



# John Blandy Primary School

<b>Meeting</b>	Local Governing Body	<b>Where</b>	Zoom
<b>Date</b>	17 November 2020	<b>Time</b>	7.00pm
<b>Attendees</b>	Lucie Belcher (LB, chair, parent governor), Helen Benson (HBe, support staff governor), Hannah Boon (HBo, parent governor), Tamzin Einon (TE, community governor), Suzanne Elliot (SE, headteacher), David Hancox (DH, community governor), Judi Kingdon (JK, staff governor), Janice Simpson (JS, community governor), Sarah Thompson (ST, headteacher), Kerri Treherne (KT, community governor), Lorna Butler (LBU) (parent governor)		
<b>Apologies</b>	Clare Butcher (CB, community governor)		
<b>Clerk</b>	Alex Molton		

## MINUTES

<b>Welcome and opening business</b>
<p><b>Welcome, quoracy and apologies</b></p> <p>Apologies were sent to the meeting and accepted from CB who is unable to attend as she now has to self-isolate.</p> <p>Welcome to LBU, new parent governor.</p> <p>Meeting started at 7.08pm.</p>
<p><b>Urgent matters as previously notified to the Chair</b></p> <p>None were brought forward.</p>
<p><b>Declarations of pecuniary interests</b></p> <p>None were made.</p>
<p><b>Minutes of last meeting</b></p> <p>The minutes had not been circulated in time for this meeting so acceptance of these to be deferred to the next meeting.</p>
<p><b>Matters arising from minutes of meeting on 22 September 2020</b></p> <p>Most matters had been brought to this meeting already.</p>
<p><b>Governing body</b></p> <p><b>School Development Plan</b></p> <p>The School Development Plan was uploaded to Governor Hub before the meeting for governors to review. Louise Warren has advised tightening up the Plan to concentrate only on the targets which are specific to the school for this year.</p> <p><i>What are the meanings of the colours in the Plan?</i></p> <p>Head: Green means the target has been met, yellow means that work towards the target is underway and red means the target has not been addressed yet.</p> <p>Agreed to review this again at the next meeting:</p>

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**ACTION: Clerk to add to the agenda as a standing item from now on.**

## Strategic matters

### Head teachers' report

*One of the governors had sent questions about the report in advance of the meeting. Comments and questions from governors are shown in italics.*

*3.3 How has this been communicated with the parents of this class? Are those parents managing to build their relationship with the school?*

Head: We are trying to keep in regular contact with the parents and let them know how this is progressing. The children love the staff member and parents are starting to build relationships with them too. We will let parents know when she is due to return. We are reviewing this absence at the moment; we have been covering the role with an appointment through an agency but if the absence is likely to extend until Christmas we will consider appointing a temporary teacher to the post to give the children some continuity. We have contacted HR to ask for more information on how this post can be covered going forward. We have given the additional PPA time for this post to Kayleigh O'Donnell who is covering some parts of this role. We would accept a part-time candidate to take on the responsibility in Oak class to help to alleviate the pressure being felt currently by the rest of the team. We will keep the LGB updated on the absence and recruitment for the teacher role.

*It is good to see that this is being considered on a rolling basis and outside of Oak class, as the effects are being felt elsewhere in the school.*

*3.8 Were the internal procedures adequate to your need? Do we have it in writing that the parent was satisfied with the outcome?*

Heads: Yes, the procedures worked well. The parent appeared to be satisfied initially but has recently contacted the school to confirm that they are no longer happy with the outcome of the Heads' investigation into the complaint. The parent has since corresponded with LB as Chair of the LGB, who and nothing more has been heard about this since.

*Governors agreed that we need to obtain written evidence that the parent was satisfied. Heads confirmed that the parent accepts the outcome of the investigation, although it was not entirely the outcome they had hoped for.*

*5.1 I understand this to be a support to the children's remote working, is that correct? Tool for the teachers to improve the offer / reach of their offer?*

Heads: It is a misleading term. Visualisers are a piece of technology for the teachers to use to teach remotely; it is like having a whiteboard.

