

ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL



The Green, Cassington, Witney, Oxon, OX29 4DN
E-mail: office.3651@st-peters.oxon.sch.uk Tel: 01865 880444
Web-Site: www.st-peters.oxon.sch.uk
Headteacher: Mr Jon Jeffries
Registered in England and Wales
Company number 07939655



MINUTES of the LOCAL GOVERNING BODY MEETING January 11th 2023, 6.30pm, held at the school

(Governor challenge is indicated in green)

<u>Diocesan Governors</u> Duncan Fraser (DF) James Paulin (JP) Elaine Sugden (ES) Iain Horner (IH) Jan Macdonald (JM) <u>In attendance</u> Jonathan Smith (JS), OCC Governor Services	<u>Parent Governors</u> Anne Armitage (AA) Edward Black (EB) Hannah Want (HW) <u>Staff Governors</u> Jon Jeffries (JJ) Headteacher Rob Miles (RM) Staff Governor
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

ITEM	TITLE	Action
1.	Apologies for absence and welcome AA Welcomed all to the meeting. The proceedings began at 6.30pm with the School Prayer. The meeting was quorate. Apologies were received and accepted from Duncan Fraser (DF), Edward Black (EB), Hannah Want (HW) and Iain Horner (IH)	
2.	Declaration of any business or pecuniary interests 2022-3. Pecuniary interests relating specifically to this agenda No new pecuniary interests were declared.	
3.	GOVERNING BODY BUSINESS • Governor recruitment The constitution allows the recruitment of eight Foundation Governors and two co-opted governors. The Board currently has five Foundation Governors but has no co-opted Governors. The board does, however, have a full complement (three) of Parent Governors.	

An advertisement for a Foundation Governor has been published in the Governor Newsletter and this has been distributed to parents. An interested party has stepped forward. The potential appointee is already a volunteer at the school and has much experience of education. Governors agreed that the candidate would make an excellent addition to the Board. JM will provide the candidate with the necessary application forms. It is hoped that the Board's enthusiastic support for this appointment will speed up the process.

This recruitment prompted a discussion amongst governors regarding the role of Foundation Governors in a church school. It was agreed that Foundation Governors play an important role in supporting the Christian distinctiveness of the school. The discussion will continue at the next SIAMS committee meeting.

- **Governor training planned or completed**

DF attended 'Understanding Performance Data' on 5th December 2022 and ES attended the virtual 'Governor Services Briefing' on 10th November 2022.

JS will attend the OCC Clerk briefing on January 12th

JM will attend ODBE SIAMS training on 17th January.

- **Governor monitoring visits planned or undertaken**

The specialist 2022-3 monitoring areas remain:

EYFS	Hannah Want
Health and Safety	Ed Black
ICT and Computing	James Paulin
Maths/numeracy	Anne Armitage and Iain Horner
PE	Hannah Want and Iain Horner
RE and SIAMS	Duncan Fraser
Literacy	Ed Black
Website	Anne Armitage
Safeguarding	Jan Macdonald
Science	Iain Horner
Swimming	David Lockwood
Whistleblowing	Anne Armitage
Attendance	Jan Macdonald

A Governor asked when the monitoring visits are to take place. JJ explained that he will circulate dates when Governors may wish to visit the school. JS will ensure that there is a specific 'March monitoring visits' folder on GovernorHub. The folder will also contain several resources to support these visits.

4. **Approval of Minutes of LGB meeting held on Wednesday November 2nd 2022**

RM clarified the relationship between Ready for Progress and National Curriculum Maths. The school will engage with both schemes although the National Curriculum in Mathematics is more appropriate to mixed year groups. Details of Ready for Progress can be found at <https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/>

