

St Mary & St John CE Primary School

Meadow Lane

Oxford OX4 1TJ

Phone: (01865) 723841

Website: www.ssmj.oxon.sch.uk Email: office.3834@ssmj.oxon.sch.uk

Headteacher: Rebekah Stott



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

Monday, 27th June 2022, 6.00 pm (Term 6)

(The meeting was held in person in the Staffroom)

Present:

Bex Stott (BS), Headteacher
Sarah Franklin (SF), Foundation Governor – *Chair*
Jenny Worroll (JW), Foundation Governor – *Co Vice-Chair*
Julia Bell (JB), Foundation Governor
Elizabeth Clarkson (LC), Staff Governor
Tim Foster (TF), Parent Governor
Emily Kerr (EK), Foundation Governor – arrived at 7pm
Sanaa Khan (SK), Foundation Governor
Ben Klooss (BK), Parent Governor
Laurence Price (LP), Foundation Governor
Charlotte Ryland (CR), Parent Governor
Richard Tarver (RT), Local Authority Governor

In attendance:

Ellie Armstrong (EA), Deputy Headteacher and Associate Member
Jenny Dyer (JD), Local Authority Clerk
Jane Godby (JG), Associate Member

Apologies:

Anna Ballance (AB), Foundation Governor – *Co Vice-Chair*
Sarah Blackwell (SB), Associate Member
Emma Crocombe (EC), Associate Member
Philip Ritchie (PR), Foundation Governor
Victoria Tofts (VT), Associate Member

1. Welcome, apologies, quorum

The Chair welcomed everyone to the meeting and particularly Charlotte Ryland, newly appointed Parent Governor.

For personal reasons, Emily Kerr would be standing down as Foundation Governor with immediate effect. She was thanked by governors for all her hard work and support to Mary and John since joining the GB in 2016.

Apologies were received from those listed above and accepted.

The meeting was quorate throughout.

2. Declarations of any other urgent business

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

There were no other items of urgent business declared.

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

There were none declared.

4. Minutes of Full Governing Body meeting, 17 May 2022 (Term 5)

The minutes were approved and signed by the Chair.

5. Matters arising from the minutes

	Action (by Term 6 FGB meeting, unless stated otherwise)	Who	Outcome
Action 1	SF to present an updated statement of Freedom of Information Publication Scheme.	SF, BS	Completed Agenda Item 12.3
Action 2	Review of Complaints Procedure guidance document for parents/carers. <i>Update 17 May 2022 – EA is working on this guidance with Behaviour Working Group.</i> <i>Update 27th June 2022 – SF clarified that Actions 2 & 5 were now one document, combined by EA, and more user friendly.</i>	EA, BWG	Completed Agenda Item 12.2
Action 3	School development plan, governor monitoring – EK to set up a meeting with Comper to arrange joint monitoring (of SDP Objective 4). <i>Reporting to Full GB in Term 6.</i> <i>Update 27th June 2022 – Now reporting to FGB in Term 1.</i>	EK	In progress Agenda Item 10.1 Action 1
Action 4	School development plan, governor monitoring – Monitoring group governors to complete visit reports, using the governor visit proforma, available on GovernorHub. <i>Update 17 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, etc. at the FGB Term 6 meeting.</i>	All governors	Completed Agenda Item 10.1
Action 5	Review of Complaints Procedure. <i>Update 17 May 2022 – EA is working on this policy with Behaviour Working Group.</i> <i>Update 27th June 2022 – SF clarified that Actions 2 & 5 were now one document, combined by EA, and more user friendly.</i>	EA, BWG	Completed Agenda Item 12.2
Action 6	All governors to participate in Governor Visits online training before visiting school; training to be recorded on GovernorHub. <i>Short e-learning course link: https://app.governorhub.com/s/oxqs/training</i> <i>Update 17 May 2022 – Two governors had completed this helpful training, with remaining governors to complete before carrying out their monitoring visit(s).</i> <i>Update 27th June 2022 – Whilst the action had now been completed, governors were reminded to record their training on GovernorHub under the ‘Training’ tab in their personal profile.</i>	All governors	Completed
Action 7	AB and BS to meet to discuss issues raised when using CPOMS (Child Protection Online Management System) to ensure clarity and consistency.	AB, BS	Completed Agenda Items 6.3 & 8.1
Action 8	AB & Rachel Weston (Comper safeguarding governor) to visit Mary & John together to look at use of CPOMS at Mary & John, in Term 6. <i>Update 27th June 2022 – RW not at this meeting. AB and BS discussed CPOMS with CK (Comper Head). AB and RW will meet at future date.</i>	AB, BS	Closed Agenda Items 6.3 & 8.1
Action 9	Tracking of progress to be a priority agenda item for Curriculum Committee, 2022/23.	CC	Term 1 Action 2
Action 10	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. <i>Update 27th June 2022 – This will be done before the end of Term 6.</i>	BS, TF	In progress Action 3
Action 11	AB and JW to carry out analysis of the responses to the Summer 2022 governor parent consultation (annual questionnaire) and report back to FGB.	AB, JW, SF	Completed Agenda Item 10.2
Action 12	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 7 July, with report to FGB in Term 1.</i>	JB, SK, LP	In progress Agenda Item 10.3 Action 4

