



ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL
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LOCAL GOVERNING BODY MEETING

Tuesday 11th January 2022, starting at 6.30 p.m. at school
 Please read papers in advance of the meeting
This meeting has a data (AP1) focus

LOCAL GOVERNING BODY MEETING

Tuesday January 11th, 2022, starting at 6.30 p.m. at school
 Items of Governor challenge are indicated in green

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| <p><u>Diocesan Governors</u> Claire Page (CP) Chair Elaine Sugden (ES) Duncan Fraser (DF) David Lockwood (DL) Jan Macdonald (JM) James Paulin (JP)</p> <p><u>Trust Appointed Governor</u> Iain Horner (IH)</p> | <p><u>Parent Governors</u> Hannah Want (HW) 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 | |
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| 1. | <p>Apologies for absence and welcome</p> <p>Claire Page welcomed all to the meeting.</p> <p>All Governors attended and the meeting was quorate.</p> <p>Claire Page began the meeting with a prayer.</p> | |
| 2. | <p>Declaration of any business or pecuniary interests 2021-2. Pecuniary interests relating specifically to this agenda</p> <p>There were no new pecuniary interests to declare</p> | |
| 3. | <p>GOVERNING BODY BUSINESS</p> <p>Governor recruitment</p> <p>Governors feel that it would be helpful to recruit a new Governor with finance and accounting skills. They also agree that it would be beneficial to</p> | |

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| | <p>have a Governor with direct links to the Diocese. The Board remains open to this idea and will continue to explore possibilities.</p> <p>Governor training planned or completed</p> <p>Jan Macdonald has completed training in ‘Preparing for Ofsted’ and ‘SIAMS Inspection and Scheduling Arrangements’ (September and October 2021). Rob Miles has completed ‘Governor Induction A and B’ (November and December 2021). James Paulin has completed ‘Governor Induction A and B’ and the OPL modules on ‘Induction to Governance’ and ‘Strategic Direction’ (September and October 2021). Elaine Sugden has completed ‘Understanding the Primary Curriculum’ and ‘Governor Monitoring’ training (September and October 2021).</p> <p>Governors agreed that a bespoke St Peter’s Governor training session on school data would be useful. It is likely that James Bird from the Trust will lead.</p> | JJ |
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| 4. | <p>Approval of Minutes of LGB meeting held on Tuesday November 2nd 2021.</p> <p>DF asked that references to ‘worship consultation’ are changed to ‘spirituality development’</p> <p>The £3,000 worth of new texts referred to in the minutes relate to books purchased to specifically support the literacy plan</p> <p>The minutes were approved.</p> | | | | | | | | | | | | | |
| 5. | <p>Actions Arising from FGB meeting on Tuesday November 2nd 2021</p> <table border="1" data-bbox="252 1323 1342 1592"> <tr> <td>Item 3</td> <td>Governor Recruitment Update (see item 3)</td> <td>AA</td> </tr> <tr> <td>Item 7</td> <td>Other Governor Monitoring visits - presentations (see item 7.3)</td> <td>Govs</td> </tr> <tr> <td>Item 11</td> <td>‘Worship’ consultation process, outcome and actions (see item 7.4)</td> <td>DF</td> </tr> <tr> <td>Item 10</td> <td>Admission Policy Update (See item 10)</td> <td>JJ</td> </tr> </table> <p>All actions are included in this agenda</p> | Item 3 | Governor Recruitment Update (see item 3) | AA | Item 7 | Other Governor Monitoring visits - presentations (see item 7.3) | Govs | Item 11 | ‘Worship’ consultation process, outcome and actions (see item 7.4) | DF | Item 10 | Admission Policy Update (See item 10) | JJ | |
| Item 3 | Governor Recruitment Update (see item 3) | AA | | | | | | | | | | | | |
| Item 7 | Other Governor Monitoring visits - presentations (see item 7.3) | Govs | | | | | | | | | | | | |
| Item 11 | ‘Worship’ consultation process, outcome and actions (see item 7.4) | DF | | | | | | | | | | | | |
| Item 10 | Admission Policy Update (See item 10) | JJ | | | | | | | | | | | | |
| 6. | <p>EPA (Eynsham Partnership Academy) MAT</p> <p>Any EPA issues or developments to share with Governors</p> <p>A more detailed five-year Trust development plan is expected this term. It is likely that an Early Years school in Eynsham will join the Trust</p> <p>In answer to a question, JJ felt that these ‘extra’ children would be insufficient to push the Trust beyond the threshold required to access more central government funding.</p> | | | | | | | | | | | | | |

SCHOOL IMPROVEMENT

7.

