

Ratified

St Andrew's C E Primary School

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**Meeting of the Full Governing Body
held on Thursday, 23rd March 2023 at 7 pm at the school.**

Present:

Sam Callard (SC)	Staff Governor
James Carter (JC)	Parent Governor
Sarah Haden (SH) (arrived at 7.40pm)	Parent Governor
Jo Holmes (JH)	Staff Governor, Head
Bruce Huggett (BH)	Foundation Governor
Elizabeth Hurrant (EH) (arrived at 7.20 pm)	Parent Governor
Helen Kidd (HK)	Parent Governor
Fr Darren McFarland (DM)	Foundation Governor, Chair

In Attendance: Lucy Dickinson (**LD**) Clerk, Keith Ponsford (**KP**: retiring Co-opted Governor)

The meeting was quorate (8 Governors out of 12 were present).

		ACTION
1.& 2.	Welcome and Apologies for absence DM welcomed Governors to the meeting. Apologies were received and accepted from Anneka Fisher (AF : Co-opted Governor), David Hodgkinson (DH : Parent Governor), Ros Smith (RS : Local Authority Governor) and Jennifer Strawbridge (JS : Foundation Governor). The meeting started at 7.00pm.	
3.	Notified Business: none.	
4.	Pecuniary interests and Declarations: none declared for this agenda.	
5.	Minutes of meeting held on 2nd February 2023: DM went through the minutes of the meeting dated 2 nd February which were agreed as a true and accurate record of the meeting. DM signed and passed to JH for filing. LD to send ratified version to Jane Burd for uploading to website.	LD
6.	Matters arising not covered elsewhere on the agenda: none	
7.	Neglect toolkit: JC had recently given a presentation to staff about the Oxfordshire Safeguarding Children Board Neglect toolkit and uploaded the slides and development checklist to the Governor Hub folder. He explained that this was an important focus for social care and the health service, as neglect is very prevalent and damaging, and is the main reason for issuing child protection plans (CPPs) in Oxfordshire. The psychological effects can be long-lasting and lead to increased risks into adulthood making children and young people more susceptible to predatory behaviour. JC explained that most children who end up with CCPs due to neglect don't seem to have gone through earlier steps such as the Early Needs Assessment, and that neglect tends to be identified later than (for example) physical abuse as it is	

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	<p>harder to evidence. The OSCB are pushing for everyone to use the Neglect toolkit to assist with earlier identification of risk and to ensure a more joined up approach between agencies and organisations connected with children. The toolkit uses a list of positive ('is this in place') style questions for each child which can be used for conversations with families then tracked over time to build up a picture. It allows professionals to work constructively with families whilst also gathering evidence for further use. The toolkit is available for anyone to use (https://www.oscb.org.uk/safeguarding-themes/neglect/tools/).</p> <p>(EH arrived at 7.20 pm)</p> <p><i>Q. How does the school currently use the toolkit, and what happens if staff have concerns in this area?</i></p> <p><i>A. Any records go onto CPOMS. JH said these are often picked up by TAs who might be working more closely with children, and notice issues such as a lack of packed lunch or wearing small clothes. The inclusion team will then look at concerns in more detail and decide if a follow-up conversation is needed, as well as agreeing on the most suitable staff member to do this (usually one who might already have a closer/less threatening relationship with the family). It was acknowledged that initiating these discussions is a difficult step, but that while the process can be started without parental involvement, it is harder to put an action plan in place. The form is constructed using strengths-based questions which makes it very practical and easier to focus on the child rather than blaming the family.</i></p> <p><i>Q. Are there any cultural issues which can make this approach more difficult?</i></p> <p><i>A. Yes, there might be a lack of support network or parenting skills due to a parent's own background. Cultural sensitivity is important (being aware of different traditions and practises around mealtimes etc), but again the focus on the child's needs and readiness to learn is key. Governors also talked about the shift in language and recognition of lack of autonomy for children, e.g. moving away from talking about 'failure to attend' appointments to 'not brought' – since the child is unlikely to have the power to act alone. They also discussed the use of genograms to discuss family connections, which can be helpful in ensuring that the school is aware of any domestic issues.</i></p> <p>Governors thanked JC for a helpful presentation, and for supporting the school staff in learning more about this area.</p>	
<p>8.</p>	<p>Head teacher's report the report had been circulated via Governor Hub.</p> <p>JH reported that SLT have met recently to map out a plan for monitoring and evaluation and to start thinking about next year's SDP. She talked through the main points in the report and invited questions:</p> <p>Quality of Education – there is still a concern about the number of children in Reception with delayed social and emotional development following the pandemic. A recent parents' coffee morning had included a talk about the Zones of Regulation, and there had been good attendance, particularly from some parents who were specifically invited as JH felt this could be beneficial. The school will be working with the Family Links programme to offer parenting classes – one series in Barton Park on Thursday evenings (official FL sessions for 10 weeks), and a second 'in-house' series on Thursday mornings at St Andrew's.</p> <p><i>Q. Is the assessment of Good Level of Development (GLD) carried out by Reception staff?</i></p> <p><i>A. Yes, this is done by teachers, but there is moderation and joint work carried out with Quarry. The delays seen due to Covid are mirrored in different ways across all age groups and cohorts.</i></p> <p>(SH arrived at 7.40pm)</p>	

