

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, 5th December 2024 at 7 pm at the school.**

Present:	Aarti Basnyat (AB)	Parent Governor
	Emma Clanchy (EC)	Staff Governor
	Michael Dent (MD)	Co-opted Governor
	Anneka Fisher (AF)	Co-opted Governor
	Sarah Haden (SH)	Parent Governor, Chair
	Jo Holmes (JH)	Staff Governor, Head
	Bruce Huggett (BH)	Foundation Governor
	Elizabeth Hurren (EH)	Parent Governor (arrived 7.20 pm)
	Chris Smowton (CS)	LA Governor
	Jennifer Strawbridge (JS)	Foundation Governor (arrived 7.42 pm)

The meeting was quorate (10 Governors were present out of 13 in post).

		ACTION
1.& 2.	Welcome and Apologies for absence SH welcomed Governors to the meeting. Apologies were received and accepted from James Carter (JC : Co-opted Governor), Georgina Montgomery (GM : Parent Governor) and Amanda Robertson (AR : Parent Governor). Apologies also received from Lucy Dickinson (LD : Clerk) who will be writing up minutes from a transcript. The meeting started at 7.03pm.	
3.	Notified Business: none.	
4.	Pecuniary interests and Declarations: none declared for this agenda. Update on current declarations on Governor Hub: some gaps – LD to chase individually.	LD
5.	Minutes of the meeting held on 10th October 2024 SH went through the minutes of the meeting dated 10 th October 2024, which were agreed as a true and accurate record of the meeting. SH signed and passed to JH for filing. LD to send ratified version to Maryanne Coyne for uploading to website.	LD -done

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6.	<p>Matters arising not covered elsewhere on the agenda</p> <p>None.</p>	
7.	<p>HT report</p> <p>The report had been circulated on Governor Hub and JH gave an outline of the current progress on the School Development Plan (SDP).</p> <p>Quality of Education</p> <p>Phonics – strong start to the year for Year 1 as well as having catch-up in place for Year 2 and CodeX for pupils needing intervention support in Year 3. Assessments have been taking place this week and first indications are positive. Subject leadership – again a good start to the year with lots of joint working in place and monitoring now being extended to incorporate Pupil Voice. The aim is for subject leaders to see the impact of the curriculum. Writing continues to be a particular focus, with the English lead monitoring lesson observations and considering staff training needs. More work is still required around expectations and assessments in writing compared to reading and maths, and it is also essential to ensure that the underlying grammar and punctuation knowledge is secure.</p> <p>Behaviour and Attitude</p> <p>The new behaviour policy is in place and both teaching staff and TAs have had training. The school rules are now reasonably embedded with the children. The next steps are to share these with parents and look at reviewing the PHSE curriculum to reflect these changes.</p> <p>Personal Development</p> <p>The various pupil leadership roles are working well, with all groups being very active and children being very enthusiastic. The three student councils have been successful with fundraising and developing their ideas. The Green Team have done a video on fast fashion and recycling of Christmas jumpers. Some potential support related to Pupil Premium has been investigated which turned out not to be relevant for the school (due to location not being in the target area etc.) which was disappointing. However, eligibility for PP is being effectively tracked and there is still a lot going on with opportunities which are available (such as Teddies Up) being accessed.</p> <p>Leadership and Management</p> <p>The nurture base has been set up and is now in use. There will be some adjustments to the space over the Christmas holiday to open it up and make it more effective to use. Further resources will be needed to meet requirements for individual children.</p> <p>The School Improvement Partner report noted the quality of the EYFS area and the effective use of the indoor and outdoor spaces. A list will be put together to build up resources (such as bikes etc. for outside). The SIP visit was discussed in detail at TLIS – there were some issues around self-evaluating as outstanding and the need to demonstrate impact in all areas. The SIP was cautious about recommending self-evaluating as outstanding but recognising that there is very little learning time lost due to poor behaviour and overall the observations were very positive. Governors discussed the challenge of achieving outstanding when the school is continually aiming to improve and develop so that there will always be some areas which still require evidence of impact. The lag in observing outcomes for the new curriculum was also recognised.</p>	

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Contextual information and attendance data

Numbers on roll have remained steady and attendance is 96.6% (higher than both local and national) – the school continues to monitor this closely and work with families where it is felt the issues are not due to sickness.

