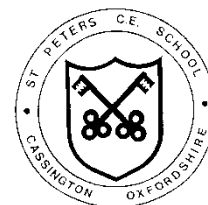




**ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL**  
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 Registered in England and Wales  
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**MINUTES of the LOCAL GOVERNING BODY MEETING  
 May 3<sup>rd</sup>, 2020, 6.30pm, held at the school**

**(Governor challenge is indicated in green)**

<p><u>Diocesan Governors</u>          Claire Page (CP) Chair          Duncan Fraser (DF)          David Lockwood (DL)          James Paulin (JP)</p> <p><u>Also in attendance</u>          Jonathan Smith (JS), OCC Governor Services</p>	<p><u>Parent Governors</u>          Anne Armitage (AA)          Edward Black (EB)</p> <p><u>Staff Governors</u>          Jon Jeffries (JJ) Headteacher          Rob Miles (RM) Staff Governor</p>
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ITEM	TITLE	Action			
1.	<p><b>Apologies for absence and welcome</b></p> <p>Apologies were received and accepted from Elaine Sugden, Jan Macdonald Hannah Want and Iain Horner.</p> <p>The meeting was quorate.</p> <p>CP began the meeting with a prayer.</p>				
2.	<p><b>Declaration of any pecuniary interests relating specifically to this agenda</b></p> <p>No new pecuniary interests were declared.</p>				
3.	<p><b>Approval of Minutes of LGB meeting held on Tuesday 22<sup>nd</sup> March 2021</b></p> <p>The minutes were approved.</p> <p>There is some uncertainty about the procedure for posting approved minutes on the website. CP will investigate</p>	<b>CP</b>			
4.	<p><b>Actions Arising from FGB meeting on Tuesday 22<sup>nd</sup> March 2021</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">Item 1</td> <td style="width: 80%;">           Agenda priorities adjusted to emphasise school improvement and safeguarding. The following questions to be added to each agenda           <ul style="list-style-type: none"> <li>• What does the educational activity at St Peter's hope to achieve?</li> </ul> </td> <td style="width: 10%; text-align: center;">JS</td> </tr> </table>	Item 1	Agenda priorities adjusted to emphasise school improvement and safeguarding. The following questions to be added to each agenda <ul style="list-style-type: none"> <li>• What does the educational activity at St Peter's hope to achieve?</li> </ul>	JS	
Item 1	Agenda priorities adjusted to emphasise school improvement and safeguarding. The following questions to be added to each agenda <ul style="list-style-type: none"> <li>• What does the educational activity at St Peter's hope to achieve?</li> </ul>	JS			

	<ul style="list-style-type: none"> <li>How does the performance of Peter's children compare to national and local benchmarks?</li> <li>How are resources managed to ensure the best outcomes for students?</li> </ul> <p>This action is complete.</p>		
Item 6	<p><b>Damaged wall</b> - Who owns the wall? Who is liable for repairs?</p> <p>DL has contacted WODC regarding ownership of the wall. They conclude that, in normal circumstances, any such repairs are shared between the owner of the land on each side of the wall. The school and grounds were transferred to the Diocese in 1986 but the land on the other side of the wall is technically 'unregistered'. WODC and the Land Registry do not know who owns it. DL will contact the Diocese and Parish Council to see if they can shed any light on the issue. It appears that much of the land in this area is not registered.</p> <p>The wall will remain fenced off and inspected regularly by school.</p>	EB and DL	
Item 8	<p><b>Safeguarding and Prevent training</b></p> <p>Available through <a href="https://safesmart.co.uk/training-course-library/safeguarding-and-prevent/">https://safesmart.co.uk/training-course-library/safeguarding-and-prevent/</a></p> <p>CP identified Governors who have yet to complete the training. She asked colleagues to contact Emily Lamaire at school if they are unsure about the status of their qualifications.</p>	All	

## SCHOOL IMPROVEMENT

5.	<p><b>Prevent Duty/ Health &amp; Safety/Safeguarding</b></p> <p>To include any relevant issues to bring to the attention of Governors.</p> <p>There are no major Health and Safety issues to report. The annual Health and Safety audit/survey will take place this summer. JJ will establish the precise date.</p> <p>One MASH safeguarding referral has been initiated and there have been 9 recorded safeguarding issues reported thus far.</p> <p>JJ explained that a long-running safeguarding issue has been fully investigated and can now be considered 'closed'. The issue has involved many hours of staff time and Governors and EPA officers have been involved in the investigation. The parents appear to have accepted the resolution.</p>	JJ
6.	<p><b>6.1 Headteacher's Report</b></p> <p>There are <u>107 98</u> children on roll. <u>50 4</u> are boys and <u>56 48</u> are girls. <u>11 0</u> (<u>11 9.3%</u> are PP; 5 (<u>5 4.7%</u> are FSM); 15 (<u>15 4%</u>) are non_-white_-British and <u>7 8</u> (<u>7.5%</u>) are EAL. <u>There are currently 15 children in the nursery</u></p>	

There are 127 children on the Special Needs Register (12.6%) and the school has one looked after child - 'A child we care for' and 2 previously looked after children-

The core purpose of the school is to provide a high-quality education through purposeful and effective teaching. JJ identified several developments undertaken recently, that support this objective.

