



John Blandy Primary School

Meeting	Local Governing Body	Where	John Blandy Primary School
Date	Wednesday 3 July 2019	Time	19.00
Attendees	Lucie Belcher (LB, chair, parent governor), Sarah Thompson (ST, head teacher), Stephen Arrowsmith (SA, community governor), Helen Benson (HBe, support staff governor), Clare Butcher (CB, community governor), Hannah Boon (HBo, parent governor), Janice Simpson (JS, community governor), David Hancox (DH, community governor)		
Apologies	Suzanne Elliot (staff governor), Jane Tidy (JT, parent governor) Kerri Treherne (KT, community governor)		
Clerk	Octavia Kelly		

MINUTES

Meeting opened at 7.05 pm.

Action		
	Welcome and opening business	
	Welcome, quoracy and apologies	
	Meeting was quorate. Apologies were received from Suzanne Elliot, Jane Tidy and Kerri Treherne and noted.	
	Urgent matters as previously notified to the Chair	
	None	
	Declarations of pecuniary interests	
	None	

Mins approved by LGB 17.9.19

Signed (chair) Date



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	<p>Minutes of last meeting (22 May 2019)</p> <p><i>Approval of minutes of last meeting</i></p> <p>Minutes were approved, subject to comments in matters arising from minutes of last meeting (below).</p> <p><i>Matters arising from minutes of last meeting</i></p> <ul style="list-style-type: none"> • <i>Forest school</i> – one governor queried whether what was to be offered would meet the definition of ‘forest school’, which involves teaching: <ul style="list-style-type: none"> • In a natural, outdoor environment • Which is learner orientated • Which represents an alternative provision for children who might not respond well to conventional teaching methods • That involves taking children taking measured risks • Requires a minimum contact time with each child <p>The governor was concerned that offering forest school teaching to all pupils would mean that no pupils received sufficient attention to allow risks to be taken, hence the pupils would be experiencing outdoor learning rather than forest school. ST said the policy of sessions for the whole school had been reviewed: now only those children who were thought to be most likely to benefit would participate in forest school sessions. There will be 1 session a week with a subsection of Horsechestnut class. The reception classes (Oak and Ash) will also have regular sessions with a forest school-trained member of staff. The impact of these sessions will be reviewed, and provision increased if it is considered positive.</p> <ul style="list-style-type: none"> • The <i>reception intake in September 2019 will not exceed 40 children</i>. It was clarified that £55K for each of two consecutive years, to cover extra teaching costs and minor building alterations, would be payable by OCC if the intake were any number above 30 and up to and including 40 children. Oak classroom cannot legally accommodate more than 40 4-5 year-olds. • <i>Pupil Premium Grant meeting took place</i> – discussed elsewhere in these minutes. • <i>Governor visit form</i> has now been drawn up. 	
<p>Action</p>	<p>LB to circulate electronic copy of governor visit form and print copies for completion during visits.</p>	<p>LB</p>

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	<ul style="list-style-type: none"> • Governance review ST fed back to Academy Heads' Meeting that the committee felt the minutes of the Governance Review did not reflect the tone of the meeting itself, which was less critical. • P&S Terms of Reference New version approved. 	
	<p>Governing body</p> <p>Resignation</p> <p>Stephen Arrowsmith is standing down as community governor after many years of service. LB expressed the committee's gratitude at the meeting and in a piece in the newsletter.</p> <p>Governor visits</p> <p>Pupil Premium Grant (PPG) lead governor report and subsequent visit by SA</p> <p>The report examined the areas on which PPG funding was spent, the objectives of such spending, and whether those objectives were met. SA received data showing average outcomes but also asked for data recording the needs of individual children and the extent to which those had been fulfilled; ST sent him an example of such individual data, demonstrating that, even though SA had not received it for more than one child, this data had been collated.</p> <p>At SA's visit, the efficacy of different interventions was discussed. It is easier to measure the impact of academic interventions than those of behavioural ones, which are more subjective. The lead SEND teacher was asked to review literature on behaviour interventions, since while guidance from DfEd based on evidence from large populations would be helpful, it is not available. Academy schools do, however, pool information on these interventions.</p> <p>ST was asked whether extra funding for PP children is cost-effective. She said it was but could be tailored more closely to individual children and families. Currently expenditure is largely on provision of academic and pastoral support but other schools have had success providing 'experiences' for disadvantaged children, for example, SHR has taken children from an after school club exclusively for PP children that meets once a week, to the post office to teach them to appreciate the value of money and to the local fire station; another school took young carers horse riding.</p>	

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JBS uses its PPG funding to help vulnerable children who do not strictly fit the definition of PP children in addition to those who do. PPG technically encompasses military children, who automatically receive extra funding but may or may not be disadvantaged, so the money is not always targeted at those who most need it. Generally, those eligible for free school meals (FSM) qualify for PPG, but some families whose children receive FSM are in practice struggling less than those where parents are working and ineligible for PPG.

