

St Mary & St John CE Primary School

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

Draft Minutes of St Mary and St John CE Primary School

Full Governing Body Meeting

Tuesday, 17th May 2022, 6.00 pm (Term 5)

(The meeting was held in person in Lime Class classroom)

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*
Elizabeth Clarkson (LC), Staff Governor
Emily Kerr (EK), Foundation Governor – Arrived 19:00
Ben Klooss (BK), Parent Governor
Laurence Price (LP), Foundation Governor – Arrived 18:45
Philip Ritchie (PR), Foundation Governor
Richard Tarver (RT), Local Authority Governor

In attendance:

Emma Crocombe (EC), Associate Member
Jenny Dyer (JD), Local Authority Clerk
Jane Godby (JG), Associate Member
Ellie Armstrong (EA), Deputy Head Teacher and Associate Member

Apologies:

Julia Bell (JB), Foundation Governor
Sarah Blackwell (SB), Associate Member
Tim Foster (TF), Parent Governor
Sanaa Khan (SK), Foundation Governor
Victoria Tofts (VT), Associate Member

1. Welcome, apologies, quorum

The Chair welcomed everyone to the meeting and particularly to Ellie Armstrong, Deputy Headteacher, and newly appointed Associate Member.

Governors thanked Jane Godby and Emma Crocombe for all their hard work and support to the school covering the Deputy Head role prior to EA's appointment, and Kristy Bailey, School Business Manager and Liz Claremont, Administrator for their work covering prior to the appointment of Christine Wenborn, Office Manager.

Apologies were received from those listed above and accepted.

The meeting was quorate throughout.

2. Declarations of any other urgent business

- EA agreed to abide by Mary and John Governor Code of Conduct.

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

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

- There were no declarations of interest.

4. Minutes of Full Governing Body meeting, 24 March 2022 (Term 4)

The minutes were approved and signed by the Chair.

Relating to minutes, the Chair reminded Committee Chairs and Clerks preparing committee minutes that it is recommended to highlight questions asked (e.g. in bold italic) so that it is clear when governors were holding the school to account.

5. Matters arising from the minutes

	Action (by Term 5 FGB meeting, unless stated otherwise)	Who	Outcome
Action 1	SF to present an updated statement of Freedom of Information Publication Scheme. <i>Update 17th May 2022 – Whilst this was a standard document, governors required time to review it prior to approving; it would therefore be presented again at the FGB6 Meeting for approval.</i>	SF, BS	Ongoing (See Item 10.1) Action 1
Action 2	Review of Complaints Procedure guidance for parents/carers. <i>Update 17th May 2022 – EA is working on this with the Behaviour Working Group; it would be presented for approval at the FGB6 Meeting.</i>	BWG	In progress Action 2
Action 3	Curriculum Committee to invite Comper governors to attend a CC meeting. <i>Update 17th May 2022 – Whilst originally a welcomed initiative, Comper were suggesting new ways of Comper and Mary & John governors working together. The action was therefore closed.</i>	CC	Closed
Action 4	TF to look at gathering parent views via post-it note exercise; SF to help with this. <i>Update 17th May 2022 – The process and outcomes of this exercise were presented in a report and the outcomes were also summarised by SF as ‘headlines’ under Item 9.3.</i>	TF, SF	Completed (See item 9.3)
Action 5	BK and TF to organise election of new parent governor. <i>Update 17th May 2022 – Two parents were standing for election, with the outcome of a vote to be published on Thursday, 19th May 2022.</i>	BK, TF	Completed (See item 12.1)
Action 6	Pupil assessment and progress tracking Q&A session for governors, to understand the school’s assessment system, portrayal of data, etc. <i>Update 17th May 2022 – JW presented to governors an overview of the assessment system, including ‘Assessment Monitoring Terminology’ and ‘Whole School Data’, and chaired a useful Q&A session.</i>	JW, BS	Completed (See Item 9.1)
Action 7	School development plan, governor monitoring – EK to set up a meeting with Comper to arrange joint monitoring (SDP Objective 4). <i>Reporting to Full GB in Terms 5/6.</i>	EK	In progress (See Item 9.2) Action 3
Action 8	School development plan, governor monitoring – Monitoring group governors to complete visit reports, using the governor visit proforma, available on GovernorHub. <i>Reporting to Full GB in Terms 5/6.</i> <i>Update 17th May 2022 - Governors were referred to the document ‘School Development Plan, 2021/22, Governor monitoring arrangements’ and the staff members to contact to arrange visits; each of the four monitoring groups will be asked to present a brief overview of their visits at the FGB6 Meeting.</i>	All governors	In progress (See Item 9.2) Action 4
Action 9	Review of Complaints Procedure. <i>Update 17th May 2022 – EA is working on this with the Behaviour Working Group; it would be presented for approval at the FGB6 Meeting.</i>	BWG	In progress Action 5

