of Governors to attend the next meeting of the Comper/Mary & John Partnership Group.

Action 9: Curriculum Committee to invite Comper governors to attend a CC meeting to discuss Comper self-evaluation re. Ofsted indicators for Reception provision (meeting to be deferred until possible to meet in person).

School development plan

SF drew governors' attention to the latest draft of the school development plan, revised by LB and shared via the dropbox. **GOVERNORS THANKED** LB for including all amendments and additions as proposed in the recent GB discussion of the plan. LB confirmed that the revised plan has now been published on the school website. It is a working document and LB will be happy to make further changes as/when improvements are suggested.

6.2. COVID-19 update – operational report

LB cannot praise staff enough: office staff, kitchen team, site manager, teaching assistants, teachers, have all been superb in their positivity and professionalism. Teaching staff are working in classroom bubbles. This can feel quite intense especially when the weather is poor, but they are managing to keep the children happy, engaged and absorbed.

Since the last GB meeting there have been some bubble closures for isolation. When that happens the headteacher and affected staff have to drop planned activities, ensure all parents are informed, and teachers have to move immediately to planning quality home-learning for the next day. LB praised the teachers for their commitment. LB also thanked CCW for managing implementation of the Seesaw platform for home-learning. LB has received good anecdotal feedback.

CCW reported that one of the operational impacts is that staff are very stretched. They are isolated in their bubbles, supervising their individual groups at break times, including lunch with the children in classrooms. Staff have noticed there is more conversation at lunchtime. Morale is good and staff attendance has been excellent. Covering supervisory duties for the separate bubbles is very demanding and has only been possible because staff attendance has been good.

Oxfordshire County Council is being very supportive, providing weekly virtual briefings for headteachers to hear advice and information from the DfE, the OCC Safeguarding Team and Public Health England amongst others, and reporting nearby closures. LB joins all these briefings, which she finds useful and interesting. SF drew governors' attention to the OCC FAQ sheet, shared via the dropbox, on the local authority protocols on quarantine procedures, advice on ventilation of school during the winter, etc.

6.3. COVID-19 update – pupil well-being, staff well-being, keeping in touch with families

Pupil well-being. LB commented that the good attendance figures are a positive sign. CCW reported that in the first term a few children had had high anxiety levels and their attendance was poor, but these children seem less anxious now and their attendance is improved. **GOVERNORS ASKED** are pupil progress meetings being carried out? LB: Yes, these are happening now: LB, CCW and BG are meeting with all class teachers individually to discuss each child in their class, including to assess the impact the pandemic has had on each child's learning and well-being and what support the school can offer. **GOVERNORS ASKED**, for children identified as needing support, have they been receiving

interventions that are helping? BG: Yes, planned interventions and nurture groups have really benefited individual children. Unfortunately the therapy dog has not been able to attend the school. But even through the current circumstances, play therapy, outdoor learning and other regular interventions have been taking place, for six children this term, rising to nine next term.

GOVERNORS ASKED what is the position with regard to the recent letter from OCC about the Winter Grant – Free School Meals Holiday Support? LB explained that this communication was not completely clear. FSM children are eligible to receive the grant. It would seem that there could also be support for children not currently registered as eligible for FSM but thought to be at risk of food poverty over the Christmas break. This would be at the discretion of the school; but it is unclear how much the school will be reimbursed for this and the school cannot otherwise afford it. LB will look into this together with the Bursar and RMO. Governors noted the letter sent today by the school to some families asking for information to see if their child might now qualify for FSM support, following a change in personal circumstances. Responses could help the school assess the cost of implementing the Winter Grant scheme.

Staff well-being. As noted above, staff attendance is good and morale is holding up. CCW explained that a few members of staff have had to self-isolate but other than that all staff have been in school and all normal tasks for this time of year are being completed, including pupil progress meetings. **GOVERNORS CONGRATULATED ALL STAFF** for continuing to maintain such a high standard of professionalism in this difficult and long-term situation.