Academy policy is not to include military children in attainment and outcome figures for PPG children, but, as noted above, military children do receive extra funding so are technically in receipt of PPG. JBS will continue to compile data for PPG children both including and excluding military children to ensure PPG funding is used effectively.

While the idea of running a PPG after school club is attractive, it would require some sensitivity to set it up. Some parents question why their non-PPG children do not have the same opportunities offered by the school to the PPG children. Others whose children would be eligible for FSM and PPG are too 'proud' to apply, even when the school encourages them to do so.

Health and Safety (H&S) visits and report by HB, H&S lead governor

The school and HB have been working with Siobhan Vinall and Joanne Ray of the Academy to improve H&S compliance, and assessments have been carried out during the academic year of compliance relating to:

- Fire safety
- Condition survey
- Mandatory checks on water hygiene, electrics and asbestos

Siobhan Vinall was very pleased at her latest review, which revealed that the input of the new caretaker and good administration have contributed to a huge improvement with no aspect of H&S that was within the school's control remaining outstanding. HB had only one concern: potentially dangerous maintenance issues are frequently not reported, perhaps because they are not identified by staff or because staff are too overwhelmed. ST explained that under the previous caretaker, many problems went unresolved for so long that staff ceased to notice them, but they are now being fixed, which will help motivate staff to report problems as they arise. ST is also stressing the need for reporting during inductions of new staff and is extending access to Every, the reporting system, to all staff as of September, which may avoid staff being 'waylaid' before they have a chance to report incidents to Liz or to her, currently the only staff who have access to Every.

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	<p>Bushcraft trip</p> <p>The committee would like to pass on huge thanks to Mrs Benson, Mr Cord and Mrs Allinson for taking the children on a very successful bushcraft trip.</p>	
	<p>DH came in at 1949</p>	
	<p>Policies</p> <p>Access Plan</p> <p>This is being changed and will require review and approval at the first meeting of next academic year.</p>	
	<p>Headteacher's report</p> <p>2 questions were raised:</p> <ol style="list-style-type: none"> Why did as many as 4 children move to other schools within the area? <p>The children came from 3 families.</p> <p>2 out of the 3 children in one of the families were at JBS but there was no space for the third. All 3 children now go to the school, Longworth, which was able to accommodate the third child and which is on the mother's commute.</p> <p>Another child, who had been in Oak class and had had a very positive year, moved to Longworth school which has smaller classes and is better able to meet her high SEN needs.</p> <p>The other child moved because of social problems within the school, as noted in a previous set of minutes from this year.</p> <ol style="list-style-type: none"> Please see confidential minutes. <p>Behaviour policy</p> <p>Parents were given the opportunity to respond to the introduction of the new behaviour policy, but none did. They will be asked again for feedback in the annual parents' questionnaire in November.</p>	

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	<p>Attendance</p> <p>A governor questioned why the school, whose attendance rate is currently 96.1%, consistently fails to meet its attendance target. While the national average attendance is 95%, and OCC's 96%, the academy's target is set at 97%, equivalent to just 5.4 days' absence per year, which, given that an average adult is absent from work 6 days per year, is unrealistic in children. However, the 97% goal can be useful in negotiating with parents, to whom already higher than target absence can be cited as a reason not to authorise further absence.</p> <p>Attendance at JBS is actually very satisfactory when the figures are broken down and medical needs taken into account. 186 of the 207 children have an attendance of 95% or over and individual classes have percentage attendances of up to 97.8%. Attendance Ted and awards of housepoints help motivate children to attend. ST does have the autonomy, within the academy, of setting the school's target rate to 96% rather than 97%.</p> <p>ST was asked why the number of fire extinguishers is below that required. She has never been told during an inspection that there were not enough fire extinguishers and even the auditor was unable to quote the exact number needed. Furthermore, the fire safety strategy has focussed on removing children from the building rather than fighting fire. But once the auditor's report has been received and the exact number of fire extinguishers required has been determined, extra fire extinguishers will be ordered to meet the regulations.</p> <p>A dental health check of all children aged 5 years on the day of the check was carried out as part of a new government research programme.</p>	
	<p>Finance governor's report</p> <p>The budget is in surplus. The in-year deficit is now only £2K wide of the target and the school has the greatest surplus of all academy schools. Another academy school, however, has an in-year deficit of as much as £30K and the academy is pushing it to bring that down to zero, which is likely to have an impact on recruitment. The lower intake into reception, following a lower birth rate, is affecting academy several academy schools. The funding by the government of some pay rises for this year and next has improved the finances of some academy schools, however. The academy's policy to enhance its finances is now to bring in another secondary school rather than to merge with another academy trust, which would force too great a change in policies. It is</p>	

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	also hoping to stem the flow of sixth form pupils away from FCC to competitors. Once the academy has 3000 or more pupils, a figure from which it is now only about 100 pupils away, it will get funding for improvements to capital assets rather than having to put in CIF bids.	
	Correspondence None	
	AOB None	
	Items for next agenda As highlighted in blue above.	
	Date of next meeting Tuesday 17 September 2019	

Meeting ended 2053.

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