

St Mary & St John CE Primary School

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Let all that you do be done in love... 1 Corinthians 16:14

Minutes of St Mary and St John CE Primary School Full Governing Body Meeting Thursday, 3 February 2022 (Term 3)

(The meeting was held remotely via Microsoft Teams)

Present:

Bex Stott (BS), Headteacher
Sarah Franklin (SF), Foundation Governor – *Chair*
Anna Ballance (AB), Foundation Governor – *Co-Vice Chair*
Jenny Worroll (JW), Foundation Governor – *Co-Vice Chair*
Julia Bell (JB), Foundation Governor
Elizabeth Clarkson (LC), Staff Governor
Tim Foster (TF), Parent Governor – joined the meeting at 7pm
Emily Kerr (EK), Foundation Governor
Ben Klooss (BK), Parent Governor – joined the meeting at 6.15pm
Laurence Price, Foundation Governor
Philip Ritchie (PR), Foundation Governor
Richard Tarver (RT), Local Authority Governor

In attendance:

Emma Crocombe (EC), Associate Member
Jenny Dyer (JD), Local Authority Clerk
Damien Haywood, Oxford County Councillor

Apologies:

Jane Godby (JG), Associate Member
Victoria Tofts (VT), Associate Member
Sarah Blackwell (SB), Associate Member

1. Welcome, apologies, quorum

The Chair welcomed everyone to the meeting and particularly Laurence Price (LP) as newly appointed Foundation Governor - LP would sit on the Finance, Premises and Staffing (FPS) Committee.

The appointment of Emma Crocombe (EC) as Associate Member to the Governing Body, was **approved** by governors. EC was welcomed to the meeting and would be providing governors with her expertise and skills, as well as a termly attendance report.

Both LP and EC agreed to abide to the Governor Code of Conduct.

Apologies were received as noted above and accepted.

2. Declarations of any other urgent business

There were no declarations of any other urgent business made by any members of the FGB.

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

No declarations of interest were made by any members of the FGB.

4. Oxfordshire School Streets scheme

The Chair welcomed Damian Haywood (DH), Oxford County Councillor, who presented an overview of the Oxfordshire School Streets Scheme.

DH stated how Mary and John had the 'perfect location' for being considered for the School Streets Scheme. He shared with governors the necessary requirements which would need to be considered, prior to the school registering an interest with the LA:

- Experimental Traffic Regulation Order – this would need to be agreed and authorised, then the scheme would be implemented for 6 months. Following this period, data gathered would influence whether the scheme continued.
- Volunteers – for the scheme to be successful, volunteers would be required for mornings and afternoons, five days a week. It was acknowledged this was time-consuming.
- 'Four Groups' - Already there was 'buy-in' from some staff, governors and residents showing commitment for the scheme and the fourth group would be parents. If the school decided to go ahead, commitment from all four groups would be required. Information about the scheme would be communicated, by the school, to parents, the local community and other stakeholders.

DH provided governors with an overview of future measures that might be implemented by the LA to address traffic issues in the area:

- Cameras – From April 2022, the Local Authority (LA) would have the power to install street cameras, with fines issued for breaching traffic regulation orders; these cameras could be installed as part of the School Streets' Scheme and operated at different times of the day. However, the LA did not currently have funding available, but Mary and John would have priority for when funds became available to install a camera(s).
- Quickways - Cycle routes linking key destinations via main routes into City centre. They are designed to provide a direct faster route into the centre.
- Low Traffic Neighbourhood areas (LTNs) – To be introduced on the opposite side of Iffley Road; these would enable pedestrians to walk more safely to Comper.

Disadvantages of the scheme:

- As evidenced at other schools, it could take a long time before people remembered not to drive in the vicinity.

- At Mary & John, a barrier would likely be placed at the end of Argyle Street although this had potential to cause a problem at the corner and traffic build-up – traffic enforcement and police input would therefore be required. However, this could result in displacing traffic to other areas.
- Backlash from parents – this sometimes occurred and particularly from parents travelling some distance.
- Complaints from residents – as a consequence, residents might drive through the barrier.
- Deliveries – arrangements would need to be made for deliveries to take place at other times during the school day and this may not always be convenient.
- Volunteers – for the scheme to be successful, it would be essential to have three or four volunteers for each occasion i.e. 10 times each week, who could be local residents.

