



# John Blandy Primary School

<b>Meeting</b>	Local Governing Body	<b>Where</b>	John Blandy Primary School
<b>Date</b>	Wednesday 23 January 2019	<b>Time</b>	19.00
<b>Attendees</b>	Lucie Belcher (LB, chair, parent governor), Sarah Thompson (ST, head teacher), Stephen Arrowsmith (SA, community governor), Helen Benson (HBe, support staff governor), Hannah Boon (HBo, parent governor), Clare Butcher (CB, community governor), Suzanne Elliot (staff governor), David Hancox (DH, community governor), Janice Simpson (JS, community governor), Jane Tidy (JT, parent governor), Kerri Treherne (KT, community governor)		
<b>Apologies</b>			
<b>Clerk</b>	Octavia Kelly		

## MINUTES

### Meeting opened 19.05

	Action
<p><b>Welcome and opening business</b></p> <p>LB welcomed all to the meeting.</p> <p>The meeting was <i>quorate</i>.</p> <p>There were <i>no apologies</i>.</p> <p>Urgent matters as previously notified to the Chair- none</p> <p>CB, a new community governor, was introduced. She has 2 children who were pupils at JBS. She works at Abingdon School and is familiar with the Charities Act and safeguarding and GPDR regulations. Abingdon School has charitable status and aims to admit less affluent pupils and share facilities with the community, for example by providing a dedicated science lab for primary schools, which could be used by JBS.</p>	
<p><b>Declarations of pecuniary interests</b></p> <p>None declared.</p>	

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	<b>Minutes of last meeting</b>	
	<b>Approval of minutes of last meeting</b> (14 November 2018)  Minutes were approved.	
	<b>Matters arising from minutes of last meeting</b> <ul style="list-style-type: none"> <li><b>Safeguarding/prevent</b> (all governors/OK) There will be an audit of safeguarding and prevent training soon.</li> </ul>	
<b>Action</b>	<b>OK to send to ST list of dates on which governors completed safeguarding and Prevent training and certificates</b>	<b>OK</b>
	<ul style="list-style-type: none"> <li><b>Academy school improvement team involvement</b> (ST) The academy school improvement team was supporting 2 teachers to increase their confidence and competence. Anne-Marie Devereaux, an experienced year 2 teacher, worked closely with the teachers in the classroom, in planning and in reviewing books. The morale of 1 of the 2 teachers showed immediate improvement, impacting positively on the teacher's performance, but ST believes that significant improvement will only become apparent some time after Anne-Marie's input. Anne-Marie will return before Easter to assess long-term progress. Having the independent opinion and recommendations of a third party concerning records and monitoring was helpful. ST is not sure that Anne-Marie achieved more than she herself could have done had she had time.</li> <li><b>Back up system for information on CPOMS</b> (ST) ST has ascertained that there is a retrieval system for information held on CPOMS. Furthermore, the information held on CPOMS is printed off and held by the Academy. Because several academy schools bought into CPOMS they each received discount.</li> </ul>	
	<b>Governing body</b>	
	<b>Appointment of community governor</b> – Clare Butcher was appointed (please see welcome above) <b>Election of parent governor</b> – the vacancy for parent governor will be publicised among parents at the end of this week.	
<b>Action</b>	<b>ST to publicise vacancy for parent governor in newsletter and give deadline for nominations.</b>	<b>ST</b>
	<b>Governor visits</b> – governors who wish to visit the school should please contact ST. Visits to reflect on the impact of the recently updated behaviour policy and recent academy health check would be particularly welcome. Areas for improvement highlighted by the health check should have been incorporated into the School Development Plan (SDP) but if governors find omissions, they should challenge the headteacher and document that they did so. It is important to have records of governor visits.	

