

St Mary & St John CE Primary School

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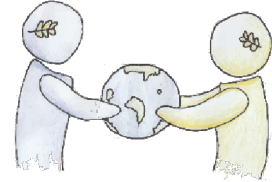
Website:

Let all that you do be done in love...

1 Corinthians 16:14

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Headteacher: Rebekah Stott



Minutes of St Mary & St John CE Primary School Full Governing Body Meeting

Tuesday, 18 October 2022, 6.00 pm (Term 1)

(The meeting was held in person in the staff room)

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
Ben Klooss (BK), Parent Governor
Laurence Price (LP), Foundation Governor
Philip Ritchie (PR), Foundation Governor
Charlotte Ryland (CR), Parent Governor
Richard Tarver (RT), Local Authority Governor

In attendance:

Ellie Armstrong (EA), Deputy Head Teacher
and Associate Member
Sarah Blackwell (SB), Associate Member
Jenny Dyer (JD), Local Authority Clerk

Apologies:

Julia Bell (JB), Foundation Governor
Elizabeth Clarkson (LC), Staff Governor
Tim Foster (TF), Parent Governor
Andrew Furniss, Associate Member
Jane Godby (JG), Associate Member
Sanaa Khan (SK), Foundation Governor

1. Welcome, apologies, quorum

The Chair welcomed everyone to the meeting.

Apologies were received from those listed above and accepted.

Governors congratulated Andrew Furniss on the recent birth of his daughter.

2. Declarations of any other urgent business

2.1 Oxfordshire School Streets Scheme

SF thanked CR for taking over from JB and Emily Kerr as the School Streets governor lead and would be working with EA who was the School Streets staff lead.

There were no other items of urgent business.

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

There were none declared.

Signed: _____ Chair of Governors

Dated: _____ Page 1 of 14

4. Minutes of Full Governing Body meeting, 27 June 2022 (Term 6)

The minutes were approved, to be signed by the Chair.

5. Matters arising from the minutes

	Action (by Term 1 FGB meeting, unless stated otherwise)	Who	Outcome / Actions for FGB2
Action 1	School development plan, governor monitoring – EK to set up a meeting with Comper to arrange joint monitoring (of SDP Objective 4).	EK	Completed Agenda item 12.1
Action 2	Tracking of progress to be a priority agenda item for Curriculum Committee, 2022/23. <i>18th October 2022 update – This item is in progress.</i>	CC	In progress Action 1
Action 3	Following up on comments of parents in Spring 2022 governor parent consultation (post-it boards), BS and TF to prepare a short 'You Said, We Did' report for parents, in Term 6.	BS, TF	Completed
Action 4	LP and SK to make pupil voice visit(s), with support from JB, and report back to FGB. <i>Update 27th June 2022 – Visit to take place 7th July, with report to FGB in Term 1.</i> <i>18th October 2022 update – Report was updated to GovernorHub just prior to the meeting. Governors to review and discussion to take place at the FGB2 Meeting (Action 2).</i>	SK, LP, JB	In progress Agenda item 12.2 Action 2
Action 5	EK (JB) to liaise with BS, JB on communicating School Streets survey results to parents. <i>Update 27th June – EK stepped down from GB. EA is now working on this project with JB.</i> <i>18th October 2022 update – CR has taken over as governor lead on this project and will be working with EA, school lead. An update of the scheme would be reported at the FGB2 meeting.</i>	EA, CR	Term 2 Action 3
Action 6	Governors to familiarise themselves with 'Working together to improve school attendance' (guidance for maintained schools, applicable from September 2022). <i>18th October 2022 update – Guidance notes had been shared via the meeting folder on GovernorHub.</i>	All governors	Completed See also Agenda item 9.2
Action 7	New governors and RT and TF to either sign up for online safeguarding training or attend the school session at the September INSET. <i>Note – CR and RT have already attended safeguarding training sessions other than these.</i> <i>18th October 2022 update – TF had completed the training; LP and SK would be taking up the training in January 2023.</i>	LP, SK	In progress Agenda item 10.5 Action 4
Action 8	All governors to view Online Safety policy and send any further comments to TF and LP who will share these with BS. Policy to be presented at Term 1 FGB meeting for approval.	All gobs + TF, LP, BS	Completed Agenda item 10.3
Action 9	Governors to review changes made to the Supporting Pupils with Medical Needs policy and raise any comments for consideration via GovernorHub, by end of 28 th June 2022.	All governors	Completed