Governors asked if there would be training for volunteers.

DH confirmed that training would be provided for some aspects, for example, the dialogue to change behaviour when drivers are breaching a barrier.

Governors enquired whether there were plans for more traffic calming around Meadow Lane which would impact on the school significantly.

It was confirmed that a detailed report relating to Meadow Lane had been drafted, but uncertainty about ownership was preventing this from moving forward.

Due to limited funding, governors questioned when Mary and John might become eligible to apply to join the scheme.

It was confirmed there was funding available for 2022/23, so governors could consider joining from April 2022.

Concerning the zebra crossing along the Iffley Road, governors enquired of the LA's proposals?

With money for Quickways and LTNs, the LA was looking to improve the zebra crossing. Furthermore, a 20mph speed limit would be enforced in the designated area.

Governors understood that in the experience of one local school, when the barriers were unmanned, the scheme failed, and asked how the culture of driving to school could be changed.

Accepting that some parents would always drive to school, DH confirmed that in most cases an improvement was seen. Talking to the children about the scheme, who then shared it with their parents, would have the greatest influence and impact in changing behaviour.

Should the school join the scheme, governors asked if the barriers would be on the corner of Argyle and Bedford Street.

DH confirmed this was likely as a natural flow of cars was required to eliminate the need for reversing; ultimately, the decision would be determined by the traffic officers and associated risk assessments.

Action 1: EK and JB to present a case as to the benefits to Mary & John of joining the scheme, with identification also of costs and next steps, at the FGB Term 4 Meeting on 24th March.

5. Minutes of the Full Governing Body meeting, 9 December 2021 (Term 2)

The minutes were approved, subject to 'in Percy Steet' at item 12.1 being corrected to read 'by Percy Street'.

6. Matters arising from the minutes

	Action (by Term 3 FGB meeting, unless stated otherwise)	Who	Outcome
Action 1	SF to present an updated statement of Freedom of Information Publication Scheme.	SF	Term 4 Action 2
Action 2	Behaviour Working Group to review Complaints Procedure guidance for parents.	BWG	In progress (see Item 11.3) Action 3
Action 3	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	On hold (Item 7.3) Action 4
Action 4	TF to look at gathering parent views via post-it note exercise. <i>Update September 2021 – SF to help with this.</i> <i>November 2021 – Postponed following increased level of COVID-19 protective measures in school.</i>	TF, SF	In progress (see Item 9.3) Action 5
Action 5	Governors to record on GovernorHub all training completed since September 2020 + also the dates of their governor induction training and most recent safeguarding training. <i>Update Sept 2021 – Induction and safeguarding training not yet recorded by some governors.</i> <i>Update 12 October 2021 – Additional safeguarding training needs identified. Online safeguarding training not currently available, so generalist safeguarding training offered via school.</i> <i>Update 9 December 2021 – Some governors still to complete/renew safeguarding training.</i>	TF, EK, PR, RT (+ others)	In progress (Item 10.1) Action 6
Action 6	EK and JB to find out further information about the Oxfordshire School Streets scheme and report to FGB.	EK, JB	Completed (see Item 4)
Action 7	AB to conduct a skills' audit within the FGB, and any gaps in skills to be shared with BK and TF (for parent governor election).	AB, BK, TF	Completed (Items 12.1, 12.2)
Action 8	BK and TF to organise election of new parent governor, including letter to all parents inviting nominations for the position, and including information about the desirable skills required.	BK, TF	In progress (see Item 12.2) Action 7
Action 9	Attendance data for children from groups with protected characteristics to be included in the attendance report for FGB next term and in future.	BS, EC	Completed (see Item 8.2)

	Action (by Term 3 FGB meeting, unless stated otherwise)	Who	Outcome
Action 10	Governors to familiarise themselves with the protocols for governor visits/monitoring, available via GovernorHub.	All governors	Completed
Action 11	BS to enquire of other schools regarding availability of safeguarding training for governors.	BS	Completed (see Item 10.1)
Action 12	AB to enquire about a safeguarding training-the-trainer course so that safeguarding training for governors could be carried out in school.	AB	Completed (see Item 10.1)