	Action (by Term 5 FGB meeting, unless stated otherwise)	Who	Outcome
Action 10	All governors to participate in Governor Visits online training before visiting school; training to be recorded on GovernorHub. <i>Short e-learning course – link is here:</i> https://app.governorhub.com/s/oxqs/training . <i>Update 17th May 2022 – Two governors had completed this helpful training, with remaining governors to complete before carrying out their monitoring visit(s). Once completed, the training would automatically be added to governors’ training records.</i>	All governors	In progress Action 6
Action 11	EA to review attendance data to investigate if particular groups of pupils are overrepresented among those whose attendance is below 90%. <i>Update 17th May 2022 – EA provided governors with a detailed report, including data for different groups where attendance had fallen below 90% and governors discussed this.</i>	EA	Completed (See Item 7.2)
Action 12	BS to look into appointing a female sports coach (alternating with or instead of a male coach) to support structured play and sports at lunchtime. <i>Update 17th May 2022 – A female sports’ coach was sought, but none were available at present, as already allocated to other schools.</i>	BS	Closed (See Item 7.1)
Action 13	EK and JB to conduct a parents/carers survey to establish interest in the Oxfordshire School Streets scheme and report responses to FGB. <i>Update 17th May 2022 – A parent survey had taken place with 81 responses together.</i>	EK, JB	Completed (See item 11.1)
Action 14	EK/JB to prepare poster informing parents/carers about the School Streets scheme to display at post-it board consultation.	EK, JB	Completed (See item 9.3)
Action 15	Draft Governor Visits policy to be presented at the FGB Term 5 Meeting. <i>Update 17th May 2022 – this policy was approved by governors.</i>	SF	Completed (See Item 12.2)

6. Headline updates from committees/other groups

6.1 Curriculum Committee

The Curriculum Committee Chair, JW, summarised the main areas of discussion from the meeting, held on the 5th May 2022:

- **Covid/Remote Learning** – It was agreed for this item to be removed from the agenda, as it was no longer a government requirement to supply remote learning for pupils with Covid and ‘well children’ no longer needed to isolate.
- **Assessment Point 2 and progress monitoring** - This included a discussion of assessment data relating to pupils eligible for Pupil Premium (PP), other vulnerable groups, higher achievers and other groups.
- **Year 5 Maths** - Of concern were the 50% of girls not on track when compared to 18% of boys. It was confirmed that a tutor, specialising in Mathematics, and a teacher would be addressing this disparity to close the attainment gap in order to accelerate progress.
- **Assessment data** – As an action from the meeting, JW would annotate assessment data for governors, prioritising whole school data, and present at FGB5 (see below, item 9.1).

- **Behaviour update** – The Child Protection Online Management System (CPOMS) was helping to track any developing behaviours. Whilst 63 incidents were recorded during Term 4, 40 of these related to just eight children with complex needs, with the remainder of incidents linked to social-emotional needs. Two racist incidents had occurred, both linked to one child with complex needs.
- **Sports’ coaching activities** – The extra sports coaching on offer, including in the playground at lunchtime, was now expanding beyond football and very successful. Furthermore, the coach would be working with specific groups of children in the afternoons, aiming to improve behaviour.
- **School Inspection of Anglican and Methodist Schools (SIAMS)** – The SIAMs team, including Schools’ Adviser Karen Metcalfe and governors PR, AB and LP, would be visiting Mary and John for a monitoring visit, including attending a celebration assembly and Religious Education lessons and considering children’s spiritual/personal reflections. They would also review the school’s self-evaluation (SEF) relating to SIAMS objectives and consider how this correlated with what they saw in school.
- **Comper liaison** - The Year 1 teaching team at Mary and John had been invited to Comper to moderate end of year data/assessment data with the Reception teachers.
- **Phonics** – ‘Rocket Phonics’ was now in place at both Comper and Mary and John, with a parents’ session planned to explain this new programme.
- **Transition** - Visits for Comper Reception children to Mary and John were being organised by JG and taking place in Term 6.
- **Safeguarding** – In response to advice by the Local Authority Designated Officer, a Code of Conduct for Parents, Carers and Visitors was drawn up and received positively by the school leadership team (SLT); it has since been uploaded to the school website.

