

# 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 Thursday, 25 March 2021 (Term 4), 7.00 pm, Meadow Lane

(Remote meeting via Zoom)

### Present:

Elizabeth Burton (LB), Headteacher  
Sarah Franklin (SF), Foundation Governor – *Chair*  
Anna Ballance (AB), Foundation Governor  
Julia Bell (JB), Foundation Governor  
Tim Foster (TF), Parent Governor  
Ben Klooss (BK), Parent Governor  
Philip Ritchie (PR), Foundation Governor  
Mary-Anne Sinclair (MAS), Foundation Governor  
Richard Tarver (RT), LA (Local Authority) Governor  
Jenny Worroll (JW), Foundation Governor

### In attendance:

Chris Chamier-Williams (CCW), Associate Member  
Beth Gibson (BG), Associate Member  
Jane Godby (JG), Associate Member  
Jenny Dyer (JD), Local Authority Clerk

### Apologies:

Sarah Blackwell (SB), Associate Member  
Elizabeth Clarkson (LC), Staff Governor  
Sam Coleman (SC), Associate Member

### No apologies received:

Rob Green (RG), Parent Governor  
Emily Kerr (EK), Foundation Governor

### 1. Welcome, apologies, quorum

The Chair welcomed everyone to the meeting and introduced Jenny Dyer, as Local Authority Clerk. Governors thanked Martin Pounce for all his support to the governing body as temporary cover clerk. 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

None declared.

### 4. Minutes of Full Governing Body meeting, 3 February 2021 (Term 3)

The minutes were agreed, subject to the duplicated sentence at 9.3 being removed, and then to be signed by the Chair and filed.

## 5. Matters arising from the minutes

Action	Action (by Term 4 GB meeting, unless stated otherwise)	Who	Outcome
Action 1	<p>Actions from website compliance review – school information. <i>In progress. Checklists of revised requirements for compliance shared. JW to identify information still missing from website; school to supply this. JW to confirm when completed.</i></p> <p><i>Update 25 March 2021 – Due to the pandemic, completion had been delayed. Information on catch-up funding has been added. LB and CCW have confirmed that all mandatory information has been uploaded; all mandatory policies were up to date.</i></p>	JW	In progress <b>Action 1</b>
Action 2	<p>Actions from website compliance review – governor information. <i>In progress. Checklists of requirements for compliance shared. BK to identify information still missing; school to upload this. BK to confirm when completed. SF offered support for this process.</i></p> <p><i>Update 25 March 2021 – Some governor meeting minutes had been added to the website. Assistance was sought from other governors in order to complete this action. <b>Governors to contact BK or SF to offer help or BK and SF would contact governors.</b></i></p>	BK, SF, All governors	In progress <b>Action 2</b>
Action 3	<p>All governors to submit brief pen portrait for website.</p> <p><i>Update 25 March 2021 – <b>AB to pass on the list to next governor and pen portraits to be completed quickly.</b></i></p>	AB, All governors	In progress <b>Action 3</b>
Action 4	<p>SF to draft an updated statement of Freedom of Information Publication Scheme. <i>Deferred because of pressure of other business.</i></p>	SF	Term 5 <b>Action 4</b>
Action 5	<p>LB and Behaviour Working Group to review Complaints Procedure guidance for parents.</p>	LB, BWG	Term 5 <b>Action 5</b>
Action 6	<p>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.</p> <p><i>Update 25 March 2021 – Governors were reminded that they can now confirm this via GovernorHub (agenda item 9.1 below). <b>JD to remind governors to complete this declaration.</b></i></p>	TF, JW, associates, JD	Term 5 <b>Action 6</b>
Action 7	<p>Clerk (MP) to upload and share, with all governors, step-by-step guide to making declarations via GovernorHub.</p>	MP	Completed
Action 8	<p>AB, JB, EK, RT to complete generalist safeguarding training; confirm with CCW when done. <i>AB, EK, JB: training completed. RT: to be completed. BK: training also to be completed.</i></p> <p><i>Update 25 March 2021 – Completed by RT. <b>AB to liaise with BK regarding this training.</b></i></p>	BK, AB	In progress <b>Action 7</b>
Action 9	<p>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.</p> <p><i>Update 25 March 2021 – TF to provide a verbal report in Term 5.</i></p>	TF, LB	In progress <b>Action 8</b>
Action 10	<p>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).</p>	Curriculum Committee	Pending <b>Action 9</b>
Action 11	<p>Clerk (JD) to include governor training on agenda for GB meeting.</p>	JD	Completed