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	KT arrived 19.26	
	<b>Reports</b>	
	<p><b>Headteacher's report</b></p> <p>There are no cases of <b>bullying</b> to report.</p> <p>Update on 2 cases of alleged bullying included last headteacher's report:</p> <p>(i) Case which ST regarded as unacceptable behaviour but not bullying: Measures were taken to try to make the child feel more included, but the parents felt that the child would be happier elsewhere and removed him/her. While ST believes no more could have been done for that individual, the culture from reception up needs to become more inclusive. The removal of the child was the culmination of years of low- level problems. The changes to the behaviour policy are intended to help address situations where children are isolated by their peers, but it will take several years before the full benefit of the new measures is seen.</p> <p>(ii) Case of bullying – no further incidents. ST is happy that this case has been resolved.</p> <p><b>Trial of new behaviour policy</b></p> <p>The behaviour policy relates specifically to JBS rather than being a 'model' policy adopted from elsewhere. Relative to what was in place, it is designed to promote a greater sense of achievement when a 'reward' is gained and to impose more severe sanctions on transgressions:</p> <ul style="list-style-type: none"> <li>• It has become more difficult to obtain house points, to increase the sense of achievement when one is awarded</li> <li>• A 'smiley face' on the board is a step between verbal praise and the awarding of a house point.</li> <li>• House points earn a bronze, silver or gold certificate for attainment of 25, 50, 100 house points.</li> <li>• Technically only 1 warning is given before a sanction is imposed following poor behaviour, though more warnings may be given if the teacher believes that an individual child needs more warning.</li> <li>• If a child does not respond to one or more warnings, s/he must miss 5 (or more, depending on the number of transgressions that week) minutes of break, standing next to the break supervisor for that time, and a yellow slip is sent home to his/her parents. A sad face is written on the board if a child must miss</li> </ul>	

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part of break but is rubbed off as soon as the time is over, signifying a 'fresh start'.

- Missing break is a more immediate sanction than the loss of golden time on Fridays that it replaces. As a short, sharp shock, it is hoped that it will have more impact than losing golden time and it does appear to have reduced poor behaviour.
- Sending yellow slips home allows parents to intervene at an earlier stage. In the previous system, parents were often unaware of their child's poor behaviour until the child was sent into the 'reflection room'.
- The system has fewer steps than the old 'rainbow' system, making fairness more visible and engendering greater respect for adults.
- A slightly moderated system is being used for KS1.
- Parents will be asked to evaluate the new system in the week before half term. If necessary, changes will be made to the policy and implemented after half term.

## **Building**

It was noted that the CEO of Kier has been sacked.

While the insurance problem has been resolved, the delay to the building project continues because s77 permission for building on green space has not yet been granted by the secretary of state. If the earliest possible start for building – February half term – is achieved, it will still be possible to admit up to 40 children in September. 40 children can be accommodated in Oak until Christmas, after which it would be possible to move some children into the new building, allowing some reception children to move out of Oak and into Horse Chestnut. In the run up to Christmas, the number of toilets per child would fall below the recommended ratio, but the ratio is not a legal requirement. Admitting more than 30 children to reception would require the employment of an additional teacher; if the number of pupils admitted is below 40 the funding received given the cost of the extra teacher will be undesirably low. Current projected numbers are at 37 following the first admission deadline of 15 January, but a more accurate figure will be available after the appeal period, and confirmed numbers in April.

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	<p>Given the uncertainty arising from the possibility of s77 permission being permanently withheld and the building plan dropped, there are several possible options:</p> <ul style="list-style-type: none"> <li>(i) Go ahead and admit 40 children next year, as that number can be legally accommodated in the existing space. If the building goes ahead, up to 5 more children could be admitted in-year.</li> <li>(ii) Admit 30 or fewer to Oak but more children in KS2, where there is already demand for places. However, an extra teacher would have to be employed in anticipation of admitting more KS2 pupils who may then not materialise.</li> <li>(iii) Admit 30 or fewer to Oak but more children in KS2 and, rather than employ an extra teacher, amalgamate classes of certain year groups, eg amalgamate years 3 and 4, to allow for growth at 'pinch points' by releasing a teacher who can then teach other year groups. However, amalgamating year groups can have adverse effects on educational outcomes.</li> <li>(iv) Admit 30 or fewer to Oak and, if the building goes ahead, allow it to lie empty for the remainder of the year, then increase numbers to 45 next year, which will bring funding for an additional teacher.</li> </ul> <p>The projected number for reception admissions over the next 5 years, does not reach the threshold of 60 required for 2 form entry, even when housing growth (as yet unbuilt houses for which planning permission has already been granted) is factored in. In fact the maximum projected intake to reception in a single year is 43, though projected numbers can be unreliable. It is preferable, in ST's view, to have 2 classes in reception and amalgamate further up, rather than 1 smaller class in reception, but growth in KS2, necessitating the splitting of a single cohort into 2.</p> <p>Jo Ray is hoping to get more news about the s77 permission this week.</p>	
<p><b>Action</b></p>	<p><b>ST to work with Anne Lynn/Finance team on costings for different scenarios</b></p>	<p><b>ST/ Anne Lynn</b></p>
	<p><b>School development plan review</b></p> <p>The SDP centres on a traffic light system. 'Red' objectives are ones that are currently unlikely to be met by the end of the academic year unless radical further action is taken.</p>	

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**Attendance** is largely good, except by a few known families. ST would prefer to communicate directly with those families to improve their attendance, rather than alarm parents within the wider school.