SEND figures are continuing to rise (as seen nationally) and are also higher than national with some year groups having higher numbers – e.g. three with EHCPs in Year 5 and three having come into Reception with EHCPs already in place (this is also a change being seen nationally). Children arriving with an EHCP tend to have no speech or language rather than just showing that they are dropping behind as they go up the school – this does require a different approach. This is a central reason for the introduction of the nurture base.

JH also spoke about the attendance level for the Reception class who are not yet of statutory school age – her feeling is that this has improved since bringing the Reception class on site but does have an impact on overall attendance figures. There are also some children on transition (part-time) timetables including one who is showing increased ability to be in school for longer. The impact of these adjustments will be considered further at a TLIS meeting. She outlined the challenges in deciding on authorisation of absence for families taking time off to travel to other countries for exceptional family circumstances as well as managing the relationships where authorisation is not possible but the individual circumstances for the family can still be understood. She feels comfortable with the current level of openness between families and the school and the fact that the persistent absence level (9%) is well below national. She has also discussed this with other HTs in the Headington Partnership – the current approach towards monitoring attendance is in line with other schools in the Partnership, is ensuring that persistent absence level is well below national, is focused on the child wanting to be at school and supporting parents to enable this. The other effective way to improve attendance is to get to know the children well and to make sure that it is a place that they enjoy being.

(7.20 pm **EH** arrived)

The HT report mentions one suspension – unfortunately this has now risen to two. The reasons (physical assault) might sound dramatic, but procedures and policies were followed appropriately. Measures have been put in place to mitigate this reoccurring including updating the risk assessment for one child and putting in place social stories and other support. It is unfortunate that the child in one case has SEN, but we have been clear that the cause was the behaviour not the SEN. *Governors asked about the capacity of the child to understand the process and were reassured that the discussions around restorative justice and recognising feelings and impacts on others were handled sensitively and effectively. The use of appropriate consequences (related to the behaviour issue) and social stories to try to shift the children’s mindsets is important.*

Governors asked:

Q. Do you have any measure or informal perception of how satisfied parents are that the EHCPs are fit for purpose and having the desired impact?

*A. For all pupils on the SEND register there are pupil profiles which include strengths and needs together with desired outcomes. Parents meet with teachers three times a year so where applicable these meetings will generally include discussion of the EHCPs as well. The annual reviews would also involve other partners and look in more details at targets and other specific needs (including areas identified in an EHCP) and parents would have an opportunity to say if they think anything is lacking. **JH** feels there are more likely to be issues for children who are not yet on the SEND register but where parents or teachers feel they should be. Some parents can be reluctant to accept that their child should be on the register, and these borderline cases are often the more challenging for the*