	Action (by Term 6 FGB meeting, unless stated otherwise)	Who	Outcome
Action 13	BS to include 'staff voice' with the Headteacher's report for FGB Term 6 meeting.	BS	Completed Agenda Item 10.4
Action 14	EK (JB) to liaise with BS & JB on how to communicate School Streets survey results to parents.	EK, JB, BS	In progress Agenda Item 11.1 Action 5

6. Headline updates from committees/other groups

6.1. Curriculum Committee (CC)

The Curriculum Committee Chair, JW, summarised the main areas of discussion from the meeting, held on the 15th June:

- **Relationships and Sex Education (RSE)** – Jacquie Pinches, Lead for Personal, Social, Health and Economic Education attended this CC meeting to present to governors.

JP had held a 'Question-and Answer' meeting for Year 6 parents which provided opportunity to clarify the following aspects of RSE programme:

- The school's legal obligations on Relationships, Sex and Health Education (from 2020)
- What we mean by Sex Education
- Your rights as a parent/carer
- How, what, why and when we intend to teach children.

Whilst all Year 6 pupils were required to attend RSE lessons, governors noted one child had not attended – as part of the transition to secondary school, this information would be communicated to the secondary school as a potential safeguarding risk.

- **Education support visit** – Matt Blyton, Education Adviser, had made an informal visit to the school on 27th May, as part of the new headteacher support package. Feedback from the visit would be used to enhance practice in the following areas:
 - Subject leaders - How to respond to the findings of 'deep dives'.
 - Teaching assistants (TAs) – Allocation in accordance with need.
 - Safeguarding – Two areas were discussed to enhance the already robust systems.
- **Celebration of Festivals** – Following discussions, it was agreed that as in previous years the school would not be endorsing the celebration of Halloween, but a Festivals of Lights or similar would be celebrated.
- **Mixing of Classes in Transition Year Groups** – This related to changes to the class structures from September 2022 i.e. those pupils in Year 2, moving from Key Stage 1 to Lower Key Stage 2 and Year 4 pupils moving Lower Key Stage 2 to Upper Key Stage 2. BS advised the committee this would be taking place. The decision had been made after careful consideration by staff of the classes involved as well as the senior leadership team (SLT); it would enable enhanced learning environments for the children as well as extending friendship groups. The committee governors discussed this and agreed it was an operational decision, not requiring governor approval, but understood the case in favour and supported the school's decision.

BS advised that feedback from staff so far had been positive. Whilst one class had felt less positive about the change, staff had unpicked this carefully with the children highlighting positive aspects of this change.

Some governors challenged why parents had not been consulted about changes to the class structure from September and were surprised to learn that CC governors had supported the proposal.

BS explained that changes of this nature were the responsibility of the school, as part of the day-to-day management and decisions of the SLT. SF clarified that CC governors had asked for a correction to the letter to parents which implied this was a governor decision. Unfortunately this correction had been overlooked. BS emphasised that parents were invited to ask questions of the SLT about this change in class structure. Many local schools were known to implement such changes to class structures on a regular basis. Mary & John have been unusual in not doing this. If successful, this arrangement would continue in future years, and the expectation of it would be communicated to parents.

