



John Blandy Primary School

Meeting: Local Governing Committee

Where: In person – JBL School

Date: Thursday 25th January 2024

Time: 19.00

Name	Initials	Governor Type	Attended
Hannah Boon	HB	Community/Chair	Yes
Christina Holleywood	CH	Community/Vice-Chair	Yes
Lorna Butler	LB	Parent	Yes
Nina Davis	ND	Parent	Yes
Tamzin Einon	TE	Community	Yes
Gareth Sheer	GS	Community	Yes
Suzanne Elliott	SE	Headteacher	Yes
Rachel Skeet	RS	Staff	Yes
Rebecca Wilson	RB	Other/Deputy Headteacher	Yes
Rosie Phillips, Clerk to Governors	RP	N/A	Yes

AGENDA

Item	Subject	Lead
1	<p>Welcome, Quoracy, Declarations of Pecuniary Interest, Apologies</p> <p>HB opened the meeting and welcomed the LGC. There were no new declarations of pecuniary interest noted and no apologies. The meeting was quorate.</p>	Chair
2	<p>Urgent matters (as previously notified to the Chair)</p> <p>HB noted that she had not been notified of any urgent matters for discussion.</p>	Chair
3	<p>Minutes of last meeting: (Documents: GovernorHub)</p> <ul style="list-style-type: none"> a) Approval of minutes of last meeting on 30th November 2023 b) Matters arising from minutes of meeting on 30th November 2023: <ul style="list-style-type: none"> - HB to confirm completion of GDPR training. - HB to run through actions arising document to ensure all tasks completed by Governors. <p>CH confirmed that she and SE had approved the minutes of the last meeting. CH noted that she would sign them on GovHub. – Action</p>	Chair/Clerk



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RP confirmed that she would upload the approved minutes to the school website. - **Action**

HB confirmed that she had completed her GDPR training.

HB then ran through the actions arising document from the meeting on 30th November 2023.

Firstly, it was noted by SE that the sign had been added to the school gate to remind staff and visitors that it must be closed at all times, and that SE had discussed with the Trust having a contractor come to view the gate and find a more permanent solution to the issue.

SE added that a bid had been accepted for the preschool building and that, upon meeting with the new manager, site security was discussed, and SE suggested that the manager discuss the security with OCC too, as new investors.

HB thanked SE for her ongoing work on improving site security, before asking for an update on further collaboration and conversation with local preschools in and around the village.

SE noted that she had met with the manager of the new preschool provision on the JBL site and felt they were keen to work alongside JBL and so they would hopefully benefit greatly from that and have a positive ongoing relationship with the preschool. SE noted that she would like to continue building relationships and increasing contact with other provisions too. -

Action

TE – Due to the change in age group at the Southmoor nursery and preschool, with them now taking children from nine months, will that mean fewer children per year group moving up into JBL?

SE explained that this was not the case and that they expected there to be more per year than previously, which she noted was presumably due to the provision being open longer hours than a standard preschool and therefore being able to attract more children.

TE thanked SE for the explanation.

HB – Regarding the parent survey, I am interested in the relatively low return, and wondered whether you believe this is as a result of general apathy, or perhaps the mechanism of the survey, or should we be concerned that parental engagement is vulnerable? I would like to add that I have huge



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sympathy for you regarding the disconnect between what our school community thinks we can fund and what we can genuinely do daily.

SE noted that the 17% response rate was similar across the whole Trust and so low engagement with the survey was not solely a JBL issue. SE added that she felt often when parents are happy they often do not respond, whereas if they would like to raise an issue they are more likely to engage.

HB – We must be cautious not to assume that a low response rate means that everything is fine.

SE agreed with HB that they must not become complacent, however added that she wondered if the lower rate of response was also due to the survey being issued directly from the Trust, noting that they had received better engagement in the past as parents were invited to respond whilst waiting at parents' evening.

HB – The survey was issued to parents almost a year ago now, would you say it is still relevant?

SE commented that she believed many of the responses were still relevant, adding that they had tried to take on board much of what was said, such as having more after school clubs and school trips that included the whole year group and not just each class on different days. SE added that unfortunately they would be unable to appease all parents as some of the comments were raising issues regarding the educational system itself, however where possible they had tried hard to make changes and listen to the opinions expressed.

