



ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL

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 Headteacher: Mr Jon Jeffries
 Registered in England and Wales
 Company number 07939655



LOCAL GOVERNING BODY MEETING

October 6th 2020 at 6.30 p.m.

Minutes

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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)</p> <p><u>Trust Appointed Governor</u> Iain Horner (IH)</p> | <p><u>Parent Governors</u> Catherine Chapman (CC) @ 7pm Hannah Want (HW) Anne Armitage (AA)</p> <p><u>Staff Governors</u> Jon Jeffries (JJ) Headteacher Dan Long (DLn) @ 7pm</p> |
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| 1. | <p>Apologies for absence and welcome</p> <p>JJ explained that Cyril the squirrel was alive and well! Cyril lives in a tree by the school and was found by the school administrator at the side of the road, very injured. Calls to animal welfare groups concluded that Cyril was technically 'vermin' and if delivered to their organisation, would be destroyed. The school found an animal refuge that agreed to nurse him back to fitness. Cyril was eventually returned to the school and now continues to live in the tree by the school. JJ felt that Cyril's story reflects a view shared by the St Peter's school community, that all God's life is precious. Governors agreed.</p> <p>The meeting was quorate.</p> <p>The meeting began with a prayer by CP.</p> | |
| 2. | <p>Declaration of any business or pecuniary interests in agenda items and completion of fresh pecuniary interest forms</p> <p>JS explained that the standard pecuniary interest proformas were available on GovernorHub. A folder has been created on GovernorHub to receive completed forms. JS will update Governor records as forms are returned.</p> | JS |
| 3. | <p>Governor Business</p> | |