7. Headline updates from committees/other groups

7.1 Curriculum Committee

The Committee Chair, JW, summarised the main areas of discussion from the meeting, held on 17 January 2022:

- **Integris** – the whole school assessment data analysis tool was demonstrated to the committee in ‘governor mode’ by BS, with anonymised data. The system showed how assessment data could be easily accessed and monitored across the school, and for different groups. From the data seen, Governors had noted:
 - **Reading and Writing** – when comparing reading with writing, data outcomes were overall better in reading. It was explained, that due to the pandemic, gaps were greater in writing than reading as reading was easier for parents to manage during home schooling.
 - **Children’s next steps and interventions** – the data could be used effectively to target learning and extra support needed to ensure children did not fall behind.
 - **Moderation and target-setting** – whilst it would take time to acclimatise to the new system, it would be a valuable tool to aid moderation and for setting targets.
- **Behaviour** – The Behaviour Report data, presented to governors, showed how the number of negative behavioural incidents had fallen significantly to eight when compared to 18 incidents in Term 1. Governors also learned how Mary and John was providing excellent support for one child and his family who was currently on a six-week placement at a specialist setting before returning to Mary and John.
- **Liaison with Comper** – At the forthcoming Comper/Mary & John Partnership Group meeting, the possibility of a joint meeting would be raised, to include topics such as Phonics. [Note – this CM&JPG meeting was held on 20 January 2022 – see item 7.3.]

7.2 Finance, Premises & Staffing Committee (FPS)

The Committee Chair, AB, summarised the main areas of discussion from the meeting, held on 25 January 2022:

- **Budget Monitoring, Term 3** – This revealed a better financial situation than expected due to additional income received and cost savings made – these would help the 2022/2023 budget, forecast to be challenging.
- **Benchmarking charts** – Whilst these were scrutinised, they were misleading. For example, they showed Mary and John as a high-risk school regarding expenditure, spending above income received. This was due to income previously received from the sale of the Hertford Street building, skewing comparisons with other similar schools. It was hoped by 2022/2023 this would change, due to the building money having been spent.
- **Schools’ Financial Value Standard (SFVS) 2021/2022** – This completed document was **approved** by governors for submission to the Local Authority (LA).
- **Review of staffing structure** – this included a review of the office staffing structure and leadership team:
 - **Office staffing structure** – due to a resignation within the administrative team, governors agreed that an advertisement could be placed for a Grade 8 Office Manager, and with increased hours available for the role of Bursar.
 - **Leadership team structure review** – This proposal would see a change from key stage leadership to Phase Leads for Key Stage 1 (KS1), Key Stage 2 (KS2) for Years 3&4 and KS2 for Years 5 & 6. Having carefully considered the cost implications, governors had agreed for BS to commence the process. On advice from the LA Human Resources Department, a consultation period is not needed as it is a new role which does not affect any teacher’s contract.
- **Health & Safety Audit monitoring visit** – The audit raised nothing significant; LP would work with AB in monitoring action points. Governors thanked LP for taking on this role.

7.3 Comper/Mary & John Partnership Group

The meeting, deferred from Term 2, at the request of Comper Governors, took place on 20 January 2022

- **Safeguarding** – Reports from the Head Teachers at Mary and John and Comper provided safeguarding headlines.
- **Phonics** – Other developments had now superseded discussions taking place at the meeting; see Agenda item 8.1.
- **Mary and John’s Curriculum Committee and Comper Teaching and Learning Committee Joint meeting** – At this time, Comper preferred not to proceed with this action.
- **Links between the two governing bodies** – SF would continue to seek opportunities to establish strong links between the two schools and for monitoring to be carried out.

8. Headteacher's reports for Term 3

8.1 Headteacher's report

- **Number on roll:**
 - **385 pupils in total**, including 60 pupils at Comper
 - **Pupil places** - 35 places available across Years 1-6
 - **Pupil premium (PP)** - 47 pupils were eligible across both schools, 12%
 - **Special Education Needs and Disabilities (SEND)** – 43 pupils in total (Years 1–6), 13%. Of these pupils, 14 pupils had speech, language and communication needs and 9 pupils were supported by an Education, Health and Care Plan.