Action 10	CR and BS to discuss language teaching and language awareness. <i>18th October 2022 update – This item was deferred until FGB2.</i>	CR, BS	Term 2 Action 5
Action 11	Committee Chairs to peruse summer 2022 governor visit reports to ensure matters raised are addressed at their 2022/23 meetings.	Committee Chairs	In progress Action 6
Action 12	Governors to familiarise themselves with the contents of the government white paper on schools, 'Opportunity for All'. <i>18th October 2022 update – This to be an agenda item for FGB2.</i>	All governors	Term 2 Action 7
Action 13	JB/BS to make representation to the LA regarding the proposed closure of the Meadow Lane car park to public use. <i>18th October 2022 update – BS had taken over this action and reported that the carpark, now under the jurisdiction of the Falcon Rowing Club, was currently closed for public use. Whilst governors understood the carpark was to be available to the public for some of time, BS advised that ownership had not been confirmed and for this reason it remained closed. Any questions following its closure from parents were to be directed to Emily Kerr, Councillor for St Mary's Ward.</i> Action revised: EA and CR to include parent/public use of the Meadow Lane carpark as part of the Oxfordshire School Streets agenda and establish clarification as to its use.	EA, CR	Completed Revised action: In progress Action 8
Action 14	EA to carry out a survey with the children to establish how they travel to school and how they would like to come to school. <i>For application to join School Streets scheme.</i>	EA	Term 2 Action 9
Action 15	GB self-evaluation – SF to be in touch with all governors for review conversations and to gather views on developing approach to governance <i>18th October 2022 update – Discussions had taken place with all governors; SF was extending review to include associate members and would seek their views before FGB2.</i>	SF	In progress Agenda item 14 Action 10

6. Minutes of Full Governing Body meeting, 12 September 2022 ('Term 0')

SF confirmed that Victoria Tofts had stepped down as Associate Member.

Governors approved the minutes, to be signed by the Chair.

7. Matters arising from the minutes

	Action (by Term 1 FGB meeting, unless stated otherwise)	Who	Outcome / Actions for FGB2
Action 1	All governors and associates to complete their annual confirmations via GovernorHub (under the 'Declarations' tab, within personal profile) before the Term 1 meeting, confirming: that their declarations of interest as listed are correct; that they are not disqualified from serving as a school governor; that they have read and understood <i>Keeping Children Safe in Education</i> (September 2022 update, Parts 1 and 2); that they agree to abide by the Mary & John GB governor code of conduct.	All governors and associates	Fully completed

Action 2	AB to work with BS on the Annual Safeguarding Report [statutory audit], for review by FGB in Term 2.	AB, BS	Term 2 Action 11
Action 3	Governors to join OCC's online Level 2 safeguarding course for governors if they are able, as a refresher.	All governors to consider	In progress Item 10.5 Action 12
Action 4	AB to complete OCC's Level 3 safeguarding course for governors.	AB	Term 2 Action 13
Action 5	Governors to meet in the Year 1 area for the next FGB to see the work and hear how the developments in continuous provision are working out in practice. <i>18th October 2022 update</i> – Whilst governors were unable to visit this area prior to FGB1, due to the After School Club taking place, progress of continuous provision would be provided under the Headteacher's Report under Agenda item 9.1.	FGB	The action was now closed See Agenda item 9.1

