



**Headteacher: Mrs Susie Bagnall MEd**

**Minutes of the Full Governing Body Meeting**  
**held on Tuesday January 16<sup>th</sup> 2018 at the School**

**Present**

- Janet Rayment: Foundation Governor (JR) – Chair
- Steve Hellyer: Foundation Governor (SH) - Vice Chair
- Susie Bagnall: Headteacher (SB)
- Simon Bridson-Jones: Parent Governor (SBJ)
- Malcolm Cubitt: Parent Governor (MC)
- Hugh Starkey: LA Governor (HS)
- Pete Wilkinson: Foundation Governor (PW)
- Steph Gilroy Lowe: Parent Governor (SGL)
- Steve Whitla: Foundation Governor (SW)

**In Attendance**

- Clare Whyles: Associate member (CW)
- Jonathan Smith: OCC Governor Services (JS)

MINUTE	ACTION
<p><b>1. Welcome, Apologies and Prayer</b></p> <p>The meeting started at 5pm &amp; was opened with prayer. The meeting was quorate. Apologies were received and accepted from Joyce Francois (Foundation Governor), Tony Lee (Foundation Governor), Jo Horn (Associate Member) and Andrew Godley (Foundation Governor) JR and fellow Governors welcomed Steve Whitla (Foundation Governor) to the Governing Body. <b>Action:</b> Clerk to register SW's appointment with OCC</p>	<p><b>Clerk</b></p>
<p><b>2. Declaration of any business interests.</b></p> <p>There were no declarations of interest relating to this agenda.</p>	
<p><b>3. Notice of Any Other Urgent Business</b></p>	

**3.1** Colleagues were sad to receive the news that SB has submitted her resignation after seven years leading the school. SH spoke on behalf of the Governing Body and thanked SB for the immense contribution that she has made to the progress of the school during this time. He added it would be impossible to pay tribute to SB's achievements in a few words and that there would be an opportunity to reflect on her excellent leadership and to say farewell later in the year. He thanked SB for submitting her resignation earlier than necessary, affording colleagues more time to recruit a first-class replacement.

Governors accepted SB's resignation.

Governors asked for clarification of SB's leaving date. SB explained that her contract will terminate on August 31<sup>st</sup> 2018.

There was some concern that SB's resignation and the recruitment of a new Headteacher might delay the academisation process. SB explained that she has shared her decision with colleagues at ODST who had committed themselves to completing the process between now and August 2018. She added that she wanted to be here to help and support the Admin Team who would be responsible for implementing the new back office systems used by the ODST.

**Actions:**

JR to contact Karen Metcalfe at the Diocese who will support the recruitment process

Colleagues agreed to the formation of a Headteacher Appointment Panel (HAP). There was agreement that the academy conversion work would be diluted if colleagues involved in this process also sit on the HAP. Consequently, the panel will consist of JR, HS, PW and SW, with SBJ and SH providing specialist input relating to the interview.

JR will formally write to parents to inform them of SB's decision. The tone of the letter will be 'business as usual'.

The most recent, December 2017, headteacher recruitment guidance can be found on: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/665609/Recruiting\\_a\\_headteacher - Guide.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/665609/Recruiting_a_headteacher_-_Guide.pdf)

**3.2.** The school kitchen staff are employed by Carillion. They have been told to report to work as normal and reassured that their pay will be met by Oxfordshire County Council (OCC). OCC have been quick to respond and by agreeing to employ, and TUPE staff, they have reduced anxiety.

