



John Blandy Primary School

Meeting: Local Governing Body

Where: In person – JBL School

Date: Tuesday 6 December 2022

Time: 19.00

Name	Initials	Governor Type	Attended
Hannah Boon	HB	Parent/Chair	Yes
Lorna Butler	LBu	Parent	Yes
Simon Dando	SD	Community	No
Nina Davis	ND	Parent	Yes
Tamzin Einon	TE	Community	Yes
Suzanne Elliot	SE	Headteacher	Yes
David Hancox	DH	Community	Yes
Christina Holleywood	CH	Parent	Yes
Gareth Sheer	GS	Community	Yes
Rachel Skeet	RS	Staff	Yes
Dianna Swale	DS	Staff	Yes
Rebecca Wilson	RB	Other/Deputy Headteacher	Yes (Joined online and left at 19:45)
Jan Clark, Clerk to Governors	JC	N/A	Yes

MINUTES

Meeting opened: 19:00

Item	Subject	Action
1	<p>Welcome, Quoracy, Declarations of Pecuniary Interest, Apologies</p> <p>All were welcomed to the meeting, with a particular welcome extended to the new Parent Governor, Christina Holleywood. Apologies were received and accepted from SD; the meeting was quorate.</p> <p>There were no new Declarations.</p>	
2	<p>Urgent matters (as previously notified to the Chair)</p> <p>School has received an email from Oxfordshire County Council (OCC) regarding the national concerns over the Strep A bacterial infection that has recently been reported in the media. The information stressed the importance of the usual precautionary measures and of good hygiene. If school has knowledge of two or more cases of Scarlet Fever or Impetigo within 10 days these must also be reported. Staff will monitor cleaning</p>	



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	<p>products and the availability of soap etc., to ensure supplies are always accessible to all in school.</p>	
<p>3</p>	<p>Minutes of last meeting: (Documents: GovernorHub)</p> <p>a) Approval of minutes of last meeting on 27 September 2022 The minutes were agreed and approved for publication on the school website.</p> <p>b) Matters arising from minutes of meeting on 27 September 2022</p> <p>ACTION: Update on the Food Bank Table. SE This has proved successful, although it has been actioned by providing a food box, rather than a more conspicuous table. Parents have been very generous with donations and there is a surplus of food at this time. School will ask again for donations when supplies are low.</p> <p>The Christmas Hamper appeal this year is asking for specific donations; this is also well supported. The Hampers will provide treat items for families identified by school. Pupil Premium and other families who are known will benefit from the extra help. Groups of children will help box up the goods and the boxes will be delivered directly to families by school staff.</p> <p>ACTION: Vice Chair to be appointed later in the year, nominations requested. All Governors No new nominations received.</p> <p>ACTION: KCSiE agreed and adopted. Action Completed.</p> <p>ACTION: GS Appointed as Community Governor. Action Completed.</p> <p>ACTION: Appointment of new Parent Governor, awaiting result of the Election. SE Action Completed. New Parent Governor, Christina Holleywood, appointed, see above, Item 1. CH reported a slight delay in applying for a DBS check completion, due to CH thinking that they need to undertake questions to complete the course. SE will resolve this with the school office.</p> <p>ACTION: SE to action DBS check for CH</p> <p>ACTION: DH re-appointed as Community Governor. Action Completed.</p>	<p>SE</p>