CH – I noticed that communication has not been discussed here despite being the subject of two parent comments, why is this?

SE explained that she was instructed to highlight a few questions and comments but not all, and had chosen strategically, not choosing communication as it was one which was often brought up in parent questionnaires.

RW added that, due to not having had parents' evening yet, it had not felt like the right time to be discussing communication, as it was due to be shared in the coming weeks with parents and carers.

SE concurred with RW, adding that the term 'communication' is broad, encompassing reports, newsletters, daily briefs, emails and more, and therefore it was difficult to know which area the parents were referring to, noting that she would find it more useful if there were more comment



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	<p>sections included with future surveys so that she received a more detailed response.</p> <p><i>HB – Is this something you can feedback to the Trust to have it changed for future surveys?</i></p> <p>SE noted that she could, adding that she had requested a change to a question regarding bullying as she did not think ‘neutral’ was an appropriate response to be able to understand opinion, therefore wanted it to be more specific.</p> <p>CH added that it would be more pertinent to have ‘not applicable to my child’ rather than ‘neutral’ as a response, as it is less likely to be misconstrued.</p> <p>Regarding the lack of uptake, RS added that she believed there was a level of apathy contributing to it, and ND added that she felt it was also general busyness of life and that the survey becomes an additional task that needs completing for parents but that it is not a priority.</p> <p>CH further noted that it was likely engagement would be variable year on year, with different cohorts of children and parents.</p> <p>It was noted that ND’s update on the mental health link role would be deferred until the next meeting. RP confirmed she would add it to the next agenda. - Action</p>	
4	<p>Governing Body:</p> <ul style="list-style-type: none"> a) LGC Vacancies: 1 Community - Update from SE / HB on the progress of community Governors b) Governor Updates and Link Roles – Look at link roles document (from GovHub) and discuss roles and vacancies / assign governors to vacant roles <p>SE informed the LGC that she had been in contact with a potential candidate for the role of Community Governor prior to the Christmas break and had recently invited them in for a tour of the school and a conversation about the role. SE impressed upon the committee that she felt the applicant to be a strong candidate who would enhance the work of the committee. She explained that the Trust had advised that the candidate must fill in an application form as part of FLT’s safer recruitment policy and had passed this on to the applicant, however had yet to hear back. SE requested HB</p>	<p>Chair/Head/ Clerk</p>



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make contact with the candidate the following week and noted that she was hopeful they were still interested in joining the LGC. - **Action**

HB – Is the safer recruitment policy about their ability to deliver within the role as opposed to safeguarding, for example their DBS?

SE explained that it covered both aspects, noting that it was important that the candidate had applied for the right reasons and was suitable for the purpose of the role, noting that their skillset was important to understand. SE confirmed that the applicant had no education background which was a positive, as the LGC was currently heavily weighted towards Governors with education experience. SE noted her concern that the candidate could be put off by the idea of an application form as, sometimes, they can be long and arduous and so she asked HB to contact her and reassure her that it was only as much as – and no more than – what is necessary. - **Action**

HB agreed to do so, before drawing the attention of the LGC to the link roles document provided for pre-read.

HB noted that ND was established in her role of finance governor and therefore it seemed sensible for her to remain in that role, to which ND agreed.

SE also agreed, noting that she had also placed ND in the Sports Premium (SP) role as it had financial implications. ND noted this was also fine. It was confirmed that ND would also be link governor for Pupil Premium (PP) and for PSHE.

HB noted that she was currently the link Governor for Health and Safety and Premises but would be happy to relinquish the role to another Governor if possible. SE suggested that this be given to the new community Governor upon starting and that HB remain interim link governor for H & S, to which she agreed.

TE confirmed that she was happy to continue being link Governor for Children We Care For, as well as Art, Music, and PE.

RP to ensure that TE is showing as link Governor for all these subjects on GovernorHub. **Action**

RS noted that she would continue with her role maintaining the school website.



