

Ratified

St Andrew's C E Primary School

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We believe that 'Everyone is different. Everyone is special'. As Jesus taught us to love unconditionally, so we strive to nurture respect for all; to provide a rich and stimulating curriculum that considers the individual; and to care for the intellectual, social and spiritual well-being of our whole school community - encouraging positive engagement with the wider world, as affirmed through our school values and parable of the Good Samaritan.

Jesus said, "Love the Lord your God ..." and, "Love your neighbour as yourself." Luke 10:27

Our inclusive values and ethos shape everything we do. Our school policies give structure to the community we are building, where diversity is celebrated and where children of all faiths, and none, benefit from the very best start in education.

**Meeting of the Full Governing Body
held on Thursday, 11th July 2024 at 7 pm at the school.**

Present:	Sam Callard (SC)	Staff Governor
	Sarah Haden (SH)	Parent Governor
	Jo Holmes (JH)	Staff Governor, Head
	Bruce Huggett (BH)	Foundation Governor
	Elizabeth Hurran (EH)	Parent Governor – arrived 7.10 pm
	Fr Darren McFarland (DM)	Foundation Governor, Chair
	Georgina Montgomery (GM)	Parent Governor
	Amanda Robertson (AR)	Parent Governor
Jennifer Strawbridge (JS)	Foundation Governor – arrived 7.20 pm	

In attendance: Lucy Dickinson (**LD**) – Clerk

The meeting was quorate (9 Governors were present out of 14 in post).

		ACTION
1.& 2.	Welcome and Apologies for absence DM welcomed Governors to the meeting. Apologies were received and accepted from Aarti Basnyat (AB: Parent Governor), James Carter (JC: Co-opted Governor), Michael Dent (MD: Co-opted Governor), Anneka Fisher (AF: Co-opted Governor) and Chris Smowton (CS : LA Governor). The meeting started at 7.05pm.	
3.	Notified Business: none.	
4.	Pecuniary interests and Declarations: none declared for this agenda.	
5.	Minutes of the meeting held on 25th April 2024 DM went through the minutes of the meeting dated 25 th April 2024, 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 – all actions completed.	

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<p>7.</p>	<p>Head teacher’s report</p> <p>The report had been circulated and some abbreviations were explained (these have been added to the acronyms and abbreviations list in the governor induction folder).</p> <p>90% of pupils passed the Year 1 phonics screening, and all but one of those retaking in Year 2 passed (the child who did not was a recent joiner).</p> <p>(7.10 pm – EH arrived)</p> <p>The incoming Reception class will need additional support for September as there will be three children with EHCPs. There will be some movement of staff within the school to support need. JH explained that an HTLA will be doing teacher training through the apprenticeship levy and will have a small class of children with EHCPs who will be based in the nurture space as well as covering PPA time and spending time in Reception. Two of the other TAs are Early Years trained.</p> <p>Transition days and visits for secondary schools have taken place – there was a very wide variety of destinations this year (15) including several special schools, and with the double year group this had created a lot of additional work for the Year 6 teachers. JH noted that it was a challenging period during which to keep Year 6 children engaged, but she felt that the breadth of activities following SATs had been positive and transition had gone well.</p> <p>The turnover of pupils has continued to be high, which is also a challenge for outcomes. The large size of the Year 3 cohort was mentioned as at previous meetings, but it was felt that learning has continued to be effective and that the additional pupils had absorbed well into the class and the cohort’s approach to learning is good.</p> <p>Attendance has improved slightly to 95.84% - this is above national average and better than last year, but close monitoring is continuing. There have been two suspensions – one internal this year, one external. The internal one took place in JH’s office, while the external one was more serious following an incident in which a teacher was injured. JH confirmed that the parent had attended a meeting to discuss the exclusion and was supportive and working with the school on behavioural issues.</p> <p>SATs results – these had arrived on 8 July and were shared verbally.</p> <p>Reading – 80% passed (2 missed by one mark) and 42% GD</p> <p>Writing – 69% passed (this was the lowest result for some time) with 30% GD</p> <p>Maths – 76% passed and 32% GD</p> <p>SPAG – 83% passed</p> <p>JH outlined the impact of Covid on this year group, as well as the difference in the two-form cohort. The writing results had been moderated, and unlike the reading and maths the assessment was not done on a ‘best fit’ model but needed every requirement to be ticked. For comparison, the last double-form Year 6 group (2017) had achieved:</p> <p>Reading – 78% passed</p> <p>Writing – 76% passed</p> <p>Maths – 75% passed</p> <p>SPAG – 77% passed</p> <p>JH noted that in some schools the SPAG result had been lower than the writing which suggested that the moderation at St Andrew’s had been rigorous since SPAG and writing are usually relatively in-line.</p> <p>(7.25 – JS arrived)</p>	
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	<p>The writing outcomes do fall within the expected range for national average, with the other area all being at or above national. JH expects that the results overall will be just above national average (the combined score for RWM was 64%).</p> <p><i>Q. Does the moderator look at a selected range?</i></p> <p><i>A. They do look at a mixture of boys and girls at expected level and greater depth, but these are picked at random by them (they chose nine pupils). If they disagree with the teacher assessment they will ask for a wider sample – this year they requested two further examples of greater depth.</i></p> <p>JH also noted that this cohort has a higher level of PPG children – their results were very much in line with the rest of the cohort which was positive.</p> <p>KS1: The Year 2 SATs are now optional, and the school has opted not to do them as they do not want to over test the children. The internal assessments used for every year group have been working well and were selected to be more in line with the curriculum, so using these in Year 2 gives greater consistency and ease of tracking progress as children move up the school.</p> <p><i>Q. Were pupils experiencing anxiety about the SATs given any support (a governor who was helping invigilate witnessed one distressed child)?</i></p> <p><i>A. Staff tended to do this in an unstructured responsive way by separating children who were felt to be at risk into smaller rooms and proactively managing and exploring their feelings without raising issues for the rest of the cohort. Mocks had taken place so that staff already had an indication of those who were likely to need additional support, and staff are allowed to ‘stop the clock’ to talk to children.</i></p> <p><i>Q. Could Governors who come in to support with invigilation have more advance information on how to appropriately support children.</i></p> <p><i>A. Yes, this can be arranged.</i></p> <p><i>Q. Is everything going smoothly with the staff movement and class allocations?</i></p> <p><i>A. Yes – there have been no issues from staff or parents.</i></p> <p><i>Q. What is the situation with the after-school club staffing?</i></p> <p><i>A. A staff member has been seriously unwell, and the deputy (Andy Masters) will be stepping up and another permanent staff member will be recruited to support. Casual staff are in place.</i></p>	
<p>8.</p>	<p>SEND report</p> <p>The SEND report had been discussed at TLIS. Governors asked:</p> <p><i>Q. What is the difference on the IDSR between SEND support and EHCP?</i></p> <p><i>A. These relate to different levels of need, with the EHCP coming with more funding.</i></p> <p><i>Q. What kinds of specific needs might be referred to?</i></p> <p><i>A. They can include named conditions such as dyscalculia, dyslexia etc. However, the primary needs can also change over time to that the IDSR breakdown doesn’t always give the full picture. The school aims to be flexible and modify its approach as the child develops and becomes better understood.</i></p> <p><i>Q. The incoming Reception class will have five EHCPs – is this likely to increase?</i></p> <p><i>A. The full picture will emerge in September as new pupils join. There have also been further applications from six children with EHCPs. This increase is a national issue.</i></p> <p>With regards to staffing, Sian Davis will be able to cover all the PPA time for KS2 as the specialist science teacher and DT. The HLTA will cover the Reception PPA. The Deputy is doing the NPQSEND qualification to provide more SEN</p>	