8. Headline updates from committees/other groups

8.1. Curriculum Committee

JW provided governors with a summary of the main areas of discussion:

- **Pupil performance data Key Stage 1 (KS1)** – End of Summer 2022 KS1 data outcomes were impressive and particularly when compared with national:
 - Reading – 80% of pupils were at the expected standard or above (national 67%); 39% reached greater depth (national 18%).
 - Writing – 72% of pupils were at the expected standard or above (national 58%); 13% reached greater depth (national 8%).
 - Mathematics – 83% of pupils were at the expected standard or above (national 68%); 31% reached greater depth (national 15%).
- **Pupil performance data Key Stage 2 (KS2)** – Outcomes at the end of KS2 showed that pupils had not always made sufficient progress from the end of KS1, and particularly in Mathematics; this was mainly attributed to a need to moderate pupils' work at the end of KS1 and resulting in some over-generous outcomes. Results for Reading, Writing and Mathematics attainment were as follows:
 - Reading – 81% of pupils were at the expected standard or above (national 74%); 32% reached greater depth (national N/A).
 - Writing – 73% of pupils were at the expected standard or above (national 69%); 27% reached greater depth (national N/A).
 - Mathematics – 64% of pupils were at the expected standard or above (national 71%); 19% reached greater depth (national N/A).

- Reading, Writing and Mathematics combined – 59% of pupils were at the expected standard or above (national 59%) in all three of these areas; 10% (national N/A) reached greater depth in all three.

BS advised governors that moderation would be an area of focus for teachers during 2022/2023, and closely monitored, to ensure a consistent whole school approach.

- **Progress Tracking** - BS highlighted that *'rigorous assessment procedures to track progress'* formed part of the School Development Plan (SDP), including a focus on teacher knowledge and assessment and moderation procedures. Already in Term 1 there had been an improvement in outcomes, and particularly in Mathematics. Progress of different groups of pupils, including gender differences, were also being closely monitored.

Q: Of concern was the disparity between all pupils 'on track' and those in different groups, particularly pupils eligible for pupil premium (PP) funding – governors therefore challenged how gaps in learning could be closed quickly.

Action 14: SF (PP lead governor) to bring forward the next PP governor monitoring visit to early in Term 2 to learn first-hand about current provision and plans to close gaps in learning, with report to governors at next FGB meeting.

- **Subject Co-ordination** – Drawing up of subject 'action plans' was enabling leaders to gain in confidence. These would be completed by the end of Term 1 and shared with staff and in turn lead to improved subject teaching.
- **Statutory Inspection of Anglican and Methodist Schools (SIAMS)** – In anticipation of an inspection before Christmas, a learning walk of the school had provided a range of rich examples of the school's vision and values being exemplified across the school, as part of the provision. Governors had observed that the vision and values were becoming embedded with the children and staff and formed part of everyday school life.

Karen Metcalfe, Schools Adviser for the Oxford Diocesan Board of Education (OBDE), would be meeting with BS in the near future to discuss SIAMS.

- **Monitoring the quality of teaching** – Adopting a more holistic style of monitoring by the school leadership team, to observe all aspects of teaching, was seen as a positive approach and more supportive to staff. In addition to formal monitoring, BS was 'visible' and therefore in touch with the children and all aspects of school life at Mary & John.
- **School Development Plan (SDP)** – Progress on the current 2021-2022 plan had been 'RAG-rated' and the plan would run to the end of Term 2 2022. SDP objectives for 2022-2023 would likely fall under three overarching categories, and aims relating to Reception (Year R) provision at Comper would run throughout rather than being considered separately. These objectives would take effect from January 2023 and would feed into teacher appraisal objectives currently being discussed:
 - To develop confident subject leaders who contribute to a broad and balanced curriculum with strong outcomes in all curriculum areas.