GOVERNORS EXPRESSED CONCERN about staff constantly missing break times; they must be careful – they will surely become tired. CCW commented that some year groups are more isolated than others (geographically) within the school and that some teachers are more risk-averse than others, resulting in some teachers being more isolated.

LB explained that one of the school's strengths is a strong team approach in decision-making and good collaboration but this is limited at the moment due to isolation in bubbles. This is a significant loss for the staff team.

Keeping in touch with families. Class teachers had carried out parent consultations by phone for every child in their class, on 16 and 25 November, to update parents on their children's progress. This was demanding on staff time. Governors present who are parents of children in the school commented that this had been very professionally done. **GOVERNORS CONGRATULATED TEACHERS** on managing this so well despite constraints. Normally governors would have had an opportunity to engage with parents at the time of face-to-face parent-teacher consultation evenings. The school feels such a loss and hopes to resume consultation evenings soon. Governors have prepared and sent out to Year 4 and 5 families an online survey of their experience of home-learning (see below, item 8.4).

Governors discussed a suggestion that the PTA might be able to help communication between school and families via a network of parent representatives (e.g. one per class), active on parent WhatsApp groups. This could help to fill the gap of there being limited informal information cascade via parents meeting staff and each other at school, as would happen in more normal times, and representatives might be able to help clarify on misunderstandings that can arise in parent WhatsApp groups. SF and LB plan to speak with a member of the PTA Committee to ask whether this is something they could help to set up.

6.4. Comper – report

Comper is closed until tomorrow (9 December 2020), except for daycare provision, because of a positive test result for a member of staff who had had contact with both the Nursery and Reception. Catherine King, Comper Head, had reported to LB that nobody had become ill and there had been online home-learning available via Tapestry, a communication platform already familiar to the Comper staff and parents. CK has reported that this seems to be going down well but everyone will be glad to get back to school.

SF thanked AB for producing the minutes of the Comper/Mary & John Partnership Group meeting held on 10 November 2020, circulated via the dropbox. The next meeting of this group will be on Monday 1 March 2021, starting at 6.00 pm. SF reminded governors that they would be welcome to attend and encouraged anyone interested to let her know.

7. 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.

7.1. Curriculum Committee

The minutes of the CC meeting on 3 December had been shared via the dropbox. JW highlighted discussion of attendance, assessment and the impact on learning of Covid-19 restrictions. Assessments completed in Term 1 had been formative rather than summative, to identify learning gaps. Assessments in Term 2 would be reviewed at the

next meeting. Home-learning had been much improved compared to when it was first introduced; this had involved great effort by teachers. The committee had also discussed Pupil Premium funding and PE/Sports Premium funding. Measuring the impact of spending in these areas had been made difficult by interruptions to normal working due to Covid-19. Use of PE/Sports Premium funding is to be reviewed (see below). Governors had also discussed behaviour, use of reduced timetables in a few cases, and the local authority's attitude to this, which was not always helpful.

7.2. Finance, Premises & Staffing Committee

RMo highlighted discussion of Pupil Premium funding, and noted the importance of being proactive to identify eligible families early, and to identify newly eligible families as their circumstances change. RMo was pleased to report that Comper had been more successful this year than in some years and had identified 6 children in Reception eligible for PP funding. Many areas of school funding have been significantly affected by the pandemic. For example, the school budget is normally supported by income from letting the school premises outside school hours; this source of income is much reduced this year (down by some £30,000 so far). RMo praised LB and the Bursar for managing nevertheless to balance the budget in these very difficult circumstances. A request has been submitted to the Diocese for funds for repair of a section of roof. If this funding is granted, the school will be required to contribute not only the usual 10% but also an additional 2% for administration costs. The committee had also done some work on the Schools Financial Value Statement. Bench-marking exercises have been limited by lack of published data.

SF thanked all governors for their work in committees.