- **Staffing**
 - **Unpaid leave request** – this had been granted for a teacher covering planning, preparation and assessment time (PPA); the hours would be covered by an existing member of staff.
 - **Office manager** – Ruth Tarry would be taking early retirement at Easter – she would be a real loss to the school; an advert for an Office Manager had been placed. (See also agenda item 7.2)

- **Behaviour and safeguarding** – overall behaviour presented a positive picture within the school. Behaviour incidents as well as safeguarding concerns are now being recorded via the Child Protection Online Management System (CPOMs). The information is accessible to all staff, which enabled the management of incidents to be dealt with quickly. No referrals had been made to the Multi-agency Safeguarding Hub (MASH) and there were no child protection cases. Two children were supported through 'children in need' and three through 'early help'.

- **Attendance training** – EC had recently participated in the training, to support her new role in school as Attendance and Safeguarding Lead.

- **Positive Handling Training** – Provided at the January 2022 INSET for teachers and Cover Supervisors, this training had helped staff to know how to de-escalate challenging behaviour safely.

- **Attainment data based on Term 2 assessments**
 - **Reading, Writing and Mathematics** - The children continued to be assessed in the same way and, overall, the data at the end of Term 2 was positive.
 - **Integris** – Relating to the colours, outcomes portrayed in orange represented pupils achieving at the expected level for this point in the academic year (emerging) and yellow, green or blue represented pupils achieving at above the

expected level, and on track to achieve at greater depth by the end of the academic year. For example, 72% of Year 5 pupils were on track in Writing, so achieving at the expected level for this point in the academic year or better; 28% were not yet achieving at this level.

- **Pupil Progress Meetings** - postponed from Term 2, due to Covid, these had taken place at the start of Term 3 with teachers identifying next steps, and particularly for pupils not achieving at the expected level for this point in the academic year.

Governors challenged the data which seemed to suggest that pupils were falling significantly behind.

BS explained that 'emerging' signified the expected level at the end of Term 2, since pupils had yet to access the whole year's curriculum. Most children were where they should be at this point in the school year.

Governors questioned the likelihood of pupils achieving green by the end of the year, so achieving the expected level.

It was confirmed that those pupils shown as orange were on track to be green by the end of the academic year; those already at green should remain at green or could move to blue. For those achieving at red, it was unlikely they would move to green by the end of the year.

Relating to Year 1, governors questioned why pupils seemed to be achieving at a lower starting point.

BS explained that all pupils in Year 1 started as 'emerging' since they were all accessing the Year 1 curriculum, with some achieving above the expected level, so at yellow.

Governors challenged the terminology used in portraying the data and thought parents might also find it difficult to understand.

Governors discussed whether a points system might be easier to understand rather than colours, but this would not be easy to implement as it is not something Integris can do.

Discussion relating to the data had identified that training in this area for most governors would be helpful, as it was fundamental that all understood the Integris assessment tool. It was agreed that governors would attend an Integris workshop session, to understand the Integris system and data portrayed, possibly to be arranged in place of the FGB Term 5 meeting. JW volunteered to lead this, with support from a member of the teaching staff; it would take place after the next round of assessments during Week 2 of Term 4, so both attainment and progress could be seen and compared. Governors thanked JW for stepping up to offer this.

Action 8: JW to prepare and lead an Integris workshop session for governors in Term 5, to understand the Integris system and data portrayed, with support from a member of the teaching staff.

- **School Development Plan Progress**

In developing confident subject leaders, staff had received training and support in producing action plans, linking to the SDP targets. Furthermore, staff meeting time had been allocated for writing the subject action plans; due to the links between Geography and History, subject leads had collaborated to write their action plans with joint targets.

- **Phonics**

A phonics scheme had now been agreed and would be adopted at both Mary and John and Comper. Implementation of the scheme, 'Rocket Phonics', would commence after the February half term for Reception, Year 1 & Year 2 classes, with all resources available before half term. Training staff in using the scheme would take place in March.

Governors challenged the importance of phonics in light of recent headlines that stated phonics teaching was failing children and calling schools to drop phonics.