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	<p>GS confirmed that he would continue to be SEND and Humanities link Governor and CH confirmed she would continue as STEM link Governor.</p> <p><i>TE – What is the confidential minutes committee for?</i></p> <p>RP was unsure and explained what she thought it could be but noted that she would ask Anne Lynne (AL) and then update the governors. Action</p> <p>SE noted that not having a link Governor for data was not a problem as it is not something heavily driven by Ofsted at present and that data and outcomes are discussed at P&S meetings, however commented that should that change in future they would need to revisit it.</p>	
5	<p>Pupil Progress – (Documents: GovernorHub)</p> <ul style="list-style-type: none"> - Briefing on pupil progress assessment points for all year groups, not subject to internal or external assessments, tests or exams - Transition Data -Receive review of effectiveness of transition for EYFS to KS1 and KS1 to KS2 - Receive a report on outcome of progress check-point findings and implications for targets <p>HB informed the LGC that the Performance and Standards Committee (P&S) had met directly before the LGC meeting and summarised their discussion. HB commented that JBL was actively engaged in ensuring their data collection, evaluation and presentation was fit for purpose by actively interrogating data and responding to their findings in terms of iterative change and improvements to targets. HB noted that the data interrogated was as expected for the current point in the school year and that external moderation had supported this finding and confirmed it to be a fair judgement. Furthermore, HB noted that the data justified the ongoing focus on writing, however added that there had been a clear progress in writing results which was reassuring. Lastly, HB explained that all schools were debating whether to invest classroom time in SATS in KS1 (year 2) or whether that time would be better dedicated elsewhere, noting that all external moderation so far indicated that the skillset was sufficient for JBL to choose to complete their own assessments should they wish to.</p> <p>TE added that during the P & S meeting they had discussed in-depth the strategies and interventions in place to address the weaknesses in writing results, along with the gap-analysis undertaken to fill the gaps in expected and actual outcomes for maths. TE commended SE for her clear vision and consistency in approach across all classes and all years.</p>	Chair of P&S



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	<p>SE commented that she felt that consistency had been supported by moving to mixed year group classes.</p> <p>RW concurred, noting that all teaches in all phases of the school now know what should be expected not only in their own class but ongoing as the children transition, which improved consistency in approach.</p> <p>SE informed the LGC that she was in discussion with other Headteachers in FLT about whether they deliver the year 2 SATs, now that they are no longer mandatory, as they felt it was important to maintain consistency across the Trust and to know that the level of an expected reader was the same at JBL as any other school within the Trust.</p> <p>HB thanked SE and TE for their input and ongoing work.</p>	
6	<p>Receive an update on the report on the quality and impact of provision for Looked after children and Young Carers</p> <ul style="list-style-type: none"> - Receive any update since last meeting on impact and provision of CWCF if available. <p>It was noted that this was included on the agenda based on the FLT yearly governance planner, however there had been no update since the last LGC meeting on 30th November 2023 where this was discussed in detail.</p>	Head
7	<p>Policies (Documents: GovernorHub)</p> <ul style="list-style-type: none"> - Consider and agree a scheduled review for policies delegated to the school - Review RSHE policy <p>SE began by summarising the RSHE policy which had been reviewed, noting that it was now mandatory to ensure that parents have full access to what is taught to children in school regarding the sex education aspect of RSHE. SE explained that this did not change the way they worked as they had always informed parents of what was being taught, however it was a case of ensuring this was also fully accessible on the website – which it now was – and reviewing the policy and including an overview within it, which SE confirmed she had done.</p> <p><i>HB – Thank you for that, and for the explanation. Do we have a schedule of reviews for policies?</i></p> <p>SE confirmed that she had just been through the schedule and it was now up to date, noting that it was a case of ensuring all policies are in date,</p>	Head



