



**ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL**  
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 Registered in England and Wales  
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**LOCAL GOVERNING BODY MEETING**  
**Tuesday 20th March starting at 6.30 p.m. at school**  
 Please read papers in advance of the meeting

For circulation to all Governors

<b>Foundation Governors</b> Helen Barr Rev. Duncan Fraser Iain Horner Jan Macdonald James Paulin Lucy Newton	<b>Co-opted Governors</b> Anne Armitage
<b>Staff Governor</b> Rob Miles <b>Headteacher</b> Jon Jeffries <b>In Attendance</b> Jonathan Smith, OCC Governor Services Rob Cornish, Chair Fritwell Governors	<b>Parent Governors</b> Edward Black Matthew Dixon Hannah Want

**Minutes**

ITEM	TITLE	TIME
1.	<p><b>Apologies for absence and welcomes</b></p> <p>Rob Cornish was welcomed to the meeting. Rob is Chair of Governors at Fritwell C of E Primary School</p> <p>Apologies were received and accepted from James Paulin, Iain Horner, and Duncan Fraser.</p> <p>Hannah Want has resigned from the Board. Governors thank Hannah for her seven years of service. Hannah's expertise in Early Years teaching and her involvement in community activity (particularly community use of the school pool) have been invaluable. She will be missed.</p>	

2.	<b>Any pecuniary interests to declare.</b> No new interests were declared. It was noted that HB has made her confidential counselling services available to staff at school. JJ and RM report that staff have welcomed this development.	
3.	<b>Approval of Minutes of LGB meeting held on January 16<sup>th</sup>, 2024.</b> RM noted that (p11) the reference to Year 4 attainment and progress implies a 100% level of achievement and this is not the case. The reference to ‘search lighting’ should read ‘spotlighting’.  JMa noted anomalies in the proposed meeting dates. See item 11.	
4	<b>Actions Arising from FGB meeting on January 16<sup>th</sup>, 2024.</b>  All actions are included in this agenda.	
5.	<b>PREVENT DUTY/ HEALTH &amp; SAFETY/SAFEGUARDING</b>  To include any relevant issues to bring to the attention of Governors.	

### SCHOOL IMPROVEMENT

6.	<b>6.1 Headteacher’s Report</b>  JJ Circulated the March Headteacher’s Report.  Issues included:  <ul style="list-style-type: none"> <li>• 3 children have joined the school since Christmas and 4 have left. The leavers have geographic or other family related reasons for joining new schools.</li> <li>• There will be 9 children in Reception in September 2024. The decision to admit more than 15 children in September 2023 is thus justified. The average over the last two years is 13 and this meets the necessary operational and financial criteria.</li> <li>• Attendance is 95%. One absentee has been referred to the County Attendance Team.</li> <li>• 1 child has been referred to the Social Services Locality Team and one child is in receipt of an Early Help Assessment.</li> <li>• The Health and Safety external audit will take place in June.</li> <li>• Staff absence has been high this term. RM explained that on one day two colleagues may be absent from school and that this reduces the capacity of school leaders to complete development work. TAs are often redeployed to fill gaps rather than undertake their planned interventions.</li> <li>• The ELSA leader will leave to a promoted post after Easter. Plans are in place to train and develop an existing TA to take ELSA forward.</li> <li>• A long-expected teaching staff sabbatical is expected to take place on April 29<sup>th</sup>. and it will last for an indeterminate length of time. JJ</li> </ul>	
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confirmed that a cover plan has been established and that this has been shared with parents of the children in the class.

A Governor asked how a decision to prosecute unauthorised absence (or otherwise) are made. RM explained that EPA has issued each school with an absence protocol, and this identifies the point at which LA referrals are to be made. Families who reach the absence threshold are likely to have withdrawn their children for a large block of absence rather than single days spread over the year. Once the school refers the family to OCC, the LA completes the legal necessities (and keeps the fine). The fine is £60 per child.

## 6.2 Governor Monitoring Visits Feedback

6.2.1 LN undertook a History and Geography monitoring visit on March 1<sup>st</sup>, 2024. She met with the subject lead to discuss the use of LCV organisers and to conduct an informal observation of pupil work. LN explains that this was her first visit, and the focus was on ‘finding her way around’. She reports that:

- Formal curriculum documentation clearly sets out intention, implementation, and impact of the History and Geography curriculum.
- The curriculum has strong links with value-based concepts such as Global Citizenship and Fair Trade.
- School values are demonstrated through delivery. For example, children wrote letters to their MP explaining why all schools should be Fair Trade schools.
- The School Improvement Plan can be evidenced by development activities in both curriculum areas (these are referenced in the monitoring report).
- CH will make a second visit before the end of the academic year, undertake a student voice activity, and examine the summer pupil progress and attainment data.

