

St Mary & St John CE Primary School

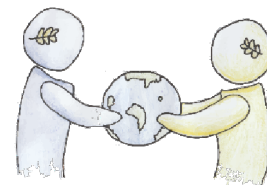
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Headteacher: Rebekah Stott



Full Governing Body Meeting Minutes – Term 5

Tuesday, 25 April 2023, 6.00 pm

Meeting 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
Julia Bell (JB), Foundation Governor
Tim Foster (TF), Foundation Governor
Jane Godby (JG), Staff Governor
Ben Klooss (BK), Parent Governor
Philip Ritchie (PR), Foundation Governor
Charlotte Ryland (CR), Parent Governor
Richard Tarver (RT), Local Authority Governor

In attendance:

Jenny Dyer (JD), Local Authority Clerk

Apologies:

Laurence Price (LP), Foundation Governor
Ellie Armstrong (EA), Deputy Head Teacher
and Associate Member

1. Welcome, apologies, quorum

The chair welcomed everyone to the meeting and was delighted to announce that TF had been appointed by the Parochial Church Council of the Parish of Cowley St John to serve as Foundation Governor for a term of four years following his four-year term of office as Parent Governor. This appointment would enable continuity and for the governing body to benefit from his experience. TF was thanked for all of his contributions to the Governing Body as Parent Governor and was welcomed in his new capacity.

SF announced that Sanaa Khan had tendered her resignation as Foundation Governor, due to taking up employment at the school. Governors expressed their thanks to Sanaa for her contributions during her time as a governor, and appreciation that she will still be part of the school community.

Apologies were received from those listed above and accepted.

2. Declarations of any other urgent business

The following matters of urgent business were declared:

- New information on Comper under Agenda item 11.

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

There were none declared.

Signed: _____ Chair of Governors

Dated: _____

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4. Minutes of Full Governing Body meeting, 7 March 2023 (Term 4)

The minutes were approved and signed by the Chair, subject to changes made under agenda item 10.1 regarding the Falcon Club Carpark, with the text to read as follows:

- Falcon Club Carpark – CR had met with the President, Nick Barnett, who was interested in discussing with Mary & John how to ensure that parents could park for a short time during school drop-off and pick-up times, and would keep the school informed as to future developments. The proposal for the area to become a pay and display carpark was being considered but is likely to take up to four months before a final decision is made; in the interim, the area would remain locked.

5. Matters arising from the minutes

	Action (by Term 5 FGB meeting, unless stated otherwise)	Who	Outcomes/Actions for Term 6 FGB
Action 1	Governors to familiarise themselves with the government white paper on schools, 'Opportunity for All'.	All governors	Term 6 Action 1
Action 2	Governors to add their most recent safeguarding certificates to folder on GovernorHub. <i>Update 25 April 2023 – All training completed. Two certificates not seen on GovernorHub.</i>	All governors	In progress Item 7.3 Action 2
Action 3	SF to carry out follow-up visit re. provision for children eligible for Pupil Premium, to monitor progress made.	SF	Completed Item 8.2
Action 4	Analysis of responses from parent consultation (post-it boards) to be reported to governors.	CR, TF, BK, SF	Completed Item 9.1
Action 5	DBS checks/renewals for governors. <i>Update 25 April 2023 – One DBS certificate outstanding. Process is in hand with the school.</i>	TF	In progress Item 7.1 Action 3
Action 6	BS to ask EA to check all governor safeguarding certificates are collected and current. <i>Update 25 April 2023 – See note above re. Action 2.</i>	BS, EA	In progress Item 7.3 Action 4
Action 7	All governors to complete Prevent training (online module), by Term 4 FGB meeting. <i>Update 7 March 2023 – Some governors have yet to complete Prevent training. Update 25 April 2023 – Many but not all governors have completed this training. As a recommendation, all governors should carry out Prevent training.</i>	All governors	In progress Item 7.3 Action 5
Action 8	Leadership team to bring short presentation to FGB to explain 'Live marking and hot marking'. <i>Update 25 April 2023 – Staff review of approach is in progress. Deferred to Term 6.1 FGB.</i>	LT	Term 6.1 Action 6
Action 9	BS to share via GovernorHub the most recent school development plan evaluation.	BS	Completed Item 9.2
Action 10	CR to share via GovernorHub the final governor parent consultation report (post-it boards consultation, Autumn 2022).	CR	Completed Item 9.1
Action 11	BS to produce a 'You said, we did' style report, based on parent comments from governor post-it boards consultation, and circulate to parents before the end of Term 5. <i>Update 25 April 2023 – Some actions in response to comments are in progress. Report deferred to Term 6.</i>	BS	In progress Term 6 Action 7
Action 12	SF to bring to Term 5 FGB details of subject link governors and the governance review. <i>Update 25 April 2023 – Documents shared. Sign-up sheet circulated for allocation of subject links. Further discussion deferred to Term 6 due to pressure of other business.</i>	SF	In progress Item 12.1 Action 8
Action 13	CR to liaise with the school regarding election to fill parent governor vacancy. <i>Update 25 April 2023 – Process underway. No further discussion at meeting due to pressure of other business.</i>	CR	In progress Item 12.2 Action 9