*6.1 Associated with the new materials in reading, or a more general challenge, do you feel? First observation or a recurrence?*

Heads: Some teachers have been delayed with getting on board with whole class reading and some took to it straight away. It is not so much about the material but more that some of the teachers had not fully grasped the methodology. We have a record of the teaching and behaviour of each teacher and continue

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to offer support to staff as needed.

### 6.3 Good – have you seen any return on this yet?

Heads: We provide verbal and written feedback to teachers. It is a bit early to see any impact from their recommendations and the results of their monitoring; we are likely to see more impact by the next LGB. 3/8 classes have got fairly inexperienced teachers who are new to the profession as well as the school so they require some extra support in getting established.

### 6.7 Do we have a list of the children who have not yet been able to engage with online learning? Not yet joined the Google Classroom, for example? Idea of cause? How many are not yet up and running?

Heads: We have been emailing parents over the last few weeks to ask parents to log in to remote learning in case this is needed. More parents are now engaged with this earlier on in the school. Higher up in school the teachers have shown children how to use Google Classrooms so that they can be a bit more independent in their home learning. We are still considering whether there might be a better option for the younger children and Early Years might use something like Tapestry in the event of a school lockdown or bubble isolating. Some families will really struggle to engage with online learning. We will still provide paper packs of learning for these families.

### Heads are looking after remote provision oversight and deciding how to provide alternative learning?

Heads: Yes

### 6.8 This item was taken in closed session due to the sensitive nature of the subject.

### 7.2 I fully support your stance in not doing this

Heads: A parent had approached the Heads to request that they take the children's temperatures each day. HB confirmed that it is not sensible to go down this route for several different reasons, which she detailed in her response to the Heads report (there is no proven utility, adds a significant time burden to the day (min 1 minute per child = 30 minutes teaching time), and immediately goes out of date (child develops temperature in afternoon, for example), plus it would need to be recorded properly, and the equipment calibrated and maintained.) The suggestion was shared with the staff and governors who agreed that this was not a viable activity for the school to undertake each day.

There were no other questions from governors.

### **Budget report**

DH confirmed that the P1 and P2 details have not yet been confirmed. However it looks as though we are now in a deficit position due to the caretaker and extra cleaning which needs to take place. DH confirmed that the deficit was not as bad as we had previously expected; it is now standing at around -£9500. Discrepancies of deficit will be confirmed at next budget meeting at the start of December

### **Staff structure review: MAIN ITEM**

Several possible scenarios were provided to governors ahead of the meeting in order for a full discussion to be had. Heads have been working with the Trust to look at a possible new structure for the staff to reflect the needs of the school and the growth of the school. With the support of DM the Headteachers are looking to undertake a full staff structure review.

Following a letter outlining the reasons for the structural review which was sent out in October, the Heads

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gave staff the opportunity to meet with them for an informal chat about what they felt was the best way to staff the school and offer CPD for teachers and senior staff. Heads now need the LGB to agree on which possible scenarios will go forward into a formal staff consultation.

Governors agreed that a new structure is needed to be considered as the school is now moving towards a 1.5 form entry.

Jane Cole has costed out the different scenarios for the LGB to consider the longevity of each possible option. This is a little harder to anticipate as funding for SEN children is removed as they move out of the school but this is not replaced this with any other anticipated SEN funding. Each option is costed at the highest level – most expensive teachers for example. The aim is to keep staff costs at around 80% of total spend for each year.

## Scenario A

This possibility includes the equivalent of FTE head and deputy head (3 days a week class-based and two days out of the classroom) TLR is about £2500 a year. This suggestion includes a non-teaching part time SENCo, with the benefit of this person having time to monitor SEN needs very closely at the school and supporting teachers, providing professional guidance, meeting with outside agencies and parents, timetabling TA time (which is not currently happening), providing safeguarding and pastoral support and looking after TAF families. This is a fairly standard model for the role but different to what we currently have in place.

