



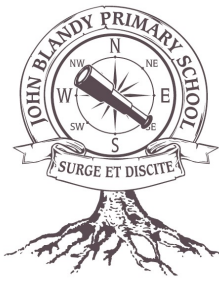
John Blandy Primary School

MINUTES

Meeting	Local Governing Body	Where	John Blandy Primary School
Date	Wednesday 14 November 2018	Meeting opened:	19.00
Present	Lucie Belcher (LB, chair), Sarah Thompson (ST, head teacher), Helen Benson (HBe, support staff governor), Hannah Boon (HBo, parent 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)		
Apologies	Stephen Arrowsmith (SA, community governor)		
Clerk	Octavia Kelly (OFK)		
Welcome and opening business			
LB welcomed everyone to the meeting.			
The meeting was quorate.			
Apologies were received from Stephen Arrowsmith.			
Urgent matters as previously notified to the Chair			
There were none.			
Declarations of pecuniary interests			
There were none.			
Minutes of last meeting			
Approval of minutes of last meeting (19 September 2018)			
The minutes were approved and will be filed by Wednesday 28 November.			

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Matters arising from minutes of last meeting

- Performance targets for 2018-19
- Cover for long-term absence
- Building work:
 - Approval of reduction in outside space to below recommended area
 - Protected newts in pond

These issues are covered elsewhere in the minutes.

Governing body

Elections of staff governor

LB will meet in January a candidate for the fifth and final vacancy for a community governor

DH was reappointed as a community governor for a further 4 years.

SE was elected unopposed as teaching staff governor.

LB's 4 year term as parent governor is up. A parent governor election will be held shortly.

Safeguarding training for governors, including PREVENT training

Safeguarding: all governors have completed the online safeguarding course, "An introduction to safeguarding" (<https://training.oscb.org.uk/elearning-list>). Unless governors are in school for more than an average of 3 hours per month, it is not necessary for them to do a higher level course such as generalist safeguarding.

Action: all governors to please send OK their safeguarding certificates if they have not already done so.

All governors must ALSO do online PREVENT training. This can be found at course.nclt.com/Channel_General_Awareness/01/index.html

Action: all governors to please send OK their PREVENT certificates.

Both safeguarding and PREVENT training must be redone every 3 years.

Reports

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Headteacher's report

There are now **205 students**. The census figures will be satisfactorily high; the census in October counts only school meals in KS1, whereas the spring census counts school meals in the whole school.

Capacity in KS2 was increased by 30, but even so, Sycamore will be full if, as is likely, one more child joins. An Open morning held on 9 November attracted 29 people (though that included some couples) interested in starting their children at the school next September and they seemed enthusiastic. Some are moving into the area, but some were from out of catchment, notably from Longworth. The September intake will be 30 or 45, depending on whether the new building will be available for use by next September.

Building is due to start on Monday 19 November, but, owing to disputes over insurance between OCC and Kier, is unlikely to proceed that soon. The school has been left with a dilemma as to whether to increase admissions from 30 to 45 without certainty that the new building will be in use by September. Conflicting advice has come from the admissions and buildings departments of OCC, the former advocating an increase in intake and the latter indicating that the building will not be ready, making such an increase impractical. The school suggested that prospective parents phone back at the beginning of December. Unless building commences by the end of November it will not be possible to increase the intake in September, and even if building does start by the end of the month, it will need to be monitored to ensure it remains on schedule, though Kier has included some slippage time. Work in the old building cannot begin until classes have moved out to the new building. Even after building starts, OCC and FAoS will remain involved in the management of the building project, though ST can liaise directly with Kier over the sequence of building.

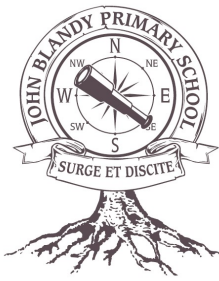
Attendance is currently below target but the figures have been skewed by 3 individuals, one of whom is on an officially reduced timetable, and 2 of whom are not yet 5 years old, and also have considerable needs. It was noted that there is significant medical and emotional need in Oak class more broadly. Meetings with the parents of 2 other children who were poor attenders in the past have been followed by an improvement in the attendance of those children. As there is a plan to raise attendance, governors are satisfied that there is no major cause for concern.