- To develop the curriculum to maximise engagement, outcomes and progress.
- To develop a school culture of inclusion and aspiration, with wellbeing at its core.
- **Policies** – The Religious Education (RE) policy and Collective Worship policy were both approved by governors.
- **Sports Premium** – A reduction in the number of days’ provision by the lunchtime sports’ coach was releasing funding for the subject lead to manage the physical education curriculum in school. A new female outdoor specialist would be adding to the outdoor active provision, particularly in KS1, and provide a female role model to the children.

8.2. Finance, Premises & Staffing Committee

AB provided governors with a summary of the main areas of discussion:

- **Energy costs and teachers’ pay award** – Whilst sufficient funds had been allocated for this year’s energy increases, as things stand without additional government funding the teachers’ pay award would cost an additional £100k over three years, resulting in a budget deficit of £39K at the end of the third year, 2024/25, even with very significant reduction in spending in other areas. Governors had agreed to this £39K deficit rather than making additional budget savings (e.g. staffing cuts) that would be immediately detrimental to the education of Mary & John children. Furthermore, in the view of governors, it was too early to react to recent government announcements on budget suggesting schools may need to find further savings. Governors would continue to closely monitor the budget.
- **Premises and Maintenance**
 - Internal lighting across the school needed to be replaced – the Diocese would be approached regarding funding to cover the work.
 - **Ongoing maintenance work on the school grounds and fields** – Help to carry out the work would be sought from Community Services.
- **School lunches** – These would be a discussion point at a future meeting.
- **Pupil Premium (PP)** – The allocation would be closely monitored, to ensure it continued to represent good value for money and impacted on pupil outcomes.

9. Headteacher’s reports

9.1. Headteacher’s report

The report had been circulated to governors prior to the meeting via GovernorHub; BS provided an overview:

- **Numbers on roll** – 383, including Reception Year children in Comper, with 35 available pupil places across KS1 and KS2. The Reception Year continued to be full with 62 pupils now on roll and a waiting list. Exceeding 60 pupils was permitted by the LA due to two pupils joining Comper with education, health and care plans (EHCPs).

- **Behaviour and Safeguarding** – All staff had completed Prevent training and three staff members Safer Recruitment training. Keeping Children Safe in Education (KCSiE) 2022 statutory guidance had been read by all staff with each understanding their safeguarding responsibilities. Annis Akhtar had been appointed as the Wellbeing Lead in school.
- **Pupil Premium (PP)** – The October Census reported 49 pupils as being eligible for PP, although the figure of 39 eligible pupils was given in the report. Five additional pupils were eligible in Year 1.

Action 15: BS to advise governors of the correct number of pupils eligible for PP.

- **English as an additional language (EAL)** – There were two further pupils with EAL who had joined the school in Years 3 and 4. EA was currently working on an induction programme, an EAL Strategy, and this would be shared with governors in due course.
- **Year 1 Curriculum** – Continuous provision, in line with teaching in the early years, was in place for Year 1 pupils, with resources supporting independent learning. This trial has so far been particularly successful in terms of supporting transition of children from Year R to Year 1.
- **Continued professional development (CPD)** – Designated Safeguarding Lead training was now up-to-date and EA was trained as Lead Trainer and therefore able to deliver safeguarding training to new staff and refresher training.
- **Subject Leadership** – A monitoring cycle for subject leads had been introduced.
- **SDP for 2022/23** – Objectives amended following discussion, including: additional focus on progress, particularly in maths, and maths curriculum development; additional focus on attendance; participation in LA SEND project; work towards achieving ArtsMark award.

Action 16: EA to share new EAL Strategy with governors.

9.2. Attendance report

The report for Term 6 2021-2022 had been circulated to governors via GovernorHub.

Governors confirmed that EA is the Attendance staff lead. EA summarised the main points:

- **Overall attendance** – 94.65% as of 15th July 2022 (94.2% including the Reception children). Although this represented a very slight improvement compared to last term, attendance had remained below the national expectation of 96%.
- **Term 6 attendance** – 95.8% down from 96.1% at the end of Term 5.
- **Children with attendance less than 90%** – This remained at 31 pupils. Governors were pleased to note that after work with their families three pupils previously with attendance below 90% were now above. The attendance of one child had very significantly improved.