8. School development

8.1. Pupil Premium annual statement – review, approval

Governors thanked CCW for this report, which had been shared with governors via the dropbox.

GOVERNORS COMMENTED that the format of the Pupil Premium annual statement is very useful, especially in identifying barriers to learning and relating proposed actions to these; noted also with approval that all actions/ approaches proposed to overcome these barriers are evidence-based. Actions include leadership focus on children eligible for Pupil Premium (PP); proactive approach to support good attendance and punctuality; engagement with parents; appropriate interventions to support emotional literacy and resilience for learning; reading interventions and vouchers to buy books at school book fairs (to promote access to a rich and varied vocabulary); funding to support participation in residential and extra-curricular activities.

GOVERNORS ASKED about use of book-fair vouchers last year. LB confirmed that this had been popular, and that teachers and book fair staff had ensured that appropriate books were offered and gave guidance on choices.

GOVERNORS ASKED about the engagement of PP children with home-learning provision. LB agreed that children's engagement is to some extent reliant on parents' engagement, but if teachers see that a child is not engaged staff are contacting the family and if necessary visiting the home to find out what extra support may be needed.

GOVERNORS ASKED about the accuracy of the various costings of Pupil Premium actions. LB commented that some can be more accurate than others. For some actions (e.g. one-to-one tuition) spending is easier to quantify than for others.

GOVERNORS NOTED that some planned spending of PP funding had been interrupted by Covid-19 restrictions.

GOVERNORS ASKED what will be done, for example, with funds designated to enable PP children to attend Breakfast Club to improve their attendance and punctuality? LB replied that while the hope is that some activities can be resumed to use the money, it may be necessary to change the plan and spend PP funding on other activities to support the learning of PP children. There are also some fixed costs budgeted, to be paid for whether or not used throughout a given term. LB commented that the funding was not ring-fenced to certain areas, but it certainly would be spent on supporting vulnerable children, and the school will keep track of this spending via the budget. SF added that as PP Provision lead governor she would continue to ask questions in committees about PP spending.

GOVERNORS APPROVED the Pupil Premium annual statement.

Action 10: LB to ensure the Pupil Premium annual statement is posted on the school website.

Governors thanked CCW also for his report on use of the one-off 2020/21 catch-up support funding, which had been reviewed by the Curriculum Committee.

8.2. PE/Sports Premium annual statement – review, approval

Governors thanked LB for circulating this document, via the dropbox. As noted above, the Curriculum Committee had reviewed it the previous week and noted that a large number of the proposed actions had had to be cancelled or

deferred because of Covid-19. It was hoped that by Term 4 some of these could be picked up. **GOVERNORS AGREED** that if not the plan would be reviewed to ensure that the funding can be spent in other ways that could be effective.

GOVERNORS COMMENTED that nationally physical activity levels have been poor during this time of lockdowns and generally reduced mobility: previously around 44% of children of primary-school age were achieving recommended daily levels of physical activity but currently this has reduced to 19%, and many children are currently achieving less than half the recommended level of activity. Many local sports clubs and other extra-curricular activities are currently not available. It was noted that this was an example of the pandemic making inequalities worse, as different families have different access to indoor/outdoor space, equipment, etc. Governors noted that there are ways of children being more physically active without getting involved in competitive game scenarios, and that schools have an important role to play in this. **GOVERNORS AGREED** that TF would still meet with LB and the PE/Sports lead teacher (JP) to discuss this. LB reported that JP had recently led a staff meeting on ways of increasing everyday activity during the school day.

GOVERNORS APPROVED the PE/Sports Premium annual statement as it stands, with the proviso that this is a working document and will be reviewed in Term 4.

Action 11: LB to ensure the current PE/Sports Premium annual statement is posted on the school website.

LB commended teachers supervising their bubbles during break times. Teachers and TAs are actively involved in the playground, encouraging children to run around. Having two more basketball hoops on the playground is also a great additional benefit, encouraging more physical activity during break times.