2 unrelated – from separate year groups - cases of **bullying** have been reported by parents. ST investigated by speaking to both children and teachers. One was a definite case of bullying – tripping and pushing one child in particular. A plan was set up with the agreement of the perpetrator's parents, involving strict monitoring. 4 weeks on there has been improvement but there is still some way to go.

ST felt that the second case, which entailed verbal and emotional pressure, fell short of bullying, but did represent unacceptable behaviour, stemming from a culture in which children fail to understand the impact of their behaviour. More than 6 children in the group were accused of bullying, but on

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investigation it was found that 2 of these children were chiefly responsible. Their parents were supportive of the school and a plan to monitor their children's behaviour.

The school has scaled up activities for anti-bullying week to address the apparent tolerance among the children of, and hence failure to report, frequent, low level peer-to-peer behaviour problems. A slight deterioration in behaviour towards adults has also been noticed. Staff have been working as a team to educate children as to what constitutes bad behaviour, what being kind and respectful means, and when teasing is no longer 'funny'. The school has become more diverse since the last behaviour policy was laid down in 2013 and the policy may require updating; a working party of children from both KS1 and KS2, teachers and TAs has been set up to review it, with the aim of producing a policy that staff are confident in implementing and which makes penalties and rewards clear to children. Ideas will be collated until Christmas, the policy will be drafted in January and there will be a trial of the new policy in the spring with a view to putting a firm policy in place by Easter. There is a need to build trust, so children feel able to confide in teachers and parents. Some trust has been lost because teachers, with the best of intentions, felt they should not openly criticise children with known needs who were behaving badly, inadvertently giving rise to a belief among other children that those children were exempt from discipline. It may be better to be more open to other children about the needs of those children, while being seen to be firm with them. Where this has been done, in 2 year groups, it has resulted in greater mutual understanding. Taking time out of the curriculum for anti-bullying week was refreshing and highlighted the benefits of a pastoral emphasis away from the pressure of the curriculum. In future, the school will try to find a way of fitting pastoral and behavioural discussion into the timetable at the start of each term.

There have been 3 **exclusions**, 2 of which were of the same child, which were imposed to make it clear that deliberately physically hurting another is wrong, even when the perpetrator has recognised needs. Two exclusions were day long and one was for half a day. The parents agreed with the need for exclusion. There was a discussion of the reasons for excluding children.

Anne-Marie of the School Improvement Team has been spending every Thursday supporting 2 key year groups, which are challenging and from which past data has been disappointing, though is not necessarily reflective of how they are being taught at present. Anne-Marie's role has been to support the current teachers to raise standards. One teacher has found the input helpful, the other not so much. ST has also been heavily involved and it is an open question whether Anne-Marie's additional input, which came out of the FAoS, rather than the school's, budget, has made a significant difference. The results of the imminent assessments will be an indication, as will the longer-term performance of the years. Whether Anne-Marie's visits continue has yet to be decided but it is likely they will do so until 2 weeks before the end of term.

The **pupil questionnaires** were redesigned to use Ofsted questions, so the questions differed a little to those of previous years, and administered to KS1 and KS2 in a standardised way. The use of Ofsted

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questions will allow comparisons with the results for other schools. Responses were more positive than in the summer and make good headline statistics.

At both key stages, the issue of behaviour was raised, but KS1 children may not have fully understood the questions, for example if bullying occurs but is resolved by the teacher, is that positive because it was resolved, or negative because the bullying occurred in the first place? Are children who mention bullying doing so because they themselves have been subject to it, or because they have witnessed it happening to others? Would children have thought of bullying if they had not been prompted by the questionnaire? However, while they may not represent the school completely accurately, the questionnaires provide a useful starting point for discussion and means of monitoring the issues they cover over the long-term. It was noted from the questionnaire data that while the concept of lockdown made some pupils feel safer, it also made others feel less safe.

The survey showed that, despite the provision of several after-school clubs, 14% of children do no out-of-school activities of any kind – whether provided by the school or not. To help address this, PPG funding will be used to pay for experiences for PP children and the sports premium will also go towards more after-school activities.