6.2 Finance, Premises & Staffing Committee (FPS) (including report on budget setting)

The FPS and Budget Monitoring Group Chair, AB, summarised the main areas of discussion from recent meetings, including 26th April and 12th May 2022:

- **FPS Committee and Budget Monitoring Group** – It was agreed for these to combine from September 2022.
- **Budget Setting Meeting** – Held on 26th April, the budget was approved, with it balancing in all three years, and with a small surplus in the third year. Whilst a large surplus was carried forward at the end of the first year, this was having to be used in the second and third year to balance the budget. A £5k surplus was shown at the end of Year 3, but this would reduce to £1.6k once the contribution to Comper funding had been made. In light of this small

surplus, the budget would be very 'tight' and mean that some careful monitoring would be required.

- **School Development Plan (SDP) objectives** – To achieve the objectives, some budget had been allocated.
- **Staff and HR Policies (Pay, Appraisal, Special Leave, Capability, etc.)** – To ensure full transparency and to enable these policy documents to be accessible to all staff, including teaching assistants, they would be available as printed copies in a folder in staffroom, as well as via the shared Google Drive, and regularly updated.
- **Health and Safety (H&S)** – Actions, following the Health and Safety Audit, were being checked to ensure they had been completed and an update would be provided at the next FPS meeting.

7. Headteacher's reports

7.1. Headteacher's report

(includes some figures from most recent census, which was in January 2022)

- **Number on roll:** 389 pupils, including 60 pupils at Comper; 31 available pupil places.
- **Special Educational Needs and Disabilities (SEND)** – 45 pupils (in Years 1-6), 13.7%. Of these, 9 pupils were supported by an Educational, Health and Care Plan and three pending.
- **Pupil Premium (PP)** – 49 pupils (12.6%) were eligible across both schools.
- **English as an additional language (EAL)** – 15.4% of pupils had EAL.
- **Staff recruitment** – The following staff members had recently been appointed and interviews for a class teacher were taking place at the end of the week:
 - Office Manager
 - Phase Leader with responsibility for Maths.
- **Behaviour and Safeguarding** – Four children were referred to the Multi-Agency Safeguarding Hub, with one requiring involvement from the school; one child was a 'child in need' and families of seven children are receiving early help.
- **Year 6 residential** – This was a successful event.
Governors were aware that staff had worked with families to ensure as many children as possible attended this residential; asked, however, how many children had not attended. Six children had not attended, two of whom are from families the school has been working closely with and supporting and two of whom have EHCPs.

- **Phonics Screening Check** – Six children had recently joined the school in Year 1, and five of these children have EAL. These children had limited fluency in English and three had no formal education prior to joining Year 1; therefore outcomes in the phonics screening check may be impacted. In addition, Year 1 was the cohort that had missed out on some phonics’ teaching in Reception due to the pandemic and therefore, the percentage of children reaching the expected standard in phonics is likely to be in the mid-60s; this would be significantly lower than the 2019 outcome of 88%. However, governors noted, from their individual starting points, the cohort had made significant progress, and the new phonics programme is enhancing the provision and impacting on pupil outcomes, so that progress is accelerated.
- **Wellbeing** – It was reported that a considerable amount of leadership and teacher time had been taken up to support a few children with specific needs, and this had been challenging for both staff and children in class – the school was working with the families to resolve these issues.
- **Students on Placements** – Having extra adults in school was having a very positive impact on staff and children alike.
- **Lunchtime sports coach** – This was continuing to be successful.