This scenario includes KS1 and KS2 Leads as quite traditional roles and teams of both Key Stages will grow as the school expands. These Leads would be the link between teachers and the deputy head and manage the day to day issues. They would be the first point on contact for dealing with more minor behaviour support and provide less experienced teachers with a person to go for mentoring and support. Some staff were very keen on the KS Leads when a chat was had with staff about the possible new structure.

In terms of costing this is the most cost effective option.

Predicted spend on salary for this scenario was as follows:

2021/22 – 68.4% of the school expenditure ; a total spend of £601,986 on staff

2022/2023 – 75.2%

2023/2024 – 79.5%

2024/2025 - 83.1% (but this is very rough and hard to confirm figures as income is hard to predict)

## Scenario B

This includes the same structure of head, deputy heads and TLRs. The SENCo role has been increased to 3 days a week which includes extra time managing safeguarding and more time for pastoral support. The role would be in charge of CWLA, administrating all of the meetings for these children. The role would also include line management of TAs (which takes place to some extent now but this role formalises this), including mentoring, training and CPD for the TAs.

In this scenario, the KS Leads roles change to a Pastoral and Behaviour Lead and a Curriculum Lead. This gives a school-wide focus to the roles, rather than being an age-based leadership role (which can also tie leads to age groups in their career). The Curriculum currently sits with the Heads but this role would have oversight of the curriculum from Reception to Y6. Heads currently carry out the review of the curriculum through the school and meet with subject leads. KS Leads only know their own areas and there can be a disjoint between the two keys stages and issues of staff absence creating the lack of smooth transition

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between the stages. The Curriculum Leads would manage the subject leads, manage the curriculum, teaching and learning policies and manage the school website. The Pastoral Lead would lead on anti-bullying, behaviour and mental health at the school, as well as providing specific support to the PPG children. The role would also act as a mentor to NQTs and be the staff member to evaluate initial complaints and school actions in response to complaints and bullying accusations, as well as how these are dealt with at the school. This scenario provides a much safer way for the school to operate as it adds in a level of scrutiny between the heads and staff. Staff were also very keen on having another layer between them and the Heads which they could go to regarding pastoral concerns and the wellbeing of the children.

The predicted costings for this are as follows: the additional SENCO time makes this scenario £4500 more expensive than scenario A.

2020-2021 – 70.2% of total school expenditure; a total spend of £606,500 on staff costs

2021-2022 – 77.2%

2022-2023 – 81.6%

## Scenario C

This would be the same structure, with head and deputy the same as the other scenarios. This scenario is the most similar to the current structure, with only 2 TLR in teaching and learning and an achievement lead. This is a combination of some of the other tasks which were covered in other roles in other scenarios. Most of the overview of data and assessment would be carried out by the deputy head, as well as curriculum management. The SENCo hours in this scenario would be increased to 3.5 days a week. This is the model least favoured by the heads.

*This does not feel very different to what is in place now. It is not future-proofing and does not provide the best opportunity for the heads to carry out their strategic roles.*

Costings for this scenario would be less than scenario B. Teachers' salaries were not comparable with the other scenarios. This would be the cheapest option.

21-22 – 70% of total staff costs.

Heads confirmed that the current staff model was inherited and has not been changed formally since then. This includes a FT SENCO, EYFS/KS1 Lead, Pastoral Lead (3 days) and no formal finances for rest of the SLT such as Assessment and Maths Leads.

*Governors agreed that scenario C does not seem like a viable option and having a SENCo for 3 full days is worth the extra financial spend. Governors also liked the idea of school having a Curriculum Lead and noted that the SENCo role in scenario B is more active in managing the TAs and putting them into the right place in accordance with need. Governors also agreed that a Pastoral Lead would be beneficial.*

*TLR and TLR2 – are they different?*

Heads: No, this just indicates levels within the TLR. 2.1 TLR is what we are looking at for everybody – so the same cost for each post.

*Have the finance team been conservative in their pupil numbers?*

Heads: The team has costed these scenarios based on the school being full.