6.2.2 JP met with Laura Edwards in January. The monitoring visit reviewed the computing provision in the school, and any key curriculum developments. The visit also had a safeguarding element as JP was able to assess the status of KCSIE monitoring and filtering compliance. The visit included a learning walk. JP reports that:

- ICT123 provide children with a basic, and National Curriculum compliant, computing curriculum. However, it is important to move away from this baseline and develop the curriculum that will deliver a broad range of computing knowledge skills and experience.
- The general curriculum is ‘crowded’ and it is difficult to find the necessary space to teach computing in a sustained, day-to-day, fashion.
- WOW days have been extremely successful.
- ‘Securas’ provides adequate and effective filtering. JP explains *‘The system is very sensitive and has a high false-positive rate, but staff nevertheless are very pleased with how effectively it allows them to monitor for problematic content during pupil online sessions and has led to a number of useful interventions in the short time it has been in use’*. JJ added that potential breaches in online protocol are immediately identified on the terminal in his office and that all the

issues identified thus far have been 'innocent'. Three issues were discussed with parents.

- Children in lessons were well behaved, attentive, and engaged in the learning.

6.2.3 AA undertook a follow-up visit to SEND on 13<sup>th</sup> March. She met with Michelle Glass to discuss progress following the October monitoring visit. She notes that:

- A new ICT language programme called 'Clicker' has been commissioned. <https://www.cricksoft.com/uk/clicker>
- The designated speech and language TA is very active, and several interventions are in place.
- Staff are accessing the resources available on the Children's Integrated Therapy website.
- Many TAs have received training.
- ELSA books have been purchased.
- A group of Year 3 children are receiving specific support with writing.
- Reading and writing tests have been undertaken and these provide useful feedback about the impact of interventions.
- All SEN developments are referenced in the School Improvement Plan.

AA reports that 'All SEN children I spoke to report feeling supported with their learning by either TA or class teacher and all felt that help was readily available'.

6.2.4 AA met with Ellie Legett (Art lead) and Michelle Glass (Design lead) on 29<sup>th</sup> February. The monitoring visit was the first of the year with delivery and resources the focus. AA reports that:

- Children receive an Art-based learning experience each week and a D and T session each month.
- 'Kapow' resources are used to support teaching and learning. <https://www.kapowprimary.com/>
- The delivery of Art is skills rather than outcome based and progression is assured through a planning and progression tool.
- A TA is allocated Art preparation time each week.

AA will re-visit in August to review a full audit of resources undertaken by Michelle and Ellie (in anticipation of possible investment in September 2024) and undertake a pupil voice activity.

A Governor noted that the Art lead teacher will leave school before the end of the year. She asked if her post will be replaced. JJ explained that class teachers plan, deliver, and assess the Art learning experiences in their lessons. The role of the subject lead is to provide guidance, training and to monitor classroom activity and therefore, Art teaching will not stop because the member of staff has left. JJ explained that longer-term plans are in place to replace the lead teacher. However, he reminded Governors that, in a small school, it is difficult to provide staff with the non-contact time necessary to lead non-core activities successfully.

6.2.5 AA and MD visited school and met with RM to discuss maths mastery. The visit was comprehensive, involving a learning walk, pupil voice activity

and analysis of the latest maths pupil performance data. AA and MD conclude that:

- Maths mastery training has been comprehensive, and all staff are now confident classroom practitioners. Professional development has been supported by the Trust and the Maths Hub.
- ‘Same pace’ and ‘differentiation in depth’ techniques were evident in lessons.
- The school visions and values were reflected in the classroom. For example, MD reports that classrooms were ‘calm, quiet and comfortable’ and this accords with the value ‘peace’.
- The data is positive. For example, 75% SEN pupils are at or above ARE in maths and 80% of Pupil Premium pupils are at or above ARE in maths. The rate of improvement between AP3 in 2023 and AP1 in Autumn 2024 in maths is higher than in any other subject.
- The pupil voice feedback was positive.

A Governor noted that maths mastery principles explicitly reject the concept of accelerated learning. He asked how, without acceleration, more able students are stretched to achieve greater depth and he asked if the scheme is aspirational. RM explained that maths mastery strives to avoid ‘rushing’ rather than acceleration. In a more traditional linear maths teaching regime, there is a propensity to propel children to the next stage without developing their depth of knowledge or the ability to broaden the application of their new skills. This can result in children with accurate addition, subtraction and division skills reaching impractical conclusions. For example, if asked *how many 50 seat coaches are needed to take 175 children to Cadbury World* children may reply, *three and a half*. JJ added that the ‘aspiration’ is developing a broad and deep understanding of the mathematical principles that will provide a solid foundation for future learning.