However, there were three other children who had been absent for unauthorised holidays whose attendance had fallen below 90%.

- **Attendance Officer Visit** – Discussions took place as to other interventions that could be used to support families, leading to improved attendance and these included:
 - **Parenting support** – EA had carried out Local Authority (LA) training, equipping her with the knowledge and skills to provide support to families of pupils persistently absent. Staff at Comper would also need to participate in this training, in order to address any unauthorised absences.
 - **Parent letters** – Following the LA training, EA would be authorised to issue letters to parents, as required, issuing fines (£60 per parent per child) for unauthorised absences.
 - **Monitoring attendance** – In promoting a whole school approach, an ‘Attendance Strategy Plan’ was drafted. Phase leaders are involved. Teachers, made aware of pupils with low attendance, would take responsibility for addressing absences with parents quickly. Relating to pupils with low attendance of 92% or less and those with prior attendance of 90% or below, office staff would contact families at the start of each school day to enquire of a child’s absence. In addition, school leaders would also be in touch with families to offer support to ensure their child could attend school. BS cited two families whereby home visits had resulted in attendance improving significantly.

Q: Governors thanked EA for including attendance figures for specific groups, which had required careful analysis; noted however the absence of analysis of attendance data for white and minority ethnic groups, previously included in this report as requested.

Action 17: EA to include in her next attendance report analysis of attendance data for children by ethnic group and by year group to allow monitoring.

Action 18: Attendance data for groups of pupils who are white and from minority ethnic groups to be considered when setting equality objectives.

Governors thanked EA again for her comprehensive report

9.3. Comper update

Governors were provided with a verbal update from Catherine King, Comper Head, via BS:

- Comper and Mary & John head teachers were meeting fortnightly.
- The Reception children (Year R) had settled well.
- Two full-time teachers were employed in Year R
- Baseline assessments – These had been completed for Year R.
- Phonics – Year R children had started on the Rocket Phonics programme.
- Outside area – Development of this area was now complete.
- Allotment area – Links with Cheney School were being made to develop this area.
- EHCPs – As reported under Agenda item 9.1, admission of two pupils eligible for EHCPs meant that pupil numbers had exceeded the school’s published admission number (PAN)

of 60 pupils. This would have budget implications, and in future years, particularly as another staff member was employed to support the needs of these children and related staff training was required. Furthermore, the head teachers of Comper and Mary & John were working closely together to discuss building adaptations to address physical needs, which would have significant cost implications, particularly as the Comper building is Grade II listed.

10. Child protection & safeguarding

10.1. General update

- Child Protection Online Management System (CPOMS) – There were concerns for two children, and one who may need support.
- Multi-agency Safeguarding Hub (MASH) referrals – One referral had been made to the MASH team since the last meeting.
- No exclusions were reported.

10.2. Child Protection & Safeguarding policy – annual update

This was a model Local Authority Policy (LA) and customised for Mary & John and Comper schools. Governors noted that child protection and safeguarding was a standing agenda item at the Partnership Group Meetings.

Training used NSPCC materials for children linked to safeguarding, with a letter sent to parents to explain the content covered.

Child Protection Policy – Governors had signed online, via GovernorHub, that they had read through the policy. The policy was **approved**.

Lanyards – To clarify, for staff and governors leaving, lanyards were handed back to the school office and cards were also deactivated. Lanyards were currently being updated to include the new school logo.

Q: Relating to lanyards, governors challenged the position of the box for lanyards returned by visitors on leaving school – could this be made more secure?

Action 19: BS to arrange for the site manager to alter or relocate the lanyard return box.

Q: Concerning staff safeguarding training, governors questioned if this was up-to-date.