## 6. **Headline updates from committees/other groups**

*Standing item to consolidate understanding by the whole GB of recent work in committees. Format: brief (two minutes) verbal report from the chair or another member of each committee. Full (draft) minutes of meetings to have been circulated in advance. Limited time available for questions. Longer discussion, if required, to be scheduled for later.*

### 6.1 **Curriculum Committee**

JW, Chair of the Committee, summarised the main areas of discussion taking place at their meeting on 17<sup>th</sup> March:

- **Update on the return to school by pupils on 8<sup>th</sup> March**
  - The children had returned to school and continued to stay within their class bubbles.
  - Teaching was being adapted in response to variable concentration levels by pupils on their return to school.
  - Some of the children who attended school throughout lockdown were now finding learning harder while they adjusted to the return of all pupils in their class.
  
- **Pupil Performance Data**

Assessment data had been reviewed, but as a guide only, in the context of the pandemic, not comparable with data from other years.

  - **Assessment data** of the whole school for Terms 1 & 2, in Reading (including Year 1 Phonics), Writing, Spelling, Punctuation and Grammar (SPaG) and Mathematics, was presented, as percentage of children achieving at age-related expectations or above.
  - **Additional data** relating to pupils eligible for Pupil Premium (PP) and for those with special educational needs (SEN) was also presented, as percentage of children working at or above age-related expectations. When comparing data with pupils outside these categories, the gaps in learning could be seen.
  - **Writing outcomes** – Governors noted for some groups these were lower and there was variability across the school. LB had advised that staff were still familiarising themselves with a new system for assessing Writing. Once embedded, Writing would be aligned across all year groups, and then progress could be accurately measured, and comparisons made.
  
- **Long Term Curriculum Plans (all subjects)**

Plans were made available to governors; some were completed, whilst others remained on-going. The system for tracking and assessing, linked to foundation subjects, was also shared.
  
- **Computing** – the school had a strong focus planned for e-safety.
  
- **Policies** – The Acceptable Use and E-Safety Policy was approved by governors.

## 6.2 Finance, Premises & Staffing Committee (*report from Budget Monitoring Group*)

Key discussions of the Budget Monitoring Group, held on 11<sup>th</sup> March 2021, were summarised by the Chair of the Committee (AB):

- **Budget Monitoring** - Whilst a deficit was anticipated, there now seemed to be a small surplus for the year. However, this would be dependent on the income received from parents before the end of the year e.g. for after school clubs.
- **Ringfenced monies** – Confirmed as a carry forward into the next financial year, some of this funding would target specific groups, including those eligible for pupil premium. Mary & John was eligible for the government’s catch-up premium for pupils, related to school closure during the pandemic and targeted particularly to support the most vulnerable and disadvantaged. It was hoped funds could be used to employ a teacher, to support learning across the school, and LB would be exploring this option.
- **Other finance matters discussed:**
  - **Breakfast Club & Plus Base wrap-around care** – despite the resulting loss of income, it was a school decision not to open this provision fully until safer to do so.
  - **After school clubs** - due to the pandemic, a reduction of income had resulted. Although clubs generated only a small income stream, it was hoped that some could resume during the Summer Terms. However, the safety of the children and staff was paramount, and would need careful consideration.
  - **Lettings** – the pandemic had significantly impacted on the school’s income from this source.
  - **Continued Professional Development (CPD)** – a priority of high quality CPD was planned for the next academic year, as staff had missed out during 2020/21 due to the pandemic.
  - **Comper outside area** - governors were aware of possible budget implications for Comper for 2021/22. See also item 7.6.
  - **Residential** – LB confirmed a residential would go ahead for Year 6, at end of June, with confirmation awaited; Year 5 were booked to go to Hill End, staying for one night.