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Governors agreed that Scenario C was not on the table for consideration. It would be overloading the SENCO when this is actually a specialist role. Governors agreed that the financial difference between option A and B was not enough to make option B unviable.

Governors agreed that they do not dispute spending extra resources if they feel that the extra spend is warranted.

Governors recognise the vulnerability of having KS1 and KS2 Leads; if there are long term staff absences the school is then exposed and it is also splits the school into effectively Infants and Juniors.

Governors liked the terms Pastoral and Behaviour Lead as this is something that is in place at FCC so it helps the children to become familiar with these terms and what they mean.

To what extent do you think you could recruit these roles from within the current team?

Heads: We have some very strong members of staff in the current team so hope we could fill most of the roles internally.

Scenario B was the favoured option selected by the LGB to go forward into the staff consultation.

ST asked for governors to respond directly to the Heads with any thoughts about adjustments to scenario B. The job titles will then go out for consultation with staff. We are able to offer the new roles to current staff first and will then advertise externally for any vacant posts. We can slot current staff into some of the roles fairly straightforwardly. ST will write new job descriptions for the new posts.

SDP says that we want to become a Reading school but this is not reflected in the structures which have been proposed.

Heads: This is a good point and it is helpful to consider which role this might fit into.

Governors and Heads agreed that it is important that it is really clear where this element of the strategy fits in, and elements of this will also fit into the head and deputy head roles. It is also important to make the job descriptions as clear as possible.

ST will email governors with details of the next steps and asked them to respond to her directly with any queries.

## Policies

### Sex and Relationship education

This was agreed by the LGB in the summer term.

### Behaviour policy

This has been updated in line with the anti-bullying policy and this was agreed by governors.

### School site Security policy

School has had a safeguarding audit and has got a H&S check coming The results of the safeguarding audit report have not been received yet. A boundary and safeguarding support check took place as part of the audit and these were agreed as being adequate.

To be looked at again at a future meeting.

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## Reports

### CWLA report

Currently have two at the school. SEN audit is coming up at the end of this week.

### SEND

We have 40 children with SEN on roll; 9 children with an EHCP and we are waiting for a 10<sup>th</sup> to be confirmed and the funding released. 2 more have been applied for but funding has not yet been received for these yet.

### Pupil Premium report

Heads confirmed that they are tracking attendance of these pupils. PPG attendance is lower than the whole school attendance by around 4%. Heads are aware of why; it is particularly families and children who are receiving support who are the lowest attendees and much of the reasons for this are Covid-related. Attendance is currently 92% for PPG/96% for whole school. Heads are monitoring this closely.

### Sports premium report

This was sent out in September and SE has written the new plans for this year. The focus for spending will be the trim trail and investment in the forest school.

### Safeguarding report

This was reported by TE as safeguarding governor. All but 5 of the key statements were deemed to have been met, with some notes for actions to take place this academic year in induction, paediatric first aid training and policies and documents. Safer recruitment training is recommended for at least one member of the LGB and the Trust advises that at least two are trained in safer recruitment training, so this needs to take place. There is some general safeguarding policy and procedures needing work this year. We will also be sending a leaflet to parents to confirm who the Safeguarding Lead is at school. We will also work on embedding the new RE and PSHE policies over the course of the year. Governors agreed to submit the annual audit.

## Correspondence

Dealt with above.

## Any other business

The Heads confirmed that staffing levels are becoming very low, which may mean that the school needs to close not due to positive Covid cases but due to staffing levels. Would be a partial rather than full school closure.

*Isn't that part of the risk assessment? When will this be communicated to parents?*

Heads: Yes, but we did not anticipate such numbers of staff being absent. We will communicate with parents if and when we need to close a class.

Other items in AOB were taken in closed session due to the confidential nature of the subjects.

## Academy news update

LB and HB have attended a Trust briefing and they will refer to the Heads directly with queries about this. DH has Trust Resources meeting on 26<sup>th</sup> November 2020.

## Items for next agenda

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