**Staff morale** some actions are 'red' to reflect the lack of time for reflection. There are regular meetings between the TAs and the SENCo (Special Educational Needs Co-ordinator) and between teachers and the SLT (Senior Leadership Team) but the workload is huge, and staff need reflection time outside these meetings. The health check pinpointed a need for reflection time at 'pinch points' within the school year. It is unclear whether there is scope to provide more reflection time.

**Quality of teaching and learning** – TAs' performances will be informally monitored through the year by the SENCO, and feedback provided to the TAs as appropriate. There has been little capacity for such monitoring in previous years.

**SEN report** – this was circulated during the meeting. There has been a significant increase in SEN children in the school: 2 years ago, there were 14 and there are now 34, of which 7 have the highest level of need (EHCP – Education and Health Care Plan). The rise is likely due to increased diagnosis. There are 4 more children for which an EHCP must be applied for, a lengthy and labour-intensive process. SEN children tend to require more physical space than other children. TA hours have been increased by 51 per week, but 48 of those hours are absorbed in compensating for long-term sickness absence. There is no legal minimum requirement for the number of hours of extra support a child should have, except where a child has an EHCP, but the non-EHCP SEN children are receiving less support than desired. It is particularly difficult to provide support outside class for Oak children, as taking TAs out of class leaves too few staff in the classroom. Y6 has few children categorised as having SEN and hence bringing with them additional funding, so the year group receives little support.

There are several problems with funding:

- TA support is not fully funded: EHCP's earn the most money to support the additional support, but this is only partly funded, as the maximum amount awarded is approx. £4k. This does not cover 25 hours of TA support per week.
- To obtain an EHCP for a child, outside agencies must have been involved with the child, but that is rarely the case for children in reception, so funding for them is often delayed.
- Provision for SEN is always in place well before the EHCP is approved and funding received.

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	<ul style="list-style-type: none"> <li>• There is no spare TA capacity, so if even a part-time member of staff is off sick for a few weeks, there is no cover.</li> <li>• The internal academy sickness insurance scheme only pays once a staff has returned to work after sickness.</li> </ul> <p>Attempts to remedy problems:</p> <ul style="list-style-type: none"> <li>• The academy is planning on pooling support staff on 'zero hours contracts' to provide cover for sickness at a lower cost than would be incurred for agency staff. They will have received the necessary checks, allowing them to be deployed at short notice.</li> <li>• A new dinner supervisor started this week, allowing some TAs to go back into the classroom, in turn giving ST and SE more time to deal with other matters.</li> <li>• Advertisements have gone out in Co-op and KBS news for a further 2 dinner supervisors. However, it is difficult to recruit for a grade 1 job for the few hours which must be worked in the middle of the day.</li> </ul> <p><b>Deficit</b></p> <p>The pension scheme and apprenticeship levy are increasing the deficit. While representing a cost, there is little benefit from the apprenticeship levy, since apprenticeships have limited application to education. However, the Academy are exploring further options with this.</p> <p>Budget monitoring, with benchmarking across the academy, will take place next week.</p> <p>Having a greater number of experienced staff within the school increases costs and may also draw more SEN children. ST cannot refuse a child a place if a space is available in a class but can warn parents that there is a challenging situation with respect to resources. If a SEN child and a non-SEN child are competing for a place, the SEN child must take precedence, all other factors being equal, but will increase the level of need in the school.</p> <p><b>Vision</b></p> <p>The school's vision, "Believe, brilliant, belong" is incorporated into the SDP. Governors should focus on aspects of the SDP and look for evidence that the vision is being realised eg in displays. Challenges to the school's leadership should be documented.</p>	
KT left 20.45		