7.1 Headteacher's Report to include issues to bring to the attention of Governors relating to the Covid 19 Risk Assessment and Outbreak Management Plan, January 2022.

JJ presented the January Headteacher's Report. Key details are:

- 99 children are on roll of which 7% are in receipt of the Pupil Premium and 11% are SEN.
- The school has three looked-after children (Now known as 'Children We Care For')
- Attendance is 95.02% (2020-1 it was 98.1%). 9% of children are categorised as a 'persistent absentee'.
- Cumulative staff absence is 20.5 days so far (67 days in total last year)
- Senior staff have made 17 Development Drop-ins. All met the required standard. Whole school, book scrutiny has continued. The standard of work has been consistently high. Senior staff plan to focus on presentation and to provide dictionaries and spelling books for all children.
- The budget is set to have a £71,000 carry forward at the end of the year. JJ's consultancy work has earned the school £12,000.
- The school will welcome the return of member of staff from maternity leave at the end of February. The after-school club is managed by Louise Judd.

Governors feel that the 9% persistent absentee figure was high. JJ explained that 9%, was actually just 8 or 9 children. The families of these children are subject to a range of interventions and regular communication. External agencies such as the OCC Attendance Team and Social Services support a number of these families. Overall attendance has been affected by Covid and by unapproved term time holidays.

A Governor asked why the number of reflection sheets distributed had been so high this year. JJ explain that this related to an increase in low-level poor behaviour that can be directly attributed to the pandemic. He felt that children, particularly younger children, had forgotten how to queue, wait their turn and work cohesively with others. This had resulted in 'niggles' and petty arguments.

A Governor asked how the school would cope with anticipated high staff absence during the winter months. JJ explained that the healthy budget situation enabled the school to engage external professional agency staff when teachers are ill. In the past, absence had been covered internally and this had been a particular strain on staff and school leaders.

7.2 AP1 Data.

AA presented the December 2021 pupil progress and attainment data

| | Reading (achieving age- related expectations plus) | Writing (achieving age- related expectations plus) | Mathematics (achieving age- related expectations plus) |
|--------|--|--|--|
| Year 1 | 67% | 53% | 94% |
| Year 2 | 100% | 85% | 86% |
| Year 3 | 77% | 61% | 77% |
| Year 4 | 94% | 59% | 85% |
| Year 5 | 81% | 50% | 62% |
| Year 6 | 93% | 60% | 79% |

She explained that achievement in handwriting, across the school was less positive than the achievement in reading and mathematics. **Governors were interested to know why this was the case and what actions were planned to rectify the situation.** JJ explained that it had been difficult to set 'writing' home learning activities during the pandemic that challenged children and moved them forward. Parents are generally able to support work related to reading and mathematics, but many find difficult to 'teach' writing at home. He added that staff INSET time in 2022 is to be devoted to the assessment of writing and that senior staff are to introduce a new monitoring framework. This will accurately identify the competence of each child in writing and explain the 'next steps' necessary for them to make progress. All teaching staff and TAs will be expected to aware of, and use, the monitoring information. Senior staff visiting classes will look to see that lesson planning has utilised this information.

AA explained that Early Years had been most affected by the pandemic. Children returning to school from lockdown have taken time to rebuild relationships and to interact with their peers in a positive way. Some adjustments have been required.

AA explained that stereotypical gender disparities are apparent in most year groups. The data suggests that girls are more successful in writing and boys are more successful in mathematics. Interventions are in place at St Peter's and staff are working strategically to address this disparity. The data suggests that these interventions are effective. However, the trend reflects broad cultural issues that are sadly experienced by most schools.