## 6.3 Comper/Mary & John Partnership Group

The Group met on 1<sup>st</sup> March with the draft minutes circulated via GovernorHub prior to the meeting. SF, JG and CCW highlighted the key areas discussed:

- **Reception to Year 1 transition arrangements** – Following disruptions to learning due to the pandemic, Comper staff were concerned as to whether the current reception children would be ready for Year 1. To reassure staff and parents LB had advised that well-being was the current priority, and this would be communicated to the new headteacher.
- **Safeguarding** – The Child Protection Online Monitoring and Safeguarding System (CPOMS) was not yet up and running at Comper. Conflicts between the Management Information System, Integris, and CPOMS had occurred; this would shortly be resolved, and then further staff training arranged. The benefits would allow information-sharing between Comper and Mary & John and other schools using the system, as pupils transferred.
- **Single Central Record (SCR)** – AB will be examining the system used at Comper, to assess whether recent changes to the Comper system should be implemented at Mary & John.

#### 6.4. Admissions Committee

Following a rigorous application of the criteria procedures, allocation of pupil places was agreed by the Committee and would be confirmed to parents mid-April. Of the 124 applications received, 53 had chosen Mary & John as their first preference. Although demand for primary places across Oxfordshire was down by approximately 2000, Mary & John expects to have a full or almost full roll for Reception (60 places) in September 2021.

#### 6.5 Headteacher Appointment Panel (HAP)

Governors were updated by SF, on behalf of the HAP:

- **Weekly updates** – posted on to GovernorHub by the HAP.
- **Recruitment pack** – this informative and attractive pack was now complete and available to prospective applicants via four job boards.
- **Vision and values** - a theme strongly portrayed throughout the pack.
- **Visits by prospective applicants** - these would be carried out individually, taking place after school and in a covid-secure manner.
- **Assessments and interviews** – scheduled for the 26 and 27 April 2021.
- **Ratification** – Following interviews and selection of a successful candidate, a special GB meeting would take place on 27 April to ratify the decision.

SF thanked the HAP governors for all their hard work and support, and particularly in producing the recruitment pack which had already attracted prospective candidates.

Governors of the HAP recorded a vote of thanks to all the school staff for their support during the preparations, including participation in surveys and involvement of the children.

Governors also recorded a vote of thanks to the HAP in preparing for the appointment of a new headteacher.

## **7. Headteacher's reports**

### **7.1. COVID-19 update – operational report on full return to school**

- LB reported a calm return to school by the children and gaining more confidence by the second and third weeks, as they acclimatised to the routines of school life again. School was being flexible in its approach to learning and mindful of the children's mental health needs as they adjusted to school life again and particularly the younger children.
- Classes continued to work in bubbles and not mixing with their parallel class.
- Both staff and children seemed exhausted. Younger children were particularly affected by the intensity of the day's learning and the mental health implications in not being carefree and able to mix with their peers. Some children had shown less tolerance and required more adult intervention.
- Attendance - CCW confirmed pupil attendance stood at 97.2% in the first week back and 96.6% in the second. A small number of children who remained abroad due to the pandemic continued to affect the attendance figures.
- Some staff absence had occurred due to illness, following vaccination.

***Regarding the school's safeguarding responsibilities, governors asked what evidence school held to verify pupils remained abroad.***

Governors were reassured to learn that school had liaised with the LA attendance team. In addition, documentation received by the school confirmed the pupils were abroad. Furthermore, parents were aware of the need to maintain contact otherwise they risked losing their child's place.

### **7.2. COVID-19 update – pupil well-being**

LB reported how children were in need of the Easter break to refresh and revive, as there had been a massive change in routine, returning to a full day at school.

Although school was not involved, a list of accredited activity centres had been communicated to parents to raise awareness as to what was on offer for the children, including funded places for children eligible for pupil premium.

***Governors enquired how the children had settled in their learning and play, particularly for those not having mixed or played with other children for a considerable time.***

JG confirmed the children were pleased to be back with their friends and settling to school routines again. Empathy and sharing was sometimes challenging for some children and more time was needed to adjust. There was a need to re-visit learning behaviours, to support engagement in lessons, for some pupils.

***Governors asked whether eligible families would receive Free School Meal vouchers over Easter.***

LB confirmed that families would continue to receive £15 per child each week of the holiday and could choose from which supermarket they bought their groceries.