6.2. Finance, Premises & Staffing Committee (FPS)

In the absence of the FPS Committee Chair, BK summarised the main areas of discussion from the meeting held on the 21st June:

- **Budget update** – It was anticipated the budget would break-even by the end of the third year. Furthermore, BS was optimistic that the school would be able to release subject leads for further non-contact time without adversely impacting the budget.
- **School Trips**
There was now an option for families with lower incomes to contribute less for trips. For those who could afford the cost, they could opt to pay an additional voluntary contribution, and these would be retained to support the cost of future trips.

Governors were delighted to learn of the very generous donations made by parents.

- **Policies**
 - Business Continuity Plan draft – This was being reviewed by BS and KB.
 - First Aid and Medicines policy – Approved by the Committee, with minor amendments.
 - Charging and Remissions policy – Approved by the Committee, with minor amendments.

6.3 Comper/Mary & John Partnership Group

The minutes of this meeting had yet to be shared by Comper. BS and SF highlighted some areas of discussion from the meeting, held on the 16th June:

- **Agenda items for 2022/2023** - These would include the curriculum, pupil assessment and progress and transition of the reception children to Year 1.
- **Sharing of good practice** - To promote this further, Mary and John subject leads would be visiting Comper during the next academic year, to see how the different areas of learning in the Early Years foundation Stage (EYFS) curriculum were being taught and how it impacted on pupil outcomes.
- **Safeguarding** – CK (Comper Head), BS and AB had met to review the SCR and discuss safeguarding practice, recording concerns via CPOMS and another possible system, My Concerns.

- **Government White Paper, April 2022 / Partnership between the two schools** – Mary and John and Comper would be discussing how the two schools will continue to work together in delivering the best possible outcomes for all of the children. The protocol for the partnership had already been agreed for next three years. Discussion about organisation and strategic direction of the partnership will continue. It was agreed that this group would be an appropriate forum for this.

7. Headteacher's reports

7.1. Headteacher's report

The report was circulated to governors prior to the meeting via GovernorHub.

7.1.1 BS gave an overview of the Term 6 Headteacher's report:

- **Numbers on roll** – 390, including Comper (a child had joined Year 5 since the report was circulated), with 30 available pupil places across the Key Stage 1 (KS1) and Key Stage 2 (KS2). Reception Year in Comper was currently full (60 pupils) and had a waiting list.
- **Behaviour and Safeguarding** – Two referrals were made to the Multi-agency Safeguarding Hub (MASH) and three referrals made to the MASH required school involvement. One child was under child protection; one 'child in need' and six were receiving early help. Positive Handling Training was delivered to staff who had not previously undertaken the training.
- **Curriculum**
 - **Year 5 Residential** – Governors were pleased to learn of its success and congratulated staff on ensuring that the whole cohort had attended.
 - **Assessments** – Phonics Screening, the Year 4 Multiplication Check and Key Stage 1 & 2 Standard Assessment Tests (SATs) had all been administered, with a positive approach and the children staying calm.
 - **Continuous Provision** – From September 2022, the Year 1 curriculum would be trialling a continuous provision model, providing the children with the resources to learn independently. This approach is already followed in the EYFS, and in recent years it has been seen as a positive model for KS1.
 - **Continuous professional development (CPD)** - This included training in the development of subject leadership, Family Links' restorative approaches and assessment of the wider curriculum. EA had participated in the designated safeguarding lead training and was now able to deliver safeguarding training to both school staff and governors.

Q: Relating to the continuous provision model, governors enquired whether parents had been notified and informed about the rationale behind the decision

A: BS explained that parents would be invited to meet their child's class teacher in September at which the routines and expectations would be explained.

- Community engagement – A range of events had taken place including a whole-school Jubilee dance performance, well attended by parents and the whole school community, a Jubilee Tea Party, Sports Day, a KS1 disco and KS2 sharing assembly.
- Comper Reception children – Sessions for transition to Year 1 would take place in Term 6.