Whilst this might appear in the media, BS advised that Ofsted looked at early reading from a different perspective; without an accredited phonics scheme the school would be extremely exposed. Furthermore, phonics as a systematic approach supported the development of reading and writing. But the school has a broad approach to reading, beyond phonics, to meet children's needs and to promote reading for pleasure.

8.2 Attendance report

Governors thanked EC for her report, shared prior to the meeting via GovernorHub.

- Overall attendance for Term 2 was 95.2%, down 2% when compared to the previous year.
- Attendance from September 2021 to date was 94% - whilst below national expectations, it was significantly above the current national average for primary schools of 89% and the county average of 88% (data from recent local authority briefing attended by BS and SF).
- Attendance data as of 28 January 2022 for specific groups (now including SEN groups as well as PP and EAL groups):
 - Pupils not eligible for Pupil Premium (PP) 94.2%
 - Pupils eligible for PP 94.6%
 - Pupils who do not have English as an additional language 94.6%.
 - Pupils who have English as an additional language 92.6%.
 - Pupils with an Education, Health & Care Plan (EHCP) 92.4%
 - Pupils with SEN support 94.5%
 - Pupils who do not have SEN support 94.3%.
- Children with lower attendance were being closely monitored.
- Persistent absence could require parent contracts to be implemented.

Governors questioned how many children had attendance below 80%.

Although the number was not available at the time of the meeting, HelloData, used to track attendance, is helpful in identifying those pupils with attendance below 90%, and they are closely monitored.

8.3 Behaviour Report

There was no update for the meeting as the report had already been discussed at the Curriculum Committee.

8.4 COVID-19 update – precautions in place, contingency planning

It was **agreed** by governors this agenda item would continue for the time being.

Governors noted most recent risk assessments, as published on the school website.

8.5 COVID-19 update – home-learning provision

It was **agreed** by governors this agenda item would continue for the time being.

Remote learning was available through Purple Mash or Home Learning Grids, prepared by the teachers. The home learning page had been updated on the school's website so that it could be easily identified.

8.6 COVID-19 update – pupil well-being, staff well-being

It was **agreed** by governors this agenda item would continue for the time being.

Whilst whole School Assemblies were currently on hold, felt as a loss, lunches were taking place as a whole school, in two sittings.

Governors asked of the staffs' wellbeing.

BS, EC and LC advised that staff were managing despite the number of Covid cases, although there had been a lot of staff sickness. This presented challenges for staff, and for children without the regular adults in class, but the team was extremely supportive in covering duties.

Governors reiterated how grateful they were for all that the staff did for the children at Mary and John. Staff were aware of the governors' gratitude which made them feel valued and appreciated.

8.7 Comper Report

This item was covered under Agenda Item.7.3.

9. School development

9.1 School self-evaluation 2021/22

Presented in a new format, the document was circulated to governors prior to the meeting and would be a regular agenda item. The Vision, Mission and Ethos were set out in the document

and school context, with judgements made under the six areas as given in the Ofsted Framework:

- Overall effectiveness – good
- Quality of Education -good
- Behaviour and Attitudes – good
- Personal Development – good
- Leadership and Management – good
- Quality of Education in Early years - good

Governors noted the reference to pupils with SEND under the Quality of Education, but questioned whether it would be better referenced more specifically across the SEF.

BS explained that SEND was implicit across all of the statements.

Whilst all areas had been judged as ‘good’, governors questioned whether they should be concerned.

BS confirmed there were no major areas of concern and the school should be proud of all it had achieved. Governors discussed areas for future work including links with Comper for better understanding of Early Years provision.

Governors thanked BS for updating the SEF in the new format which provided a comprehensive overview.

9.2 School Development Plan 2021/22

Governors had been assigned to monitor each of the SDP objectives, as circulated via GovernorHub prior to the December FGB meeting. A programme of monitoring would be put in place from the Summer Term, whereby governors would visit Mary and John and talk to subject leaders, to see evidence first-hand. Monitoring would include Comper, to be carried out jointly by governors from both schools as proposed by Comper at January Partnership Group meeting.

Action 9: EK to set up a meeting with Comper to arrange joint monitoring (of SDP Objective 4).

