



**ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL**

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Registered in England and Wales

Company number 07939655



**LOCAL GOVERNING BODY MEETING**

Wednesday Tuesday March 17th 2020 **starting at 6.30 p.m.** in the School for all Governors  
**AGENDA**

<p><b>Present:</b> <b>Diocesan Governors</b> Duncan Fraser (DF) Jan Macdonald (JM) Claire Page (CP) Chair David Lockwood (DL) Elaine Sugden (ES)</p>	<p><b>Staff Governors</b> Jon Jeffries (Headteacher, JJ)</p> <p><b>Parent Governors</b> Anne Armitage (AA) Hannah Want (HW)</p> <p><b>In attendance</b> Jonathan Smith - OCC Governor Services</p>
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Meeting opened 6:30pm

Item	Discussion	Who?
1.	Apologies for absence and Welcome Apologies. Were received and accepted from Dan Long	
2.	Declaration of any business or pecuniary interests in agenda items. No new interests were declared	
3.	Approval of Minutes of LGB meeting held on January 7 <sup>th</sup> 2019 The minutes were approved. A copy will be filed in the school office and made available to visitors.	
4.	Neil Wilson, head of Longworth Primary School, reporting on association with St Peter's School for NPQH (National Professional Qualification for Headship) . JJ reported that as part of his National Professional Qualification for Headship (NPQH) Neil is undertaking the creation of an action plan that is designed to meet the school's resourcing and capacity needs.  As the project develops, it is likely to consider <ul style="list-style-type: none"> <li>• The school's budgetary position now and in three years</li> <li>• A workforce plan to ensure that the school has an appropriate blend of skills and that the staff expense to income ratio is not excessive.</li> <li>• A leadership structure appropriate for a school of this size.</li> <li>• Any workload issues that arise from imbalances in the school's staffing?</li> <li>• Other resourcing and structural issues relating to the new OFSTED framework and the general situation.</li> </ul>	
5.	<b>School Response to Covid-19</b> JJ summarised the strategy <ul style="list-style-type: none"> <li>• The school will remain open until instructed otherwise. There are currently two staff absent.</li> <li>• Staff have received training in Google Classroom at Eynsham Primary School. This training will be cascaded to all staff this week</li> </ul>	

	<ul style="list-style-type: none"> <li>In the event of closure, the office will be open each day and JJ will attend school.</li> <li>JJ has contacted 'ICT 123' who may be able to provide laptops for children who have internet access issues at home.</li> <li>It is hoped that the culture of supported self-study promoted in the school over the last two years will endure if the school is closed. JJ has, and will, make clear his expectations of parents and children in regard to work.</li> <li>TAs are already developing a plan to 'catch up on lost ground' when the children return to school</li> <li>It may be possible to video conference and DF has offered to participate in any video screening of collective worship.</li> </ul> <p>Governors were pleased that the leadership team had undertaken such a range of preparatory actions.</p>	
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5	<p>Actions Arising from FGB meeting on January 7th 2019</p> <table border="1"> <tr> <td>Item 4</td> <td>Structural Survey of Pool – update/advice/recommendations <i>On going</i></td> <td>JJ/DL</td> </tr> <tr> <td>Item 7</td> <td>Consideration of increasing pupil admissions in 2020 beyond the PAN. <i>This requirement is no longer necessary</i></td> <td>JJ</td> </tr> <tr> <td>Item 8</td> <td>Resource development – 'Happy Faces', EYFS play equipment, Blenheim and SPSA support. <i>Happy Faces was unable to provide a service of the quality required and this association has ended</i></td> <td>JJ</td> </tr> <tr> <td>Item 9</td> <td>Outcome of 'school day' discussion at EPA <i>On hold</i></td> <td>JJ</td> </tr> <tr> <td>Item 10</td> <td>Security Review of Site – update/advice/recommendations <i>External advice supports the strategy followed by the school. The health and Safety consultant has confirmed that a six- foot wall is untenable and, anyway, will not prevent a determined child leaving the site. The risk assessments in place are robust.</i></td> <td>DL/JJ</td> </tr> <tr> <td>Item 10</td> <td>Issues relating to January H and S visit. <i>A damp wall and sticky fire door have been repaired</i></td> <td>DL</td> </tr> <tr> <td>Item 11</td> <td>'Fifty words' and image for SIAMS vision. <i>Complete</i></td> <td>DF</td> </tr> <tr> <td>Item 11</td> <td>Jenny Carter advice regarding operational issues relating to non-compliance with the Collective Worship /RE policy and development of objective two of the policy. <i>The advice is to leave the policies as they are. The more 'open' they are, the lower the likelihood of conflict with parents and other community groups. Each issue can be considered on an individual basis. There is no need for a policy that accommodates every possibility.</i></td> <td>JJ/DF</td> </tr> </table>	Item 4	Structural Survey of Pool – update/advice/recommendations <i>On going</i>	JJ/DL	Item 7	Consideration of increasing pupil admissions in 2020 beyond the PAN. <i>This requirement is no longer necessary</i>	JJ	Item 8	Resource development – 'Happy Faces', EYFS play equipment, Blenheim and SPSA support. <i>Happy Faces was unable to provide a service of the quality required and this association has ended</i>	JJ	Item 9	Outcome of 'school day' discussion at EPA <i>On hold</i>	JJ	Item 10	Security Review of Site – update/advice/recommendations <i>External advice supports the strategy followed by the school. The health and Safety consultant has confirmed that a six- foot wall is untenable and, anyway, will not prevent a determined child leaving the site. The risk assessments in place are robust.</i>	DL/JJ	Item 10	Issues relating to January H and S visit. <i>A damp wall and sticky fire door have been repaired</i>	DL	Item 11	'Fifty words' and image for SIAMS vision. <i>Complete</i>	DF	Item 11	Jenny Carter advice regarding operational issues relating to non-compliance with the Collective Worship /RE policy and development of objective two of the policy. <i>The advice is to leave the policies as they are. The more 'open' they are, the lower the likelihood of conflict with parents and other community groups. Each issue can be considered on an individual basis. There is no need for a policy that accommodates every possibility.</i>	JJ/DF	
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7	<p><b>SCHOOL IMPROVEMENT</b></p> <p><b>Governor Monitoring Visit Feedback</b></p> <p><b>EYFS</b></p> <p>HW and AA reported on their visits to Apple Tree Class (EYFS). Key issues to</p>	
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report are

