



# ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL

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Registered in England and Wales  
Company number 07939655



## LOCAL GOVERNING BODY MEETING

January 12th 2021 at 6.30 p.m.

### Minutes

<p><u>Diocesan Governors</u> Claire Page (CP) Chair Elaine Sugden (ES) Duncan Fraser (DF) David Lockwood (DL) Jan Macdonald (JM)</p> <p><u>Trust Appointed Governor</u> Iain Horner (IH)</p>	<p><u>Parent Governors</u> Hannah Want (HW) Anne Armitage (AA)</p> <p><u>Staff Governors</u> Jon Jeffries (JJ) Headteacher Dan Long (DLn)</p>
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1.	<p><b>Apologies for absence and welcome</b></p> <p>CP welcomed all to the meeting. She particularly thanked JJ and DLn for attending after a long and challenging day at school. The meeting began with a prayer led by CP.</p> <p>Apologies were received and accepted from Catherine Chapman</p>	
2.	<p><b>Declaration of any business or pecuniary interests in agenda items and completion of fresh pecuniary interest forms</b></p> <p>All 2020-1 Declaration of Interest forms are now complete and filed on GovernorHub.</p>	
3.	<p><b>Governor Business</b></p> <p>CP announced that Catherine Chapman has resigned from the Board. Catherine has professional commitments that make it difficult for her to continue as a Governor. The Board was sad to hear this news. JJ reminded colleagues that Catherine has consistently been a strong supportive presence at the school gate at the start and end of the day. She has used this opportunity to speak to fellow parents, listen to their concerns and, whenever possible, promote the school. She has been an excellent Parent Governor and will be missed.</p>	

	<p>The school will be required to undertake a Parent Governor election at an appropriate time in the future.</p> <p>Catherine's finance and budgeting expertise will also be missed and it may be necessary to reconfigure the membership of committees in response to this resignation.</p> <p>AA offered to replace Catherine as the Board's SEND lead.</p>	<p>CP</p> <p>AA</p>																		
4.	<p><b>Approval of Minutes of LGB meeting held on October 6<sup>th</sup> 2020</b> Governors asked for a number of missing details to be added:</p> <ul style="list-style-type: none"> <li>• The Forest School link is Anna Houghton</li> <li>• IH is the link for Science</li> <li>• Julie 'Hayle' is Julie 'Howe'</li> </ul> <p>The minutes were approved by Governors.</p>																			
5.	<p><b>Actions Arising from FGB Meeting held on October 6th 2020</b></p> <table border="1"> <tr> <td>Item 2</td> <td>Complete declarations of interest forms <i>This action is complete</i></td> <td>All Govs</td> </tr> <tr> <td>Item 3</td> <td>Claire Page to seek reappointment by the Diocese as a Foundation Governor <i>This action is ongoing. CP has completed and submitted the necessary paperwork.</i></td> <td>CP</td> </tr> <tr> <td>Item 4</td> <td>Date for first Impact and Performance Committee meeting <i>15<sup>th</sup> December - this action is complete.</i></td> <td>IH</td> </tr> <tr> <td>Item 4</td> <td>JJ to ask senior officials at EPA for support with revision of Committee Terms of Reference (is there an EPA proforma?) <i>EPA are undertaking a review of the scheme of delegation (and thus terms of reference for committees) but the pandemic has delayed progress.</i></td> <td>CP</td> </tr> <tr> <td>Item 7</td> <td>DL to present ICT curriculum report <i>This action is complete</i></td> <td>DL</td> </tr> <tr> <td>Item 8</td> <td>Home School Agreement to be shared with children, staff and families <i>This action is complete</i></td> <td>JJ</td> </tr> </table>	Item 2	Complete declarations of interest forms <i>This action is complete</i>	All Govs	Item 3	Claire Page to seek reappointment by the Diocese as a Foundation Governor <i>This action is ongoing. CP has completed and submitted the necessary paperwork.</i>	CP	Item 4	Date for first Impact and Performance Committee meeting <i>15<sup>th</sup> December - this action is complete.</i>	IH	Item 4	JJ to ask senior officials at EPA for support with revision of Committee Terms of Reference (is there an EPA proforma?) <i>EPA are undertaking a review of the scheme of delegation (and thus terms of reference for committees) but the pandemic has delayed progress.</i>	CP	Item 7	DL to present ICT curriculum report <i>This action is complete</i>	DL	Item 8	Home School Agreement to be shared with children, staff and families <i>This action is complete</i>	JJ	
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6.	<p><b>EPA MAT - Feedback, EPA Chair of Governors Meeting</b></p> <p>6.1 Heyford school has joined the Eynsham Partnership. Heyford was originally a free school and is now an all-through primary/secondary school. There are now 7 primaries and 2 secondaries in the trust. EPA is</p>																			