Governors asked about the impact of covid, including on staff and pupil well-being.

Covid had impacted on staff wellbeing, with staff showing compassion in supporting one another during these times. Governors were pleased to learn that Covid-related staff absence had fallen considerably when compared to Term 4 and that staff were ‘upbeat’.

Governors asked whether it had been possible to recruit a female sports coach for lunchtime playground support, etc., to try to boost participation from girls.

Unfortunately no female coaches were available at present, as already allocated to other schools, but staff were aware of the need and BS would continue to look for this as an option.

7.2. Attendance report (including update to Attendance policy)

EA had circulated the report to governors prior to the meeting, via GovernorHub, which included attendance data relating to different groups of children. This document also included the Attendance Strategy Plan, providing an insight as to how the school was tackling poor attendance and a clear vision for improvement. The school was already implementing the plan and where a pupils’ attendance was less than 90%, lists were being sent to class teachers, to raise awareness, so they could go through all the checks to establish the reasons for absence. Class teachers, who have the most contact and good rapport with their families, were then following up absences, with monitoring by EA. From September 2022, the Lower and Upper School Leads would be monitoring attendance, with EA having the overview.

From September 2022, there would be new government guidance on attendance.

Key aspects of the Attendance Report included:

- **Overall attendance** – At the end of Term 4 this stood at 94.2% and 94.3% on 11th May 2022. All specific groups were broadly in line with this average apart from pupils supported through an EHCP (89.8%). The national expectation for overall attendance is 96% and the school’s target is 96.5%. BS reported that for Term 5 so far the figure is 96.3%, a noticeable improvement.
- **Pupils with attendance less than 90% (in Years 1 to 6):**
 - There were 34 pupils in this group.
 - These pupils were spread fairly evenly across year groups, with most in Year 6 (9 pupils) and fewest in Years 3 and 4 (4 pupils) (4 pupils).
 - They were spread fairly evenly between boys (19) and girls (15).
 - Among the pupils in this group, 17 had been impacted by absence because of covid. In another case attendance had been affected by an exceptional circumstance and in another by ongoing medical appointments.

Governors thanked EA for this detailed analysis.

Governors had requested this data to investigate whether any particular groups of pupils are over-represented among pupils whose attendance is below 90%. Governors were pleased to note that pupils eligible for Pupil Premium (PP) funding were under-represented (2 pupils, 5.9%), compared to the overall number of PP children in Years 1 to 6 (13.4%). It was noted that the number of children with SEND in this group of poor attenders was broadly proportional to the overall number in Years 1 to 6. Governors noted however that children from minority ethnic backgrounds were over-represented in this group of poor attenders, compared to the overall number in Years 1 to 6, and challenged about possible factors.

Staff did not think that Ramadan/Eid had been a major factor. Absences were being closely monitored by EA including for any emerging patterns.

- **Open forum** – BS reported that, as a new initiative, an invitation had been sent by Comper to families from the Pakistani community to attend an open forum with the aim of more effectively engaging parents in school life, particularly as this group of children often had higher absence levels when compared with other groups.

Governors were concerned the invitation was not inclusive, as addressing only one specific group, and discussed how this would be rectified.

BS explained that she would be discussing this initiative further with Comper leadership, in particular when invitations would be sent out to families of other groups.

The **Attendance Policy** was circulated to governors prior to the meeting via GovernorHub. This now included again an option to implement a parent contract, if attendance is below 90% and not seen to improve.

Governors **approved** the policy.

Governors thanked EA for her comprehensive report and for presenting the policy.

7.3. Comper – report

The agreed changes to the Comper/Mary & John Partnership Protocol had been reviewed by Comper governors and agreed at their FGB Meeting on 29th March, for the next 3 years. Two specific points were stressed (email received from Comper governor Ben Cairns, 1 April 2022):

- i. “We see the relationship between the two Heads as key to the smooth running and success of the partnership, and we are placing our trust in them to liaise independently about day to day operational matters, as well as to advance developments discussed at partnership meetings.
- ii. We see the partnership meetings as providing the space for oversight of any areas of difficulty or challenge relating to YR [the reception year children] – for example, scrutiny of assessment data (including questions about teaching quality); preparations for transition.”