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	<p>support (the SENCo works 2 days/week). The Key Stage 2 Phase lead is doing a NPQH which should also help with leadership capacity.</p> <p><i>Q. Are the numbers of pupils with SEN and EHCPs in Foundation Stage increasing due to early recognition?</i></p> <p><i>A. It is true that more children are attending Nursery and issues are being picked up earlier. Generally having an EHCP should help a pupil to make more progress, and the annual review process allows more flexibility in supporting children.</i></p> <p>The SEND report was approved for publication.</p> <p>In a further discussion the issues around child development and resilience were mentioned with a need to tackle resilience in PHSE. Governors talked about concerns around the use of smart phones (it was noted that the River Learning Trust have sent out a survey about this). Within Early Years, the number achieving a good level of development (GLD) in this cohort (63%) will probably be under the national average – JH wanted to highlight this as a focus for the SDP. Governors also raised the discrepancy between areas in the EYFS and those measured in KS2, noting that after EYFS, and Early Learning Goals, there is no further measurement of social and emotional development of the child.</p>	
<p>9.</p>	<p>Academy discussion Nothing further to report at this time.</p>	
<p>10.</p>	<p>Reports from committees and Governors with special responsibilities:</p> <p>10.1 Teaching Learning Inclusion and Safeguarding: the main area of discussion was the SEND report (see item 8 above). Minutes to be circulated. The committee did also look at the SDP for this year and thought about priorities for 2024-25. Governors will see the top-level document.</p> <p>LD to set up calendar and meeting folders for the committees and to include the draft ToRs for agreement at the first meetings. There was a query about the number of governors required for committee meetings to be quorate.</p> <p>10.2 Finance Personnel Premises (including H&S and Well-being): CS has agreed to join FPP and some information has been sent. BH gave an update on the boiler – the electrical work is complete (including wiring to allow remote access). Over the summer the carpark will be dug up and the gas pipes and pipes for the GSHP will be installed.</p> <p>The new website has been launched and is working well.</p> <p>One member of staff is leaving in the summer which has resulted in an increased surplus.</p>	<p>LD-done</p>
<p>11.</p>	<p>Standing orders 2024-25: these had been circulated on Governor Hub – they were agreed, and a paper copy signed by DM and handed to JH for filing.</p>	
<p>12.</p>	<p>Meeting dates and arrangements for 2024-25: the dates for 2024-25 are now on Governor Hub. JH subsequently checked with the new school business manager (Maryanne Coyne) that Monday evenings are manageable for FPP meetings – these meetings will continue on Mondays.</p>	
<p>13.</p>	<p>Chair’s items: none</p>	
<p>14.</p>	<p>Head’s items: after attending a number of meetings about upcoming changes (including legal), JH had revised the attendance policy. The amounts charged are changing (to £80 per parent per child for the first occasion, and £160 for the second). The revised policy has been sent to the OCC team to ensure it is compliant. Autonomy for issuing fines lies with the HT, but although this does give JH the ability to respond to family context, she does not think that penalty notices are the most effective way to engage with parents on this issue. The</p>	