8.3. Actions arising from parent consultation (2020) – progress report

The Curriculum Committee had discussed actions arising from analysis of responses to the summer governor survey and judged that almost all had been addressed (see CC minutes). Most other areas identified for attention are now covered in standing agenda items for GB or committees (e.g. health and safety, home-learning, keeping in touch with families). Actions have been taken to follow up on concerns about support for shielding families, and diversity and inclusivity more generally. Some other points will go on to the 'to do list' for when the school has more capacity.

8.4. 2020/21 parent consultation(s) – discussion

An online survey had been sent out the day before (7 December 2020) inviting feedback from Year 4 and Year 5 parents on the home-learning provided when these year-group bubbles had had to isolate. Responses had been quite positive so far. RMo reported there had been 16 replies to date from Year 5 families but only 2 replies from Year 4. JW would be asking the school office to send out a reminder to parents as the survey closes on Friday 11 December. Governors thanked JW and JB who have undertaken to carry out analysis of comments received and RMo who will report numerical responses received. Any comments indicating urgent points for development will be shared immediately with LB. Positive comments will also be shared immediately with staff concerned. A report for governors will be prepared in time for the Term 3 meeting.

Action 12: JW, JB and RMo to analyse responses from governor survey of Year 4 and 5 parents on home-learning and report to LB and to Term 3 GB.

Action 13: JW and SF to share with LB positive responses from governor survey of Year 4 and 5 parents on home-learning, to be shared with staff before the end of Term 2.

9. Child Protection & Safeguarding

9.1. Keeping Children Safe in Education – all governors and associates sign KCSiE register

SF passed around the KCSiE register sheet for governors to sign to confirm that they have read Parts 1 and 2 of *Keeping Children Safe in Education*, September 2020.

9.2. Safeguarding training – update

AB reported on Mary & John governors yet to complete generalist safeguarding training. AB and EK have completed this training. JB has finished the Level 1 online pre-course that must be completed prior to Level 2 training, and is enrolled for a Level 2 course by webinar in January. RT will enrol on a Level 2 course. Enrolment will provide a link to the Level 1 pre-course. AB will liaise with BK about also enrolling.

AB reported also that at Comper Catherine King is a trainer so training for all Comper governors who need it can take place in house by the end of Term 4. DBS checks are also in hand.

9.3. Schools Annual Safeguarding report, 2020 – review, approval

Governors noted that LB and AB (Safeguarding lead governor) will meet to complete this report on 10 December 2020. It should be submitted to OCC by 31 December 2020. Governors discussed how to approve the document. **GOVERNORS AGREED** that the report should be circulated for review by governors, any comments to be communicated to AB or SF. Discussion will also be an agenda item for the Term 3 GB meeting.

Action 14: LB and AB to complete Schools Annual Safeguarding report for submission by 31 December 2020; governors to submit comments to SF.

10. Policies, procedures

10.1. Admission arrangements for 2022/23 – draft policy progress report

RT gave a verbal report on this. The updated policy document had been circulated via the dropbox. It has also been submitted to the Diocese for approval. RT had sent it to Christine Jones at the Diocese on 20 November and again on 1 December. He has also sent it to Penny Bingham. The draft policy has to be published on the school's website before 21 December, so that it is available for public view for a consultation period of a full six weeks up to the end of January. If nothing is heard from the Diocese by the end of this week RT will contact them again.

Action 15: RT to follow up with the Diocese to ensure the Admissions 2022/23 draft policy document can be published on the school website before 21 December 2020.

10.2. Schools Financial Value Standard – progress report

RMo had shared with governors, via the dropbox, work to date on completing this audit. SF thanked RMo for his work on this. Responsibility for submitting the finished document to the local authority has been delegated to FPS Committee. **GOVERNORS AGREED** to this and **FPS GOVERNORS AGREED** to discuss and approve the audit document at the next FPS meeting, in time for it to be submitted by the deadline, 31 January 2021. If any other governors have questions or comments they are asked to direct them to FPS.