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	<p><i>Q. Would it be possible to share some of the course information for parents who cannot attend the classes, e.g. by video?</i></p> <p><i>A. The slides are already being put up on the school website (material from all parent workshops is available here: https://www.st-andrews-pri.oxon.sch.uk/parent-workshops/) and short clips are going up on class Dojo. EH suggested getting the children to explain the Zones of Regulation and videoing this.</i></p> <p>Subject leadership is felt to be a strength of the school and continues to develop with support from strong subject leads such as the Science and RE leads. JH had done a staff audit on all the subjects and reported that staff felt well supported in their work on this and that the experience and knowledge developed and shared by the Science and RE leads had increased confidence in other areas.</p> <p>Behaviour and attitudes – letters have been sent out to parents of children with under 90% attendance, attendance continues to be a key focus.</p> <p>Personal development – JH said that children are very pro-active and keen to step forwards with ideas for community activities. In addition to those in her report, some of the Year 5 children have been helping put together items for the newsletter.</p> <p>Safeguarding – there will be a follow up to the earlier audit in June.</p> <p>Admissions – Governors asked if there were any spaces: JH reported that there was one space in Year 3 and one in Year 4 due to children moving, but that there are also two classes of 31 pupils, so the school remains about at capacity. Governors also discussed the Secondary School applications and plans for transition.</p>	
<p>9.</p>	<p>Ofsted feedback: the report had been shared via Governor Hub, and many Governors had attended the feedback meeting. Governors reflected on the disparity between the generally positive nature of the report compared with the negative atmosphere generated during the inspection. JH was disappointed that parts of the report did not feel accurate and reflective of the school, and that some of the comments made by SLT (for example regarding revision of the curriculum) had been used and reported inaccurately.</p> <p>The two areas selected for improvement by Ofsted were not felt to be entirely justified e.g. phonics is an area for development in the SDP but not resulting from the area being identified as underperforming. The second area selected was that of ensuring the curriculum is well-sequenced and coherent. Some subjects are being adjusted to further improve the teaching and learning rather than because teachers don't plan well. Further developing subject knowledge is always something to develop in a primary school setting, where teachers will not be experts in all the subjects they have to teach. The overall quality of the report (including some typos and inaccuracies) was also noted, with JH reporting that any issues seemed only to be addressed through the original inspector, with no apparent external quality control.</p> <p>Governors thanked JH for her hard work in preparing and supporting staff and noted that the verbal feedback had included commendation of the Head teacher. It was felt that overall the experience had not been positive and that this was an ineffective way of improving schools. JH also noted that the number and level of 1-to-1 conversations between her and the inspector had been very demanding, and thanked Governors for their support.</p> <p>It was noted that the SIAMS inspection (which is expected to take place next year) no longer includes grades, having been changed to judgements of either 'meeting or not meeting pupils' needs.</p>	