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	<p>particularly ahead of the safeguarding audit the following week. SE noted that the schedule had been shared with staff.</p>	
8	<p>Headteacher's Report (Documents on GovernorHub)</p> <ul style="list-style-type: none"> - Headteacher to provide report to LGC. - Report to include H & S update including Parking at fir tree. - Report to include update on staffing levels and recruitment <p>HB noted that there had been three questions arising from the Headteacher's report, though noted that there would not necessarily be answers to everything due to the fact there were significant changes impending across the Trust.</p> <p><i>HB – We discuss racial incidents each meeting; there have been four consecutive meetings where they have been a main topic – does this suggest we are being too tolerant?</i></p> <p>SE impressed upon the committee that there had been no incidences of repeated offences from one child, rather each time was a new child using offensive language. SE explained that as an SLT they too had reflected upon whether they felt they were being too tolerant and felt that the increase in incidents had been because of an increased awareness amongst pupils regarding what is and is not acceptable.</p> <p>RW concurred with SE, noting that the pupils had gained a deeper understanding of racism and offensive language as a whole and therefore were reporting incidents amongst their peers more readily.</p> <p>SE added that, for each instance, there had immediately been a follow up lesson for the class on clarity surrounding what is deemed racist language. Furthermore, they had increased the number of assemblies on diversity, for example surrounding the Holocaust and Black American Segregation, reinforcing for the children that it is unacceptable to comment negatively on anyone's ethnicity, religion or nationality. SE noted that her biggest concern would be a repeat offender and that they would ensure a zero-tolerance approach to any instances of repeat offending.</p> <p>HB asked SE if she had a plan on how she would handle an instance of repeated offending, to which SE confirmed she would follow the guidelines in the School's Positive Behaviours Policy.</p>	<p>Head</p>



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TE commended SE's diligence in recording and handling each of the incidents and dealing vigilantly with the issue.

HB thanked SE for her explanations, before requesting an update on the school's cleaning provision and whether it had improved since they last met.

SE confirmed that since the start of the new term cleaning had improved at the school, which she felt was as a result of better communication between herself and the cleaning staff.

HB commended SE on the attendance figures.

SE confirmed that the Trust had positively highlighted JBL's attendance figures and were going to speak to her about what they had been doing at JBL to ensure good attendance so that it could be modelled across the Trust.

CH – Regarding reception intake, the Headteacher's report states there is potentially a low intake next year following lower attendance at the open day; if that materialises would the lower intake impact the budget assigned for an extra teacher?

SE confirmed that it would but it was entirely dependent on the numbers and at present it was too soon to say, however the open day uptake was not as high as previous years and therefore if that translated into the intake then it would be lower than previous years. SE noted that she would not have the numbers until April.

SE commented that CH had requested an update on the parking at Fir Tree Close. She explained that she had discussed with the Parish Council and they had informed SE that it would be the summer before a consultation, which SE noted was frustrating considering the length of time the issue had already been ongoing.

HB recognised SE's frustrations and asked her to ensure she continued to document all the issues to maintain the pressure on the council to resolve the issue. HB asked if there had been an update on a pedestrian crossing being installed on the Faringdon Road, to which SE confirmed there was none.

SE added that, with the preschool opening, the staff from there would need somewhere to park too and that presumably some would choose to park in Fir Tree Close, which would help prevent parents using it for drop off.



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	<p>It was noted that the office had been restaffed following Karen Sexton (KS) leaving at Christmas. SE extended thanks to KS for her efficiency and notable professionalism and organisation.</p> <p>Governors thanked SE for her report and the updates.</p>	
<p>11.</p>	<p>Finance and Budget Update (Documents: GovernorHub)</p> <ul style="list-style-type: none"> - Pupil Premium Report & Recovery Premium Report – Brief discussion / update since December - Sport Premium report – SE to provide report without costings for LGC - Budget monitoring report - receive a report on how effectively last year's ring-fenced money was used <ul style="list-style-type: none"> <i>Evidence impact – progress, engagement, wellbeing</i> <i>Evidence of sharing of good practice</i> <i>Responses to areas of concern (e.g. SEND, PP, Sports premium, recovery premium, etc)</i> - Receive a report on the actions needed to manage rising and falling rolls. - Receive a report on school census data and take up of Free School Meals <p>SE informed the LGC that she was not in a position to give an update on every aspect listed as she had not received all the updates herself, however, would summarise what she could. She noted that Pupil Premium (PP) and Recovery Premium (RP) had all been spent, explaining that RP was essentially a top up of PP. SE noted that this had mostly been spent on phonics resources, Ed Shed for spelling, Clicker, and reading comprehension resources. SE added that it was too soon to see the impact of the provisions however noted that they had been gratefully received by teaching staff. Furthermore, SE noted most of the PP funding was spent on TA support and TA interventions.</p> <p>SE informed the LGC that they had received an enquiry regarding a long-term letting of the school hall once a week, in the evening, which they were in the process of agreeing a fee for, noting that this would be a good way to add to the school's income.</p> <p><i>HB – This sounds great. Who would manage it?</i></p> <p>SE noted that there would be a lettings agreement with the Trust and that she would oversee it, however her role would be minimal. SE added that the administrative work would all be handled by the school office. The</p>	<p>Head / Finance Gov</p>



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group would need to adhere to general safeguarding, however, due to them having no contact with children, this would be easier to manage.