Action 14	Governors to read Home–School Communication guidelines and feedback to BS and EA with any questions before the next FGB meeting.	All governors	Completed Item 6.1
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6. Headteacher’s reports

6.1 Headteacher’s report

The Headteacher’s report was made available to governors via GovernorHub prior to the meeting. BS highlighted other key aspects of her report:

- **Numbers on roll**

- 390 pupils in total, including 60 Reception pupils at Comper.
- Pupil places - 30 places available across Years 1-6
- Pupil premium (PP) & free school meals (FSM) - 49 pupils are eligible across Reception-Year 6, 12.8%, below national average of 22.5%.
- Special Education Needs and Disabilities (SEND) – 64 pupils in total, Reception-Year 6. Of these, 10 pupils (2.6%) are supported by an Education, Health and Care Plan (EHCP) with three additional EHCP applications pending.
- One child continues to be home educated, as elected by parents, prior to specialist provision being available. The child is no longer in school, but still on our roll while we await an update for their EHCP. During this time, attendance will be recorded as ‘C: Other authorised circumstances (not covered by another appropriate code/ description)’. This will obviously affect attendance as they are not in school at all. The LA advised which code to use, and that the child has to remain on our roll until the EHCP is updated to reflect the school placement as electively home educated, no longer M&J.

- **Staffing**

- Teaching assistants (TAs) appointed from Term 5 – one part-time in Year 4, one experienced full-time in Year 5 and a TA in Year 2.
- Resignation of full-time TA – Resignation recently received, this position would not be replaced in light of budget constraints.
- Teaching vacancies – A teacher had been appointed, commencing September 2023; two part-time positions were currently being advertised.

- **Behaviour and Safeguarding**

- Referrals made to Multi Agency Safeguarding Hub (MASH) by the school: One referral
- Referrals made to MASH that have required the school's involvement: One referral
- Children we care for: One child
- Suspensions: One child relating to two incidents (a one day suspension, followed by a three day suspension).

- **Community engagement**

- Year 3/4, A Midsummer Night’s Dream production – BS advised governors of its success and the significant support from so many parents and carers. It had been a particularly successful learning experience for the children, linking many areas of the

curriculum across the term and had been in response to parents requesting a production for younger pupils.

Q: Governors questioned whether staff considered the production had provided a good balance of cross-curricular learning opportunities for all children throughout the term.

BS stated that all children had benefitted from the experience and particularly Year 4. When considering performances in the future, for all year groups, choice would continue to focus on encompassing cross-curricular opportunities, and this would be discussed further by the staff team in September, with parents kept fully informed.

Q: Governors asked about risk that preparing for a production could take over too much of the curriculum, i.e. learning restricted to the performance.

It was confirmed that cross-curricular links had a positive impact on learning for the children, with the performance rehearsals only taking up a small amount of curriculum time. Throughout, a broad and balanced curriculum had been delivered with core learning not jeopardised.

Governors were delighted to learn of the production's success and congratulated both staff and children. Several governors had attended performances and praised the ambition and quality of the production and its inclusive approach.

- **Staff survey** – Very positive responses were received from staff. Almost all had not opted to remain anonymous; this reflected the openness and transparency within the school. BS reported that the positives had been pleasing to read; also that some misunderstandings had been addressed and points for development identified.
- **Home-school communication guidelines** – These had now been updated to emphasise the importance of open communications between the school and parents/carers, with three core aims:
 - Explaining how the school communicates with parents/carers
 - Setting clear standards and expectations for responding to communication from parents/carers
 - Helping parents/carers reach the member of school staff who is best placed to address their specific query or concern so they can get a response as quickly as possible.