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	<i>SENDCo. Managing expectations is also an issue as the school will probably already have been supporting need before a child is on the SEND register or gets an EHCP, and parents may expect the official label to be a solution, including expecting 1-to-1 support where this might not be the most helpful. Differentiating between SEN and other needs such as EAL (English as an Additional Language) can also require careful monitoring in the early years while children are still learning the language.</i>	
8.	Pupil Premium report The report and strategy were discussed in detail at TLIS and presented for ratification. JH noted that the strategy is set before the budget (PP income) is fully known, so the figures are based on last year's numbers. The difficulty of isolating effects of more general strategies, such as which teachers and TAs are in front of the class and their specific impact on PP children was also recognised. It is easier to monitor and quantify PP funding used towards 1-to-1 support or attendance at breakfast club, trips etc. There were no further questions about PP at this time – the report has been published on the school website.	
9.	Health and Safety audit The H&S audit has been carried out, but the report has not yet been sent to the school. JH reported that the areas raised for action were all relatively minor including details about fire safety and a requirement for a confined space risk assessment for the boiler room. While JH appreciated the thoroughness of the audit she also noted that it had taken place during a challenging week with adverse weather conditions and some temporary staff absence as well as a broken water heater in the canteen which meant that no food could be prepared on site and lunches had to be brought in from outside. Maryanne Coyne was commended for handling a stressful period calmly and the issues raised are being addressed. The full report will come to FPP when available. (7.42 JS arrived)	FPP
10.	Budget monitoring (period 6) FPP had carried out budget monitoring for period 6 (figures from the end of September). There were no major changes from period 5 with both income and costs having gone up by similar amounts so that the surplus remains similar. OCC have advised the school that we need to get this surplus down to the level usually permitted, so there needs to be a plan for projects totally around £140k. Staff have had some discussions about this, including looking at the potential for a direct door into the playground (there are some issues with this due to gas pipes and electrical wires), the possibility of replacing some windows to improve energy efficiency and installing batteries to connect to the solar panels are being considered. There is some more work required in the playground which might be needed and the question as to whether to install different gates to improve site security. There may also be some Safeguarding issues to consider with regards to the new development on the neighbouring site. A list of projects will be made and considered at a future meeting.	
11.	HT appraisal panel The panel (AF, MD, JS and Karen Metcalf – Diocese advisor) met on 8 November 2024 and the objectives from the previous cycle were reviewed. It was a positive meeting with good evidence of success against objectives and effective support and challenge from the new panel.	
12.	Academy discussion Nothing further to add at this time. JH had been invited to an ODST leadership conference and gave some updates from that session including interesting discussions with other Headteachers. JH did also note continuing issues with the	

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	<p>school's current arrangements for HR support. It was noted that the financial support for Academy conversion (which helps cover legal costs) has now been withdrawn.</p>	
<p>13.</p>	<p>Pay statement for Head and Teachers BH reported that the Pay Committee (BH and MD) had met to discuss the staff appraisals and reported back to FPP. These had been correctly carried out by JH and associated pay increased recommended in accordance with the Pay Policy. Seven teachers had been recommended for increase by one increment - an increase of around £12k total which had been included in the budget. It was noted that teaching costs as a percentage of total expenditure continue to be in line with other schools. Support staff get a standard increase. The supporting documents had been uploaded to Governor Hub. Governors approved the recommendations of the Pay Committee.</p>	
<p>14.</p>	<p>Reports from committees and Governors with special responsibilities:</p> <p>14.1 Teaching Learning Inclusion The committee met on 21 November and minutes were circulated. Most of the items have been covered in item 7. There was an interesting discussion around pupil targets for achievements and thinking about projected outcomes for phonics and KS2. The aspect of PP was considered, including how to collect data on the broader impacts of PP by including Pupil Voice and experiences of individual children. The SIP visit was also discussed, especially with regards to the new direction being taken by Ofsted and consideration of the language around being outstanding. Governors asked for clarity around the pupil voice and how this is collected – EC explained some of the work she has done with pupils to find out how they feel about their learning and what they have remembered (for example in maths and art – looking at techniques and recognition of different artists). This is then repeated later in the year to get a sense of how children's knowledge and confidence has built up. A similar example was given for DT in thinking about progression in product design including evaluation, use of prototypes etc. Although this kind of data is recorded through interviews and is reflective rather than quantitative, it is still an important record of the impact of the curriculum on children's learning. JH spoke about the discussions the pupil well-being council had about nominating adults for awards to recognise their effectiveness and added that the children had thoughtful discussions about how this system could be fair and positive.</p> <p>14.2 Finance Personnel Premises (including H&S and Well-being) The committee met on 11 November – minutes to be uploaded to Governor Hub. BH reported that the boiler was working well, and the controls are all in place, however, there have been delays in connecting the air source heat pump to the grid. The issue with the water heater in the kitchen had been noted above – this did cause problems, but it now looks as if MC has managed to get OCC to fund a replacement. There is a second, new (since the FPP meeting), water heater problem, for the hot water in the school. The staffroom has hot water available, and although the main school building washrooms do not, the pupils don't seem to mind washing their hands in cold water. OCC are investigating this too, but there are Issues with access to carry out installation.</p> <p>14.3 Safeguarding sub-committee Minutes had been circulated, and Governors were reminded to ensure that they have confirmed reading KCSiE on Governor Hub. <i>There had been a question around whether Year 6 children who were helping with younger children at lunchtime needed to have some understanding of Safeguarding in case a child makes a disclosure to them. It was agreed that the focus should be on ensuring that the Year 6 children know to tell a trusted adult if a younger child tells them</i></p>	

