

Ratified

St Andrew's C E Primary School

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**Meeting of the Full Governing Body  
held on Thursday, 6<sup>th</sup> July 2023 at 7 pm at the school.**

**Present:**

Anneka Fisher ( <b>AF</b> )	Co-opted Governor
Sam Callard ( <b>SC</b> )	Staff Governor
Michael Dent ( <b>MD</b> )	Co-opted Governor
Sarah Haden ( <b>SH</b> )	Parent Governor
Jo Holmes ( <b>JH</b> )	Staff Governor, Head
Elizabeth Hurrant ( <b>EH</b> )	Parent Governor
Bruce Huggett ( <b>BH</b> )	Foundation Governor (attended online)
Helen Kidd ( <b>HK</b> )	Parent Governor
Fr Darren McFarland ( <b>DM</b> )	Foundation Governor, Chair
Jennifer Strawbridge ( <b>JS</b> )	Foundation Governor (joined at 7.35 pm)

**In Attendance:** Lucy Dickinson (**LD**) Clerk  
James Carter (**JC**: prospective Co-opted Governor)

The meeting was quorate (10 Governors were present out of 11 in post).

		<b>ACTION</b>
<b>1.&amp; 2.</b>	<b>Welcome and Apologies for absence</b> <b>DM</b> welcomed Governors to the meeting and introduced <b>MD</b> as new Co-opted Governor. Apologies were received and accepted from Ros Smith ( <b>RS</b> : Local Authority Governor). David Hodgkinson and James Carter have stepped down as Parent Governors, and Helen Kidd stepped down at this meeting. Item 10 on the agenda was moved to item 7. The meeting started at 7.00pm.	
<b>3.</b>	<b>Notified Business:</b> none.	
<b>4.</b>	<b>Pecuniary interests and Declarations:</b> none declared for this agenda.	
<b>5.</b>	<b>Minutes of meeting held on 27<sup>th</sup> April 2023:</b> <b>DM</b> went through the minutes of the meeting dated 27 <sup>th</sup> April, which were agreed as a true and accurate record of the meeting. <b>DM</b> signed and passed to <b>JH</b> for filing. <b>LD</b> to send ratified version to Jane Burd for uploading to website.	<b>LD-done</b>
<b>6.</b>	<b>Matters arising not covered elsewhere on the agenda:</b> none	
<b>7.</b>	<b>Appointment of JC as Co-opted Governor</b> <b>JC</b> had agreed to take over the role of Safeguarding Link Governor. Since his term of office as Parent Governor was due to finish in November, he had also agreed to become a Co-opted Governor. Governors <b>approved</b> this appointment and thanked <b>JC</b> for taking on the Safeguarding role. <b>LD</b> to update Governor Hub and school to update GIAS.	<b>LD-done MC/JBu</b>

Signed..... Dated.....