- The Early Learning Goals (ELG) are used as the basis of assessment
- 100% of children are at GLD (good level of development) with 43% exceeding in writing, 50% in reading and 43% in maths.
- The TAs and teaching staff have developed a deep understanding of each of the children and are able to deploy effective interventions when necessary. Learning issues are often identified in the nursery stage and staff are thus able to 'get in early'
- Maths teaching is well organised and planned and the EYFS and Foundation children are taught effectively as a group when necessary although the nursery children do have a shorter attention-span and this can be an issue
- Teachers use 'Tapestry' to share work with parents and 'Mathletics' to encourage maths learning at home. <https://tapestryjournal.com>  
<https://login.mathletics.com>
- Behaviour is excellent

### **Maths**

AA has visited both Maple (26<sup>th</sup> February) and Oak Class (11<sup>th</sup> March). The key points are:

- PiXL testing is used to plan teaching and identify the need for intervention
- The after-school maths club is supported by staff who generously give their time to oversee this popular activity.
- TAs are used in a strategic and effective manner. It is possible, therefore, for one teacher to be 'hands-on' with a relatively large class
- The teaching of division is explained through the use of an interesting range of mathematical concepts.
- Progress has been made with all the development objectives in years 5 and 6. However, there is still a sense that this group are 'catching up'

### **Literacy**

CP explained that:

- 90 words per minute is the reading target
- 78% of children reaching their age-related expectation is the target in writing.
- The latest attainment and progress data will be available at the end of term.
- There is a general expectation that staff will 'lift the bottom 20%. This has been supported by staff meetings and lesson planning. This requirement is now embedded in the school learning culture.
- Three to four sustained writing opportunities take place each week.
- Children are involved in a fortnightly 'Big Write'
- Book scrutiny takes place at the end of each term.

In answer to a question, JJ explained that it was necessary to reinforce the importance of reading through displays, and visual stimuli. A visitor walking into the school will need to be able to identify that children at the school love reading.

### **Safeguarding**

The school had commissioned Sarah Barnham to conduct an external safeguarding review and JM joined Sarah during the visit. Sarah spoke to staff, children and parents and scrutinised the paperwork and policies. Sarah is an OFSTED inspector and the visit has identified a number of development issues that will help staff and the Governing Body get safeguarding at the school, 'OFSTED ready'. Her report will be the basis of the Safeguarding Development Plan over the next few months.

