



John Blandy Primary School

Meeting	Local Governing Body	Where	Virtual meeting by Zoom
Date	Tuesday 7 July	Time	19.00
Attendees	Lucie Belcher (LB, chair, parent governor), Sarah Thompson (ST, co-head teacher), Suzanne Elliot (SE, co-head teacher), Hannah Boon (HBo, parent governor), , Janice Simpson (JS, community governor), David Hancox (DH, community governor), Judi Kingdon (JK, teaching staff governor), Kerri Treherne (KT, community governor)		
Apologies	Helen Benson (HBe, support staff governor), Clare Butcher (CB, community governor)		
Clerk	Octavia Kelly		

MINUTES

Meeting opened at 7.08 pm

<p>Welcome, quoracy and apologies</p> <p>Meeting was quorate.</p> <p>Apologies were received from CB and HBe and noted.</p>	
<p>Urgent matters as previously notified to the Chair</p> <p>None</p>	
<p>Declarations of pecuniary interests</p> <p>None</p>	
<p>Minutes of last meetings (5 May 2020 and extraordinary LGB meetings on 1 and 22 June)</p> <p><i>Approval of minutes of last meeting</i></p> <p>Minutes were approved.</p> <p><i>Matters arising from minutes of last meeting (22 June 2020)</i></p> <ul style="list-style-type: none"> • <i>Please see also confidential minutes and section below on 'Governing body'.</i> • Recovery plan – discussed later in these minutes. 	

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<p>Governing body</p> <ul style="list-style-type: none"> • The LGB committee appointed Tamzin Einon as a new community governor, replacing Stephen Arrowsmith. • Parent governor vacancy left after Jane Tidy stepped down will be advertised in the autumn, although there is already one promising candidate. • LB's circumstances have changed, and she is now able to stand for re-election as chair in September. Others are welcome to nominate themselves or others for the positions of either chair or vice chair. Elections for these roles will be held at the first LGB meeting of the autumn term. 	
<p>Safeguarding update</p> <p>The annual update on Keeping Children Safe In Education has been published early but the document does not appear to have undergone any major revision since last year.</p> <p>At a recent INSET day, staff were reminded of safeguarding procedures, notably of the need to communicate by other means as well as by CPOMS so that head teachers are alerted to any immediate problems to be dealt with. These might include, for example, arrangements for collection of the child the same day. Staff must also ensure they name staff and children when recording incidents on CPOMS, which is secure and has an efficient mechanism for redaction should the information later require publishing, so staff need not fear breaches of confidentiality by identifying individuals in records. An incident on the day of this meeting illustrated how well the staff deal with safeguarding issues, however: safeguarding procedures were followed by all staff to the letter. The committee praised the head teachers for the effectiveness of the training staff have received.</p> <p>CPOMS may soon be modified by the removal of some information categories; staff in some schools (not JBS) have been checking the wrong categories. This loss of such categories would be disadvantageous to JBS staff who have been using the system correctly, but it may be possible to customise it to retain the relevant categories. The use of CPOMS has made the transfer of information to other schools far more efficient, not least by eliminating the need for photocopying large volumes of records.</p> <p>Health and safety audit</p> <p>The school was pleased with the results of the audit, which confirmed a fall in the number of outstanding actions from 32 to 2. Only minor changes are required.</p>	

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Health and safety guidance for reopening the school to all children in September

Government guidance for reopening to all pupils in September was received last week. It was quite complex and not entirely clear, particularly with respect to the size of 'bubbles', which are to be of 'class size'. Staff will be allowed to cross from bubble to bubble, provided they maintain social distancing. Some guidance was clear, however, and the following policies will be in place:

- Children from Y2 upwards are to sit in forward facing rows
- There will be staggered start and finish times, erring on the early side for more convenient drop off times for working parents
- Different entrances and exits
- Where possible parents will be asked to provide basic materials such as pencils and rubbers in a plastic bag, so children are not having to share them. For those in financial difficulties materials can be provided using Pupil Premium money or through the John Blandy Educational Foundation, which could fund up to just over £1K's worth.
- The most difficult problem is likely to be maintaining social distancing during play and lunch times, as even in normal circumstances, providing cover for these times is a stretch and more staff will probably be needed to ensure adherence to the guidelines.

The head teachers have shared the school-specific guidelines they have drafted with the SLT, and once feedback from the SLT has been incorporated, will circulate it to other teaching and support staff and ask for further feedback.

The government guidance acknowledges that it may not be possible initially to provide a 'broad and balanced' curriculum while enabling children to catch up what they have missed since March, but it stipulates that the wider curriculum should have been resumed by the summer 2021. The head teachers have a strategy to achieve this: in term 1, subjects will include only the core subjects of English, maths, science, PHSE and PE. Other subjects will be reintroduced over time, starting, in term 2, with history, geography and RE.

Challenge: Will provision be made for the reintroduction of home-schooling should it be required?

Yes, all teachers have been asked to explore Google Classroom and they are broadly positive about online teaching. The Academy is arranging for each child to be given an email address, which they will take with them to Faringdon Community College if that is where they go to secondary school.

Challenge: What percentage of children have had difficulty accessing home-schooling?