Action 16: FPS governors to complete and approve the Schools Financial Value Standard audit document and submit to the local authority by 31 January 2021.

11. Visits to school by governors *(since 'Term 0' meeting, 15 September 2020)*

It was noted that 11 governor visits had been logged in this time. Governors hope they can resume with a more normal pattern of visits soon.

12. Training undertaken by governors *(since 'Term 0' meeting, 15 September 2020)*

SF thanked governors for training undertaken in this time. More detailed reporting was deferred to the next meeting.

Action 17: Clerk to include governor training on agenda for Term 3 GB meeting.

13. Governing Body development

13.1. GB self-evaluation – report

SF had drafted a report which she had shared with governors via the dropbox: 'Governing Body Self-Evaluation', December 2020. All governors had participated in one-to-one review conversations with SF during the summer break or the early part of Term 1.

The report summarised comments received, including plans for training and ideas for areas for focus next year. Governors had expressed huge admiration for the way staff had responded to the challenges of the extraordinary school year. Governors had found it hard to evaluate GB impact in this strange year but had fulfilled all statutory duties; had continued in link roles with staff; had worked with the leadership team on school development, balanced with recovery action; had consulted with parents/children via an online survey. Feedback from staff included comments that governors had adapted by taking on 'more of a listening role'; that staff felt the GB understood the need for flexibility at this time; that this was appreciated and staff felt supported.

Areas for focus for the year ahead. **GOVERNORS AGREED** on a number of areas for focus, as outlined in the report. This would include extra effort on engagement and communication with families. Governors noted that communication between staff/governors and parents is more difficult when parents are not able to come in to school in the usual way

and parents evenings have to be held virtually. In normal times governors attend at the time of parent consultation evenings and are available to collect feedback, discuss issues and answer parent questions. Governors noted also that many parents are not clear about the role of school governors. **GOVERNORS ASKED:** Would it help to include on the school website information about 'How a governor can help'? This could clarify when questions should be taken to a class teacher or to the head and when questions of a strategic nature can be asked of the GB.

Action 18: SF and BK to discuss adding information to the school website to clarify the role of governors.

SF thanked governors for giving their time to this review exercise, and for the time they continue to give to their work for the school, especially in this very demanding year.

13.2. Governor training needs – discussion, planning

Governors noted plans for training as discussed above and outlined in the document 'Governing Body Self-Evaluation', December 2020.

13.3. GB file-sharing and archive

GOVERNORS THANKED RMo for keeping the dropbox working – it has been a lot of work.

A paper prepared by Martin Pounce on the benefits of GovernorHub, 'What GovernorHub can do for your Governing Body', had been shared with governors via the dropbox. There was insufficient time to discuss this in the meeting but SF recommended that everyone read it, if they had not done so already, and proposed that the GB could use GovernorHub for a trial period. **GOVERNORS AGREED.** As a first step, all governors and associates will need to register on GovernorHub. MP confirmed that this is very straightforward and that an invitation with a link to register will be circulated to all concerned. MF, SF and RMo will work to prepare GovernorHub for use; by the start of next term governors can start to explore what the system can do to make things simpler and easier for all.

Previous discussions on governor file-sharing procedures, GDPR compliance, etc. are superseded by this decision. It was confirmed that the GovernorHub platform is GDPR compliant.

Action 19: All governors and associates to register on GovernorHub via invitation link.

13.4. Dates of meetings for governors, 2020/21 – confirmation of Full GB meeting dates

All dates for Full GB meetings have now been confirmed. The chair asked governors to make a note of these.

14. 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 10 November 2020
- Finance, Premises & Staffing Committee – meeting 26 November 2020
- Curriculum Committee – meeting 3 December 2020
- Parent-Teacher Association – meeting 11 November 2020
This meeting had been attended by LB, JG, SF.

15. Any other urgent business

No other items of urgent business had been identified at the start of the meeting.