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| | <p>Terms of Office Coming to an end: Claire Page's term of office ends on November 13th 2020. She will consult with the Diocese to extend her term of office for another four years. JS will assist in this process if required</p> <p>Governor Recruitment: The constitution allows for the recruitment of two additional Diocese appointed Governors and two additional Co-opted Governors.</p> <p>Governors felt that the size, composition and skill base of the current Governing Body was appropriate and that no additional recruitment is necessary.</p> | CP | | | | | | | | |
| 4. | <p>Approval of Minutes of LGB meeting held on 22nd September 2020</p> <p>The minutes were approved by Governors</p> | | | | | | | | | |
| 5. | <p>Actions Arising from FGB Meeting held on 17 March 2020</p> <table border="1" data-bbox="236 797 1302 2011"> <tr> <td data-bbox="236 797 1169 947"> Pecuniary Interest Forms to be returned to JS <i>A process to facilitate the return of pecuniary interest forms was outlined by JS</i> </td> <td data-bbox="1169 797 1302 947">All Govs</td> </tr> <tr> <td data-bbox="236 947 1169 1021"> RE, PE and ICT Monitoring Reports to the October 6th Agenda <i>See item 7</i> </td> <td data-bbox="1169 947 1302 1021">JS</td> </tr> <tr> <td data-bbox="236 1021 1169 1843"> Terms of Reference for Foundation and Admissions and Performance and Impact Committees to be reconsidered <i>CP explained that the Foundation Admissions and Performance and Impact Committees have terms of reference that are valid and fit for purpose. However, they have not been refreshed and updated for some time and Governors agree that such a process would be most welcome. For example, both committees have a wide remit and it might be appropriate to redefine this wide span of control. The wording of the responsibilities belonging to each committee may also need revision. The terms of reference for the Foundation Committee identifies responsibility for 'deciding' the RE curriculum. Governors agreed that a more workable and appropriate arrangement would be for the committee to meet with the relevant link member of staff, at a short after-school meeting to develop an oversight of the subject. For example, the Foundation Committee could meet with the members of staff responsible for RE teaching and collective worship and as a result of this conversation, develop a consensus regarding the RE curriculum.</i> </td> <td data-bbox="1169 1021 1302 1843">DF and CP</td> </tr> <tr> <td data-bbox="236 1843 1169 2011"> <i>JJ will consult with officials at EPA to ask for expert advice in this regard. EPA may have a standard format that can be used as the basis of each committee's terms of reference.</i> </td> <td data-bbox="1169 1843 1302 2011">JJ</td> </tr> </table> | Pecuniary Interest Forms to be returned to JS <i>A process to facilitate the return of pecuniary interest forms was outlined by JS</i> | All Govs | RE, PE and ICT Monitoring Reports to the October 6 th Agenda <i>See item 7</i> | JS | Terms of Reference for Foundation and Admissions and Performance and Impact Committees to be reconsidered <i>CP explained that the Foundation Admissions and Performance and Impact Committees have terms of reference that are valid and fit for purpose. However, they have not been refreshed and updated for some time and Governors agree that such a process would be most welcome. For example, both committees have a wide remit and it might be appropriate to redefine this wide span of control. The wording of the responsibilities belonging to each committee may also need revision. The terms of reference for the Foundation Committee identifies responsibility for 'deciding' the RE curriculum. Governors agreed that a more workable and appropriate arrangement would be for the committee to meet with the relevant link member of staff, at a short after-school meeting to develop an oversight of the subject. For example, the Foundation Committee could meet with the members of staff responsible for RE teaching and collective worship and as a result of this conversation, develop a consensus regarding the RE curriculum.</i> | DF and CP | <i>JJ will consult with officials at EPA to ask for expert advice in this regard. EPA may have a standard format that can be used as the basis of each committee's terms of reference.</i> | JJ | |
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| | <p>Date established for first Performance and Impact Committee meeting <i>IH, as data lead, will establish the date of the first Performance and Impact meeting after consulting relevant staff at school. It is likely to coincide with the school's pupil data collection point.</i></p> | IH | |
| | <p>Skills Audit to be completed all Governors before October 6th <i>The skills audit circulated actually relates to the four St Peter's applicants for the post of EPA MAT Trustees. It is important that each applicant completes the final section of the survey.</i></p> | All Govs | |
| | <p>Availability of Diocese Training, CP to investigate <i>Very little training has been posted on the EPA website thus far. However, it is expected that training opportunities will become more prevalent as term progresses.</i></p> | CP | |
| | <p>Creation of 'Pupil Voice' questions for use by Governors during monitoring visits. <i>A number of pupil questions have been pre-prepared and these are available in the GovernorHub 'visits' folder. CP reminded colleagues that OFSTED would ask children; what are you learning, how well are you learning it and how are you being challenged? It is important that any supplementary questions reflect this approach. A Governor suggested that questions relating to the real or perceived impact of the pandemic would be appropriate in this first term and JJ agreed. It is hoped that it will be possible for Governors to hold on-line conversations with children. It was agreed that questions should, where possible, reflect the visions and values of the school.</i></p> | CP and JJ | |
| 6. | <p>EPA MAT - Feedback, EPA Chair of Governors Meeting</p> <p>The next EPA Chair's meeting will be held on 14th October. Either CP or AA will represent St Peter's.</p> <p>There will be an EPA admission briefing on 7th October. The Board will be represented at this meeting.</p> <p>Heyford School is currently is in negotiation with EPA and may join the Trust in due course.</p> <p>JJ reminded colleagues that he was undertaking consultancy work at Cropredy school. He has visited the school as an advisor and Cropredy staff will visit St Peter's to observe good practice, during the year. The Trust will reimburse St Peter's for this work. Governors are very pleased that the school is now in a position to advise others.</p> | | CP AA |

7. GOVERNOR MONITORING

During the discussion of item 5, a number of issues and points were raised relating to the organisation of Governor monitoring during 2020-1.

CP reminded Governors that it is important that they have an oversight of the main elements of the School Development Plan. OFSTED will expect Governors to challenge the evidence presented by school leaders at Governor meetings and to have a firm grasp of the impact that school activities have on learning and outcomes.

It was decided that in future Governor questions would be recorded in the minutes and be highlighted in yellow. At the following meeting, the Board will spend a few minutes celebrating these questions and identifying how they might be adapted to provide even greater challenge.

The skills audit suggests that members of the Board generally feel that their knowledge and understanding of pupil data and finance is less secure than other areas of governance. CP suggested that each colleague identifies an aspect of governance that they consider a particular strength and an area that they feel requires more training. Each Governor will 'buddy up' with another colleague. For example, a colleague confident in finance would buddy a colleague who currently finds this area of governance a challenge. It was also suggested 'pairing' Governors so that two people attend the same training. This arrangement will guard against specialist knowledge and skills becoming the responsibility of just one person and will lead to an improved skill base of the Governing Body as a whole.