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	<p>ACTION: All Governors to check Training, DBS and Confirmations on GovernorHub, including reading and reviewing the new FLT Scheme of Delegation (New Confirmation). All Governors Action Carried Forward. Some gaps in profiles remain. All Governors were again reminded of the importance of entering Training (a minimum of PREVENT, GDPR and Safeguarding), Declarations, Confirmations and DBS information into GovernorHub.</p> <p>ACTION: New Instrument of Government agreed, signed and adopted. Action Completed. The John Bland Primary School Instrument of Government was agreed by the Trust Board on 17 November 2022, to be implemented on 1 December 2022. The Board accepted the existing JBL structure and comments made. The JBL LGB will move towards the optimum structure as Terms of Office come to an end. It was confirmed there is no need to implement immediate changes.</p> <p>The new Instrument of Government has been posted to GovernorHub, together with the Out of Committee Report.</p> <p>ACTION: Teachers Pay Committee Meeting 3.30pm Thursday 3 November 2022. ND/DH/HB/SE. Action Completed.</p> <p>ACTION: School Uniform Policy, Safeguarding Policy, KCSiE Part 1, Confidentiality (Code of Conduct) & Relationships Policy all agreed and adopted. Action Completed.</p> <p>ACTION: Additional Safer Recruitment training Governor, GS, to work with TE. Action Completed.</p> <p>ACTION: SE will keep Governors informed of Nurture Space developments. There are no significant changes to report, the Caretaker, Alex Hancock (AH), currently has limited time available due to other commitments on another Trust site. The compliance checks and other necessary tasks are being carried out, but there is limited time for other matters; this situation should ease from January 2023. Despite the lack of Caretaker time, preparations are underway, resources and materials are being investigated and school can progress as soon as AH is available to devote more time to the project.</p> <p>SE was pleased to report that AH has been re-appointed by the Trust on a three year contract. It is understood there could be additional help employed to work with AH, supported by the Trust.</p>	All Govs
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	<p>ACTION: ND to complete an Out of Committee Report on visit to school. Action carried forward.</p>	ND
4	<p>Governing Body:</p> <p>a) LGB Vacancies: 1 Community Vacancy remains.</p> <p>b) New FLT Instrument of Government Completed. Covered above, Matters Arising.</p> <p>c) Governor Updates and Link Roles HB, SE and GS recently attended an FLT Governance Seminar that included a presentation by Louise Warren (LW), FLT on how to conduct a Governor Visit. Notes and slides from the presentation were adapted and distributed by HB as a handout and all agreed the information would be very useful.</p> <p>Governors were appointed to the following link role areas. STEM (Maths, Science, Computing, DT) - CH Languages (English, Reading, Phonics, French) - LBu Humanities (History, Geography, RE) - GS Arts (Art, Music and PE) - TE PSHE and Mental Health - ND</p> <p>SD has notified the Chair that he is pleased to continue with the Health and Safety link role but would not wish to take on an extra role at this time. However, his proximity to the school and his flexible availability means he would be able to offer to stand in and represent the LGB if needed.</p>	
5	<p>Policies (Documents: GovernorHub)</p> <p>a) RSHE Policy Review SE had one amendment to the draft policy, which had been circulated in advance of the meeting. LBu offered to make minor adjustments, as agreed by SE. These will not change the content, but clarify some of the wording and ensure all descriptive terms are consistent. The content of this policy can be linked to the PSHE Policy. ACTION: SE and LBu to make minor adjustments to the RSHE Policy.</p> <p>b) Suspension and Exclusion Policy Review This is a new Statutory Policy, derived from The Key. All had read the policy and it was agreed. ACTION: Suspension and Exclusion Policy agreed. Action Completed.</p>	SE/LBu