The performance of all children in mathematics is strong. St Peter's mathematicians are performing well in comparison to 35,000 children nationally, who sit the same Pixl tests. <https://www.pixl.org.uk/primary> RM explained that mathematics mastery can boost reasoning and problem solving but this is often at the cost of basic arithmetic. Consequently, discreet arithmetic sessions have been timetabled this term.

AA explained that the AP1 data demonstrates the positive impact of a range of interventions employed across the school. Staff have been quick to correctly diagnose learning deficits and to engage appropriate and effective interventions. JJ added that the school has employed a non-timetabled member of staff, one day a week, to provide small group interventions where they are most needed. This resource is expensive. However, the impact has been significant.

A Governor asked how many steps of progress are expected to be made by a child in a year. RM explained that children generally make six steps of progress in each year, but it is rare for this to be consistent. A child may only make two steps of progress before term 5 and four steps in term 6.

A Governor asked if a child achieving 'level 3' steps at the end of Year 3, would automatically graduate to a new set of 'level 4' steps in September. RM explained that this was not the case.

A Governor asked if OFSTED visitors will make allowances for the impact of Covid. CP explained that they will focus on the quality of education, the impact of development activities undertaken, and the prudent investment of additional monies received during the pandemic. It will not be possible to use Covid as an 'excuse' for any underachievement.

7.3 Governor Monitoring Visits. Feedback from visits that took place between 4th October 2021 and 15th October 2021, not covered in the November 2nd FGB meeting. (Various Governors)

IH visited Science on January 10th. He reports:

- Laura Edwards, the Science lead, is involved in a range of development projects this year. Her main aim to achieve the Science Quality Mark at the end of this year. <http://www.psqm.org.uk>
- The Science curriculum plan is 'work in progress' but progress is encouraging. Laura has made impressive use of student voice and the intent aspect of the Science curriculum plan is written in the first-person using student language. IH feels that this makes the comments particularly relevant and powerful.
- Laura has organised a comprehensive inventory of the school's Science resources so that staff can easily identify the equipment needed for practical work.
- OFSTED prefer each subject to have an idiosyncratic 'style' to help it stand out. IH feels that the on-going development of the science curriculum will help Science differentiate as a discrete subject.

A Governor asked if the Science topic 'evolution' overlapped with other subjects, especially RE. JJ explained that all topics in the new curriculum structure would have cross-curricular elements. When teaching evolution, staff will provide access to all the various theories of evolutionary theory,

and this will necessarily involve a consideration of religious views in this regard.

7.4. Spirituality Consultation Process

DF explained that a comprehensive process of consultation had been undertaken over the last few months. Staff, children and Governors have been involved in this process and it has led to a number of innovations:

- Interactive collective worship activities have taken place
- A spiritual picture has been developed. This embraces the vision and values of the school and provides those who view it, with opportunities to reflect.
- A definition of spirituality has been written. This coheres the vision, values, and Christian ethos of the school into a single, memorable, statement
- A Christmas song has been composed and performed by children.

JJ explained that the school has received a visit from Allyson Taylor (OCC SIAMS Advisor). Allyson was impressed by the enthusiasm and creativity that she observed. She concludes that the school has a particularly strong set of vision and values, and she adds that children from all age groups understand and can articulate the vision consistently. She therefore concludes that the school is well-placed for a SIAMS inspection. Allyson felt that it is important that stakeholders grasp the difference between vision and values. In simple terms, vision is the intended outcome and values are 'how we get there'.

Governors feel that all these elements could be brought together and included in a 'spiritual book' available to all children and staff. For example, a new recruit to the school, could receive the book on arrival. The book would help embed and connect all these concepts and provide a single point of reference for children and families.

Governors agree that the 'Spiritual Picture' (circulated before the meeting) would support pupil understanding of visions and values and promote reflection. It was agreed that the picture could be developed into a work of art and JJ felt there was scope for a competition with the winning entry providing a focal point for the whole school.

However, the original spiritual definition has been amended following advice from Allyson Taylor.