	<p>The key issues are;</p> <ul style="list-style-type: none"> <li>• All safeguarding reports must be clear, concise and user-friendly. It is important that any professional, unaware of the situation or individual child can read the paperwork and identify exactly what the actions are. It is vital that a record is kept explaining if and when the issue is 'closed'.</li> <li>• Awareness of the 'children missing from education' procedures and the responsibility of adults in this respect, is not yet embedded in the school safeguarding culture.</li> </ul> <p>In answer to a question, JJ explained that he intended to reinforce the safeguarding culture in the school by sharing with staff a series of real-life, realistic scenarios supported by a display in the staffroom.</p> <p><b>Well-being</b></p> <p>ES made a monitoring visit in this regard</p> <ul style="list-style-type: none"> <li>• The well-being programme is a component of the PSHCE curriculum and is supported by 'Inside Out'. <a href="https://www.theinsideout.org.uk">https://www.theinsideout.org.uk</a></li> <li>• The school has identified 'five-keys to happiness'. This term's key is 'share more'.</li> <li>• The Forest School makes an important contribution to well-being in EYFS and KS1. Although there is less curriculum space for such activities at KS2, the older children still enjoy and outdoor experience whenever possible.</li> <li>• Carefully prepared assemblies, a key component of the well-being curriculum, are inspirational.</li> <li>• There are many after school clubs such as the Friday Art Club</li> <li>• The RSE policy is in a development stage but will eventually be launched at a parent evening in the summer.</li> </ul> <p>Governors will have the opportunity to consider the outcomes of monitoring visits to RE, PE and ICT at the next FGB meeting in April.</p>	
8	<p><b>2019-20 FINANCIAL STATUS</b></p> <p>Update, any key budget variances and final outturn position. Progress with staff resources 'wish-list'.</p> <p>A budget review (January 2020) was circulated before the meeting. The key points are</p> <ul style="list-style-type: none"> <li>• Devolved funding is £22,000 more than expected thanks to Central Government funding decisions in relation to salaries, pensions and other grants</li> <li>• SPSA has contributed £3,220 to school trips, Morrisons have donated £2,500, Persimmon £2,500 and Churchfields £1,500</li> <li>• Staff expenses are within budget</li> <li>• Non staff expenditure is £29,000 above budget. This variance is caused by the need to replace a freezer, subscriptions, insurance costs and the need to invest in specific learning resources</li> <li>•</li> </ul> <p>JJ explained that numbers in Reception next year are likely to be less than 10 (6 at the moment) and this will result in an income shortfall of £40,000 in 2020-1. The finance team at EPA are aware of this situation and have agreed to support the school. They have no wish to see the improvements made in the last two years undermined by a lack of funds. EPA have suggested:</p>	

	<ul style="list-style-type: none"> <li>• Deferring some of St Peter's top slice payment and regarding it as a loan</li> <li>• Seconding JJ so that he can support school improvement in other Trust schools.</li> </ul> <p>Governors felt that a secondment would be excellent CPD for JJ and public acknowledgement of the progress made by staff and children at the school. However, they were concerned that this might dilute leadership in the school on the one day a week that JJ was elsewhere. JJ explained that many of the improvements were thanks to new structures and processes introduced 2018-20 and these are now established and embedded. The school also has a disproportionate number of experienced colleagues remunerated on the 'upper pay spine'. These colleagues have a contractual obligation to exercise leadership and this arrangement will provide an opportunity to establish a more delegated model of leadership.</p>	
10	<p><b>POLICIES</b> – for review, approval or adoption (EPA or School)</p> <p><i>(From policy schedule)</i></p> <ul style="list-style-type: none"> <li>• Access/Equality Statement and Plan</li> </ul> <p>JJ explained that following a conversation with a parent, he was adding to the policy a reference to unintentional bias in the classroom. Governors were pleased that school values, linked to Biblical references, are at the centre of the policy The policy was approved by vote</p> <ul style="list-style-type: none"> <li>• E-Safety Policy</li> </ul> <p>A Governor reminded colleagues that GDPR guidance stipulated that lost ICT equipment should be reported 'missing' within 72 hours.</p> <p>The policy was approved by vote</p>	
12	<p><b>ANY OTHER URGENT BUSINESS</b> There was no other business</p>	
13	<p><b>DATE OF NEXT MEETING:</b> 21 April 2020, 6.30pm. Focus on Performance and Standards. This will consider Governor monitoring visits to PE, RE and ICT and the latest progress and attainment data.</p>	