BS advised that all staff, including TAs, had completed a safeguarding quiz to confirm their understanding for 2022-2023. Additional safeguarding training for staff had been provided for certificates expiring after 3 years. After School Club (ASC) staff were also completing the safeguarding training. There was a new induction process for staff and volunteers which included safeguarding and CPOMS training for staff. Prevent training had also been delivered.

Q: Governors enquired how Mary & John ensured that all staff were confident to deal with low-level concerns of behaviour.

EA reported that staff are using CPOMS regularly to report low-level behaviour and safeguarding concerns. BS advised regular CPOMS training and updates were provided, and any low-level behaviour and safeguarding concerns were 'joined up' so that all relevant staff including phase leads were kept well informed and updated.

10.3. Online Safety policy

Having made changes to the policy, at the request of governors at the previous FGB meeting, and pending update of vision statement, governors now **approved** the Online Safety Policy.

Relating to the online safety awareness provision for Years 1–6 and a meeting for parents, BS was making enquiries with a local company.

10.4. Single Central Record (SCR) checks (Mary & John, Comper) – plan for visits

The Comper governor responsible for safeguarding had left – another Comper governor would need to take on this role and this would be followed up at the next Comper Partnership Meeting.

Both schools had requested and undergone safeguarding audits last year.

Safeguarding governors from both schools would look at the SCR at each school at the next review in Term 2.

AB would carry out the statutory safeguarding audit with BS in Term 2, prior to the 16th December 2022 deadline (see above, Action 11 for FGB2).

10.5. Safeguarding training – update

Governor safeguarding training had been completed by TF; LP and SK would complete theirs in January 2023.

Action 20: Governors to add their most recent safeguarding certificates to the assigned folder within GovernorHub.

10.6. Destinations of 2021/22 Year 6 children

BS had shared via GovernorHub a summary of the destinations for all 59 pupils in the summer 2022 Year 6 cohort:

Abingdon School: 1
Cheney School: 26
d'Overbroeck's: 1
Headington Girls School: 1
Matthew Arnold School: 1
Oxford Spires School: 22
St Gregory The Great: 2
The Cherwell School: 2
The Iffley Academy: 1
The Swan School: 2

It was confirmed that all the Year 6 pupils had transitioned to a secondary school destination and therefore none were 'missing from education'.

11. Vulnerable groups

11.1. Children We Care For (CWCF) annual report to Governing Body

The report for 2021-2022 and 2022-2023 was circulated to governors prior to the meeting. Currently, there was one child who had joined this academic year and is receiving intervention support to meet their needs.

11.2. Special Educational Needs and Disabilities (SEND) annual report to GB 2022

This report, prepared by the Special Educational Needs Coordinator (SENCo) Victoria Tofts and circulated via GovernorHub prior to the meeting, highlighted that 47 pupils were on the SEND Register, representing 12% of all pupils (national 12.6%).

Q: Governors challenged on the number of children on the SEND Register and thought this represented a greater percentage of pupils, slightly above the national figure of 12.6% (47/323 in Years 1 to 6, approx. 15%; 49/383 in Year R to Year 6, 12.8%).

Action 21: BS to confirm the percentage of pupils on the school SEND register.

Q: Governors asked about workload and questioned whether the SENCo had sufficient time allocated to carry out her role.

BS explained it had been difficult to allocate enough time for the role in 2021/2022 and therefore though VT still has overview on inclusion generally other staff members had been allocated the lead on EAL and Pupil Premium, to support her work as SENCo.

JB (SEND governor lead) had visited the school on 5th October to review SEND provision and objectives with VT (report of visit shared via GovernorHub). SF passed on to governors JB's additional comment that she had been impressed with VT's organised and systematic approach.

Governors approved the SEND Report, subject to the percentage of pupils on the SEND Register being checked, and thanked VT for this comprehensive document.