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	<p>policy has been confirmed as legally compliant and will come to TLIS for discussion.</p>	
<p>15.</p>	<p>Governor vacancies: the Governing Body has been carrying one co-opted vacancy for some time. In light of other experienced governors having left or leaving, and the fact that several of the governing body are very new to governance, it had been proposed that EH (whose term as parent governor finishes on 12 July 2024) should be appointed to the co-opted position pending further developments in the Governing Body.</p> <p>The importance of consistency and experience was discussed and agreed, along with the issue of having parents in co-opted governor spaces. It was agreed that all non-parent governors with children at the school should declare this in their declarations of interest and that careful consideration be given to transparency. There will continue to be five non-parent governors in co-opted and Foundation positions even after DM steps down.</p> <p>Governors also discussed how to use the current expertise to support newer governors whilst they become more embedded and feel able to take on some of the main link roles, as well as how to encourage diversity in applicants (including applications from those of other faiths) for the upcoming parent governor vacancies in the autumn.</p> <p>JH suggested that the International Evening (taking place on 27 September) would be an ideal occasion for governors to introduce themselves to the parent body.</p> <p>Governors agreed to appoint EH to the co-opted position – LD to update Governor Hub.</p>	<p>Govs</p> <p>LD-done</p>
<p>16.</p>	<p>Election of Chair and Vice-Chair: following his announcement that he would be leaving St Andrew’s and stepping down as governor and Chair, DM had posted details of the Chair role and had conversations with anyone who might have felt able to take on this position. These discussions had also explored with potential nominees how to manage areas which might be perceived as an issue for governors with children at the school. After careful consideration, one candidate had agreed to stand as Chair and a second as Vice-Chair.</p> <p>LD took the Chair for the remainder of this item</p> <p>Formal nominations were received by LD as follows:</p> <p>Chair: SH was nominated by JS and seconded by DM.</p> <p>SH left the meeting. Governors recognised SH’s experience including in the area of SEN which is a current priority for the school and the local area. The restrictions and appropriate adaptations in having a parent as Chair were openly discussed – JH confirmed that she would not be happy with a parent being on her appraisal panel, and this had been discussed with the nomination for Vice-Chair who was happy to take on this responsibility. Similarly, by declaring the year groups of her children (Years 3 and 6 as of September 2024), SH would commit to transparency in dealing with any complaints or exclusions which would be delegated to other governors where necessary.</p> <p>Governors agreed to appoint SH as Chair for a one-year period. SH returned to the meeting.</p> <p>Vice-Chair: AF had been nominated by EH and seconded by DM. It was confirmed that AF has had discussions about how the role of Vice-Chair would work in this situation, and she had confirmed she was happy with the suggested arrangements.</p> <p>Governors agreed to appoint AF as Vice-Chair. The Chair position was handed over to SH for the remainder of the meeting.</p>	

17.	Governor training: EH has done Pupil Premium training and SH did The Role of the SEND governor.	
18.	<p>Governor visits: EH went into Rainbows to find out how staff and pupils were feeling about the move. Her impressions were that they were in control but also excited. It was agreed that being on site at St Andrew’s might be particularly beneficial to those pupils with SEN as they prepare to move to the older classes. A visit report to be written up and sent to LD for uploading to Governor Hub.</p> <p>Governors were asked/invited to help with packing for the move – on Tuesday 23 July from 1pm onwards all children will have left the Rainbow’s classroom and the room at St Andrew’s will need to be emptied. The following day (Wednesday 24 July) support will be needed during the morning and afternoon to complete the move. Some packing will also be possible on Friday 19th July during the Rainbow’s transition day.</p>	<p>EH</p> <p>Govs</p>
19.	Headington Partnership: meeting taking place tomorrow (12 July 2024).	
20.	<p>Discussion: what decisions have been made which further the aims and vision of the school?</p> <ul style="list-style-type: none"> - Discussion of the importance of mental health during SATs and supporting longer-term resilience of children - Noted the careful planning of transition arrangements to benefit all pupils - Responsible discussions took place around succession planning and ensuring the integrity and efficacy of the governing body. 	
21.	Review of items for next meeting (11 July 2024): set priorities for the year (SDP) Governor / staff meeting, register of interests including online version, SDP / SEF, external professional support, challenge and validation, review rolling programme for review of self –evaluation, Budget Monitoring (month 3), Head Teacher Appraisal panel, dates, Pay statement for Head and teachers at 1 Sept Review behaviour principles statement, review complaints policy, policy review schedule.	

The meeting finished at 8.30 pm

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