7.1.2 Statutory Inspection of Anglican and Methodist Schools (SIAMS) Self evaluation (SEF)

The 'SIAMS reflection: Vision Provision Impact' evaluation included four main areas:

- Vision
- Context
- Provision
- Impact

7.1.3 SIAMS governor monitoring visit (23rd May)

Conducted by AB, LP, PR and Karen Metcalfe, Diocesan Adviser, and focusing on evidence to support the SEF, and particularly the Christian vision and values lived out across the whole school, the visit included attendance at a Celebration Assembly, a learning walk and interviews with the children to gather pupil voice. A highlight was the articulation by pupils of the school's value 'aspiration' and the strength of relationships seen across year groups. When reflecting on the visit and impact of the school's Christian vision, governors agreed with the school's SEF that 'Asking questions and exploring differences, underpinned by the Christian values of love, tolerance and respect, is something we celebrate'. A detailed report of the visit was made available to governors prior to the meeting.

7.1.4 Review of suspensions – Seven suspensions had occurred during 2021/2022 of which six had related to physical incidents involving one child. Despite staff using their best endeavours to keep the child in school, using the school's restorative approach and working with external agencies, they judged it was no longer possible to meet their needs. Specialist provision was therefore required, and the Local Authority (LA) was taking the case forward on behalf of the school.

7.2. Attendance report *(incl. review of new government guidance on attendance, from Sept 2022)*

The report was circulated to governors via GovernorHub; EA summarised the report:

- Overall attendance (year to date) – 94.6% as of 17th June 2022, up by 0.2% although below the national expectation of 96%.
- Term 5 attendance – 96.1%, up by 1.9% on the previous term, a good increase
- Covid impact – The number of children testing positive had impacted on attendance, since they were required to stay home for three days.
- Children with attendance less than 90% - Whilst there was some improvement, 31 children continued to have attendance below 90%. Covid earlier in the year had been a factor for about half of these children. Of the three children of most concern, one child had shown much improved attendance this term. The school was working closely with families to improve attendance and with the LA concerning one family. 'Parent contracts' would be considered for September, working in partnership with families to improve attendance. Teachers were alert to children with low attendance in their class and, from September, Phase Leaders would be monitoring attendance and supporting families.

SF had shared briefing notes on the government's 'Working together to improve school attendance' guidance, setting out the expectations for governing bodies in maintained schools from 1st September 2022. Governors were pleased to note that the school's practice is in line with this guidance. The FGB will proactively address aspects within the guidance.

Q: Whilst governors were pleased to learn that attendance had improved, they were concerned that the year to date average remained below the national expectation and asked what additional action would be taken to improve it further.

It was explained how the introduction of parenting contracts could enable school and families to work closely together to improve attendance. In addition, EA and the School Office Manager would be attending training linked to the new guidance, and EA was being supported by the LA Attendance team.

Action 6: Governors to familiarise themselves with ‘Working together to improve school attendance’ guidance for maintained schools applicable from September 2022.

7.3. Comper – report

The Headteachers of Mary and John and Comper continued to work together. Other aspects of the partnership were covered under Agenda Item 6.3.

8. Child protection & safeguarding

8.1. General update

- Child Protection Online Management System (CPOMS) - AB and BS had met to review the school’s use of this system. There had been discussion also with Comper about whether this was the best system for both schools to use. Mary and John were using all aspects of the system whereas Comper was using part of it. Comper were not finding CPOMS user-friendly and had experienced some glitches but are sticking with it for now. A consistent approach by all staff was required to achieve a detailed profile and further training would take place, to address any gaps in knowledge and understanding. Mary and John would continue to support Comper with the use of CPOMS. AB would continue to liaise with the Comper safeguarding governor in monitoring safeguarding and the use of CPOMS.
- Child Protection - One child was under child protection, having moved from being a ‘child in need’, with support led by the LA Children’s Services.

8.2. Safeguarding training – update

EA had recently completed ‘Train the Trainer’ training and would be delivering safeguarding training to staff at the September INSET.

Action 7: New governors and RT and TF to either sign up for online safeguarding training or to attend the school session at the September INSET.

8.3. Online Safety policy (new version)

TF and LP had reviewed the policy, challenging whether it complemented or compromised what the school already did. They had shared comments with BS (shared also via GovernorHub). Following further review, the policy would be presented at the Term 1 FGB Meeting for approval.

It was **agreed** the policy would be reviewed every three years in future, or sooner should there be technology changes.

Action 8: All governors to view Online Safety policy and send any further comments to TF and LP who would share these with BS via email; policy to be presented at the Term 1 FGB Meeting for approval.