***Governors asked for an update of pupils with SEN and the impact of the pandemic.***

BG, Special Educational Needs Coordinator (SENCo) updated governors:

- **Children with complex needs** – these children were being prioritised. Although school was receiving support from outside professionals via virtual meetings, face-to-face assessments were desperately needed. In addition, there was a waiting list for assessment by the child and adolescent mental health service (CAMHS) of up to 30 months; local private organisations that had previously helped were no longer able to offer support, as the waiting list was too long. All these difficulties were putting additional pressures on schools.
- **SEN concerns** - although not necessarily long-term SEN, an emerging number of parents had contacted school regarding difficulties their children had experienced during home-learning e.g. spelling difficulties, concentration, processing speed. Parents were receiving information to support their child and signposting to relevant websites and other resources.
- **Supporting children’s social and emotional wellbeing** - one-to-one outdoor learning sessions and nurture conversations were taking place; children were being reflective and sharing in detail how they were feeling which enabled school to direct support as required.
- **Play Therapy** - Each week, two play therapists support six children who have experienced challenges within their lives.

Governors thanked BG for her comprehensive update but were concerned to learn of the increase in workload. LB was aware and supportive, and was monitoring this situation.

**7.3. COVID-19 update – staff well-being**

LB reported how staff were enjoying being back at school and together in the same building, even though distanced. However, they were also very tired. To support their well-being, Rowen Smith from the Family Links charity, dedicated to delivering emotional health training courses to school staff, would visit next term and work with teachers and teaching assistants to provide support.

**7.4. COVID-19 update – keeping in touch with families**

See notes above. See also item 8.2.

## 7.5. Headteacher's report – long-form report (*incl. school self-evaluation report*)

*School context report.* Governors thanked LB for her regular report of the school's context.

*School self-evaluation report (SSER).* Whilst challenges of the pandemic had impacted significantly on some areas of school improvement, Mary & John demonstrated many strengths, for example, through high-quality remote learning provided during the most recent lockdown when compared to those of the first lockdown. Linked to remote learning and the well-being of children, communications with parents had been clear and help available to support with online learning. The SSER, based on the 2019 Ofsted inspection framework, and categorised into five main areas, reflected the school's current position and included judgement grades of Good:

- **Quality of education;** embracing teaching, learning, assessment, pupil outcomes and the curriculum, with the latter having increased emphasis. LB highlighted in particular good curriculum development work this year, including by middle leaders; and intensive monitoring of the remote learning.
- **Behaviour and attitudes;** embracing high expectations for learners' behaviour, attendance and positive relationships. LB highlighted the school's restorative approach to behaviour management, founded on mutual trust and respect and interactions based on this.
- **Personal development;** embracing the development of resilience, confidence, independence, physical and mental health.
- **Leadership and management;** embracing clear and ambitious vision, staff development, staff well-being.
- **Early Years' provision** - Comper Foundation School (has its own self-evaluation but works collaboratively with Mary & John).

Governors were advised that Ofsted would resume inspections from September 2021. As the pandemic had interrupted the normal cycle, it was thought unlikely Mary & John would be inspected before 2022.

Referring to the SSER, governors asked the following questions:

***Governors enquired of the strategies in place to support children who were unable to or less able to engage with online learning during lockdown, and would there be any extra tuition?***

LB advised governors of the National Tutoring Programme, '*a government-funded initiative, aiming to support disadvantaged pupils whose education had been affected by school closures*'. Nationally, the Programme had not got off to a good start, due to difficulties in finding suitable tutors. But Mary & John are using tutors already known to the school and the children, via this programme, for reading support as part of the school's provision.

***Under ‘Behaviour and attitudes’, governors noted the planned INSET refresher training related to the school’s restorative approach in managing behaviour, led by an external behaviour consultant in the Summer Term 2021 and asked if they could also attend.***

In supporting a whole school approach, LB confirmed that Governors were welcome to attend.

***Governors questioned whether, despite the pandemic and disruption in learning, sex and relationships education would still be delivered for Year 6, through the school’s ‘Jigsaw personal, social and health education (PSHE) programme’, as part of their personal development.***

LB and CCW advised that materials from the programme were being used by teachers and then adapted, to ensure pupils, including those in Year 6, did not miss out. Swimming catch-up sessions were also being prioritised for Year 6 in Term 5, and for other classes in June or July.