	The minutes were approved										
5.	<p>Actions Arising from FGB meeting on Wednesday November 2nd 2022</p> <table border="1"> <tr> <td>Item 3</td> <td>Recruitment of Foundation Governors See item 3</td> <td>DF and Govs</td> </tr> <tr> <td>Item 9</td> <td>Pool consultation in CAWN Gary Peasely has written an article in CAWN explaining the developments in relation to the school swimming pool. He has invited interested parties to an open meeting in late January.</td> <td>JJ</td> </tr> <tr> <td>Item 8.1</td> <td>PE and Science monitoring report on Hub This action is in hand.</td> <td>IH</td> </tr> </table>	Item 3	Recruitment of Foundation Governors See item 3	DF and Govs	Item 9	Pool consultation in CAWN Gary Peasely has written an article in CAWN explaining the developments in relation to the school swimming pool. He has invited interested parties to an open meeting in late January.	JJ	Item 8.1	PE and Science monitoring report on Hub This action is in hand.	IH	
Item 3	Recruitment of Foundation Governors See item 3	DF and Govs									
Item 9	Pool consultation in CAWN Gary Peasely has written an article in CAWN explaining the developments in relation to the school swimming pool. He has invited interested parties to an open meeting in late January.	JJ									
Item 8.1	PE and Science monitoring report on Hub This action is in hand.	IH									
6.	<p>PREVENT DUTY/ HEALTH & SAFETY/SAFEGUARDING</p> <p>The 2022-3 Section 175 Safeguarding Report has been returned to school and circulated to Governors. This is a comprehensive document and there are very few development points. The advised 'next steps' are:</p> <ul style="list-style-type: none"> To include emergency evacuation procedures, safeguarding, child protection, and health and safety issues in the new staff induction process. To continue to provide effective supervision, support, coaching and training for the for all adult employees and volunteers at the school, To arrange for at least one person who has a current paediatric first aid (PFA) certificate to always be on the premises and available when children are present, and to accompany children on outings. <p>OFSTED commented that the St Peter's Central Record and safeguarding record keeping procedures were 'exemplary'.</p> <p>A Governor asked if children educated off-site remain within the safeguarding remit of the school. For example, she noted that one child had attended a regular course at Hill End over a period of several months. Who was responsible for her safeguarding? JJ confirmed that such children remain the safeguarding responsibility of the school, even when off-site. In this example, senior staff had visited Hill End to ensure that safeguarding procedures were in place and effective.</p>										
7.	<p>EPA (Eynsham Partnership Academy) MAT</p> <p>AA confirmed that the EPA Chair of Governors meeting will be held in February.</p>	AA									

SCHOOL IMPROVEMENT

8.	<p>HEAD TEACHER'S REPORT</p> <p>8.1 Issues to bring to the attention of Governors (How well do our children perform compared to others?)</p>	
----	---------------------------------------------------------------------------------------------------------------------------------------------------------	--

JJ explained that attendance is currently 94.9% (91.5% = FSM). There are 117 children on roll and 10% have SEN.

8.2 OFSTED feedback

Lea Hannam and Andy Platt visited the school on November 24th 2022 to conduct a Section Five OFSTED Inspection. The final published report is very positive. It celebrates the core values of the school and confirms that these are embedded in all aspects of school activity. It praises the curriculum and the wide range of subjects and opportunities that are made available to all children. It confirms that high quality, differentiated teaching, is evident in every classroom. Only one development point is identified.

'In a small number of foundation subjects, leaders have not yet identified and sequenced all the key content that teachers need to teach. Pupils' knowledge in these subjects is not as deep or secure. Leaders should decide, with precision, what they want pupils to learn and remember in these subjects.'

JJ explained that this curriculum development issue was identified by school leaders and Governors before and during the inspection. The action point above is actually 'work in progress'. The inspectors asked JJ to focus on the Art and Design curriculum and explain how it is evolving. JJ was able to provide context by identifying all the curriculum development that had taken place in other areas. He was able to cite the progress made with Read, Write Inc and mathematics mastery and he explained that the Art and Design curriculum would be subject to the same level of scrutiny, analysis and focus and ultimately have the same quality.

A Governor asked how the Art and Design curriculum will move forward. JJ explained that Read, Write Inc and mathematics mastery had absorbed much of the school's curriculum development capacity this year. Teaching staff had happily accepted the onerous amount of training and preparation necessary to make Read, Write, Inc successful. The course is challenging, and teaching staff are required to consistently engage with, and follow the scheme precisely. OFSTED praised the application of the scheme and felt that high quality teaching was evident in all classrooms. School leaders have no wish to overburden staff by pressing forward with additional curriculum development before Read, Write Inc and mathematics mastery is embedded. The school now has a four-year window to plan the next phase of development and school leaders have the 'space' to consider alternatives, visit other schools and read relevant educational research. It is likely that an Art and Design curriculum plan will emerge in the second half of the year following consultation. JJ confirmed that vibrant Art and Design activities are taking place at school and that the current curriculum is fit for purpose.

A Governor asked if there had been feedback from parents. JJ confirmed that he has received many supportive e-mails from parents. Most members of staff can identify themselves and their work in the report, and this has raised staff morale. JJ confirmed that he has contacted Claire Page following the inspection and he thanked her for her input over the many years that she served as Chair of Governors.

The school continues to be 'Good' with outstanding elements.