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	<p>It was noted that the Trust has recently posted all school policies on GovernorHub, with the corresponding review dates listed. They can be found under: Documents/School Policies. This is a new initiative and it was agreed some clarification of the list is needed. Further input from the Trust is expected and developments will be reported to Governors when more information is available. It was considered beneficial to appoint a Governor who would oversee School Policies and ensure updates are scheduled according to review dates. GS volunteered to fill this position.</p> <p>ACTION: GS to oversee School Policies.</p>	<p>GS</p>
<p>6</p>	<p>School Development Plan (SDP) Focus <i>HB asked: what have the curriculum developments been so far and what are the next steps?</i></p> <p>RW attended a meeting at the Kassam Stadium which included further information on the educational approach, Mantle of the Expert (MoE); an approach that RW considers to be an excellent method of teaching and learning. MoE is an enquiry based learning initiative, based on a fictional question or a task, with the children engaging in research to find an answer. This is a powerful learning method; at the end of a topic the question can be answered fully and the children need to use a range of skills to arrive at their conclusion. Knowledge Organisers can be used as a planning tool to help with MoE. School will aim to progress this initiative and incorporate the enquiry based question method in lessons, when appropriate.</p> <p>A Policy document and Action Plan has been completed and Pupil Conferencing will be ready by Christmas 2022. With regards to taking an enquiry-based approach to the curriculum, SE highlighted that solid progress has been made and there is a recognisable Pupil Voice. SE highlighted that school is keen not to change everything. It will keep positive elements, changing and adapting where needed. RW, as Curriculum Lead, will report back to Governors on progress made.</p> <p>Information has been shared in Staff Meetings, with ideas and input from staff encouraged. In January 2022 school staged a careers day, which the children were very enthusiastic about. A member of the teaching staff has suggested that we make the best use of staff skill sets and expertise, proposing that children would benefit from being taught by different teachers for specific subjects, rather than one teacher teaching all curriculum areas. Although this would not be viable on a regular basis, school will explore this approach in the new year. In half hour sessions over three days, each afternoon, children will rotate, to benefit from being taught by the specialist teacher in a particular subject. This will</p>	



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	<p>encourage and excite the children early in 2023 and will be a good way to start the new term after the Christmas season.</p> <p><i>RW was thanked for her hard work on all the initiatives outlined and for her dedication to ensuring classes run smoothly following the recent periods of staff sickness absences. RW left the meeting at 19:45</i></p>	
<p>7</p>	<p>Headteacher's Report (Documents: GovernorHub)</p> <p>a) Key Points All had read the Report, which was circulated in advance of the meeting. SE directed Governors to the Report for full details; key points covered below.</p> <p>b) SDP Main Objectives (Headteacher's Comments) Covered above, Item 6.</p> <p>c) Staffing SE reported that school is fully staffed for teachers for January 2023 and has been very fortunate to recruit three strong teachers. One position was filled internally with a member of staff who has knowledge of the school and classes. Two positions were filled externally.</p> <p>Because school has employed Early Career Teachers (ECTs), Teaching Assistants (TAs) have had to increase their hours to allow ECTs the non-teaching time they must have. A new teacher will be needed next year for the additional classroom; this could be an ECT or an experienced teacher, who would not need as much cover time. When the staffing appointment is known, the TA positions can be assessed and made permanent if applicable.</p> <p><i>It was asked: are the resignations anything school should be concerned about?</i> SE explained that no resignations are related to any negative aspect of JBL. One teacher is taking up a post within the Trust and one is leaving the teaching profession.</p> <p>d) Health & Safety/Premises SD was unable to attend this evening, but sent the following report.</p> <p>i. I can confirm that all outstanding actions from the T1 Health and Safety audit have been successfully completed. One reported outstanding action, namely, to undertake a fire risk assessment, has been actioned and a date for an independent assessment has been booked for 9th January 2023.</p>	



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	<p>ii. The T2 H & S Compliance audit was undertaken by SD and Alex Hancock on 17th November 2022 and passed to SE for signature and action. SE to check the following points.</p> <p>iii. Whether relevant staff, other than AH, need to/hold a current CoSHH qualification.</p> <p>iv. Check the need for staff awareness of the Asbestos Log, and action as appropriate.</p> <p>v. SE to check whether her own asbestos training needs updating.</p> <p>vi. Request a letter from the After School Club confirming all staff have DBS and KCSiE certification.</p> <p>vii. The T3 H & S audit will take place on 19th January 2023</p> <p>ACTION: SE to check and action Health and Safety points, as necessary.</p> <p>e) Safeguarding Covered below, also see full report.</p> <p>f) School Performance Data No new reports, further to the Headteacher's Report.</p> <p>g) Wellbeing Wellbeing continues to be a vital consideration for both staff and children. Mental Health will be included in the Staff Meeting Agenda each week.</p> <p>h) Questions (submitted in advance to Headteacher) HT Report Item 2.4 <i>GS asked: what was the nature of the Racial Incidents reported?</i> SE explained the first incident involved name calling by a child, which was dealt with by RW. The approach used to resolve the issue links into the Relationships Policy. The children involved were spoken to by staff and the child in question was reminded of the importance of treating people equally, being kind and how name calling makes people feel.</p> <p>The second incident concerned children discussing reasons why another child might not be invited to join in a game. A teacher was asked to look into this and used agreed strategies to resolve the situation, according to school policy. SE spoke to children and the class teacher shared the book; All Are Welcome Here, which stresses the importance of equality and embracing all cultures.</p> <p>On both occasions school spoke to the children and their parents, who were very supportive of the way school dealt with the incidents. The parents were satisfied with the successful resolution and will reinforce the positive messages at home. Both incidents concerned children in the younger age range of the school and it was stressed that the children involved displayed no malice, just a lack of understanding.</p>	<p>SE</p>
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HT's Report Section 4.5