8. Child protection & safeguarding

8.1. General update

The Chair reported that an allegation had been made against a member of staff and had been investigated. A process was being followed, in accordance with formal protocols and policy, supported by the Local Authority Designated Safeguarding Officer and HR. A panel of governors had met to consider the allegation, with the outcome awaited.

Monitoring the Single Central Record (SCR) at Comper – AB, Safeguarding Governor for Mary & John, had carried out a joint governor visit on 28th March 2022, with Rachel Weston, Safeguarding Governor for Comper. The visit note, circulated prior to the meeting, shared how Comper use CPOMS to record safeguarding incidents. AB reported it had been a useful visit. There are some differences from the way the system is used at Mary & John. Furthermore, Comper had experienced some issues using it, which may be apparent at both schools. A more user-friendly alternative system e.g. ‘MYCONCERN’, was discussed. AB would share issues raised with BS.

Action 7: AB & BS to meet to discuss issues raised when using CPOMS to ensure clarity and consistency.

Action 8: AB & Rachel Weston to visit to look at use of CPOMS at Mary & John, in Term 6.

Safeguarding and lockdown procedures - so that information could be easily accessed in an emergency, it would be printed on the back of lanyards.

8.2. Safeguarding training – update

- **Pre-Ofsted safeguarding** – AB & BS attended this training session which placed an emphasis on the ‘safeguarding culture’, with issues needing to be dealt with quickly and efficiently. It recommended that the re-visiting how to manage scenarios should be built into staff meetings.
- **Safeguarding Level 1 online training** – Governors needed to complete this training to show compliance. LP and SK (new governors) are in progress on this. All governors were asked to share certificates of their latest safeguarding training with JD, so that training records could be updated on GovernorHub.

9. School development

9.1. Pupil assessment and progress tracking – Q&A session

Schematics (‘helloData’) were circulated prior to the meeting and presented by JW to aid understanding of the school’s assessment system and to enable governors in their strategic role to engage in discussion about data, when carrying out monitoring visits and asking questions in holding leaders to account for the quality of education. JW explained the data, which related to attainment, through the use of a summary sheet’, defining the assessment terminology.

- **Key point** – The expected level/standard (EXS) differs across the academic year, in the Autumn, Spring and Summer terms.
- A child assessed as EXS (‘at the expected level at that point in the year’) at each of the three assessment points in the year is a child who is making progress.

The ‘Whole School on Track’ schematic was annotated, with the following key aspects explained:

- **The ‘on-track snapshot’** – This set of charts is a snapshot providing an overview of the level of attainment (not progress) in different areas (Reading; Writing; Mathematics; Spelling, Punctuation & Grammar) at a particular assessment point across the academic year, in this case the Spring Assessment Point 2 (AP2). It was proving to be a really useful tool for teachers and phase leaders, in supporting the teaching of the curriculum. As historic data was not available on Integris (the information management system), Mary and John would need to wait a further year before comparisons could be made over time.
- **‘Combined’ data** – This did not refer to an average. It represented the number of children ‘on track’ in all of three areas, Reading, Writing and Mathematics.
- **Red, green and blue bars** – The green bar showed the percentage of children reaching the expected standard. Whilst the blue bar represented those achieving at greater depth, it was a subset of the percentage reaching the expected standard. The red bar represented children achieving below the expected standard. The percentages of children reaching the expected standard and those below equate to 100%.

Governors asked if the number of children working below the expected standard was a concern.

It was explained how the snapshot provided an overview of assessment outcomes, not the detailed information about specific children. Teachers use the detailed information to enable them to address gaps in children's learning, through targeted teaching and interventions, as required, to raise attainment and accelerate progress.

Relating to children achieving below the expected standard at the end of the academic year, governors questioned how they would be tracked from the start of the next academic year.

It was explained that if a child did not meet objectives at the end of one year, they would be considered as 'below the expected level' at the start of the new Autumn Term, so 'emerging'.

Governors asked what measures would then be taken.