<p><b>8.</b></p>	<p><b>Head teacher’s report including SDP and SEF updates:</b></p> <p>The report had been circulated and included summaries of the updates to the School Development Plan (SDP) and Self-evaluation form (SEF) which were also circulated in the meeting folder.</p> <p><b>JH</b> and <b>AF</b> had met to discuss a new shorter template for the SEF which will be used from next year (there will still be further detail in linked supporting documentation).</p> <p><b>SDP overview:</b></p> <p>Phonics outcomes had improved to 80% in Year 1 and 100% for the Year 2 retakes (further measures will be put in place to ensure this improvement is embedded with staff working with the children in Rainbows class to monitor preparation in Reception).</p> <p>The number of children reaching Good Level of Development (GLD) in Reception has risen from 55% to 73%. Two children have Educational and Healthcare Plans of whom one is going to specialist provision in September. <b>JH</b> noted that some children in Reception are likely to ‘pass’ in the academic curriculum later in the school but did not reach the required level for social and emotional development. This is not assessed higher up the school.</p> <p><i>Q. How are the Early Years and curriculum higher up the school linked?</i></p> <p><i>A. This is linked through the subject provision maps. Subject leadership is going well, there will be some changes in staff leads for next year, mostly to better suit areas of expertise. This will mean that there needs to be further focus on subject knowledge amongst staff.</i></p> <p><i>Q. With regards to admissions, there is already a space in Year 4 and likely to be another one. How does the school go about filling these?</i></p> <p><i>A. There is currently no waiting list for this year group, but Maryanne Coyne is very proactive in keeping in touch with County to ensure that they are aware there is space for pupils moving into the area.</i></p> <p><i>Q. Are most of the Reception class moving up to Year 1?</i></p> <p><i>A. As noted above, one child is going to specialist provision. Another is moving to another country.</i></p> <p><i>Q. The admissions figures state that 10 pupils have joined the school, while only 6 have left. How is this possible without the class sizes increasing?</i></p> <p><i>A. There has been some movement both in and out during the year (i.e. these figures include some who have joined then left during the school year).</i></p> <p><i>Q. The attendance statistics in the HT report do not match those in the SEF – is there a reason for this?</i></p> <p><i>A. The figures in the HT report are more up to date.</i></p> <p><i>Q. Is the school finding the format of the attendance return form helpful in terms of tracking and addressing areas of concern?</i></p> <p><i>A. Broadly speaking, yes. <b>JH</b> noted that the end of year attendance figure is likely to be just under 95%. There are 30 children with attendance below 90% of which 17% (5 children) have serious illnesses which have involved hospital stays etc. The remaining breakdown is as follows:</i></p> <p><i>7/30 children are in Rainbow (all/some of whom are under statutory school age)</i></p> <p><i>8/30 have had extended leave abroad for what the school considers to be a valid reason (see discussion below)</i></p> <p><i>2/30 have had repeated illness (authorised but not severe/involving hospital stays)</i></p>
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	<p><i>2/30 are on parental contracts through which the school is trying to address concerns</i></p> <p><i>6/30 are for other reasons including issues such as housing change causing problems with punctuality. These are considered to be 'pre parental contract'.</i></p> <p><i>Q. Could <b>JH</b> explain more about the parental contract and how this will improve attendance and punctuality figures?</i></p> <p><i>A. These are based around open conversations with families rather than being focussed on the legal obligations – the aim is to be supportive and put in place goals to work towards. The school does feel they have been effective and shown improvement so far. It was noted that one child has extremely severe absence and is moving to specialist provision next year, but even in this case there have been weekly meetings with the attendance officer which have been based around meeting the child's needs.</i></p> <p><i>Q. If the attendance and authorised absence figures were joined up, how many children would still be below 90%?</i></p> <p><i>A. Very few (this figure will be reported in future)</i></p> <p>Governors discussed the impact of children with families overseas where absence for family commitments such as funerals etc will involve longer periods of absence and have a bigger impact on attendance. <b>JH</b> felt that the main area of concern was actually the seven children in Rainbow class as there is less contact and relationship with families at this stage, and it is harder for the school to act when the children are not yet of statutory school age. However the pattern of low attendance (including highly self-reporting of illness or taking children out of school on Fridays or in the afternoons due to tiredness) does tend to continue into the term after their fifth birthday and early intervention is important in setting expectations for later in the school.</p> <p>Behaviour – the question of whether the behaviour policy actually matches practise is one which will be explored next term through a review. There have only been two 'Fix it Fridays', which is positive and indicates that staff are catching behaviour issues before they escalate. There have been two internal exclusions – these were of a child with SEN and have actually been a positive and supportive process involving parents and the child.</p> <p><i>Q. If more restorative practise is taking place during breaks and lunch, does this mean there is less need for the 'temperature checks' at the start of lessons?</i></p> <p><i>A. Yes, these are not as necessary, although some tiredness is starting to be displayed in certain cohorts towards the end of the year.</i></p> <p>(7.35pm – <b>JS</b> arrived)</p> <p><i>Q. The number of pupils with EHCPs is noted as much higher than national average. Are there any particular barriers around EHCP applications?</i></p> <p><i>A. Yes, there are issues with the speed of CAHMs (Child and Adolescent Mental Health services) referrals, but the school is very well prepared in terms of collating paperwork and evidence. The application process can start in Nursery (and the increased communications needs for children who were at or just below Nursery age during the Covid lock downs was noted). However, on average at St Andrew's applications for EHCPs usually begin when children are in Year 3, but with evidence having been collected for 1-2 years beforehand. The importance of getting the EHCPs in place before the move to Secondary School was noted, as well as some other factors which might impact on development (summer born children etc).</i></p> <p><i>Q. The number of children receiving PP is well below national average. The possibility of including schools with similar numbers of EHCPs in a benchmarking exercise was discussed. <b>JH</b> also talked about the desire of families with children</i></p>	
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	<p><i>on EHCPs to get a place at a small nurturing school, and how to work with prospective families to ensure that limitations on space and teaching capacity do not have an adverse effect on SEND pupils. The current system for allocation of SEND pupils was felt to be inadequate, with Governors noting that a local panel of Heads and SENCOs would be more effective in allocating places to better meet needs and to look at grouping of pupils with similar needs to help them feel less isolated.</i></p> <p><i>Q. What do the Safeguarding figures (made and received) refer to?</i></p> <p><i>A. These report on referrals made by the school to external agencies (usually the MASH) as well as those which the school are notified of (received) by other places, including referrals if police are called to domestic violence incidents. This is important as the school needs to be alerted to monitor the child in school.</i></p> <p><i>Q. Have the changes in threshold for MASH involvement had an impact on what the school reports, and are the figures considered average or high/low?</i></p> <p><i>A. JC questioned whether the threshold had actually changed, or whether it was the application of threshold which had shifted. Figures cannot be compared with other schools as this information is not available. The issue of reluctance to report was also discussed, but JH also mentioned the 'no names' consultations which provide the opportunity for professionals to discuss cases where there is anxiety or concern about how to progress an issue relating to a child and their family without making a formal referral to Children's Social Care.</i></p>	
<p><b>9.</b></p>	<p><b>Reports from committees and Governors with special responsibilities:</b></p> <p><b>9.1 Teaching Learning Inclusion and Safeguarding:</b> draft minutes had been circulated and <b>EH</b> highlighted the main topics of discussion including the main items for development in the SDP as raised in the Ofsted report. There had also been discussions about physical changes to the spaces over the summer in order to create more breakout spaces for use by small groups. SH had offered some training on neurodiversity and autism – the link would be circulated to staff. The new staff structure for September was also shared.</p> <p><b>9.2 Finance Personnel Premises (including H&amp;S and Well-being):</b> minutes had been circulated and <b>BH</b> added that a letter had been received earlier this week from Hampshire regarding the resubmitted budget. Their advice had been to closely monitor staffing costs as well as the impact of the upcoming loss of the bulge year. Hire charges are being raised to make them more in line with other neighbouring schools. MD had joined the committee.</p> <p>With regards to the lighting issue in the alleyway next to the school, Oxford City has finally agreed that they 'own' the problem, and possible solutions are being identified for costing, and then OCC need to allocate the budget for it. The IT system is being switched to a cloud server – both these are positive outcomes. However, the boiler replacement is likely to be further delayed until September (more clarity is being sought about whether this includes the ASHP installation). A H&amp;S link governor is now required as DH has stepped down.</p> <p><b>9.3 Safeguarding:</b> the group met on 15 June and HK had also done a handover to <b>JC</b> earlier in the day. It was noted that the ESAT follow up on 8 June had been cancelled and will be rescheduled next term. A recent briefing had highlighted the 3.5 year wait for CAHMS referrals as well as new schools guidance on how to report dog bites. The group had discussed the potential need for a separate policy on handling suspicions of domestic violence but had since learned that this was an optional policy.</p> <p><b>9.4 Communication:</b> as <b>HK</b> is leaving, there will need to be some support for <b>EH</b> and <b>JC</b>. The parental survey questions need to be agreed before the parents' evening in October. Governors agreed to meet following the governor and staff meeting on 13 September to organise this.</p>	