9. Vulnerable groups

9.1. Special Educational Needs and Disabilities (SEND) Information Report for parents

As a requirement to provide parents with an update of the provision for SEND, VT had updated the report in response to the needs of the current cohorts at Mary and John and the document had been reviewed by JB.

Governors **approved** the Report; it would be uploaded to the school's website.

9.2. Supporting Pupils with Medical Needs policy

Following review of the policy by JB with VT, changes, relevant to the context at Mary and John, were made.

It was agreed that governors could benefit from additional time to review the revised policy, only recently circulated. The policy was **approved**, subject to no further comments being made by governors via GovernorHub by the next day.

Action 9: Governors to review changes made to the Supporting Pupils with Medical Needs policy and raise any further comments for consideration via GovernorHub, by end of 28 June 2022.

10. School development

10.1 School Development Plan, 2021/2022

All school development plan (SDP) documents were available to governors prior to the meeting via GovernorHub.

10.1.1 SDP update – June 2022

Despite the impact of Covid, some progress of the plan had been made. On an updated copy of the SDP this was shown 'RAG rated' against the four SDP objectives, with green indicating completion of the success criteria and yellow where it was in progress.

10.1.2 SDP Update Report – June 2022

BS had provided governors with an updated written evaluation of progress against each of the four SDP objectives, including the impact so far and next steps for future development.

10.1.3 SDP – Governor monitoring arrangements

The tabled monitoring arrangements of the SDP 2021- 2022 had been circulated as a reference for governors.

10.1.4 SDP – Governor monitoring report – Objective 1. Curriculum. To develop confident subject leaders who contribute to a broad and balanced curriculum with strong outcomes in all curriculum areas

AB and JB met in June with three subject leaders, having prepared a range of questions to find out how they had grown in confidence and were contributing to a broad and balanced curriculum to impact on strong outcomes. Their report was shared. Headlines included:

- Subject leaders were increasingly confident with their subject knowledge and ability as a subject leader. They were appreciative of the effects of the work, and time given to do it.
- Evaluative Phase – Having found more about tools to articulate their subjects, leaders would move to a more evaluative phase in 2022/2023 and look to implement changes to improve outcomes.

- One of the benefits of emphasis on subject leadership is that it has encouraged teachers in being supportive of each other.
- French and Music – not all teachers felt confident to teach these subjects. However, the school had a progressive Music scheme which broke down elements of the curriculum, including online activities, thus enabling less confident teachers to teach the subject. The French curriculum required further development, particularly the mechanics of the language, to enable the school to show progress building on prior language skills. BS will consider enquiring whether parents with language skills could support language teaching at Mary and John.

Q: Governors questioned whether it mattered which language was taught.

BS confirmed the language taught was not defined as long as there was a strong rationale behind the choice and it met the KS2 national curriculum objectives. However, there was strength in building on prior learning. CR offered to share expertise in this area.

Action 10: CR and BS to discuss language teaching and language awareness.

10.1.5 SDP – Governor monitoring report – Objective 2. Assessment. To develop rigorous assessment procedures to track progress.

JW had met with three teachers, to discuss progress against the objective and areas for future focus. A report was shared. Of note, was the new assessment tool – Integris data, displayed via HelloData – that was supporting teachers in the monitoring of pupil outcomes. However, Integris did not have the facility for standardised or raw scores to be recorded which could put a limit on the close tracking of pupil progress – this aspect would be explored in more detail at the next monitoring visit.

In response, BS stated that the new approach will take time to bed in. Whilst assessment data was important, teachers now needed to move towards a more holistic approach, using daily assessment of pupils’ learning to inform future teaching and target learning, rather than only taking assessment outcomes to indicate pupil outcomes. In addition, to accelerate progress and raise expectations, teachers would need to include aspirational targets in their teaching, that challenged all pupils across all abilities and this would take time to embed. Once another year of data was added to Integris, it would be possible to track progress.

Q: Governors questioned what aspirational targets looked like.

BS explained how this would be an area for development in the new academic year. Children’s current learning would provide a baseline and through quality first teaching, aspirational targets could be achieved.

10.1.6 SDP – Governor monitoring report – Objective 3. Well-being and Behaviour. To further develop a school culture of inclusion and aspiration, with well-being at its core.