*"My spirit is the rudder within that guides me through life. Reflection, stillness and questioning helps me to make healthy choices. Beauty, awe and wonder inspire us to reach towards **faith**, the beyond, or the greater meaning of life. The core of our spirituality is LOVE."*

The original definition included the word 'God' where 'faith' exists in the revised version. She feels that the original definition had the potential to

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| | <p>make those of other faiths (or no faith) feel unwelcome. She also feels that the new definition will be more acceptable to SIAMS inspectors.</p> <p>Several Governors expressed a wish for the definition to continue to refer specifically to the Christian faith. The school has a Christian foundation and the visions and values shared by the school's stakeholders are built upon the teachings of Christ. A Governor argued that schools, clearly identifying as Christian, tend to attract non-Christian families who are comfortable with, and support, the Christian ethos. Colleagues agreed to send any thoughts and comments regarding the statement, to JJ before Friday January 21st. He will share these comments with Allyson Taylor when they next meet.</p> <p>7.5. Sport Premium statement Looked after Children Report and SEN statement</p> <p>The Sport Premium, Looked After Children Report and SEN statement were circulated before the meeting. There were no questions.</p> | All Gov |
| 8. | <p>UPDATE: SCHOOL POOL, PARENT ASSOCIATION, COMMUNITY ISSUES</p> <p>A St Peter's pool stakeholders' meeting, chaired by David Brown and including all relevant groups, will be held this term.</p> | CP/JJ |
| 9. | <p>PREVENT DUTY/ HEALTH & SAFETY/SAFEGUARDING</p> <p>JJ reported that there has been one MASH referral so far this year. This safeguarding concern issue continues to be monitored by senior staff at school.</p> | |
| 10 | <p>POLICIES TO BE REVIEWED</p> <p>PSHRE Policy 2022 The policy has been updated and revised and Governors thanked HW and ES for their involvement in this work. ES explained that the PSHRE work at school was supported by the Five Keys to Happiness project (Inside Out). The Five Keys project does not cover the whole PSHRE curriculum and therefore supplementary work is required. ES feels that it would be helpful to review the impact of the Five Keys project this year. This will need to include feedback from staff and children. The policy was approved.</p> <p>Admissions Policy 2023/4 A Governor suggested that a simple time-line graphic should be included in this policy. This will help parents unravel the complexities of autumn and summer born admission arrangements. JJ felt that this would be useful but explained that the policy was a quasi-legal, formal document, closely controlled by the Diocese with little opportunity for adjustment. The timeline could, for example, be presented on the school website. The policy was approved.</p> | |

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| | <p>OCC Safeguarding Audit return December 31st 2021 Governors thanked JM for her contribution to this onerous annual task. OCC will distil a safeguarding development plan from the return, and this will be circulated to Governors when it is received at school. The audit was approved.</p> | |
| 11 | <p>ANY OTHER URGENT BUSINESS</p> <p>The school has provided a work placement for Charlie who is currently on the ‘Kick-Start’ programme. https://kickstart.campaign.gov.uk Since joining the school, Charlie has grown in confidence and has become a valued member of the office team. She/he is currently producing a school prospectus and AA is supporting her with this venture.</p> <p>JJ explained that the Curriculum Statement, circulated before the meeting, is a general overview of the school curriculum. It will be reinforced by more detailed curriculum statements relating to each of the core and non-core subjects. Governors are invited to respond to the document by e-mail.</p> | All Gov |
| 12 | <p>DATE OF FUTURE MEETINGS: Governor monitoring visit window 28th February 2022 - 7th March 2022 Tuesday 22nd March 2022 LGB (feedback from Governor visits) Tuesday 3rd May 2022 LGB (AP2 Data) Tuesday 12th July 2022 LGB (AP3 Data and SATS)</p> | |

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

Prepared by Jonathan Smith (clerk)

Actions from the Meeting

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| Item 3 | Governing body training in pupil progress and attainment data to be confirmed. | JJ |
| Item 6 | Feedback from pool stakeholder meeting chaired by David Brown | CP/JJ |
| Item 7.3 | Governor monitoring visit to ICT | DL |
| Item 7.4 | Spirituality Statement – final agreement | JJ |
| Item 11 | Curriculum Statement – final draft | JJ |