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	<b>9.5 HQFSS move to St Andrew's:</b> nothing more to report at this time – the day has been agreed.	
<b>10.</b>	<b>Election of Chair and Vice-Chair for 2023-24</b> <b>LD</b> took the Chair for this item. <b>DM</b> had confirmed that he was willing to re-stand. There were no other candidates and <b>DM</b> was duly <b>elected</b> as Chair. <b>SH</b> agreed to stand and was nominated as Vice-Chair, there were no other candidates, and <b>SH</b> was duly elected as Vice-Chair.	
<b>11.</b>	<b>Delegation planner, agree work for committees and committee membership</b> The work for committees will be agreed next term (the OCC annual schedule will be uploaded to Governor Hub when available). Committee membership was discussed – more members will be needed for FPP ( <b>JC</b> is moving to TLIS due to his Safeguarding role). This will be reconsidered after the new parent governors have been elected. <b>EH</b> also indicated that she would be willing to move if required.	
<b>12.</b>	<b>Standing orders 2023-24:</b> an updated version had been circulated and was agreed by Governors and signed by <b>DM</b> . Later in the meeting there was a question about the number of FGB meetings which are statutory per year (confirmed as three) and a discussion about other alternative schedules including alternating TLIS meetings and FGB meetings in alternate terms to reduce the workload for both governors and staff, as well as cutting down on repetition and increasing involvement of all governors in key discussions. <b>LD</b> to send information about different governing body models. This question will be revisited in the new academic year (note that a change would require altering the standing orders and ensuring that all the necessary work is delegated and covered either by committees, working parties or link governors).	
<b>13.</b>	<b>Governor Code of Conduct:</b> noted and agreed.	
<b>14.</b>	<b>Chair's items:</b> none	
<b>15.</b>	<b>Head's items including Health &amp; Safety updates:</b> the critical incident plan has been updated as part of the H&S work.	
<b>16.</b>	<b>Academy status:</b> <b>DM</b> noted that this is once again a more definite direction of travel, and that the governing body will need to consider options next year. The need to ensure that the HT feels part of a supportive network was agreed and the likely candidates for suitable Trusts were noted. Once capacity has been established the governors will need to do due diligence.	
<b>17.</b>	<b>Governor vacancies:</b> there is now one co-opted governor vacancy, and three parent governor vacancies. Five applications were received, so ballot papers have been sent out - the count will be next Thursday ( <b>HK</b> and <b>EH</b> offered to help at the count).	
<b>18.</b>	<b>Governor training:</b> <b>MD</b> has completed the first part of the induction training as well as Safeguarding. Where records are not automatically added (through the OCC booking system) Governors are requested to update their own profiles or inform <b>LD</b> of any training.	<b>Govs</b>
<b>19.</b>	<b>Governor visits:</b> some reports were missing from Governor Hub – <b>LD</b> to check and <b>EH</b> to resend. Once all reports have been received, <b>LD</b> to add these to the Governor Visits folder (as well as the relevant meeting folders) and divide past reports by school year.	
<b>20.</b>	<b>Headington Partnership:</b> The joint KS1 sports day was successful (although not many schools attend) but the KS2 sports day at Cheney was cancelled due	