TF provided governors with a verbal overview of progress to date following his recent visit to school, with the written report to follow:

- **‘Aspiration Assembly’** – To promote the term’s value, ‘Aspiration’, TF had talked to the children at a Celebration Assembly about his journey to become an Olympic Gold Medallist Rowing Champion.
- **Residentials** – It was pleasing to learn these had now returned, with excellent inclusion and children working together in a range of outdoor activities.

- **Dance performance** – The whole school performance on the school field had been impressive and fully inclusive, with all children involved.
- **Sports Day** – This extremely well organised event saw a good balance of competitive sport and events in which all children could participate. Another governor noted that very good team spirit had been evident.
- **Netball and football** – TF reported that parents were delighted to see a return to school teams playing these games.

BS thanked TF for his verbal report, adding that Years 4,5 & 6 were involved with other sporting activities beyond school as part of the East Oxford Sports' Partnership. Furthermore, the school end of term play would address positive gender diversity in roles in the play. More opportunities for this are planned: KS1 at the end of the Autumn Term, Years 3 & 4 in the Spring and Years 5/6 at the end of the Summer term.

10.1.7 SDP – Governor monitoring report – Objective 4. Leadership and Management. To develop a fluid working relationship with Comper School, providing quality learning experiences for all children from FS to Y6.

A visit would take place on 29th June, with a report to be circulated (Action 1 above, Term 1).

Governors were thanked for carrying out their monitoring roles during the term and subsequent informative reports, providing a snapshot of the progress made in school against the SDP objectives.

Action 11: Committee Chairs to peruse summer 2022 governor visit reports to ensure matters raised are addressed at their 2022/23 meetings.

10.2. Summer 2022 governor parent consultation (annual questionnaire) – report

This online survey, open between 19th and 27th May, and broadly based on the 'ParentView' questions used by Ofsted, gathered views from parents and carers of pupils on roll in Years 1-6 and in Reception at Comper. A total of 93 returns were received, slightly less than in previous years (response rate of about 26% of children on roll). AB and JW had carried out analysis of the responses and shared summary reports. Responses to feedback will be reported in the 'You said, we did' document to be drawn up for parents/carers (Action 3 above, Term 1). Responses relating to Comper parents would be discussed at the next Comper/Mary & John Partnership Group. A summary of the many positive comments had been made into a poster to share with staff. Governors noted that 91% of parents would recommend Mary and John.

Q: Governors challenged on the responses regarding bullying, whereby 66% of families stated their child had not been bullied, since this did not reflect the percentage of incidents reported.

BS addressed this and explained that this is in part a matter of "what is bullying?", about which there are conversations in school. Bullying was also addressed through PSHE (Personal, Social, Health and Economic education) lessons, and the school held an anti-bullying week each year to ensure the children were well informed. In reality, there was a positive response from children as to how the school dealt with bullying.

Governors noted there were more positive responses on how the school deals with bullying from those who said their child has been bullied than from those who said their child hadn't. Those with direct experience of how incidents of this kind are managed in school seem more satisfied with the process than those who do not have direct experience of it.

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

The visit would be carried out by JB, SK and LP on 7 July, with report to follow (Action 4 above, Term 1).

10.4. Summer 2022 staff voice – report

Governors thanked BS for conducting this exercise and for her report and were pleased to learn about the staff autonomy in making decisions, and their growing confidence, trust, and feelings of being supported and encouraged. Furthermore, staff valued the non-contact time they were given to focus on their leadership roles and staff meeting time to carry out class teacher responsibilities which otherwise would have been extremely challenging.

Q: Governors asked whether the work-life balance for staff had improved since September 2021.

BS confirmed this had improved and the recent staff questionnaire had enabled staff to air their views which they felt confident to do as there is trust in school leaders.

10.5. School development plan, 2022/23 – discussion

A final review of the 2021/22 SDP would take place at the end of Autumn Term, with a new SDP to be presented for discussion with governors, to take effect from January 2023. As new attendance regulations were being implemented from September 2022, this would be included with the new SDP and monitored by governors.

Governors thanked BS and all the staff for their hard work and the progress made with the SDP.