A Governor asked for confirmation of the Curriculum links for 2020-1 and for the contact details of each appropriate member of staff. The following arrangement was agreed:

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| MATHS | DAN LONG | AA AND JM |
| LITERACY | EMMA BRADLEY | CP |
| RE | JENNY CARTER | DF |
| SCIENCE AND ICT | JULIE HALE | DL |
| PE | MICHELLE GLASS | HW |
| EYFS | CAROLINE GARDINER | HW |
| FOREST SCHOOL & PSHRE | | ES |
| STUDENT DATA | DAN LONG | IH |

Staff email addresses are easy to access on the school address bar.

The Improvement Plan includes a full monitoring programme and, for example, the Governor visit windows in 2020-1 will be:

w/b 23rd and 30th November

w/b 22nd and 29th March

w/b 21st and 28th June

RELIGIOUS EDUCATION

DF has visited the school on a number of occasions. The key points noted are:

- DF has observed good practice with regard to the teaching of parables in Appletree class.
- DF has met with Jenny Carter at school to discuss the ‘spiral curriculum’ used in RE. This curriculum repeats but at a higher level each time.
- Books do demonstrate progression in the subject and staff at the school utilise other media to capture progression such as learning walls, the big question book, displays, records of conversations stored digitally and, possibly in the future, by using ‘Prezi’
<https://prezi.com>

A Governor asked how the RE curriculum prepared children for secondary school. JJ explained that during years 5 and 6, children were encouraged to develop a world view, asking evaluating and attempting to answer complex questions. This approach reflects that adopted by the RE curriculum in secondary schools. For example, the assembly on Monday sets one big question each week linked to world values.

JJ explained that the assembly rota is:

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| Mon | Big Question |
| Tues | Collective worship (DF) |
| Wed | World Wednesday |
| Thurs | Collective worship (JC) |
| Fri | Celebration Assembly |

The Staff Governor concluded that, despite the restrictions posed by the pandemic, assemblies had been excellent.

A Governor asked how the balance between Christianity and other world religions is maintained. JJ explained that the school has sought external advice from EPA, the Diocesan RE Advisor and from Chesterton Primary School in this regard. Staff are sensitive to the need to present a balanced view and the curriculum is constantly reviewed.

CP explained that it had been agreed that one of the Headteacher’s targets to be set during the appraisal process will relate to the ‘values’

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| | <p>ethos of the school.</p> <p>PHYSICAL EDUCATION</p> <p>HW explained that two visits were made before lockdown. The key points are:</p> <ul style="list-style-type: none"> • Recent visits have asked the question; ‘how is PE assessed?’ and ‘how do the core elements of PE each relate to the school values?’ • There has been discussion of how Sports Premium funds are invested and the planned impact of this activity • IH is undertaking developmental work with the Youth Sport Trust and will support PE at St Peter’s in this context. <p>Governors asked several questions regarding the criteria for Sports Premium spending. JJ and DLo explained that guiding principle was that any Sports Premium spending should be sustainable and generate lasting-enthusiasm. For example, the school commissions Bartholemew PE staff to visit regularly. They supervise PE activities that St Peter’s children love. Moreover, they also coach teachers to help them to develop their PE teaching skills so that this good practice is sustained in the future.</p> <p>ICT/COMPUTING</p> <p>This report will be presented by DL at the January meeting</p> <p>DL set out the key questions to be asked this year:</p> <ul style="list-style-type: none"> • What skills and knowledge will be taught? • How is this to be assessed? • What evidence is there of pupil progress in ICT? • Has the pandemic ‘forced’ a rapid improvement in the ICT skills of staff and children and how might this affect future expectations? • How does the EPA plan for ICT (to be released soon) impact the school? • How do children experience and explore moral and ethical issues relating to ICT? | DL |
| | <p>The Headteacher’s Report</p> <p>School Improvement Plan</p> <p>This document was presented by JJ and a copy has been posted on GovernorHub. The final page of the SIP has a detailed monitoring schedule and Governors will find this a very useful tool.</p> <p>Financial Procedures</p> <p>Changes to the financial procedures affecting EPA schools were noted and adopted.</p> <p>Progress and Attainment</p> | |

JJ and DLo were able to report that:

- The children have now been assessed, school leaders have a forensic view of each individual child and their needs.
- A range of interventions have been undertaken. These relate to the PiXL ‘therapies’ and are consequently bespoke and sustainable <https://www.pixl.org.uk/primary>
- The school invested much time and effort into home learning during the lockdown. Parents have been very supportive of this work and have ensured that children have fully engaged with this learning whilst at home. Consequently, there does not appear to be the ‘dip’ in performance at St Peter’s that has been experienced by schools elsewhere.
- The assessment process is rigorous with regular pupil progress meetings. Covid-catch up funding has been invested in TA support, small group work and the use of an auxiliary teacher whenever there is an identified need.
- Most children have made the expected (related to steps) progress.