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	to an extremely poor weather forecast. <b>JH</b> also noted that this is logistically a challenging event for staff to manage.	
<b>21.</b>	<b>Agree dates for meetings 2023-24:</b> these had been circulated and were agreed, subject to further discussions about a possible change in meeting structures as recorded in item 12.	
<b>16.</b>	<p><b>Discussion: what decisions have been made which further the aims and vision of the school?</b></p> <ul style="list-style-type: none"> <li>- Governors had discussed how best to use both volunteer and staff time (linking to wellbeing)</li> <li>- The proposed review of the behaviour policy will focus on the atmosphere in the school</li> <li>- Inclusivity and a welcoming approach to all families (including those of different ethnic and cultural backgrounds) was mentioned during the discussion on attendance</li> <li>- The focus on SEN was also important in reflecting the school's ethos.</li> </ul>	
<b>17.</b>	<b>Review of items for next meeting (12 October 2023):</b> set priorities for the year (SDP) Governor / staff meeting, register of interests including online version, confirm SDP / SEF, external professional support, challenge and validation, review rolling programme for review of self-evaluation, Budget Monitoring (month 6), Head Teacher Appraisal panel, dates, Pay statement for Head and teachers at 1 Sept Review behaviour principles statement, review complaints policy.	

The meeting finished at 8.50 pm

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