6.2 Budget setting report – approve budget including three-year budget projection

The Finance, Premises & Staffing Committee met on 25 April, to discuss the 2023/2024 budget, including the three-year budget projection, so that recommendations could be made to the FGB for approval. Budget papers were circulated to governors via GovernorHub prior to the meeting, including key risks, as indicated in bold on the Budget 2023-2024 Three Year Plan. The budget had been extremely challenging to balance over the three years to 2025/2026 due to:

- **Rising energy costs** - Included for 2023/2024, allowances of 72% increase for gas and 45% for electricity, as recommended by the Local Authority (LA), to meet the cost of soaring prices – it was not known if there would be any further energy price increases beyond 2023/2024.
- **Staffing** – Due to salary increases, being able to sustain staffing levels to meet the needs of the children. In addition, any staff changes could significantly impact on the budget.

- **Pupil numbers** – should these fall in future years, the budget would be significantly impacted through lost revenue.

Despite these significant challenges, the Committee was able to achieve a surplus budget for all three years, based on the information available, and therefore recommended to the FGB to approve the budget.

Q: Governors questioned whether it was still possible to deliver the School Development Plan (SDP), in light of the reduced budget.

Governors were reassured that the SDP could still be delivered despite a reduced budget.

Governors **approved** the budget.

Governors thanked Kristy Bailey, School Business Manager, for all her work in preparing the budget which was greatly appreciated.

6.3. Attendance report

The Term 4 report was circulated to governors prior to the meeting via GovernorHub, including an 'Attendance Strategy Plan'. Key aspects were shared:

- **Registers** – These were being constantly monitored, with issues relating to attendance quickly followed through with parents by school staff.
- **Persistent absence** – This had improved since the previous report, down from 46 to 40 pupils; these included pupils from a family who had entered into an attendance contract with the school, and a child educated at home.
- **Governor lead for attendance** - JW would be taking over this roll, in place of Sanaa Khan.

Q: Governors challenged whether the school was comfortable with the home-learning arrangements for one child in terms of safeguarding.

The child was being home-educated, as elected by parents, prior to specialist provision being available. Whilst the school would prefer the child to be in school, they were safe at home. Mary & John continue to be responsible for the child's education and support the family through home visits.

Q: Relating to teacher strike days, governors enquired whether this affected attendance with children not coming into school.

Absence on strike days was recorded in the register with a 'Y code'.

Q: Governors asked whether attendance data for pupils from different ethnic groups could be provided – this would enable governors to have a better understanding of attendance for these groups. It would be important to do this in a manageable way, that did not place disproportionate demands on staff time.

Action 10: JW and EA to meet to discuss attendance and ethnicity.

Q: Governors asked for clarification as to whether gaps in attendance for pupils eligible for pupil premium (PP) remained, as the data suggested this to have narrowed.

A: It was confirmed that attendance had improved for these children but there is still a gap between attendance of children eligible for PP and attendance of children not eligible for PP.

Q: Governors asked whether, for further clarification on the experiences of this group of children, data could be disaggregated into attendance of PP-eligible children with special educational needs and disabilities and attendance of those without.

It was agreed that this could be done as an investigation for the next attendance report.

Action 11: EA to report on attendance data for pupils eligible for PP, disaggregated into SEN and non-SEN groups.

EA was thanked by governors for her detailed report and JW was thanked for presenting it.

6.4 Behaviour report

The report was made available via GovernorHub prior to the meeting. Governors were advised that all incidents continued to be recorded on the school's software programme, 'Child Protection Online Monitoring and Safeguarding System' (CPOMS). The following update was provided:

- **Exclusions** – Since publication of the report, three internal exclusions had been issued. For one child, behaviour continued after the internal exclusion. LA advice was sought, and a one-day exclusion was agreed. When behaviour continued to escalate after this, the child then received a three-day exclusion.
- **Behaviour support plan** – Such a plan, with a reduced timetable, was enabling positive outcomes for one child, with the school and family working closely together. In addition, the plan was also having a positive impact on the learning environment for all pupils in the class. Governors were made aware that the support in place significantly impacted the budget.

Q: In noting that no bullying incidents had taken place since the previous report, governors challenged whether this would be the perception of Mary & John children if asked.

BS explained how the children were very aware of the difference between individual incidents of unkind behaviour and continuing bullying behaviours and would be able to articulate this to their peers, staff and visitors to the school.

Q: Two incidents were reported relating to 'sexualised behaviour' – governors asked what this meant.

It was thought the incidents were of a non-sexual nature and related to the behaviour of one child; this was later confirmed in a communication from EA.

Governors thanked EA for her informative report and JW (Behaviour lead governor) for presenting it.

6.5. Comper update

BS provided governors with an update:

- Children were reported to be well settled. There are some children with high levels of need but staff are monitoring.
- Staffing – one staff member had returned from maternity leave and one staff member was shortly to start maternity leave. This would present learning challenges for the Year R children, as this would mean another staff change.
- Assessment – In gathering information, Mary & John and Comper staff are looking at how this could be collected effectively.