Open Day

GS asked for more information on Open Days for prospective parents; how do numbers attending compare with previous years?

Nine additional families viewed the school this year compared to previous years. School was pleased with the number of families attending. SE also noted that some families did not attend due to siblings already attending the school. Provisional OCC figures and high numbers of visitors indicate we could be over subscribed for the new intake. Reception entry is included in the School Development Plan, highlighting the need to liaise with pre-school and encourage parents to engage in school visits and Open Days.

SD was unable to attend this evening, but attended the Open Day and sent a report to be presented at the meeting, as follows:

- i. I thought the concept of coffee, presentations and walk round worked very well.
- ii. As was the idea of using School Counsellors, but a little practice/rehearsal and guidance with content, particularly for the walk round, would have strengthened their contribution.
- iii. I did not pick up any negative perceptions about the school, and informal conversations with parents during the walk round were all very positive.
- iv. In particular, the use of the words "community", "village" and "friendly" featured regularly in positive conversations.
- v. I especially asked whether we could have improved the structure and content of the day and all said we could not.
- vi. I had the opportunity to speak, un-scripted and un-rehearsed, for a few minutes on Health and Safety and received positive feedback on the talk. I would therefore recommend including this regularly as part of the formal presentation.
- vii. The opportunity for a Q and A session after the walk round may have prompted further queries/questions.

SE will contact OCC in March 2023 to try to confirm expected numbers for the new intake. If a child has an Education and Health Care Plan (EHCP) they automatically get a place. Advance warning of children with EHCPs allows school time to apply for the additional funding. The challenge is expected to be over subscribed places. The geography of the surrounding area, in relation to the school site, also plays a part in whether children are offered a place.

HT's Report Section 6.9

GS noted that CPD features strongly in the SDP and asked: how many staff signed up?



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	<p>SE reported that it was not as many staff as expected. Ten staff in total, representing a quarter of staff in school. However, in the staff meeting today, Mental Health was a focus and key messages were delivered within this meeting and some staff were captured who could not attend. It was accepted that some support staff have childcare commitments, which prevents attendance.</p> <p>HT's Report Section 13 <i>It was asked if there are enough Epipens in school?</i> SE confirmed school does have enough; each child who needs one has their own and SE will seek further advice regarding spare Epipens during first aid training this week.</p> <p><i>HB asked if school could be obliged to expand in numbers?</i> SE explained school can go over the Published Admission Number (PAN) in KS2 but not in KS1.</p> <p>HT's Report Section 7.7 <i>HB asked about Accident Reporting and Incident Data: what is the data used for and how as a school do we assess the seriousness of incidents?</i> SE agreed that some staff training is needed to ensure staff can recognise the level of seriousness accidents and incidents should be recorded as. There is also a need to ensure that accidents and incidents are consistently classified, so that there is seamless processing and recording by all staff. There is the potential for inconsistency and miscommunication when job sharing and different members of staff are involved at different stages of an accident or incident. The school office keeps excellent records and the thorough recording and action should be followed through. First-hand knowledge of each accident or incident is key. Correct classification is required for meaningful risk assessment and mitigation. SE is confident that all processes in school are robust and any inconsistencies identified can be remedied by staff training and increased awareness.</p> <p>ACTION: SE to review the accident and incident recording process.</p> <p><i>DH commented that the subject was raised in relation to all schools at a recent Trust Resources Committee Meeting, with particular reference to recording injuries to staff by pupils.</i> SE responded that one incident had been identified in JBL, which was classed as a near miss. It was recorded on CPOMS, there were no injuries to staff but there was a need to report the incident as a near miss. It was highlighted that if staff feel threatened by a situation, or the situation has the potential to develop into something more serious, this is classed as a near miss.</p>	<p>SE</p>
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Data goes to the Trust and categories are consistent across all Trust schools. All Trust schools will have the same matrix detailing the different classification of incidents.