12% of pupils have not accessed any home learning, which is a relatively low proportion. These children had already been identified as likely to have problems with doing so. The

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<p>head teachers are not unduly concerned. There is, however, room for improvement in the provision of online learning as some children who did engage may have received little parental supervision while doing so.</p> <p>Challenge: Is it known how the 'tutoring' money that the government is offering will be distributed? Unfortunately there is no news on this yet.</p> <p>Challenge: Have any families suffered covid-related bereavements that may adversely affect children? One family has suffered a bereavement, though it may not be covid-related.</p>	
<p>Data</p> <p>The data indicates low levels of progress and attainment, but this may reflect a tendency by teachers to err on the low side in their assessments of children because of the reduced availability of data and limited assessment time.</p> <ul style="list-style-type: none"> • Y6 were the closest to reaching targets. • Data for Y5 was particularly low; the cohort is likely to benefit greatly from the recap of the previous year's material that will take place within the recovery curriculum. • Data for Y1, in which 50% of children have high levels of SEN, was also low, with gaps across the 17 areas of learning. <p>Government guidance advises against holding parents' evenings or meet the teacher sessions in person, but they can be conducted over the phone or Zoom. Generally, such sessions are held later in the term by which time the teachers have become more familiar with the children and their work, but given the unusual circumstances the school will this year try to arrange them for early in the autumn term.</p> <p>In week 3 of the autumn term, children will be informally assessed using the summer NFER assessments to identify gaps in their knowledge. They will be formally assessed in December, again using NFER, to ascertain their progress since the previous assessment, and remaining areas of weakness will then be addressed in the spring term.</p> <p>The DfE have stated that priority in Y6 should be to catch up material from Y5 rather than on attainment in SATs. The school will place more emphasis on SATs in the spring term, if the results of the December assessments indicate that is appropriate.</p> <p>Educational visits and visitors will be allowed from September, which will allow some broadening of the curriculum even during the recovery curriculum period.</p>	

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<p>Review of school vision</p> <p>No review is required at this point.</p>	
<p>Head teachers' report</p> <p>How is a formal complaint defined?</p> <p>The head teachers must respond to a complaint put in writing to them. If the complainant is unsatisfied with the response, they may escalate it to the Chair of Governors. Part of the definition of a formal complaint is thus its written format. The only verbal exception to this might be a complaint covered by the Equalities Act ie one made by a complainant who is unable to put it in writing due to, for example, a disability.</p> <p>Talking to a governor at the school gate about an issue of concern does not therefore constitute making a formal complaint.</p> <p>Budgetary challenges</p> <ul style="list-style-type: none"> • Academy has brought in new contracts for cleaning and catering. While the catering will be at lower cost than before, the cleaning will be more expensive, but may allow for better cover arrangements. • A child with high SEN will be admitted to reception in September, which may increase staffing requirements above those anticipated in the budget. The addition of the child may take the number in the class to 46, so above the planned 45, but because the child has an EHCP, the school is legally bound to take them. The EHCP carries funding but it is unlikely to be enough to fully meet the child's needs. However, the admission of another child may be deferred, or they may go to a special school, which would bring the number back down to 45. <p>There is space in other years and, with up to 7 more children possibly being admitted to those years, the total number could reach over 240. Since this has not been confirmed, the impact of such an increase in pupil numbers on the school's income has not been built into the budget.</p> <p>There is a legal maximum class size of 30 in KS1 but in KS2 there is no legal maximum class size provided there is enough space and the numbers in classes have been formally approved by the relevant council. Completion of the new building is scheduled for 22 November but after its completion IT, furniture and other equipment must be installed so it is unlikely to be in use until after Christmas.</p>	

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<p>Policies and reports</p> <p>SEN Report – KT</p> <p>2 children who have occupied much TA time will be moving to special schools in the new academic year. However, TA provision will still be inadequate. The highest ratio of TAs to pupils is in reception and Y1 but it is still below that desirable. In KS2, teachers need more assistance and in Y5, the need is particularly acute. There are 2 children with EHCPs, who are legally entitled to assistance, but they are not receiving all the help they require. Where it is possible to do so while fulfilling the legal obligations of the EHCPs, the TAs who are working with these children also work with others at the same time. 22% of pupils at the school are officially registered as SEN, the highest proportion of any Academy school, and others who are currently unregistered also likely meet the criteria. The head teachers are enquiring as to the possibility of subsidies from the Academy for TA time.</p> <p>Some additional funding will be available to support the transition from Y6 to Y7 and the sports funding is going to be double that budgeted for.</p>	
<p>AOB</p> <p>None.</p>	
<p>Academy news</p> <p>Phonics review</p> <p>Following a phonics review, the school will be investing in the basic Read Write Inc package, a scheme for which the data from other schools is very good. It will help in the implementation of the recovery plan and is inclusive of older KS2 children still working on phonics. It is highly structured and relies on consistency of teaching and use of the same terminology across the school and by parents, for whom comprehensive information is available. There are further add-ons to the scheme which could be purchased when it is financially feasible to do so. HBo has a contact who may be able to obtain Read Write Inc materials at a reduced cost.</p>	
<p>Dates of next LGB meetings (all on Tuesdays and usually at 7 pm):</p> <p>22 September 2020 17 November 2020 2 February 2021 23 March 2021</p>	

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<p>18 May 2021 13 July 2021</p> <p>Dates of Performance and Standards Committee meetings (all on Tuesdays and usually at 7 pm):</p> <p>5 January 2021 The other 2 meetings will be combined with the LGB meetings on 23 March and 13 July.</p>	
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Meeting ended at 2045

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