	<p>supporting Heyford by investing additional resources and drawing on expertise from within the Trust. In answer to a question, JJ confirmed that the Trust is currently about 100 pupils short of the threshold necessary to draw substantial additional funds from the DfE. Should another primary school join the partnership, this watershed would almost certainly be met.</p> <p>CP attended an EPA meeting for Chairs of Governors on 11<sup>th</sup> January 2021. The meeting discussed the response of schools to the pandemic and the arrangements in relation to Heyford School.</p>	
7.	<p><b>GOVERNOR MONITORING</b></p> <p>All Governor monitoring visits undertaken in November involved the same three questions:</p> <ul style="list-style-type: none"> <li>• What are the strengths and weaknesses in this subject and, how do you know?</li> <li>• How is the subject monitored and evaluated and how does this link to the Development Plan?</li> <li>• What are your resource needs 2020-1?</li> </ul> <p>7.1 ICT and Computing</p> <p>The Computing and ICT monitoring visit was undertaken by DL on 24<sup>th</sup> November 2020. The three key issues identified were:</p> <ul style="list-style-type: none"> <li>• Computing and ICT is not taught directly as a discrete subject. ‘ICT 123’ have provided a scheme of work for all age groups but children seem to gain most of their knowledge and competence by engaging in indirect activities such as ‘Scratch’. ‘Micro-bits’ and Lego robotics. They acquire ICT skills through ‘osmosis’.</li> <li>• Children are asked to credit on-line sources and are encouraged to reflect on the validity and independence of the person or organisation posting the material.</li> <li>• There is currently little formal evidence of pupil progress, attainment and monitoring. This is a concern particularly if OFSTED select ICT as a deep dive subject. Staff at school are developing procedures to monitor and track attainment and these will be the focus of DF’s next visit.</li> </ul> <p>DLn explained that e-safety is taught throughout the wider curriculum and also as a specialist unit. For example, e-safety is taught throughout the year and the school participates in the annual Safer Internet Day</p> <p>JJ felt that the 60 Chromebook computers have been particularly useful, and a wise investment, during the current lockdown. DL felt that the ICT equipment used by children at the school was generally superior in quality and quantity to that possessed by similar sized schools.</p> <p>7.2. Numeracy.</p> <p>This monitoring visit was undertaken by AA and JM on 24<sup>th</sup> November 2021.</p>	

The key issues are:

- 94% of children in Year 4 are at or above their Age-Related Expectation and 92% of children in Year 5 are at or above ARE.
- The pandemic seems to have led to a slight 'dip' in progress but this is far less than at other EPA schools. Interventions have included the use of Oxford Brookes PGCE undergraduates, booster classes led personally by the Headteacher, investment in additional TA hours, the appointment of an ex-teacher to support numeracy and the inclusion of an extra hour of numeracy in the timetable.
- The Pupil Premium and Covid-19 monies have been invested in activities that have made an impact.
- There are plans in place to raise the percentage of children working at greater depth, to ensure that all year 6 children are working at 100% ARE+ and to meet a new Government requirement that all Year 4 children know their times tables. These plans will be reviewed at the next monitoring window.

A Governor asked if the Oxford Brookes students could support home learning during the lockdown. JJ and DLn felt that this was an excellent idea that they would explore.

DL explained that planned numeracy interventions had been adjusted in response to the latest lockdown. He assured Governors that face-to face interventions would continue where possible.

### 7.3 Literacy

The monitoring visit was undertaken by CP on 8<sup>th</sup> December 2020. The key issues are:

- The KS1 reading goal is 90 words a minute. The school uses the audio phonics tracker and has invested in additional TA 'catch-up' hours. Whole class reading takes place. An OFSTED deep dive into reading and phonics is possible.
- A slight gap in attainment has developed in Years 4 and 5 with regard to writing. Interventions are in place. The school uses 'Read, Write, Inc (<https://www.ruthmiskin.com/en/programmes/phonics/>) and staff training in planning and objective setting has taken place this year.
- SEND and other lower achieving students have, and are, receiving one to one TA support funded by the Covid-19 catch-up grant.