If the child was still achieving at 'emerging' in the Spring Term they would be tracked as raising an issue, flagged in a pupil progress meeting, with support put in place through quality first teaching, or specific interventions might also be required, to raise their level of achievement.

Governors challenged whether, for example, a child achieving at greater depth in Mathematics before the end of the year should move on to the next year's curriculum.

In line with government recommendation, children did not move to the next year's objectives early; instead, they would be challenged towards deepening and broadening their knowledge and understanding (e.g. practising problem-solving).

Governors enquired whether helloData could compare each term's assessment data.

BS advised that next academic year, the school would be able to track progress through helloData and for different groups of children.

Governors stated that they would like to move on to understanding school tracking of progress in the future.

Action 9: Tracking of progress to be included as a priority agenda item for Curriculum Committee, 2022/23.

Governors noted that, in the 'combined' data, there were significantly more children below the expected standard in Year 4 than in Years 2, 3, 5 and 6 and asked about this outcome.

It was explained that this was mainly due to the relatively larger number of Year 4 children not currently on track for writing. It was possible this was an effect of difficulties of teaching during lockdown.

Governors asked if there is national data for benchmarking. For example, are other schools seeing issues with writing in Year 4?

Due to the pandemic, the most recent national data available for Key Stages 1 & 2 and Phonics was based on the 2019 assessment outcomes and these were available on the school's website. Anecdotally, different years have been affected differently in different schools.

Governors noted that in Year 1 significantly more children were below the expected standard in Reading than in Writing and challenged this outcome.

It was explained that previously Year 1 children had only been assessed in one aspect of reading i.e. phonics. The Year 1 cohort were completing reading comprehension tests for the first time. This would serve as a benchmark, for comparison when in Year 2. Teachers are getting used to administering this new assessment.

Governors thanked JW for her presentation and the insight this had given to governors.

9.2. School Development Plan (SDP) 2021/2022

An update, for each of the four SDP objectives, on progress, impact and next steps was circulated to governors prior to the meeting. Governors thanked BS for preparing this, and for circulating also the updated School Self-Evaluation 2021/2022 (updated March 2022).

Also circulated were the SDP monitoring plans, whereby groups of governors would be responsible for monitoring each of the objectives:

- Objective 1: To develop confident subject leaders who contribute to a broad and balanced curriculum with strong outcomes in all curriculum areas.
- Objective 2: To develop rigorous assessment procedures to track progress.
- Objective 3: To further develop a school culture of inclusion and aspiration, with well-being at its core.
- Objective 4: To develop a fluid working relationship with Comper School, providing quality learning experiences for all children from FS to Y6.

Governors would need to be in touch with the linked members of staff and discuss how the monitoring could be carried out effectively and efficiently. All visits would need to take place before the next FGB meeting and a Governor Visit Reports completed; an overview of visits, etc. would be given by each group of governors at the FGB6 meeting (see Item 5, Action 8).

9.3. Spring 2022 Governor Parent Consultation (post-it boards)

The post-it board initiative had gathered the views of parents, carers and children, as detailed in the Report to the Governing Body, circulated via GovernorHub.

SF provided governors with highlights of the outcomes:

- 220 comments were posted, including 70 from pupils. Whilst this was a good response for a one-day exercise, it was approximately a third of the number posted in 2019 (which happened over two days).

- Overall, the balance of notes posted was positive (more compliments than concerns/ suggestions for improvement).
- School lunches, PE and activity generally – These seemed to be recurring topics in comments made by parents; governors felt there was work that could be done in these areas to address the issues raised.
- Communication – there were a cluster of concerns about the ‘Parent Pay’ system.

The comments had all been transcribed and analysed and would be considered by the Head and governors. A poster for the staff room had been prepared, sharing a sample of the many positive notes praising the school and the staff team. Personal compliments had also been passed on.

SF thanked the governors who had taken part in this exercise. Governors offered their congratulations to all the staff team, and thanks to Grahame Godby for his support on the day.

Action 10: Following up on comments of parents, BS and TF to prepare a short ‘You Said, We Did’ report for parents, in Term 6.