## **7.6. Comper – report**

LB reported that she and the new headteacher at Comper, Catherine King, were continuing to work closely together. CK is very interested in partnership working, and proactive in this.

Regarding the outdoor area at Comper, CK had discovered that many of the outdoor structures and equipment had deteriorated significantly, with some being unsafe.

In response, the LA had provided £10k to meet the cost of boundary fencing, making an area safe on which the children could play. Quotations were being gathered for replacement equipment and associated labour costs – this was thought to be likely to cost in the region of £80-£100k and due to budget restrictions, work would need to be prioritised. The LA Early Years’ Team had been contacted and were advising Comper. Responsibility for the safety of the Reception children is delegated to Comper but is also a concern for Mary & John school and governors, and the children are on the Mary & John school roll.

***Governors asked if these costs would implicate Mary & John and mean a contribution would need to be made.***

In response, LB advised that Comper was waiting for further instruction from the LA.

LB commented that structures and equipment might not need to be replaced like-for-like. It may be possible to streamline some of the resources without compromising the need for the outside provision to reflect the indoor provision and vice versa.

## **8. School development**

### **8.1. School development plan, 2020/21 – first review**

An evaluation of progress had been circulated to governors via GovernorHub following a review by the SLT. LB affirmed that many of the aims had been significantly disrupted due to the pandemic. Despite these challenges, progress had been made, particularly during Autumn 2020, and during the most recent lockdown, seeing an enhanced programme of remote home-learning with 98% of all pupils logging-on in March 2021. Well-being continued to be a high priority, with a range of strategies in place for both children and staff to address the pressures and strains of the pandemic.

## **8.2. Parent consultation – discussion, planning**

LB confirmed it was too risky at present to hold face-to-face parent consultations, but it might be possible during Term 6. Alternatively, telephone consultations could take place, since these had received good feedback earlier in the pandemic. A decision would be made next term, and in consideration of government guidelines.

Governors would normally gather the views of parents regarding school matters through a post-it exercise at parent consultations. Alternative ideas were therefore discussed, including online surveys. After due consideration, it was thought the post-it exercise could perhaps still go ahead, when restrictions are eased, but might need to take place outside the school building.

**Action 10. SF to draft a version of the Ofsted ParentView questionnaire.**

**Action 11. TF to look at the logistics of gathering parent views via an online post-it exercise and/or one outside school.**

**Action 12. MAS to draft a pupil voice exercise, with the help of another governor.**

## **9 Child Protection & Safeguarding**

### **9.1. Keeping Children Safe in Education**

If not already carried out, governors and associates were reminded to confirm they had read and understood this document under 'declarations', within their GovernorHub profiles; JD agreed to remind governors to complete this declaration (see Action 6 above).

### **9.2. Safeguarding – general update**

There were no updates to report.

### **10. Training undertaken by governors (since Term 2 meeting, 8 December 2020) Standing item**

BK had recently attended an induction course. Although much of the training was familiar, it was useful for information to be reinforced and to be reminded of the importance of governors communicating effectively with staff and parents. Also emphasized was the importance of governors being visible on their school website. Governors noted that remote training was less effective than face-to-face, since the significant benefits gained when discussing matters with governors from other schools was not facilitated online.

**Action 13. BK to share the Governor Induction course PowerPoint via GovernorHub.**

**Action 14. Governors to record all training completed since September 2020 on GovernorHub, accessed via the training tab within their profile. Governors to record here also the dates of their governor induction training and most recent safeguarding training (even if these were prior to September 2020).**

## **11. Governing Body development**

### **11.1. Election of Vice-Chair of governors**

No nominations had been received by the Clerk. SF emphasized the benefits of having a Vice Chair, to work alongside the Chair and to stand in for meetings as required.

**Action 15. All governors to re-consider the position of Vice Chair and contact SF to discuss.**

### **11.2. Governor training needs – discussion, planning**

Training needs were discussed, with the following actions agreed:

**Action 16. RG to complete e-safety training as soon as possible.**

**Action 17. Chairs of committees to look at the training needs of governors relating to work of their committee.**

### **12. Meetings of committees/other groups**

*Record of meetings only – not for further discussion at this time.*

*See minutes as circulated or to be circulated.*

- Governing Body: Headteacher recruitment – *meetings 25 January, 3 & 18 February 2021*
- Comper/Mary & John Partnership Group – *meeting 1 March 2021*
- Budget Monitoring Group – *meeting 11 March 2021*
- Admissions Committee – *meeting 16 March 2021*
- Curriculum Committee – *meeting 17 March 2021*
- Headteacher Appointment Panel – *various meetings*
- PTA – *no meeting (meeting scheduled for 3 March 2021 was cancelled)*

### **13. Any other urgent business (ref. item 2)**

No items of other urgent business.