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	<b>School self-evaluation</b>	
	Not fully reviewed yet. Put on agenda for next LGB meeting.	
	<b>Policies</b>	
	<p>Policies for adoption:</p> <ol style="list-style-type: none"> <li>1. <b>Complaints policy</b> – the major difference from the last version is the need for parents to proceed through specific steps to escalate a complaint. Adopted.</li> <li>2. <b>Behaviour policy</b> – not yet adopted, based on trial run for this term.</li> </ol>	
	<b>Reports</b>	
	<p><b>Review performance and Standards report based on term 2 testing</b></p> <ul style="list-style-type: none"> <li>• SEN problem discussed in detail but covered elsewhere in these minutes.</li> <li>• Y1 <ul style="list-style-type: none"> <li>○ Generally satisfactory progress, but TAs were engaged with behavioural issues so did not have time to carry out planned interventions before Christmas. There has since been an increase in the TA support for Y1 but that is still less than needed.</li> <li>○ Some children find the transition from informal teaching in reception to formal teaching in Y1 difficult.</li> </ul> </li> <li>• Y2 <ul style="list-style-type: none"> <li>○ NFER (National Federation for Educational Research) assessments well-received. Much better correlation between teacher and test assessments than previously.</li> <li>○ Generally satisfactory progress. Some dips in attainment since July 2018 but it is mostly only SEN children who are off track as might be expected, and progress is still positive.</li> </ul> </li> <li>• Y3 <ul style="list-style-type: none"> <li>○ Scores on assessment papers were positive. In maths and reading, about 30% of children showed greater than satisfactory progress, an improvement compared with the disappointing Y2 SATs results from the same cohort.</li> <li>○ Maths – some children still showing gaps in Y2 objectives so they will work with a TA on basic computation. There is also a problem with speed: children carry out calculations accurately but too slowly and run out of time in assessments.</li> <li>○ Lack of evidence of reading at home.</li> </ul> </li> <li>• Y4 <ul style="list-style-type: none"> <li>○ Big class – 3 new children, of which some are expected to be SEN.</li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>○ Maths – about 30% of children did not make satisfactory progress according to test data but they are still within the expected range.</li> <li>○ Reading – number of children on track to reach expected level is in line with July 2018 data. Future focus will be on reading comprehension, ie on analysis as well as reading of texts. 40% of boys are not on track for expected level but they are SEN.</li> <li>● Y5 <ul style="list-style-type: none"> <li>○ 4 new children have been admitted since September who came without information on prior achievement. KS1 data is given with new pupils but test data from later years is provided at the former school's discretion.</li> <li>○ Reading – most children on track for expected level, more than for Y2 data for the same cohort, though, as the first year of the new SATs, their tests may have been undermarked and they are in any case a weak cohort.</li> <li>○ Progress in reading is greater than in maths.</li> </ul> </li> <li>● Y6 <ul style="list-style-type: none"> <li>○ Last cohort to use old curriculum for Y2 SATs so needed to make greater progress to reach current Y6 SATs level.</li> <li>○ Sat 2017 SATs paper as baseline assessment, then 2016 paper as progress assessment in 2016. Showed progress but 2016 paper may be easier than 2017 paper. But similar trend to last year – significant increase in children meeting expected level.</li> <li>○ Much booster group work done, especially in maths, where the focus was on reasoning, problem solving and understanding the questions: it has been said that a reading age of 14 is required for the Y6 maths paper.</li> <li>○ Still large group of children not reaching expected level but increase in the percentage of children achieving greater depth. A recent writing assessment showed 5 children were not on track to achieve expected level, while 9 were at greater depth. Now some children have caught up it is easier to identify which children still require more input.</li> </ul> </li> <li>● Generally: <ul style="list-style-type: none"> <li>○ Great progress when measured qualitatively.</li> <li>○ There has been much monitoring of teaching and, except in one class, where support has been put in place, teaching is either good or outstanding throughout the school.</li> <li>○ There is an emphasis on consistency in behaviour and achievement.</li> <li>○ Staff are positive about the new NEFR assessment tools.</li> </ul> </li> </ul>	
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	<p><b>Finance governor's report</b></p> <ul style="list-style-type: none"> <li>• Budget in flux.</li> <li>• Running bigger deficit than planned – on academy radar but situation would be worse under OCC rather than academy. Joining the academy did increase the deficit but the school is now receiving support from it.</li> <li>• Tension between education and financial stability.</li> </ul>	
	<p><b>Correspondence</b></p> <p>None</p>	
	<p><b>AOB</b></p> <p><b>Health and safety health check</b> – academy will get back to the school with a date.</p> <p>The new <b>safeguarding lead</b>, Lindsey Baldwin, was working at King Alfred's during a difficult time and so is very experienced. She is based at Faringdon Infant School where there is greatest need but supports all academy schools in pastoral and safeguarding matters, relieving heads. Every fortnight she is based at a different school but can be contacted by any school at any time. She accompanies ST to safeguarding meetings, chases information from other schools, provides a 'double check' for issues of concern and can expedite and improve communications between primary schools and FCC. She is currently on a temporary contract, but ST will be voting to make her post permanent.</p>	
	<p><b>Academy news update</b> – update will be provided at the next LGB meeting.</p>	
	<p><b>Items for next agenda</b> – please see items highlighted in blue within these minutes.</p>	
	<p><b>Date of next meeting: Wed 6 March</b></p>	

Meeting closed at 21.20

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