Regarding the Sports Premium (SP), SE noted that she had removed some of the figures as it funded the forest school, but KH ran the forest school and they were unsure it would be able to continue once she had left. SE commented that much of the funding had been spent on swimming as quite a lot of the children in the cohort were not up to the required standard. Further to that, money had been spent on coaches to take children to FCC for sporting events and on purchasing and replacing equipment for children. SE noted that the top up swimming had been successful and that the percentage of year six children who passed the swimming standards were listed on the SP report, though added that some children had chosen not to partake, some due to doing lessons externally and others due to not feeling comfortable doing so. SE explained that now that they go to St Hughes for their swimming, the children who do not join in are able to have classroom time and therefore more learning time is preserved. Lastly, SE noted that they paid Rachel Kenyon (RK) from FCC to deliver on their enrichment activities, and so some of the SP money went on that too.

HB – Are RK's enrichment activities at the school or do they go elsewhere?

SE noted it could be either, dependant on the activity, explaining that they engage in a multitude of activities including tag rugby, cross country and 'Olympics.' SE explained there was a combination of 'festivals' and competitions, with the competitions being highly competitive and the festivals being incredibly inclusive and fun and accessible to all the children, regardless of their sporting abilities.

HB commented that it sounded very positive and like much of what parents were requesting in the previous surveys.

SE noted that they had tried their hardest to listen to the parental requests, though further noted that it had been difficult to incorporate as many after school clubs as they had hoped due to some having the expectation that TAs would help, which SE had hoped would be run externally fully and not reliant on staff extending their hours. Despite this, SE informed Governors that they did have additional clubs meaning there were more options for the children, including Serious4Sport, musical theatre and drama, guitar, piano and Rocksteady. SE commented that they had some parents who could not afford the clubs but would like to access them and therefore the



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	<p>school had used the Blandy Trust money to allow those children to access the clubs once a term.</p> <p><i>ND – For the forest school, if there is no teacher to deliver it once KH leaves, could someone external do it?</i></p> <p>SE explained it would need to be either a teacher or a volunteer as they could not afford to pay an external company, and that they must be forest school trained.</p> <p>HB suggested that it would be worth looking at whether they could reduce the frequency and focus sessions on the year groups where it provided the greatest benefit.</p> <p>SE informed the committee that they were unable to give any further update on finances and budgeting as their finance meeting, which had been due to happen in the past week, had been postponed.</p> <p>ND added that they were looking fine with their surplus ahead of the meeting and were where they expected to be in terms of budgeting for the stage of the year.</p> <p>HB invited SE to discuss anything else regarding finance that she felt the LGC should be aware of.</p> <p>SE noted that she had received the census data for free school meals and that the uptake was 62% of PP children accessing them at the start of the year, which had then increased to 64% currently. SE explained that this meant that around a third of the children who were eligible for free school meals were not accessing them.</p> <p>CH asked about the recent census day, which checked the total uptake of school meals, to which SE responded that it was fairly in line with the free school meals at 67%.</p> <p>Governors thanked SE for her update on finance and budgeting.</p>	
12	<p>Governor Reports & Visits to School (Documents: GovernorHub)</p> <ul style="list-style-type: none"> - Review and sign off reports - Update on reports posted to the website - Update on further visits undertaken or upcoming 	<p>Head/ Link Gvs</p>



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HB invited Governors who had visited the school since the last meeting to speak about their visits.

CH informed the LGC that she had visited the previous week to conduct a maths walk through for her role as STEM link Governor. CH commented that she had found it to be a very positive visit, noting that times tables, retention and sticky learning were the main focuses. CH noted that the year six children were plotting curves and that she had asked them which other subject that skill was relative to, to which one child answered 'science', and so it was nice to see the cross curricular knowledge. CH noted that she was also pleased with the work she witnessed in year three and four and the way in which the year one and two children were working on different questions side by side, adding that she felt the flexible grouping was working well. Lastly, CH noted how positive it was to see those children who required extra support receiving the support and having one-to-one time with staff.