**Next Full Governing Body meeting (Term 5):** Tuesday 18 May 2021, 7.00 pm

**Governing Body Meeting to ratify the decision of the Headteacher Appointment Panel, following interviews for the position of Headteacher from 1<sup>st</sup> September 2021:** Tuesday, 27 April 2021.

### **Future agenda items**

- School development plan, 2020/21 – second review (Term 6)
- Statement of Freedom of Information Publication Scheme – review, approval (Term 5/6)
- Complaints procedure guidance for parents – review, approval (Term 5)
- Governor visits – discussion, planning (Term 5)
- Policy review (Term 5/6)
- Comper outdoor area – update (Term 5)

**The meeting closed at 8.45pm**

## Actions agreed at the meeting:

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Action 1	<p>Actions from website compliance review – school information. <i>In progress. Checklists of revised requirements for compliance shared. JW to identify information still missing from website; school to supply this. JW to confirm when completed.</i></p> <p><i>Update 25 March 2021 – Due to the pandemic, completion had been delayed. Information on catch-up funding has been added. LB and CCW have confirmed all mandatory information uploaded; all mandatory policies were up to date.</i></p>	JW	
Action 2	<p>Actions from website compliance review – governor information. <i>In progress. Checklists of requirements for compliance shared. BK to identify information still missing; school to upload this. BK to confirm when completed. SF offered support for this process.</i></p> <p><i>Update 25 March 2021 – Some governor meeting minutes had been added. Assistance was sought from other governors to complete this action. <b>Governors to contact BK or SF to offer help or BK and SF would contact governors.</b></i></p>	BK, SF, All governors	
Action 3	<p>All governors to submit brief pen portrait for website.</p> <p><i>Update 25 March 2021 – <b>AB to pass on the list to next governor and pen portraits to be completed quickly.</b></i></p>	AB, All governors	
Action 4	SF to draft an updated statement of Freedom of Information Publication Scheme. <i>Deferred because of pressure of other business.</i>	SF	
Action 5	LB and Behaviour Working Group to review Complaints Procedure guidance for parents.	LB, BWG	
Action 6	<p>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.</p> <p><i>Update 25 March 2021 – Governors were reminded that they can now confirm this via GovernorHub (agenda item 9.1 below). <b>JD to remind governors to complete this declaration.</b></i></p>	TF, JW, associates, JD	
Action 7	<p>AB, JB, EK, RT to complete generalist safeguarding training; confirm with CCW when done. <i>AB, EK, JB: training completed. RT: to be completed. BK: training also to be completed.</i></p> <p><i>Update 25 March 2021 – RT: <b>AB to liaise with BK re. this training.</b></i></p>	BK, AB	
Action 8	<p>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.</p> <p><i>Update 25 March 2021 – TF to provide a verbal report in Term 5.</i></p>	TF, LB	
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	Pending
Action 10	SF to draft a version of the Ofsted ParentView questionnaire.	SF	
Action 11	TF to look at the logistics of gathering parent views via an online post-it exercise and/or one outside school.	TF	
Action 12	MAS to draft a pupil voice exercise, with the help of another governor. <i>Update – JB has offered to help with this.</i>	MAS, JB	
Action 13	BK to share the Governor Induction course PowerPoint via GovernorHub.	BK	
Action 14	Governors to record all training completed since September 2020 on GovernorHub, accessed via the training tab within their profile. Governors to record here also the dates of their governor induction training and most recent safeguarding training (even if these were prior to September 2020).	All governors	
Action 15	All governors to re-consider position of Vice Chair and contact SF to discuss.	All governors	
Action 16	RG to complete e-safety training as soon as possible.	RG	
Action 17	Chairs of committees to look at the training needs of governors relating to work of their committee.	AB, JW, EK, RT	