8.3 AP1 pupil attainment and progress data (What does school activity hope to achieve?)

RM and JJ shared the AP1 pupil progress and attainment data with Governors. The key issues are:

- Combined data is now the key metric. School data can identify children, particularly in Years 1 and 2, who have a specific weakness in one area (thus reducing the whole combined score). This enables school leaders and teaching staff, through pupil progress meetings, to focus on areas of weakness and intervene at the earliest stage. The data thus promotes a discussion of the strategies needed to push a child from 'just below' to 'just at'.
- Large numbers of children are working at their age-related expectation in Years 3, 5 and 6.
- Maths mastery is likely to have more impact towards the latter stages of the year.
- Most EYFS children are making the expected level of progress in writing, reading and number
- The attainment of EAL and Pupil Premium children is encouraging although writing tends to be a less successful area. Consequently, writing interventions are planned for EAL and PP children, where necessary, in 2023.
- A greater proportion of girls are achieving higher levels in reading and interventions designed to boost boys' higher-level reading are planned this term.

The proportion of children working at or above their age-related expected level is:

Year 1	67%
Year 2	59%
Year 3	71%

Year 4	64%
Year 5	76.5%
Year 6	73%

A Governor noted that girls seem to achieve greater progress in writing, and he asked if this was related to the gender disparity identified in reading. RM explained that there are cultural issues relating to boys, reading and literacy and these are replicated nationally. It is generally accepted by academic research that boys tend to be stronger in mathematical subjects, while girls make greater progress in literacy. JJ reminded colleagues that there are also a disproportionate number of boys in the current SEN cohort.

JJ discouraged Governors from attaching too much importance to what may appear to be significant statistical trends. With a school roll of 117 children, one or two 'outlier' pupils can skew the data. JJ and RM explained that in a small school it is possible to respond to individual student needs and deficits quickly and effectively. School leaders find percentages far less valuable than the regular pupil progress meetings held with classroom staff. These discuss the individual needs of children rather than groups.

A Governor noted that progress in Year 5 maths was relatively low. He asked for an explanation. RM explained that the maths curriculum tends to jump to a more challenging step during KS1 and at the start of KS2 and this is reflected in the data. Once these new mathematical skills become embedded, progress becomes sustained over the following year.

	<p>A Governor asked why reading is so strong. JJ and RM agreed that a strong culture of reading is particularly evident at St Peter's. There has always been a healthy appetite for books at the school. Parents enthusiastically engage with this culture and support and encourage reading at home and reading for pleasure.</p>	
9.	<p>UPDATE: SCHOOL POOL, PARENT ASSOCIATION, COMMUNITY ISSUES (How effectively are resources managed?)</p> <p>JJ and RM explained that they will consider a variety of activities to support the 50th birthday of the school building this summer. It is believed that at least two, time capsules are already in situ.</p> <p>A Governor asked JJ to consider capturing images of the St Peter's 900-year anniversary art exhibition held recently at the church. Every child in the school contributed to this successful event. It may be possible to display some of the art-work on the school website?</p>	
10	<p>POLICIES TO BE REVIEWED</p> <p>EPA Attendance Policy 2023 A Governor asked if parents have access to this policy. JJ explained that the policy was circulated to all parents at the start of term. It is a formal policy that has a quasi-legal basis. It is possible that parents who withdraw children during term time will, in future, face fixed penalty notices. JJ will keep Governors informed of any developments in this regard.</p> <p>The policy was adopted by the Board.</p> <p>Admission Policy 2023 Formal consultation will be necessary either this year or next year. JS and JJ will contact the diocese for clarification. The Diocese are ultimately responsible for admissions and will provide advice and support. The admissions policy presented for this year was formally approved and determined by governors.</p>	
11	<p>ANY OTHER URGENT BUSINESS</p> <p>Governors congratulated AA and JM for producing an excellent Governor Newsletter. AA explained that the first edition was necessarily detailed, and information-heavy but subsequent newsletters will focus on a single 'bite-sized' theme.</p>	
12	<p>DATE OF FUTURE MEETINGS: Wednesday 22nd March 2023 at 6.30 pm (Monitoring visits) Wednesday 3rd May 2023 at 6.30 pm (Data AP2) Wednesday 5th July at 6.30 pm (Data AP3)</p>	

Actions from the meeting

Item 3	Foundation Governor Recruitment	JM and DF
--------	---------------------------------	-----------

Item 7	EPA Chair of Governors <u>meeting</u> feedback	AA
Item 9	50-year celebration of current building - ideas	JJ and RM
Item 10	Admissions Policy – consultation?	JJ and JS