121 responses to the **parents' questionnaires** were received; there are 180 families with children at the school. Parents were asked to fill in the questionnaire at parents' evening and the response this year was the highest since 2014 though it is possible that some parents could have completed more than 1 questionnaire per child. ST cited comments that arose more than once. Last year, homework dominated responses; this year, behaviour and bullying were the greatest concern. There were many 'Don't know' answers to bullying questions, and rather than indicating that parents are equivocal about the school's way of dealing with bullying, this may indicate that parents have not come across bullying in the school and are therefore simply unable to answer the question. This is particularly likely among parents of younger children. There were complaints about excessive homework for younger children but too little for children in years 4 and 5, making a consistent response difficult. Parents asked for more communication about staff absence and criticised a lack of consistency in staffing, but staff sickness absence is unavoidable, and confidentiality must be maintained, and in any case, there has, in fact, been an increase in full-time staff. Part of the reason parents complained about consistency in staffing may be that they are unfamiliar with the staff not immediately involved with their children. Placing staff lists/ photo boards in reception and sending letters home for parents who rarely visit school may help mitigate this.

20.11 KT left with apologies.

Review of 2017-18 sport action plan

It was a challenge to spend the sports premium money last year, but it must be used or it is withdrawn. This year's sports premium fund is £17600 and will be used to engage less physically active children by

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providing opportunities to participate in sports not usually offered, such as scootering and basket ball, to try to bring about a change in lifestyle. It is difficult to provide many after-school clubs because teachers are already at maximum capacity and unable to do more unpaid work in their free time. However, external providers not only offer activities but bring in income from hiring the school's facilities. External providers who might be interested in using the school include a martial arts teacher. Yoga was tried after school, but while popular during the school day, was not as well attended after school. There is a need to encourage non-sporty children, who are not the ones usually selected, to take part in festivals and competitions, but to an extent, that will be at the expense of the school's sporting success. Participating in competitions can, however, be problematic, as there is often short notice before a confirmed event, leaving insufficient time to send letters to parents with the details. The school and children may also have other commitments that clash with the dates. Sometimes secondary schools organising such events do not seem to fully consider that primary school children cannot get home unaccompanied.

Annual report on safeguarding children

ST will discuss the draft report with KT prior to its submission to OCC by 21 December. The school invested £700, plus a small annual subscription, in CPOMS, as encouraged by FAoS. The system is paperless and facilitates the transfer of safeguarding data: staff are given access according to their safeguarding roles and can input reports on incidents, to which other staff are then automatically alerted. Staff can access the system from home, which should help reduce anxiety about reporting. Safeguarding data must be kept for 14 years and it was pointed out that if the company supporting CPOMS were to cease operations, data might no longer be available.

Action: ST to check with Anne Lynn that there is a backup data retrieval system.

GPDR audit

GPDR compliance was pronounced excellent by the auditor.

LB will be the named GPDR governor and will therefore receive and act on the audit report.

Annual report on special educational needs and disabilities (SEND)

More data will be available after meetings later in November. The report will be **discussed at the next LGB meeting.**

Feedback from pay committee meeting

The Pay committee agreed with ST's proposals.

Both DH and ST attended pay committee training.

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Policies
Annual pupil premium grant (PPG) impact (2017-18) report
<p>The report has been published on website. It outlines how last year's money was spent and the impact of that spending, and the plan for expenditure this year. Despite there being more PP children at the school this year, the funding they attract will be lower. PP funding enables children to take part in activities such as school trips and clubs (eg gym, choir) by paying the fee for the activity and for transport. The data for PP children and anecdotal evidence from KS1 teachers show that a lack of life experiences among PP children, such as having gone to the beach, can affect school work, such as writing. There are some inspirational activities available, such as a 12-week program of fixing and making bikes; the PPG money should be spend on activities that suit the individual cohort.</p>
Policies for adoption:
<ol style="list-style-type: none">1. Data retention - adopted2. Teacher pay policy - adopted3. SEND policy – this was not discussed and was adopted out of committee on 5 January 2019.
Compliance with FAoS website policy
<p>JT will be the named governor who ensures compliance with FAoS website policy. She will carry out an annual audit of the website in January/February.</p>
Review/ schedule review of policies:
<ol style="list-style-type: none">1. Behaviour policy (requires review every 3 years)2. Accessibility (requires review every 3 years)3. Sex and relationships education (requires review every 3 years)4. Equality objectives (requires annual review)
<p>A spreadsheet compiled by a previous governor of the dates of policies, and hence the dates for their review, has yet to be located, but some policies are not working optimally and may need updating regardless of the requirement for review. KT is looking into the recording of policies. Policies will therefore be discussed at the next LGB meeting.</p>
Schedule reports
Looked after children (LAC) report by designated teacher
<p>There are no LACs in the school so there is no requirement for a report.</p>
AOB

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There was none.

Meeting closed 20.52

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