SE confirmed that JBL reports every accident and that, moving forward, every near miss will be reported on the electronic system and recorded as a near miss and ensure that it is not just recorded on CPOMs which has previously occurred.

HT's Report Section 6.1

HB asked: if 90% of teaching observations are classed as at least Good, does the 10% who are less than Good represent a drop in standard?

SE has identified the cause behind the 10% who are classed as less than Good and systems have been changed so that things are working in a better and more manageable way. This is not recurring, but a single incident which was resolved by a practical solution which was immediately implemented.

HT's Report Section 3.10

ND noted that the date of staff absence had been entered incorrectly.
SE is aware of this and will amend the date

Pre school

Pre-School currently operates on a site rented from OCC and is not a part of JBL Primary School. Some time ago school investigated bringing Pre-School into JBL. This was recently re-visited, informally, with the suggestion it could be a positive move. If talks progress, there are a number of factors to consider, including staffing contracts and financial implications. All agreed it would have to be a positive move for JBL, providing there is no negative impact on finances. SE has sought all appropriate advice and support from FLT, and will continue to do so. SE has left consideration of this potential development in the hands of the Pre-School committee, who will need to approach JBL if they wish to further discussions.

It was asked: what would be the benefits of bringing Pre-School into JBL?

SE explained that the Trust Vision is 2 – 19, with the aim for every school to have a Nursery. Knowledge of pre-school children would be beneficial to school and school could engage more easily with parents of Pre-School children. Familiarity with the primary school can break down barriers and parents become more at ease with school, helping with transition from Nursery. Site sharing, such as with the Forest School site, would be easier if Pre-School was a part of the school. At the moment the external Pre-School has to be treated separately and is not covered by school policies. Approximately 28 out of the 30 attending Pre-School, progress to JBL. TE



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	<p>confirmed the benefits for behaviour and transition from her own professional experience.</p> <p>If talks progress, due diligence and proper process must be employed. There is a general consensus that JBL and Pre-School would work well together, but the ultimate decision would depend on both Committees and the terms of the agreement.</p>	
<p>8</p>	<p>Strategic Matters, to include:</p> <p>School Self Evaluation Form (SEF)</p> <p>School Development Plan (SDP)</p> <p>Strategic 5 Year Plan</p> <p>SE explained the SEF influences the SDP and the school aim is to have a vision on the 5 year plan. It is important to have input from Governors, who had all receive advance notification of this item.</p> <p>Governors offered the following suggestions.</p> <p>SD would like to see the art of public speaking and elocution given time in school. It is important for children to have confidence to put across their point of view and for the older year groups to have the opportunity to engage in public speaking. Year 6 children recently visited Faringdon Community College (FCC) for a session on this, which was positively received.</p> <p>Governors considered it important for children to have opportunities outside their classroom, as well as bringing initiatives into school. Debating opportunities might be a good way to encourage this. Following the Covid Pandemic, opportunities are opening up for children to engage in external activities. Children should have an input and need to feel they have a voice and can be included. The core curriculum is important, but also other areas need to be encouraged and promoted. The need for digital literacy was stressed and to extend digital ability beyond computer gaming. It was agreed that JBL should prepare the children for life after primary school.</p> <p>SE advised that consideration must be given to the increase in both school structure, pupil numbers, and also physical structure of the school. For school to expand successfully forward planning is essential. Time will be needed for projects to be developed to fit in with the growing school. As</p>	



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school grows there will be a need to consider more non-teaching time for the deputy head.