He explained that current school attendance is 93.5%. The pre-pandemic attendance (2019/20) percentage was 96.8%. The attendance gap of FSM children is -2.8%, the PPG gap is - 2.8% and SEND gap is -3.7%. JJ added that the latest phase of the pandemic has continued to have a direct and indirect impact of attendance. The new attendance strategy has been launched and is now gaining traction. This strategy involves termly attendance reports to parents. Two persistent absentees are now attending more regularly thanks to interventions and improved communication with parents.

A Governor noted that a third of all the children in the school had attendance of less than 90%. He asked if this is an issue to be 'worried about'. JJ explained that this absence level is significant. If children are not in school, they are unable to learn. However, 10% absence equates to just five days of absence from school during a ten-week term. Large numbers of children have been affected by Covid, and full integration has increased the propensity of children to catch tummy bugs and other traditional illnesses. Many children with previous excellent attendance have found themselves below 90% because of these reasons

A Governor asked if there was a ceiling level of absence that precipitated an intervention. RM explained that each case was reviewed independently, and consideration was given to mitigating factors. For example, the attendance database clearly identifies any absence due to Covid and this would be considered before any call home was made.

JJ explained that lateness is rare and that there are no issues with bullying or behaviour in general at present.

A Governor asked if the two recent fixed term exclusions reflect any behavioural trends. JJ explained that both exclusions applied to a child that demonstrates complex behavioural issues. A full range of interventions are in place to support the child and the family and advice has been sought from external organisations including the Trust. The school has negotiated a target driven reintegration plan and this will be regularly monitored and reviewed during the reintegration period.

A Governor asked why twice as many 'reflection sheets' had been issued this year than in 2020-1. RM reminded colleagues that the school was closed for a significant period in 2020-1. He added that most of the reflection sheets in 2021-2 have been issued to children in Years 1 and 2. These children were organised into bubbles during 2021-2 and consequently there was less likelihood of social conflict. Fewer reflection sheets were issued. Year 1 and 2 children have been most affected by the

pandemic and some pupils are finding it difficult to re-establish cohesive relationships with their peers.

A Governor asked for explanation of the expression 'zero tolerance to bad behaviour'. JJ explained that this is a reference to the poor behaviour of parents not children. The school had been required to accept additional responsibilities for welfare and social support during the pandemic. For many families, the school was accessible and, unlike many other social services, open for business. JJ reports that some parents continue to bring eclectic and intractable problems into school rather than sharing them with social services. There is an expectation that staff at school will solve these issues. Conversations can become maladaptive and angry when it is explained that 'this is not a school issue'. In extremis, persistently aggressive parents can be banned from the site. JJ feels that a relaunch of the home-school agreement is timely. **Governors agree.**

JJ

29 DDI (Development Drop Ins) have been completed. All the teaching observed has been at, or above, the required standard.

A Governor was concerned that 70 days of staff cover have been required so far this year. JJ explained that staff had managed to keep the school open during the pandemic despite multiple staff absences. Senior [and part-time](#) staff were regularly required to cover lessons for absent colleagues and undertake the additional duties and supervision necessary to keep the school safe. Every staff member 'ran the extra mile' and the collective response to this challenge has been outstanding.

**6.2 AP2 Data.** AP2 pupil progress and attainment data with reference to Year 6.

RM presented the AP2 data

All EYFS children have made at least three steps of progress and, on average, 47% have made six steps of progress in the four assessed areas. This is an improvement on AP1. The learning platforms Read, Write Inc and White Rose Maths appear to have made an immediate impact.

In other year groups

Year Group	Percentage below expected performance in Reading	Percentage below expected progress in Writing	Percentage below expected progress in Mathematics
1	30	47	17
2	0	29	14
3	15	46	15
4	6	47	12
5	3	6	5
6	1	5	2

RM explained that PiXL assessments produce data that enable comparisons to be made with 22,000 other children, taking the same assessment, in England and Wales. St Peter's Year 6 children are 13% above the PiXL average in reading and 2% above the PiXL average in mathematics. Year 2 children are 28% above the PiXL average in reading and 21% above the PiXL average in mathematics.