- Structured learning – More of this was now taking place for Year R, in preparation for Year 1.
- Curriculum – Towards the end of the Summer term, subject leaders from Mary & John would be meeting with Comper teachers, to discuss how different areas of learning in Year R fit with the progression of the Mary & John curriculum, so that transition to Year 1 can be smooth and effective.

7. Child protection & safeguarding

7.1. General update *incl. Disclosure & Barring Service (DBS) checks/renewals for governors*

There remained one DBS certificate outstanding which was in hand and being dealt with by the school.

7.2. Single Central Record (SCR) checks (Mary & John, Comper) – update

A visit to look at Comper's SCR had not been possible in CK's absence. AB would be scheduling a visit this term.

7.3. Safeguarding training – update *incl. Prevent training (confirm completed by all governors)*

- **Safeguarding** – All governors had completed safeguarding training; two certificates had yet to be added to the Safeguarding Folder within Governor Hub (see above, Actions 2 and 4 for Term 6 FGB).
- **Prevent** – As a recommendation, all governors should carry out Prevent training; to date, eight governors had completed the training. Governors were encouraged to complete this training if they had not already done so. Governors who have completed the training were encouraged to register this on GovernorHub (under their Training tab) and add certificates to the folder (see above, Action 5 for Term 6 FGB).

8. Pupil outcomes data – attainment and progress

8.1. Whole-school assessment data – analysis *from Term 4 assessments (Assessment Point 2)*

The 'Whole school data overview to show pupil attainment' report was available to governors prior to the meeting on GovernorHub. The data included attainment outcomes in Reading, Writing and Mathematics and all three subjects combined, for the whole school and different groups of pupils. Colour-coding indicated pupils as being on track, those exceeding and those below. From the overall data, the percentage of pupils on track to achieve at the expected level or above was significantly lower for Writing than for Reading and Mathematics which impacted the combined percentage. To address this, there would be a focus on Writing as part of the 2023/2024 SDP.

Q: Whilst overall pupils were making good progress, governors noted the significant variation between year groups and categories of pupil and asked how this would be addressed.

Pupil progress meetings had focused on children eligible for pupil premium, those from disadvantaged socio-economic backgrounds, and those not making progress, with teachers identifying how they planned to address these needs within their teaching to impact on outcomes.

Q: Governors enquired whether the pandemic had impacted on the writing outcomes.

Some year groups had been more disrupted, with fewer children in school. Writing in Years 2 & 5 had been affected. Also, in Year 2, a high percentage of children had English as an Additional Language (EAL).

Q: Relating to the progress for Years 2 & 5, governors questioned how outcomes could be improved for these year groups.

It was explained that some children in these year groups had significant social and emotional needs as well as academic and this impacted on pupil outcomes. The school was supporting these children through quality first teaching and interventions and closely monitoring progress. This was exemplified in pupil's work which governors would see during upcoming monitoring visits.

Q: Governors queried why Years 3 & 4 had not been affected in the same way.

These year groups had less disruption to their learning and were in school more often when there was the option to return. Fewer of current Years 2 and 5 returned which seems to have had a greater impact.

Q: Relating to Writing, governors challenged how the school planned to improve Writing outcomes for pupils falling behind.

JG gave the example that holiday diary writing had been introduced to encourage pupils to write. Children were being given as many opportunities as possible to write, in different contexts. Already this was raising the profile of writing.

Q: Governors questioned the tracking of progress for Year 2 pupils.

BS explained that Year 1 were now also being assessed which meant progress could be tracked when pupils moved to Year 2.

Q: Relating to pupils with special educational needs (SEN) governors questioned the low percentages of pupils achieving 'on track' in Reading, Writing and Mathematics and whether this was as teachers would expect.

The Progress in Understanding Mathematics Assessment (PUMA) had included assessment of areas not yet covered in class – as a consequence, the school was looking at other ways of matching assessment to learning. Already, the school had moved away from only using summative assessment to measure progress in Reading, Writing and Mathematics. Teachers are also using formative assessment, gathered from children's daily learning and from written work.

Governors noted also the gap between PP children and non-PP children 'on track' (discussion below, item 8.2).

Governors commented that the report was very helpful in including 'honest data', which was a prompt for good questioning.

Q: Governors noted the gender gap in achievement whereby boys appeared to outperform girls in Mathematics, in a way that was not mapping to the national picture, and challenged how this would be addressed by the school.

Teachers were addressing the gender gap through quality first teaching and a Maths Club was on offer at which girls were encouraged to attend. Relating to girls on the SEN register, these pupils received additional adult support in class.