9.4. Summer 2022 governor parent consultation (annual questionnaire)

Based on Ofsted’s Parent View questionnaire, governors drew up a ‘Governors’ questionnaire for parents and carers’, collaborating with Comper Chair of Governors. The questionnaire and accompanying letter could be sent to Mary & John and Comper parents by the end of Term 5. Governors approved the questionnaire and timetable. AB and JW would look in detail at the responses. Governors thanked them for this.

Action 11: AB and JW to carry out a detailed analysis of the responses made in the governors’ questionnaire for parents and report back to FGB6.

9.5. Summer 2022 governor pupil voice visit(s)

To gather pupil voice, governor visits would take place in Term 6 and JB would support governors who had not carried out this monitoring activity before.

Action 12: LP and SK to make pupil voice visit(s), with support from JB, and report back to FGB6.

9.6. Summer 2022 staff voice – discussion

This would be included with the Headteacher’s report at the FGB6 Meeting.

Action 13: BS to include ‘staff voice’ with the Headteacher’s report for FGB6.

10. Other policies, procedures

10.1. Statement of Freedom of Information Publication Scheme – review, approval

Whilst this was a standard document, governors required time to review prior to approving; it would therefore be presented again at the FGB6 Meeting for approval (see Item 5, Action 1).

10.2 Attendance Policy

As minuted at agenda item 7.2, governors **approved** the policy.

11. Road traffic, health and safety near school

11.1. Participation in Oxfordshire School Streets scheme

EK provided governors with an update.

- A parent survey received 81 responses:
 - 74 were in favour of the scheme; two were neutral, and five were opposed.
 - 21 said they would volunteer and 39 stated that they might volunteer, depending on the details.
 - Survey comments were also available; EK would liaise with BS and JB as to how these could be communicated to parents.

- A staff member would need to be involved, if going forward with looking in to the scheme.

- The children in school would be asked their views on the scheme.

EK would be meeting with Local Authority about the scheme, then report back to the FGB with next steps. EA agreed to be involved with the scheme and attend the meeting.

Action 14: EK to liaise with BS and JB as to how to communicate the survey results to parents.

12. Governing Body development

12.1. Parent governor election – update

The election had taken place today with voting closed at 6pm, with the counting scheduled for the next day, 18th May. Two candidates had stood for election; the result would be announced on Thursday, 19th May.

The Chair and governors thanked BK and TF for organising the campaign and election.

12.2. Governor visits policy – review, approve

This model policy, customised slightly for relevance to Mary & John, was circulated to governors prior to the meeting via GovernorHub for review.

Governors **approved** the policy.

Governors were reminded to complete the short 'Governor Visits' e-learning module before carrying out their visits (for link to this online training module see Item 5, Action 10, above). Once completed a record is automatically added to each governor's training record on GovernorHub.

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

Governors were reminded of the Oxfordshire Governors' Association meeting on 9th July, from 10:15-12:15 at Gosford Hill School, Kidlington, with special guest speakers Tim Brighouse and Mick Waters speaking on 'Tackling the Toxins in our Children's Education; Letting Schools Make the Difference!'

Note of meetings of committees/other groups this term

Notice only. Not for further discussion at this meeting.

- Budget Monitoring Group – *meeting 26 April 2022*
- Curriculum Committee – *meeting 5 May 2022*
- Finance, Premises & Staffing Committee – *meeting 12 May 2022*
- Behaviour Working Group – *policy reviews, ongoing*
- PTA – *meeting 4 May 2022*

	<p>Future agenda items</p> <ul style="list-style-type: none">• Summer 2022 governor parent consultation (annual questionnaire) – report• Summer 2022 governor pupil voice visit(s) – report• School development plan, 2021/22 – monitoring reports• School development plan, 2022/23 – discussion• Complaints procedure – review, approval• Complaints procedure guidance for parents and carers – final version, approval• Behaviour policy, Anti-Bullying policy – update• SEND Information Report (for parents) – review, approve• Supporting Pupils with Medical Needs policy – review, approve• School policy review cycle – summary document• Public Sector Equality Duty statement
	<p>Next Full Governing Body meeting (Term 6) – Monday, 27 June 2022, 6.00 pm <i>PLEASE NOTE – CHANGED</i></p>

The meeting closed at 8.05 pm.