11.3. Accessibility policy and plan – annual update, approve

JB (SEND governor lead) and other governors had reviewed this policy and plan and how it meets the needs of the current cohort of pupils and staff in school. They requested an amendment under B 'Improving access to the physical environment' and tabled 'Ensure all children with SEND can be safely evacuated' (page 5) be changed to 'in the event of an emergency' rather than only 'in the event of a fire' and an amendment also that this can be shown to be so in a drill.

Subject to this change being made and updating the vision statement, the policy was **approved** and to be reviewed in October 2023.

11.4. Supporting Pupils with Medical Needs policy – note as approved

Governors had benefited from additional time to review the revised policy. As no further comments had been received by the day following the FGB6 meeting, the policy stood, as approved on 27 June 2022, and to be reviewed annually.

Q: Governors enquired whether staff training was in place and up to date to support all pupils in the current cohort with medical needs?

BS confirmed that all relevant staff training (including EpiPen, inhaler and First Aid training) had been completed. Diabetes training is ongoing and this is covered by risk assessment.

It was confirmed that this is a question governors will routinely ask in Term 1, following review in Term 6 of the school policy on Supporting Pupils with Medical Needs. SF confirmed that this is noted on the year plan of key governor tasks and dates.

12. School development

12.1. School Development Plan (SDP) 2021/22 – governor monitoring report

Emily Kerr, former Foundation Governor, had met with Comper Leads and Mary & John staff in June 2022, via Zoom, to evaluate progress towards the SDP target Objective 4:

‘To develop a fluid working relationship with Comper School, providing quality learning experiences for all children from FS to Y6.’

Governors had read EK’s report, shared via GovernorHub. Highlights of the visit included:

Transition Programme from Reception (Year R to Year 1) – A smooth and effective transition involves staff at both Comper and Mary & John, working together to prepare the children as they move to Year 1 - the children visit their new setting and for those with special education needs (SEN) extra sessions are arranged.

Phonics – With a focus on phonics, Comper and Mary & John staff had received joint training, enabling a consistent approach. Furthermore, a meeting for parents of children in Year R had provided an insight as to the teaching of phonics; in future Comper would be asked to take the lead and plan such meetings.

Q: Governors asked whether Year 1 staff were seeing benefits of phonics teaching having been harmonised across Year R (Comper) and Years 1–2 (Mary & John).

BS and SB reported that whilst it was yet too early to see the benefits, Mary & John staff were happy with the new phonics scheme (Rocket Phonics).

12.2. Summer 2022 governor pupil voice visit(s) – report

The visit, to gather pupil voice, had taken place on 7th July 2022; a transcript had been shared via GovernorHub just prior to this meeting and had yet to be reviewed by most governors.

Q: Governors noted a comment from a child that mentioned wishing to be better at managing bullying and ‘sorting thing out on the playground’ and asked to what this might refer?

BS commented that children sometimes say that an incident is bullying when with further unpicking, it transpires it is where children have fallen out with each other, but not bullying. School is aware of the difficulties that can arise at playtime and has practices to support children in ‘sorting thing out’. To support children at lunchtimes and breaktimes, staff have been trained in use of steps and restorative questions, and micro scripts are laminated to the back of staff lanyards, to ensure a consistent approach when dealing with ‘fall-outs’.

Q: Governors questioned whether different groups of children were represented when gathering pupil voice.

This was confirmed. Children from different groups, including different ethnic backgrounds, were represented.

This report will be taken forward to the next FGB meeting (see above, Action 2 for FGB2).

12.3. Behaviour policy, Anti-Bullying policy

These policies and the associated Positive Handling policy had been reviewed by both staff and JW and JB (Behaviour lead governors) and were recommended for approval.

Subject to some typos being corrected and the updated vision statement being added, governors **approved** the policies. Furthermore, it was **agreed** they should be reviewed every two years.

12.4. Pupil Premium annual statement

Pending revised figures, discussion and approval of the Pupil Premium (PP) statement would be deferred to Term 2.