Action 10: Monitoring group governors to complete visit reports, using the governor visit proforma, available on GovernorHub.

9.3 Spring 2022 parent consultation (post-it boards)

TF and SF would be planning the post-it boards for the parent consultation evenings, during the week 28th March-1st April.

Action 11: Topics for post-it boards to be submitted by governors to SF – these would be narrowed down to a few specifics and shared with governors at the next FGB meeting.

Action 12: BS to confirm Parent consultation dates.

10. Child protection & safeguarding

10.1 Safeguarding training

- **Training the trainer teaching** – it was confirmed this could not be carried out by AB. JG had applied for the training but there were currently no places available.
- **Governors' safeguarding training** – BS confirmed there was currently no available training at other schools.
- **Oxfordshire Safeguarding Children's Board training** – an introduction to safeguarding e-learning course was available which should be completed as a stop-gap.

Action 13: BS to send the safeguarding e-learning training link to SF to share with governors.

11. Policies, procedures

11.1. Admissions Policy for 2023/24

Following the required consultation period of six weeks and publication of the draft policy on the school's website, no responses were received.

Governors therefore **approved** the policy; the draft would be removed from the website and replaced with the ratified policy.

11.2 Complaints procedure

The Complaints Procedure had been drafted, based on the Local Authority Model and would be presented at the next meeting due to associated parent and carer guidance document needing to be checked further for compatibility.

Action 14: BS to present Complaints procedure at FGB Term 4 for ratification.

11.3 Complaints procedure guidance for parents and carers

Governors noted the guide for parents and carers was friendly, short and clear, but included some differences to information given in the full Complaints Procedure document. It was agreed that the Behaviour Working Group (BWG) would review the guidance for parents and carers alongside the Complaints Procedure, to ensure it provided the same information and refer back to the FGB (see above, Action 3 for next FGB).

12. Governing Body development

12.1 GB self-evaluation – including report of skills audit, September/October 2021

SF explained how the self-evaluation was based on the Skills' Audit and conversations held with governors. AB reported that eight governors completed the audit, which highlighted strengths and some areas where they felt less confident including:

- Risk management
- Finance

- Assessment and data
- Staffing and performance management
- Accountability.

12.2 Parent governor election update

BK and TF would be overseeing the election and utilise the resources available on GovernorHub, and the skills' audit outcome would inform the skills particularly desirable in candidates (see above, Action 7 for next FGB).

12.3 Governor visit protocols

Within the meeting documents, SF had included a Mary and John 'Note of Governor Visit' template. In addition, governors were asked to complete a short 'Governor Visits' online course which provided a good overview of the objectives linked to visits, and was available by clicking the Oxfordshire Governor Services tab within GovernorHub, then the training tab.

Action 15: All governors to participate in the Governor Visits online training before visiting the school; the training should be recorded on GovernorHub.

Action 16: A model Governor Visits Policy would be available to review at FGB Term 4.

12.4. Governor training plans

All governors were reminded to consider their governor role and participate in relevant training courses, available via GovernorHub. There was no cost implication to the school, since Mary and John bought into Governor Services.

AB confirmed that she had attended risk management and finance training.

Action 17: All governors to participate in relevant governor training available via GovernorHub.

13. Any other urgent business (reference item 2)

There were no matters of urgent business.

Meetings of committees/other groups this term

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

- Curriculum Committee – *meeting 17 January 2022*
- Comper/Mary & John Partnership Group – *meeting 20 January 2022*
- Finance, Premises & Staffing Committee – *meeting 25 January 2022*
- PTA – *meeting 12 January 2022*

Future agenda items

- School development plan, 2021/22 – review (Term 4)
- Behaviour policy, anti-bullying policy – discussion, approval (Term 4)

- Participation in Oxfordshire School Streets scheme – update (Term 4)
- School policy review cycle – update (Term 4)
- Public Sector Equality Duty statement (Term 4)
- Statement of Freedom of Information Publication Scheme – review, approval (Term 4)
- Children’s progress tracking procedures – FGB workshop (Term 5 – to be confirmed)

The meeting closed at 8.00pm

Next Full Governing Body meeting (Term 4) – Thursday, 24 March 2022 at 6.00 pm.