A Governor asked for confirmation that the Covid catch-up spending details have been posted on the website as instructed by the DfE. JJ explained that he has produced a detailed document explaining how catch-up funding had been allocated. However, this document is too unwieldy to post on the web. JJ will respond to DfE advice regarding the composition of the Catch-up Funding Report, as soon as it is published.

JJ

#### 7.4. Safeguarding

The monitoring visit was undertaken by JM in response to deficit actions identified in the annual OCC safeguarding return. She confirmed that safeguarding records and documentation at the school are now 'OFSTED ready'. The Home School Agreement has been approved and the EPA Safeguarding Policy and EPA Covid-19 Safeguarding Policy have been updated. The school lettings and Pupil Premium policies have been amended. The Single Central Record at the school is reviewed each term, Governor Section 128 checks are complete and the Right to Work in the UK documentation is in order. CP reminded colleagues that specialist safeguarding advice will be available from EPA, if needed, after February.

#### 7.2.4 PSHRE/Wellbeing and Forest Schools.

The monitoring visit was undertaken by ES on 23<sup>rd</sup> November. The key issues are

- The children are happy to be in school post-lockdown and behavior is very good. Some PSHRE activities provided by external visitors (such as a dance experience) did continue during lockdown.
- Assemblies take place in classrooms and the act of worship is often led by the vicar at the church via Zoom.
- The Covid-safeguarding arrangements for Forest School sessions are thorough
- The use of 'Inside Out' resources may be evaluated before the next monitoring visit. (<https://www.theinsideout.org.uk>)

ES added that a future visit would explore how the Christian values of the school are reflected through PSHRE learning.

#### 7.5 Science

IH made a monitoring visit to Science on 23<sup>rd</sup> November. The key points of the visit are

- Science teaching is flexible. It takes place at a regular time each week but this allocation can be extended to facilitate more investigative work.
- The NC objectives relating to Scientific Enquiry are used by teaching staff
- The school has strong expertise in this subject area including input from an experienced secondary school science teacher.
- The next monitoring visit will involve a discussion of assessment and the pupil response to marking in Science. The school appears to have excellent science learning materials and some useful equipment. The future monitoring visit will also discuss how these can be utilised effectively.

#### 7.6 Early Years and PE

7.6.1. HW explained that the progress and attainment of children in early years had been closely scrutinised during the monitoring visit. The data is

	<p>positive.</p> <ul style="list-style-type: none"> <li>• Behaviour is excellent and seems unaffected by lockdown.</li> <li>• The class will soon receive I-pads funded by the Parent Association. These will host 'Tapestry' type software and will enable children to explore and demonstrate a range learning outcomes.</li> <li>• The early years class currently receives regular support from a parent volunteer who is a qualified specialist.</li> <li>• HW explained that there was a need to invest in play equipment so that the external environment can be more intensively used for outdoor learning.</li> </ul> <p>JJ explained that the school had plans to bid for funding that, if successful, will enable a £10,000 investment in play and outdoor learning equipment to take place. Sport Premium funds may also be allocated to this need in 2021-2.</p> <p>7.6.2. PE is assessed using the 'Cogs' approach. The 'Cogs' relate to national curriculum PE skills and these are colour coded. The colour changes as a child achieves a higher level of skill. Children are starting to understand how each colour relates to their own personal competence and they are gaining awareness of the steps necessary to move from one colour to the next. Before lockdown, each class had an hour of timetabled indoor PE per week and PE teachers leading the session often used 'Jasmine' resources <a href="https://jasmineactive.com/solutions/real-pe">https://jasmineactive.com/solutions/real-pe</a>.</p> <p>7.7 DF explained that RE at the school, and particularly collective worship, had flourished despite the lockdown. Although it is disappointing that children are unable to visit places of worship, staff are considering filming virtual tours of religious establishments. DF reported that his visit had identified excellent practice in relation to peer assessment. However, the process of tracking pupil progress in RE is still under development and progress in this respect will be reviewed at the next monitoring visit.</p>	
	<p><b>The Headteacher's Report</b></p> <p>JJ extracted a number of key points from his report:</p> <ul style="list-style-type: none"> <li>• DLn now holds the position of EPA Associate Deputy Headteacher and will be seconded, half a day a week, to work with other schools across the Trust. DLn will share his data expertise with other partnership schools. This new role reflects the confidence that others have in the leadership of St Peter's and recognises DLn's personal skill and expertise in this regard. Governors congratulated DLn on this achievement.</li> <li>• Pupil attendance stands at 98%, despite the pandemic. Hand washing routines and social-distancing have helped eliminate the usual surge in colds, flu and tummy bugs experienced at this time of year</li> <li>• However, staff absence has been high. 41.5 days were 'lost' during the whole of 2019-20. 39 days were 'lost' during the first term of</li> </ul>	