See also above, Action 14 for FGB2 – in response to concern about observed disparity in outcomes between PP and non-PP children, SF (PP lead governor) to bring forward next PP governor monitoring visit to early next term.

Future agenda item: Pupil Premium annual statement – discuss, approve (Term 2).

12.5. PE & Sport Premium annual statement – note as approved

This annual statement had been presented to governors at the Curriculum Committee and subject to reference to the pandemic being removed, governors approved the policy.

12.6. School development plan, 2022/23 – planning

See above, Agenda item 8.1, and the Headteacher's report, Agenda item 9.1. BS confirmed that a detailed 2022/2023 SDP would be prepared for governors to consider at the FGB2 meeting.

Q: Governors challenged whether the plan would include a focus on progress made by pupils in all subjects, in addition to attainment.

BS advised that it would be difficult to monitor the progress of all subjects in 2022-2023, but this was the aim for 2023-2024. A monitoring schedule within the plan would be included alongside success criteria and circulated with papers for the FGB2 meeting.

Q: Governors asked for clarification as to the meaning of monitoring progress.

It was explained this referred to the monitoring of pupil progress, from their starting points in Year R, through to Year 6 in each subject.

12.7. Governor parent consultation (post-it boards, Autumn 2022/Spring 2023) – planning

It was confirmed that BK and CR would lead the organisation of the post-it boards, with support from TF and all non-staff governors to be involved in coming in to school for them. After some discussion as to the best time of the year to gather the views of parents, it was **agreed** this should take place alongside the parent teacher consultations in November, in order to provide greater opportunity to address feedback before the end of the academic year. It was further **agreed** that opportunities for parent feedback could be sought at other school events.

Action 22: BK, CR, TF to liaise with governors and school in preparing for autumn post-it boards parent consultation.

13. Admissions

13.1. Admissions for 2024/25 draft policy – short report (verbal)

RT had yet to receive a draft policy template from the Diocese and would therefore report to governors at the FGB2 meeting.

Action 23: Liaising with BS, RT to report on draft Admissions policy at the FGB2 meeting.

14. Governing Body development

14.1. FGB self-evaluation – report; agree process for next year.

- Associate members will be invited to add their views and governance suggestions for 2023 prior to the Term 2 GB meeting (see above, Action 10 for FGB2).
- Dates of FGB meetings – These would be agreed following the gathering of all governor and associate members' views on governance arrangements for 2023.

15. Any other urgent business (*ref. item 2*)

SF advised that the school Data Protection policy was due for renewal.

Future agenda item: Data Protection policy – review, approve (Term 2).

Governors thanked BS and the staff for a good start to the new academic year.

<p>Note of meetings of committees/other groups this term</p> <p><i>Notice only. Not for further discussion at this meeting.</i></p> <ul style="list-style-type: none">• Curriculum Committee – <i>meeting 3 October 2022</i>• Finance, Premises & Staffing Committee – <i>meeting 4 October 2022</i>• PTA – <i>meeting 14 September 2022, AGM 10 October 2022</i>
<p>Future agenda items</p> <ul style="list-style-type: none">• Annual Safeguarding report to Governing Body (Term 2)• Pupil Premium annual statement– discuss, approve (Term 2)• School development plan, 2021/22 – final review (Term 2)• School development plan, 2022/23 – discuss, approve (Term 2)• School development plan, 2022/23 – plans for governor monitoring (Term 2)• School self-evaluation summary – review (Term 2)• Participation in Oxfordshire School Streets scheme – update (Term 2)• Equal Opportunities policy, Public Sector Equality Duty statement, equality objectives – review (Term 2)• Data protection policy – review, approve (Term 2)• Schools white paper (2022), 'Opportunity for All' – discuss• Governor training needs – review, plans for 2022/23• Policy review cycle• Year plan of key Mary & John Governing Body tasks and dates, 2022/23
<p>Next Full Governing Body meeting (Term 2) – Tuesday, 13 December 2022, 6.00 pm</p>