A Governor asked if the parents of those children, requiring a strategic intervention had been informed. DLo explained that this was not the case. The school is confident that through a programme of interventions, any issues would be resolved. St Peter’s children are not currently demonstrating any deep seated issues that require parent intervention.

A Governor asked how the interventions were to be funded. JJ explained that, although the Covid ‘catch up’ funding (£6,000) is not yet in schools, EPA have instructed schools to spend now. DL added that the interventions engaged represented good value for money. For example, JJ himself was taking time from his busy schedule to lead catch-up work. This high - quality intervention has no additional cost.

A Governor asked if a constant regime of testing creates stress and anxiety for children. JJ accepted that, by necessity, school life is now regimented with children sitting in rows, unable to sit on the carpet and unable to move around the classroom. Nevertheless, both he and the Staff Governor feel that children are ‘happy’ and glad to be back at school. DLo added that only one assessment has taken place in reading, writing and maths thus far. The PiXL interventions are seamless, familiar and do not cause anxiety.

A Governor asked if special needs children have been negatively affected by lockdown in a disproportionate way. DLo confirmed that this was not the case. Interventions are planned child-by-child and there has been no need to devote any additional new resources to children who have special needs.

The Home School Agreement

Governors were pleased to see that the home school agreement had absorbed the values of the school and been translated into a visual

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| | <p>message. In the discussion that followed:</p> <ul style="list-style-type: none"> • Colleagues thanked Anne Armitage for her work in this regard • There was a decision to change the more negative wording relating to the social media ‘petal’ with a message that is positive and does not include the word ‘don’t’ • Governors agreed that collective worship is an essential ingredient in the day-to-day life of the school. Although it is accepted that parents have the legal right to withdraw their children from such assemblies, it should be emphasised that the school considers these experiences to be important. • The HSA will be shared with stakeholders in the near future. Comments and suggestions will be invited. <p>Covid Arrangements</p> <p>A photograph of the ‘Stone Age Man’ visit, appearing in the newsletter, prompted comment from families concerned that social distancing had not been observed. The school has listened to these comments and will, as a consequence, amend the procedures regarding school-visitors.</p> | <p>JJ</p> |
| 9. | <p>UPDATE on SCHOOL POOL, RECRUITMENT and other items</p> <p>There are no new issues to report.</p> | |
| 10. | <p>PREVENT DUTY/HEALTH & SAFETY/SAFEGUARDING</p> <p>JJ reported that a child had caught his/her finger in a door and frame and medical attention had been required. Governors confirmed that all the necessary Health and Safety procedures had been observed following the accident and that action had been taken by the school to reduce the risk of this happening again.</p> | |
| 11. | <p>POLICIES</p> <p><i>EPA Teacher’s Pay Policy</i></p> <p>This policy will underpin the decisions made by the Pay Committee when considering JJ’s post-appraisal pay recommendations in November. It is not yet in school.</p> | |
| 12. | <p>ANY OTHER URGENT BUSINESS</p> <p>There was no additional business. The meeting ended at 8.35 pm</p> | |
| 13. | <p>DATE OF FUTURE MEETINGS:</p> <p>5 January 2021 4 May 2021 13 July 2021</p> | |

*Minutes prepared by Jonathan Smith
Dated: October 7th 2020*

Summary of Actions

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| Item 2 | Complete declarations of interest forms | All Govs |
| Item 3 | Claire Page to seek reappointment by the Diocese as a Foundation Governor | CP |
| Item 4 | Date for first Impact and Performance Committee meeting | IH |
| Item 4 | JJ to ask senior officials at EPA for support with revision of Committee Terms of Reference (is there an EPA proforma?) | JJ |
| Item 7 | DL to present ICT curriculum report | DL |
| Item 8 | Home School Agreement to be shared with children, staff and families | JJ |