SF recommended visiting the school website to watch a charming video tour of the school made by teachers and children for prospective parents.

Dates of next meetings

Curriculum Committee – Monday 18 January 2021, 6.00 pm

FPS Committee – Tuesday 26 January 2021, 6.00 pm (or 7.00 pm if remote)

Full Governing Body – Wednesday 3 February 2021, 7.00 pm

In closing the meeting, the chair said she was sorry she was unable to entertain governors for Christmas as usual. The headteacher made a presentation to the chair in gratitude for all her work.

The chair thanked the headteacher, staff, all governors and Anne Feather and Martin Pounce for attending and wished them a very happy Christmas.

The meeting closed at 9.04 pm.

Future agenda items

- **GB** School development plan, 2020/21 – first review (Term 3)
- **GB** Schools Annual Safeguarding Report, 2020 – review (Term 3)
- **GB** Admissions for 2022/23 – approval of policy and procedures (Term 3)
- **GB** Governor training needs – discussion, planning (Term 3)
- **GB** Procedure for dealing with minor data breach – compliance with GDPR (Term 3/Term 4)
- **GB** PE/Sports Premium annual statement – review (Term 4)
- **CC** School's equality objectives – monitoring (Term 3)
- See also *Year plan of key Mary & John Governing Body tasks and dates*

Actions from meeting

	Action (by Term 3 GB meeting, unless stated otherwise)	Who	Outcome
Action 1	Actions from website compliance review – school information. <i>In progress. Governors thanked RMo for sharing checklists of revised requirements for compliance. JW to identify information still missing from website; school to supply this. JW to confirm when completed.</i>	JW	
Action 2	Actions from website compliance review – governor information. <i>In progress. Governors thanked RMo for sharing checklists of requirements for compliance. BK to identify information still missing from website; school to upload this to the website. BK to confirm when completed. SF offered support for this process.</i>	BK, SF	
Action 3	SF to draft an updated statement of Freedom of Information Publication Scheme.	SF	
Action 4	LB and Behaviour Working Group to review Complaints Procedure guidance for parents.	LB, BWG	
Action 5	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 6	AB, JB, EK, RT to complete generalist safeguarding training; confirm with CCW when done. <i>AB, EK: training completed. JB: training partly completed. RT, BK: training to be completed.</i>	JB, RT, BK	
Action 7	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 8	SF to invite Comper Chair of Governors to attend next meeting of C/M&J Partnership Group.	SF	
Action 9	Curriculum Committee to invite Comper governors to attend a CC meeting to discuss Comper self-evaluation re. Ofsted indicators for Reception Year provision (meeting to be deferred until possible to meet in person).	Curriculum Committee	
Action 10	LB to ensure the Pupil Premium annual statement is posted on the school website.	LB	
Action 11	LB to ensure the current PE/Sports Premium annual statement is posted on the website.	LB	
Action 12	JW, JB and RMo to analyse responses from governor survey of Year 4 and 5 parents on home-learning and report to LB and to Term 3 GB.	JW, JB, RMo	
Action 13	JW and SF to share with LB positive responses from governor survey of Year 4 and 5 parents on home-learning, to be shared with staff before the end of Term 2.	JW, SF	
Action 14	LB and AB to complete Schools Annual Safeguarding report for submission by 31 December 2020; governors to submit comments to SF.	LB, AB; all governors	
Action 15	RT to follow up with the Diocese to ensure the Admissions 2022/23 draft policy document can be published on the school website before 21 December 2020.	RT	
Action 16	FPS governors to complete and approve the Schools Financial Value Standard audit document and submit to the local authority by 31 January 2021.	FPS governors	
Action 17	Clerk to include governor training on agenda for Term 3 GB meeting.	Clerk	
Action 18	SF and BK to discuss adding information to school website to clarify the role of governors.	SF, BK	
Action 19	All governors and associates to register on GovernorHub via invitation link.	All governors, associates	