RM added that revised Year 6 targets now suggest that 33% of children will achieve greater depth in all three subjects (previously 29%).

RM reports that the performance of St Peter's children is the third best in the Partnership. In 2019 the performance of children at St Peter's was rated sixth (out of 8 schools) in the Partnership.

In answer to a question, RM confirmed that writing seems to be the subject area most affected by the pandemic. However, it is worth noting that other EPA schools are also experiencing similar deficits. Action taken by the school thus far includes:

- The introduction of the Read, Write Inc platform as quickly as possible. Specially adapted RWI Premium materials are being used with the youngest children.  
<https://www.ruthmiskin.com/en/programmes/phonics/>
- The school has engaged with the EPA English lead. She has supported senior staff and provided advice about target setting. She has also given other useful practical guidance.
- The use of robust external moderation to support assessment decisions made at school.
- The application of White Rose-style, maths mastery, teaching methods in writing lessons. This strategy was suggested by an external consultant visiting the school earlier in the year.
- The provision of writing and reading support for a group of Year 6 girls. This support includes wellbeing and emotional help, including ELSA interventions where appropriate. Staff have undergone specific training to develop the specialist skills needed to support some of these pupils.
- The establishment of a writing support group for Year 5 boys. An additional member of staff is also allocated to the Year 5 class on Mondays, Tuesdays and Wednesdays to facilitate small group work.
- The SEN team led by Michelle Glass are working tirelessly to support children. JJ explained that the team had focused their efforts on supporting vulnerable learners in Year 3 and 4 during Term 1. These children made the appropriate steps of progress during this time. Consequently, the focus has now shifted to Years 5 and 6 in Term 2. This strategic approach is supported by careful planning, accurate formative assessment and effective communication with parents and carers.
- The school proposes to engage a TA to 'mop up' any children who have failed to meet Read, Write Inc short term targets at the end of each week.

	<ul style="list-style-type: none"> <li>The Homework Club was devised earlier to support three children who were working several steps below the expected standard in all areas. These children have made the required steps of improvement and the resources used to support the Homework Club will now be diverted elsewhere <a href="#">from May half-term</a>.</li> </ul> <p>A Governor asked if it was possible to present progress and attainment data that indicated changes in performance between AP1, AP2 and AP3. The current data does not show if progress between assessment points is positive or negative. JJ explained that EPA have commissioned a new data programme called 'SONAR'. <a href="https://junipereducation.org/sonar-tracker/">https://junipereducation.org/sonar-tracker/</a> This is likely to provide such comparative data in the future. JJ will report on the implementation of this new package at the next LGB meeting. A Governor training session may be necessary. <b>Governors confirmed that they do not wish to create any additional work for Jon or Rob and will continue work with the standard pupil data submission presented each term to EPA</b></p> <p><del>JJ explained that Governors <a href="#">have all been could be</a> given (anonymised) access to 'Target Tracker'. <a href="#">Governors were unaware that they have access to the platform. JJ will confirm access arrangements and share with colleagues. When</a> However, <a href="#">SONAR is fully will be launched launched in next few months and JJ will ensure governor access. JJ feels that it might be confusing to have access to both systems. SONAR is more user-friendly.</a></del></p> <p>A Governor asked if the Homework Club will continue. JJ explained that the club had been created to address a particular problem. Although described as a 'homework' club, it was really an additional intervention session for three particularly vulnerable learners. The club has been astonishingly successful and has secured 'expected levels' for participants. There are no plans to continue with this strategy unless a specific need arises in the future.</p> <p>A Governor asked why there were differences between the performance of individual cohorts of children. JJ explained that each cohort has different characteristics and no two are the same. Comparisons are not always helpful as, for example, the data does not consider the proportion of children in the cohort with special needs and the social dynamics of the group. Some groups are particularly self-confident and resilient while others are not. Nevertheless, the variance in performance between groups at the school is not that significant. Most achieve on average around four steps of progress.</p> <p><b>6.3 Budget Update - Period 3 monitoring Report</b></p> <p>The 2021-2 end of year Budget will be discussed at the July FGB meeting</p> <p>A Governor asked if annual repayments for the five-year loan (to repair the roof) are extracted from the premises budget. JJ confirmed that they are not <a href="#">though they are a cost to be met through the school's overall budget.</a></p> <p><b>6.4 School Development Plan - update. 2021-2 SEF update</b></p>	<p>JJ</p> <p>JJ</p>
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	<p>The updated development plan was circulated before the meeting.</p> <p>A Governors felt that it would be useful to identify how activities had progressed from one review to the next. JJ felt that the ‘RAG’ colour coding enables Governors to see the ‘state of play’ and progress with each item.</p>	
7.	<p><b>UPDATE: School pool, Parent Association and Community Issues</b></p> <p>JJ confirmed that swimming lessons will recommence at Witney pool on 13<sup>th</sup> May. Year 5 and 6 will attend and the activity is being supported by the SPSA. In answer to a question, JJ explained that there are four strands to the swimming curriculum. One of the strands is self-rescue. Swimming competence is reported externally and secondary schools are often required to provide lessons for Year 7 children who have not managed to reach the required standard at primary school.</p> <p>SPSA will be recruiting new members and are hoping to add ‘fresh blood’ during 2022-3.</p> <p>Bike Night will take place on June 27<sup>th</sup> and Governors are invited to take on a marshalling role and provide site supervision. Bike Night raises several thousand pounds for the school and is a key fundraiser.  <a href="https://cassingtonbikenight.wordpress.com">https://cassingtonbikenight.wordpress.com</a></p>	
8.	<p><b>Policies to be reviewed</b></p> <p>There were no policies to review</p>	
9.	<p><b>Governing Body Business</b></p> <p><b>9.1 Governor training planned or complete</b></p> <ul style="list-style-type: none"> <li>• AA has attended Safer recruitment (29<sup>th</sup> March) and has completed Prevent training (27<sup>th</sup> March)</li> <li>• JM and ES attended the OCC Governor briefing on 17<sup>th</sup> March</li> <li>• JS attended an OCC briefing regarding proposed changes to the clerking service 2022-3 (April 6<sup>th</sup>)</li> </ul> <p><b>9.2 Terms of Office coming to an end.</b>  Hannah Want’s term of office will end on 20<sup>th</sup> September 2022. Hannah is a Parent Governor and any extension to her term of office will require an election.</p> <p>David Lockwood’s term of office ends on 14<sup>th</sup> November 2022. David is a Foundation Governor and any extension of his term of office will require Diocesan approval</p> <p><b>9.3 Skills Audit</b>  CP asked colleagues to complete the audit.</p> <p><b>9.4 Succession Planning</b></p>	<p>HW</p> <p>DL</p> <p>All Gov</p>