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10.	SDP/SEF: the documents had been uploaded to Governor Hub, and governors discussed the likely budget implications – these have been explored between JH , the School Business Manager, and the Bursar, and will be included in the budget. The main area identified this year was around cost of training – more was spent on training with new staff and teachers taking on new subject leadership, whilst also having a whole staff Team Teach training at the start of the year.	
11.	Budget monitoring (period 11): BH had uploaded the period 11 report to Governor Hub. Following a very changeable year the picture now looked more positive with the deficit being lower than that reported at the last meeting (likely to end the year with a carry forward of £108k). <i>Q. What are the reasons for this?</i> <i>A. As outlined in the report, the CERA (Capital Expenditure from Revenue Account) funding for urgent structure repairs has not been required to be used this year so is being carried over. Overall income has risen, and expenditure has gone down, both of which have helped contribute to the more positive picture.</i>	
12.	Governor self-evaluation: following the positive comments in the Ofsted report, and in light of upcoming changes to the governing body, this item will be carried forward to a later meeting.	
13.	Reports from committees and Governors with special responsibilities: 13.1 Teaching Learning Inclusion and Safeguarding: minutes have not yet been circulated, but EH reported that the committee had a useful discussion on phonics data. 13.2 Finance Personnel Premises (including H&S and Well-being): minutes had been circulated. Governors discussed the installation arrangements and location of the air source heat pump which is anticipated to be installed in June. 13.3 Safeguarding: the group has met – HK to write up notes. They looked at the volunteer policy, as well as possible blocking of some websites by Turn it On. There was also a discussion about succession planning, as HK will be stepping down from the Governing Body at the end of the school year. JC has agreed to take on the lead Safeguarding role until the end of his term of office (November 2023). 13.4 Ethos: the group met on 22 February – notes to follow. 13.5 Communication: JH suggested that some Governors might attend the parents' evenings scheduled for 26 and 27 April to explain the role of the Governors. DM also suggested updating the old leaflet for Governor recruitment. The need to raise the profile of Governors was agreed. SH also suggested a general parent induction for the start of the school year (or from when the pupils from Quarry move to join St Andrew's in autumn 2024) to set expectations and clarify the roles of SASA, the Governors and the school's relationship with the Church.	EH HK JC DM ??
14.	HT performance objectives: interim progress – the panel (BH and DM) met with JH on 14 March and the mid-year review has taken place.	
15.	Reception class move from Quarry site (standing item) – this was discussed at TLIS and had also been raised with various people from OCC. The proposal to add an additional Inset day at the end of the summer term in 2024 in order to give staff time to move everything from the Quarry site was agreed by Governors as being a sensible solution, and unlikely to adversely affect the pupils (who have not missed any school due to strikes or snow days).	
16.	Chair's items: DH and BH had alerted Governors to the revised plans for the Co-op site which seemed to have gone up on the OCC website without any notices appearing on the street or notifications to neighbours/interested parties.	

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	<p>The closing date for comments this time is apparently 15 April (at the end of the Easter holidays). Governors discussed the different aspects of the two new proposals, noting that while some of the Safeguarding issues had been partially addressed by changes to the windows, there is still a lot of concern about the impact on the school, the unsuitability of the site and the fact that the statement of needs document makes no mention of the agreed new hotel at Thornhill.</p> <p>Once governor suggested that the site would be an ideal location for a specialist school provision.</p> <p>JH to alert parents to the new proposal, and governors to respond both collectively and individually. Following the meeting, BH issued an update with further clarifications and his suggested email text, both these documents are in the meeting folder and contain links to the planning proposals and other information: https://app.governorhub.com/g/standrew'scofeprimaryschool_21/docs/62c8102ce24f21979ff4cfd1</p>	JH Govs
17.	Head's items including Health & Safety updates: none	
18.	Academy status: none	
19.	Governor vacancies: there are currently 3 co-opted governor vacancies, and HK is stepping down as parent governor at the end of the summer term. Governors are continuing to explore options and meet possible candidates.	
20.	Governor Training: governors were reminded to send updates to LD or add them to Governor Hub.	
21.	Governor visits: BH to attend Easter service next week.	
22.	Headington Partnership: working on upcoming Sports Day and a planned Teach Meet for the summer term.	
23.	<p>Discussion: what decisions have been made which further the aims and vision of the school?</p> <p>The presentation and discussion about neglect was vital for ensuring children's wellbeing.</p>	
24.	Review of items for next meeting: Budget	

The meeting finished at 9.10 pm

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