Action 12: BS to provide governors with more detailed data relating to girls' achievement in Mathematics across the school.

Governors thanked BS for the detailed report, and BK (Educational performance monitoring governor lead) for his questions addressed to BS prior to the meeting.

8.2. Provision for children eligible for Pupil Premium (PP): follow-up governor visit – report

As a follow-up governor visit, SF met with the Special Educational Needs and Disability Coordinator (SENDCo) and Pupil Premium staff lead on 14 March 2023; the visit report was circulated to governors via GovernorHub prior to the meeting.

As detailed in the report, there was an overlap of additional needs for some children eligible for PP, including English as an additional language (EAL), and special educational needs (SEN), and in some cases both.

As reported, interventions provide extensive support and the school closely tracks progress for this group of pupils. The SENDCo is proactive in working with staff to improve outcomes for this group of children. Class provision maps have been developed to help track this. Governors noted the presentation given at a recent staff meeting, the slide deck for which had been shared with governors before the meeting, via GovernorHub. Furthermore, quality first teaching is becoming embedded in all classes and teachers are challenged during pupil progress meetings when children are underperforming.

Action 13: SF to arrange a further follow-up visit re. provision for children eligible for Pupil Premium, after Assessment Point 3, to monitor closing of attainment gap.

9. School development

9.1. Governor parent consultation (post-it boards, Autumn 2022) – report

The report was made available to governors via GovernorHub. On page 3, the items listed for discussion by governors would be looked at by BS and discussed at her next meeting with CR which would then be fed back to governors. The many compliments made about the school were now on display in the staffroom.

Action 14: CR to meet with BS to discuss the ‘For discussion by governors’ items in the report on the governor parent/carer post-it boards consultation.

9.2. School Development Plan (SDP) 2022/2023 – progress review

BS had provided governors with evidence of progress achieved against the three SDP objectives, as circulated via GovernorHub.

Governors were reminded that the SDP objectives were the focus for governor monitoring visits and that visits would continue until the end of the academic year. For monitoring the SDP in the new academic year, a list was passed to governors whereby they sign-up against curriculum areas, to include two or more areas of choice.

Q: Governors questioned what to expect when talking to inspectors about the SDP.

In response attention was drawn to the School Improvement Partner’s visit which judged the school to be solidly ‘good’. SF also provided a brief summary of what happens when Ofsted calls, including ‘deep dives’ which would include Reading and Mathematics and probably two other curriculum areas.

9.3 School self-evaluation (SEF) summary

The SEF was circulated to governors prior to the meeting via GovernorHub. Due to time constraints discussion would be scheduled for the next meeting.

Action 15: Governors to send questions relating to the SEF to SF to collate and pass to BS, prior to the Term 6.1 FGB meeting.

9.4. Governor parent consultation (questionnaire, Summer 2023) – planning

CR and TF agreed to plan the questionnaire for parents, reviewing questions from the previous year, and enquire whether Comper would like to participate alongside Mary & John.

Action 16: CR and TF to plan the governor questionnaire for parents/carers (Summer 2023); Comper to be asked if they would like to participate alongside Mary & John, as last year.

9.5. Pupil voice consultation (Summer 2023) – planning

JG was leading the consultation. AB agreed to assist with talking to the children to gather pupil voice. The new parent governor once elected would be invited to join, if wished.

10. Road safety and traffic around school

10.1. Participation in Oxfordshire School Streets scheme – update

CR was delighted to report that the school had been shortlisted for the School Streets scheme and the application would now be further scrutinised by the County Council.

11. Confidential item – see separate minutes

12. Governing Body development

12.1. GB and governance review – update

An updated outline of governor roles and responsibilities was circulated to governors prior to the meeting via GovernorHub, and a sign-up sheet was circulated during the meeting for allocation of governor subject links (see above, item 9.2). Further discussion was deferred due to pressure of other business.

12.2. Governor vacancies – update

The election process is underway. There was no further discussion at this meeting due to pressure of other business.

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

13.1 New information on Comper – covered in agenda item 11.

Note of meetings of committees/groups since last meeting

Notice only. Not for further discussion at this meeting.

- Finance, Premises & Staffing Committee – 25 April 2023 (5.30 pm, prior to FGB)
- Comper / Mary & John Partnership Group – Term 2 meeting dropped; Term 4 meeting deferred, date to be confirmed
- M&J Working Group: YR/Comper – Various meetings, including with representatives of Diocese and LA

The meeting closed at 8.12 pm

Date of the next meetings:

Monday, 12 June 2023, 6.00 pm *via Teams*

Monday, 3 July 2023, 6.00 pm *in person*.