	<p>CP has expressed her intention to stand down from her role as Chair of Governors in August 2022. Claire will continue to support and advise her successor and, she hopes she will be able to engage with other school activities. She will be missed.</p> <p>Elections for the post of Chair and Vice-chair of Governors will be held at the next LGB meeting.</p>	JS
10.	<p><b>EPA (Eynsham Partnership Academy) MAT</b> Any EPA issues or developments to share with Governors</p> <p>CP attended the EPA Chair of Governors meeting on 30<sup>th</sup> March. The meeting asked EPA schools to consider a more collaborative approach to Governance. For example, Heyford and Bartholomew School Governors have held a joint-online meeting to share general governance issues and ideas. Eynsham and Stanton Harcourt Governors have met to discuss shared resourcing/Health and Safety matters. There will be an EPA Health and Safety Governors meeting on 8<sup>th</sup> June 2022.</p> <p>The school has benefitted for some high-quality EPA training input this term.</p>	
11.	<p><b>Any Other Urgent Business</b></p> <p>AA will support SATS examinations on May 11<sup>th</sup>, 2022</p>	AA
	<p><b>DATE OF FUTURE MEETINGS:</b> <b>Governor Meeting dates for LGB meetings 2021/22</b> Tues 12 July 22 - AP3 Data focus. SATS and budget</p>	

*May 2022 with Papers to GovernorHub for LGB access  
(7 days before meeting date)*

### Actions from this meeting

Item 3	Clarification of procedure for posting minutes of LGB meetings onto the website	CP
Item 4	Continue enquiries into ownership of wall. DL to raise issue at Parish Council and Diocese meetings if appropriate	DL
Item 4	Governors to contact Emily Lamaire if uncertain about the status of their safeguarding and Prevent qualifications	All Gov
Item 6.1	Consider re-issue of Home School Agreement.	JJ
Item 6.2	SONAR pupil data system - any update? <del>JJ to investigate Governor access to Target Tracker</del>	JJ

Item 9.2	HW and DL's terms of office ending in Term 1 2022-3	HW and DL
Item 9.3	Governors to complete skills audit.	All Gov
Item 9.4	Election of Chair and Vice-Chair of Governors at July LGB meeting	JS
Item 11	AA to support SATS exams on May 11 <sup>th</sup>	AA