SE commented that it seemed, from CH's feedback, that the adaptive teaching methods employed were truly having the impact they intended them to, with RW concurring that it was great that CH was able to see it in action.

HB thanked CH for her visit and for her feedback.

TE noted that she had also visited the school for a safeguarding meeting with SE, where they had discussed the safeguarding points that were noted on the Headteacher's report earlier in the meeting and pinpointed the areas which were of the highest priority. TE informed the LGC that she and SE had discussed the racist incidents and at the meeting TE and SE spoke about their volunteers within the school and the high level of safeguarding that must be undertaken when taking on volunteers and the checks that needed to be taken. It was noted that staff and Governors were also undertaking the Government's Prevent training to safeguard against and identify radicalisation. TE noted that she and SE had discussed the SLT's workload in terms of the liaison with social care which takes up a lot of time, particularly chasing the support needed for some families.

SE thanked TE for her summary and informed the LGC that there would be a safeguarding audit with Leah Spiers the following week, which TE would be attending.



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	<p><i>HB – I noted that you called the volunteers ‘high quality.’ Can you explain what makes them so?</i></p> <p>SE explained that some of the volunteers had prior experience of working with children and that they all had qualifications that were of a level that allowed them to access the work they were undertaking with the children.</p> <p>TE reminded the LGC to ensure they had completed their Prevent training as it would be checked at the safeguarding audit the following week.-</p> <p>Action</p>	
13	<p>Governor Development & Training (Documents: GovernorHub)</p> <ul style="list-style-type: none"> - Governor training and development programme - Schedule Governor feedback - Schedule review of outcome of pupil, parent and staff surveys - Sign off terms of reference for LGC working groups and/or committee. <p>SE noted that they would be able to speak further on the Governor Training and Development after the Chairs meeting, as CH would be discussing at the meeting the expectations for their training, audits, and self-reviews.</p> <p>It was noted that the review of the outcomes of the pupil, parent and staff surveys should be available to discuss at the next meeting. RP confirmed she would add it to the next agenda. - Action</p> <p>SE confirmed that there had been no update to the terms of reference for any of the LGC working groups. It was further noted that the Trust disseminated update to the terms of reference of the LGC itself were already on the agenda for discussion under AOB.</p>	Head / Chair
14	<p>Risk Register</p> <ul style="list-style-type: none"> - Verbal confirmation of approval of updated Risk Register <p>It was noted that SE had issued the updated Risk Register to Governors soon after the previous LGC meeting in November. Governors confirmed their approval of the updated register.</p>	Head
15	<p>Correspondence</p> <ul style="list-style-type: none"> - Chair to lead on any correspondence to be shared with the committee 	Chair



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	No correspondence had been received beyond the email correspondence, previously noted, regarding the appointment of a new community Governor.	
16	<p>FLT News Update</p> <p>It was noted that there was no significant news to share at present. HB asked if there was an update on the collaborative work undertaken with the VAT, to which SE noted that the support was ongoing and that they had felt the benefit of the Joint Heads meetings and the continued peer reviews across both Trusts.</p>	Head/Chair
17	<p>Any Other Business</p> <p>As notified to the Chair before the meeting</p> <ul style="list-style-type: none"> - Change of Terms of reference. LGB now to be called LGC Trust wide. - Reminder of FLT Chair's meeting – 30th January 2024 via Teams <p>RP informed the LGC that the Trust had updated the terms of reference, and that Governing Bodies were now Governing Committees, noting that this was due to them being sub-committees of the main FLT Trust Board as opposed to their own individual Boards.</p> <p>RP reminded the LGC that there was a joint Chairs' meeting on Tuesday 30th January. It was decided that CH would attend in place of HB on this occasion. RP noted that she would request the MS Teams invite be forwarded to CH. – Action</p>	Chair /Clerk
	<p>Next Meeting Dates 2024:</p> <p>All 7pm</p> <p>19th March 2024 7pm</p> <p>23 May 2024 7pm</p> <p>16th July 2024 7pm</p>	