	<p>2020-1 alone. However, 33 of these days were Covid related.</p> <ul style="list-style-type: none"> <li>• The budget is currently demonstrating an £18,000 underspend with a projected end of year surplus of £41,000. The school has received £7,500 in consultancy fees from Cropredy School and the £12,500 loan from EPA (support for temporary low numbers in Reception) has been annulled. The school has vacancies in Class 1 but is otherwise full.</li> <li>• JJ met with IH and DL on 15<sup>th</sup> December to discuss the most recent pupil data set. The ARE data suggest that there are slight attainment issues in year 4 and year 5 maths. Writing in year 2 has also required a number of interventions. Otherwise, the remaining data is positive. Year 6 data is particularly strong.</li> <li>• Covid catch-up funding has been invested in areas where progress has been measurable.</li> <li>• EPA is planning to run summer assessments across all partnership schools in lieu of SATS. These assessments will support transition to secondary school.</li> <li>• The school has a maternity leave commencing at February half term. JJ shared his plan to manage this situation with Governors. The plan has also been shared with the parents of the children in this class and there have been no objections. Governors support the proposed action.</li> <li>• Between 12 and 20 key worker children are attending school at the moment.</li> <li>• The pupil survey is positive. There is a slightly more negative response to the statement; ‘children are treated fairly’. Staff have already met to consider this response.</li> <li>• The parent survey is positive</li> <li>• The staff survey is positive</li> </ul> <p>A Governor asked how the school is responding to the high proportion of SEN children in Reception. JJ explained that the Reception class team were very experienced, particularly pro-active and had an excellent relationship with the external agencies who diagnose, support and plan interventions for such children. He is confident that any issues will be resolved at this early stage of their development.</p>	
9.	<p><b>UPDATE on SCHOOL POOL, RECRUITMENT and other items</b></p> <p>There are no new issues to report.</p>	
10.	<p><b>PREVENT DUTY/HEALTH &amp; SAFETY/SAFEGUARDING</b></p> <p>There were no Health and Safety issues to bring to the attention of Governors.</p> <p>There were no safeguarding issues to bring to the attention of Governors</p>	
11.	<p><b>POLICIES</b></p> <p><b>POLICIES</b></p>	

	<p>Admissions Policy - (DF, JM)  Anti-bullying Policy - (DF, JM)  Attendance Policy - (CC, DF)  Behaviour &amp; Rewards Policy - (AA, IH)  Health &amp; Safety Policy -(DL, CP)  Hiring &amp; Lettings Policy - (CC, CP)  Positive Handling and Physical Restraint Policy - (HW, ES)  Supporting Pupils with Medical Needs Policy- (HW, ES)</p> <p>All these policies were approved subject to some minor alterations:  Admissions Policy - slight change to the wording to emphasise that children of all faiths, and no faith, are welcome to join the school. (DF and JJ)  Attendance - final read through (IH and JJ)  Health and Safety Policy - needs to include (or a link to) the swimming pool safety policy and procedures. (DF JJ)</p>	
12.	<p><b>ANY OTHER URGENT BUSINESS</b></p> <p>There was no additional business. The meeting ended at 8.35 pm</p>	
13.	<p><b>DATE OF FUTURE MEETINGS:</b></p> <p>4 May 2021  13 July 2021</p>	

*Minutes prepared by Jonathan Smith  
Dated: January 12th 2021*

### Summary of Actions

Item 2	Claire Page to seek reappointment by the Diocese as a Foundation Governor	CP
Item 3	Parent Governor recruitment and election	JJ/CP
Item 3	Any adjustments to membership of committees following Catherine's resignation. AA to become SEN link Governor.	CP
Item 7	Plans to use Oxford Brookes students during lockdown	JJ
Item 7.3	Covid-catch up report on website	JJ
Item 7.6.1	Update - play equipment bid	JJ
Item 11	Slight adjustments to policies	DL DF JJ IH