10.6. Schools white paper, 2022 – introduction

The recent 'Opportunity for All' White Paper in which the government recommends schools join a group of schools as a multi-academy trust by 2030 would be a matter for future discussion by the FGB. A document of FAQs for governors has been circulated via GovernorHub.

Action 12: Governors to familiarise themselves with the contents of the government white paper on schools, 'Opportunity for All'.

Future agenda item: Schools white paper (2022), 'Opportunity for All' – discussion.

11. Road traffic, health and safety near school

11.1 Participation in Oxfordshire School Streets scheme – update

As EK was stepping down as Foundation Governor, she would be handing over to JB. EK provided governors with an update:

- Local Authority (LA) officer – a new officer had yet to be appointed to the scheme.
- Parent response to the scheme – There were 81 responses to the survey. Of these, 74 were in favour of the scheme (91% of respondents).
- Meadow Lane car park (near Donnington Bridge Road) - It was likely this would close. Over the years, this LA carpark had provided an extra facility for parents driving their children to school – representation would need to be made to the LA for this facility to continue.
- Children's views on the scheme – Obtaining children's views is part of the application process. These had yet to be gathered; EA would take this forward.

Action 13: JB/BS to make representation to the LA regarding the proposed closure of the Meadow Lane car park to public use.

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.

12. Other policies, procedures

All policies had been circulated to governors via GovernorHub prior to the meeting.

12.1. Headteacher Performance Appraisal (HTPA) Committee – appointment of external adviser

Governors who currently sat on the HTPA Committee agreed to continue for 2022/2023, with RT as Chair and Jane Ratcliffe, Local Authority (LA) School Improvement Officer, as external adviser. Governors approved this.

12.2. Complaints procedure – review, approval

Following review, the Complaints Procedure document now included guidance for parents to follow prior to taking forward a complaint.

Governors **approved** the document.

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

A model publication scheme as approved by the Information Commissioner and a “Published guide to information”, including schedule of fees, had been circulated. Following review, governors **approved** these documents.

13. Governing Body development

13.1. GB self-evaluation – agree process for next year

It was agreed that SF will contact governors individually for review conversations during the summer break. Governors agreed to this.

Consideration was being given to a new system of governance at Mary and John which could see the work of the Curriculum and FPS Committees move to the FGB. Although this would involve more FGB meetings, the removal of Committee Reports from the FGB agenda could allow governors more time to discuss strategic matters and future developments, leading to more efficient meetings. Furthermore, all governors would be directly involved in and informed about more areas of governance.

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.

13.2 Dates of governor meetings, 2022/23

The first meeting of the academic year would take place on 12 September at 6.00 pm via Teams. Other FGB meeting dates for 2022/2023 had yet to be finalised; they would take place on either a Monday or Tuesday evening.

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

- Governors were reminded of the Oxfordshire Governors Association Open meeting ‘Tackling the Toxins in our Children’s Education’ and ‘Letting Schools Make a Difference!’ with guest speakers Tim Brighouse and Mick Waters on 9th July, 10:15–12:15.
- Governors thanked EK for her service as a governor and presented her with a card and plant in gratitude.
- BS thanked governors for all their support in her first year of headship and for their commitment to the school. Governors also thanked BS.

The meeting had commenced at 6.10pm and closed at 8.10pm.

	<p>Note of meetings of committees/other groups this term <i>Notice only. Not for further discussion at this meeting.</i></p> <ul style="list-style-type: none">• Curriculum Committee – <i>meeting 15 June 2022</i>• Comper/Mary & John Partnership Group – <i>meeting 16 June 2022</i>• Finance, Premises & Staffing Committee – <i>meeting 21 June 2022</i>• PTA – <i>meeting 13 June 2022</i>
	<p>Future agenda items</p> <ul style="list-style-type: none">• Child Protection & Safeguarding policy – approve (Term 1)• Pupil Premium annual statement – approve (Term 1)• SEND annual report to Governing Body – approve (Term 1)• School self-evaluation summary – review• Behaviour policy, Anti-Bullying policy – update• Equal Opportunities policy, Public Sector Equality Duty statement, equality objectives – review• Schools white paper (2022), ‘Opportunity for All’ – discussion
	<p>Next Full Governing Body meeting (Term 1) – 12 September at 6.00 pm, via Teams (this will be a short meeting of one hour)</p>