### **6.3 Any Premises or Finance issues?**

EB explained that he has reviewed the January Budget CFR and, going forward, will review the statements each month and report any issues to Governors. He notes that:

- The budget is in a strong position thanks to healthy financial reserves.
- Individual revenue expenditure and revenue income lines can vary significantly from month to month. This is the result of phasing and timing issues rather than economic pressures or any lack of financial control.
- The budget will have a small overspend in 2024 and this will easily be absorbed by the school’s reserves.
- JJ is already in discussion with the EPA finance team regarding the 2024-5 budget.
- There are plans to allocate a proportion of the remaining reserves rather than carry them forward. The reserves can, for example, be invested in staff training, providing SEN support, and purchasing new classroom resources.

	<p><b>6.4 Development Plan and SEF update</b></p> <p>The Development Plan and SEF were reviewed at the January LGB meeting. An end of year appraisal of both documents will be provided at the July meeting.</p>	
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**COMPLIANCE**

<p>7.</p>	<p><b>COMMUNITY UPDATE</b></p> <p>Sinead Andrews has taken over the leadership of the Parent Association. A PTA Easter quiz is planned, and Governors may enter a team. Governors felt it would be useful to have more notice of PTA events in advance.</p> <p>Activities are currently published in the school newsletter, and this is difficult for some colleagues to access. JS could post the dates of upcoming of events on the Governor Hub calendar.</p>	
<p>8.</p>	<p><b>POLICIES TO BE REVIEWED</b></p> <p>The SCPS Anti-bullying/Behaviour Policy 2024  EPA Drugs and Alcohol Policy 2024  EPA Suspension and Permanent Exclusion Policy January 2025  EPA Tooth Friendly Policy March 2024</p> <p>The Policies were adopted by the Board and will become ‘live’ at the appropriate time.</p>	
<p>9.</p>	<p><b>GOVERNING BODY BUSINESS</b></p> <p><b>9.1 Governor training completed or planned.</b></p> <ul style="list-style-type: none"> <li>• LN attended ‘<i>What every church school Governor needs to know</i>’ on 16<sup>th</sup> January 2024 and has completed her new Governor induction training.</li> <li>• JMa attended ‘<i>Cyber Training</i>’ on 21<sup>st</sup> November 2023</li> <li>• MD completed ‘<i>Governor Induction B</i>’ on 19<sup>th</sup> October.</li> <li>• HB attended ‘<i>Prevent</i>’ on 28<sup>th</sup> October 2023.</li> </ul> <p><b>9.2 Terms of office ending, recruitment and succession planning</b>  There are no terms of office ending before April 2025.</p> <p><b>9.3 Health and Safety monitoring visit</b>  EB’s Health and Safety monitoring visit identified very few Health and Safety issues.</p> <p>It was noted that some wall stones are loose, that the fences in the outdoor play area are slowly rotting and there is some inconsistent use of a fire door in a specific teaching space. The roof continues to leak in places and building contractors have visited the school to make estimates. JJ confirms that all the issues identified in EB’s report are in hand and that fire door use is now compliant.</p>	

	<p><b>9.3 Newsletter</b></p> <p>Governors felt that the end of year communication to parents should be forward-looking not reflective. Governors will discuss the content of this message at the May LGB meeting. It is likely to include a user-friendly, version of the SIP and the Board’s vision and aspirations for 2024-5.</p>	
10.	<p><b>Any EPA meetings and developments to share with Governors.</b></p> <p>Feedback from EPA Chairs of Governors Meeting 6<sup>th</sup> March 2024 AA reported that:</p> <ul style="list-style-type: none"> <li>• Jane Johnson the EPA governance lead will provide new EPA Governor induction training.</li> <li>• A West Berkshire school is joining the EPA.</li> <li>• The Trust is considering the appointment of a support advisor to provided SEN/mediation needs for schools.</li> <li>• Attendees were reminded that the Trust has a zero -tolerance approach to aggression from parents/carers.</li> <li>• The complaints policy has been updated.</li> <li>• The EPA strategy meeting will be held on 21<sup>st</sup> March. JP and LN will attend from SPPS.</li> </ul>	

11.	<b>ANY OTHER URGENT BUSINESS</b>	
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	<p><b>PROPOSED DATES OF FUTURE MEETINGS:</b>  <a href="#">Wednesday May 1<sup>st</sup>, 2024, at 6.30 pm (Data AP2)</a>  <a href="#">Wednesday 10<sup>th</sup> July 2024 at 6.30 pm (Data AP3 and SATS)</a></p>	
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*March 20<sup>th</sup>, 2024, with papers to GovernorHub 7 days before meeting date.*

Prepared by Jonathan Smith (clerk)

**Actions From this meeting**

Item 1	Elect Parent Governor	AA/JJ
Item 6.2	Literacy monitoring visit feedback	HB/EB
Item 9.3	Discuss content of Governor communication to parents at May LGB	All
Item 7	Dates of PTA community activities to be shared with Governors.	JJ/AA