HB cautioned that, although growth is positive, accommodating that growth by splitting into KS1 and KS2 more frequently or to a greater extent will impact the culture of the school. Thought should be given to retaining the excellent interaction between year groups JBL currently enjoys.

GS considered development could mean there is a danger of focussing on a list of things to tick off and mark as completed. Another approach would be to start the vision and identify challenges based on that vision, rather than seeing the process as a list to be worked through. The vision can be ambitious, without necessarily having all the answers to start with.

SE added that JBL is aiming for Outstanding, and this approach would fit in well with this. SE commented that results should be above National Standards to achieve this. Whilst certain year groups might be identified as attaining this, it is also cohort dependent. All children should make at least expected progress and it should be asked: what does this progress look like? What does the progress look like for the SEND children who are actually always on track but showing below? The importance of good mental health and wellbeing for staff, for children and their families is also a key factor. This links in with attendance, as outcomes cannot be achieved if children are not attending school.

Due to unforeseen circumstances the Phonics meeting was changed at short notice and re-scheduled. Only six parents attended, which was concerning, but could be explained by the change of date. In future school will ensure changes are made known as early as possible and the message reinforced. The school community remains fully engaged, with all working collaboratively.

A number of initiatives to keep parents engaged and involved have been arranged. These include a Community Café, with the opportunity for parents to come into school to interact with the children, play board games, read, etc. over an informal coffee. This will get the children talking, engage them in different activities and strengthen links between families and school. An event has been planned for 19 January 2023 with Reception parents.



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	<p>DS noted that many children play football outside of school. Moving forward school could consider creating a JBL sporting scheme to include entry into local competitions, not only with Trust schools. There is a history of JBL participating in external sporting events, being competitive and achieving good results. This has decreased over recent years due to a number of factors and changing circumstances. In previous years there was the expectation for staff to run after school clubs, but now staff are not expected to do this. DS wants the children at JBL to be proud of their school.</p> <p>Safeguarding has changed over the years and the need for tightened regulations makes it more difficult to have volunteers in school. It was agreed that engagement with our families, our local community and other school communities is important for JBL.</p> <p>SE stressed there are many factors to consider when looking at what an Outstanding school looks like, it is also important to talk to other schools and share ideas. Successful initiatives must be long term, embedded and proven to have an impact over time. They must form an integral part of school life that the children are used to and where all can recognise the impact. Longevity and a solid outcome are key factors, with actions regularly carried out and achievement maintained. SE noted that although Outstanding is difficult to achieve, aiming for outstanding elements is a good way forward.</p> <p>ACTION: SE will circulate a draft document for the LGB, to be discussed at future meetings.</p>	SE
9	<p>Finance & Budget Update</p> <p>a) Sports Premium Review All had read the Review in advance of the meeting, there were no questions and the Sports Premium Review was agreed.</p> <p>b) Pupil Premium Report All had read the Review in advance of the meeting, there were no questions and the Pupil Premium Report was agreed.</p> <p>Finance Report DH reported that the JBL deficit has been cleared. The challenge moving forward will be to maintain this. The recently awarded pay rise for teaching staff is higher than budgeted and, although more funding is</p>	



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	<p>expected, a deficit could arise from this. School must focus on careful budgeting and monitoring of finances. Some reorganisation of funding has been necessary. Governors welcomed the positive news that the deficit has been cleared, although it was acknowledged that increased costs mean a surplus is unlikely.</p>	
10	<p>Governor Reports & Visits to School Open Day report from SD, see above Item 7.</p>	
11	<p>Correspondence None received.</p>	
12	<p>FLT News Update None to report.</p>	
13	<p>Any Other Business None.</p>	
	<p>Next Meeting Dates 2022/23: All 7pm 24 January 2023 14 March 2023 16 May 2023 18 July 2023</p>	

Meeting closed: 21:15