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	<p>something worrying, rather than giving them training about what happens if a child makes a disclosure. JH is confident that the existing work done with the older children will cover this.</p> <p>The new requirements for Filtering and Monitoring were also discussed – the DfE digital policies includes the requirements to track data about what staff and pupils are accessing online and to take regular random samples of accounts to see what sites users are trying to access and to ensure that anything inappropriate is being filtered out. There are also requirements for the school to ensure that external users of the school premises have the correct Safeguarding processes in place – JH to check if this is covered in the hiring policy.</p>	
15.	<p>Chair’s items</p> <p>SH had received an email from OCC regarding a price increase for Governor Hub access (this was previously covered by the clerking fees as part of the package). The cost would be £130 this year, rising to £230 from the following year. SH needs to complete the questionnaire by the end of the week. The alternative options are to source a similar system which would be free of charge but involve migrating or looking at a third option. Governors discussed the advantages of the current system and the fact that the decision will be based on feedback from all schools so that change may be inevitable. The challenges of migration and learning a new system were noted, although this would be primarily managed by OCC and the clerk, and governors would adapt. A governor gave input based on their professional experience of running a subscription software business, noting that governors do not know how much OCC is currently paying for the system, but also adding that Governor Hub does seem like a good platform. SH to contact LD for her input.</p>	SH- done
16.	<p>Head’s items</p> <p>JH talked more about the need to check on Safeguarding policies of external groups hiring the school – this was already discussed with some good questions in item 14.3. The hiring policy will be checked, and discussions do take place with all users. The Single Central Record is also carefully maintained and monitored.</p>	
17.	<p>Governor vacancies</p> <p>There have been no nominations for the parent governor vacancies (two) despite advertising this and reminding people through Class Dojo. It was decided to leave this until the New Year as people are very busy at the moment, and it is hoped that newer parents might feel more receptive to the idea when their children have been at the school for longer. It was also noted that Cheney have been advertising for parent governors during the same period, so that parents with children in both settings might have applied for those roles.</p> <p>BH and EH have completed the paperwork for their appointments as Foundation Governors.</p> <p>There are no Co-opted Governor vacancies, but it was noted that some of the Co-opted Governors do have children at the school, so if a further candidate for a Co-opted position was found, one of these could be appointed to a Parent Governor position to make space.</p>	
18.	<p>Governor training: Governors were reminded to add any non-OCC courses to their profiles or send information to LD to upload. AR had done the Governor Services course on Holding the School to account, and SH had done Successful Chairing.</p>	
19.	<p>Governor visits: visits had taken place around Collective Worship and discussion of Pupil Premium and parental engagement – reports to be written up.</p>	
20.	<p>Headington Partnership: no update.</p>	

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21.	Discussion: what decisions have been made which further the aims and vision of the school? Discussions had taken place about premises safety and looking after the children, discussion of the pupil voice and how we ensure that children feel listened to and embedding of the curriculum to support the children in progressing their knowledge and understanding.	
22.	Review of items for next meeting (February 2025): Sports funding report, SFVS, benchmarking	

The meeting finished at 8.40pm