**JR to contact  
Karen Metcalf at  
ODBE**

**JR HS PW SW**

**JR to submit  
item for  
newsletter  
19.01.18**

<p><b>3.3.</b> SB gave Governors an up-dated admission summary. The school had 344 students on Census day in September and has 359 now. The school has gained 27 students from other schools and has lost 8. There is currently space for additional students in all year groups but only two spaces remain in Year 2. (see item 5.1)</p> <p><b>Action:</b> Governors to read Admission Policy on website before January 26<sup>th</sup> and pass any comments to JR</p> <p><b>3.4 Action:</b> JR to circulate ‘List of Acronyms’ to colleagues</p>	<p><b>All Govs</b></p> <p><b>JR</b></p>
<p><b>4. Minutes of the last meeting and matters arising</b> The minutes of 10.10.17 have been agreed.</p> <p><b>Matters arising:</b></p> <p><b>4.1: Item 10: Committee list agreed.</b> <b>Action:</b> All Committee Chairs to send ‘Strength of the School’ statements to JR before the March FGB meeting.</p> <p><b>4.2: Item 12b: Parent Council</b> This is reinvigorated. The meeting chaired by SBJ last November achieved quorum with all year groups apart from Year 6 having representation. SBJ will host a second meeting next week which will be the formal consultation to stakeholders following Governors’ decision to join the ODST.</p> <p><b>4.3: Item 11: (21.09) Governor Details on Website.</b> General Data Protection Regulation (GDPR) will become ‘live’ on 25<sup>th</sup> May and this is likely to impact upon the type of information collected and held by the FGB and also where and how this information is stored. For example, colleagues will not be able to use ‘Dropbox’ and will be required to store information on ‘One Drive’. SB explained that, next week, adjustments would be made to the school system to facilitate this change. Colleagues are aware that significant adjustments will be required. Details available on: <a href="https://ico.org.uk/media/1624219/preparing-for-the-gdpr-12-steps.pdf">https://ico.org.uk/media/1624219/preparing-for-the-gdpr-12-steps.pdf</a></p>	<p><b>Committee Chairs</b></p> <p><b>SBJ</b></p>
<p><b>5. Vulnerable Groups: reports from Pupil Champions (attachments 3, 4 and 5) for monitoring questions</b></p> <p><b>5.1. Pupil Premium (PP)</b></p> <ul style="list-style-type: none"> <li>• The proportion of children in receipt of the PP not making progress has reduced</li> <li>• The numbers of children in receipt of the PP ‘Working at Greater Depth’ is still low.</li> </ul> <p>PP children have been assessed twice this year and a higher proportion of PP children have made the minimum one-step of progress in the time period. The school’s internal</p>	

assessment data identifies those who are not making this progress and there is now an embedded a culture of urgency when such a child appears in a teacher's class data. A range of bespoke interventions are engaged in such circumstances.

Many PP children nationally, and at St Ebbe's, have complex learning needs. Progress and 'greater depth' targets set by the Government are based on a comparison between the progress made by PP children and that made by all children.

Governors asked about the accuracy of teacher assessments. *Is there a propensity to under-mark at the start of the year and mark accurately at subsequent assessment points, so that progress is accelerated?* Members of the teaching staff in attendance explained that this was impossible since all students have an end of academic year assessment and this provides their starting point in September.

*Governors also asked if children were engaged in any discussion with teachers about their own assessment decisions.* Staff explained that children have the opportunity to evaluate any intervention that they participate in, but that most one-to-one conversations with PP children are about behaviour. There was agreement that more conversations about assessment would be valuable.

*Governors asked if the school had sufficient resources to support children in receipt of the Pupil Premium.* SB highlighted the fact that resources were finite and that investing resources to enable more PP students to reach 'greater depth' would necessarily diminish the resources available to support those who were not making sufficient progress. 'Greater depth' has a high opportunity cost.

## **5.2 SEND**

- A significant proportion of SEND children in KS1 are not making satisfactory progress in Reading
- A significant proportion of SEND children in KS2 are not making satisfactory progress in Writing
- The proportion of SEND children in Year 2 making progress in Maths is low.

*Governors asked why many SEND children struggled with writing.* SB explained that a disproportionate number of SEND students in KS2 had a diagnosis of Autistic Spectrum Condition, and their disability, by its nature, makes writing particularly challenging.

<p><i>Colleagues also asked why SEND children at KS1 found reading difficult.</i> SB explained that many children in these classes had issues with phonics and as a consequence, their ‘word-level’ skills are poor and hinder progress.</p> <p><i>Was there a gender difference?</i> SB explained that the data did identify gender discrepancies but that these reflected a national pattern where more boys than girls have SEND.</p> <p><b>5.3 EAL</b></p> <ul style="list-style-type: none"> <li>• All pupils are on target to achieve the required levels of progress</li> </ul> <p>Governors found these reports very helpful. The data was valid and easy to understand and the commentary attached was honest, frank and purposeful. JR asked for Clare, Sue and Betty, who prepared the reports, to be congratulated. Governors welcome the use of this format in the future.</p>	<p><b>SB</b></p>
<p><b>6. Headteacher’s report: Monitoring of School Improvement Plan/Evaluation of the impact of actions</b></p> <p><b>Action One:</b> To Improve Achievement in Writing</p> <ul style="list-style-type: none"> <li>• The proportion of students ‘on track’ has improved</li> <li>• Year 6 students are already close to their end of year target</li> <li>• Year 3 are the farthest away from target</li> </ul> <p>SB explained Year 3 had a very turbulent Year 2 and the school responded by providing intensive support for the children at the end of the year. However, teaching staff are aware of the current issue and appropriate interventions have, and will be, engaged.</p> <p><i>Governors asked if national or internal targets were used.</i> SB explained that school targets were mostly based on the national data, except for those year groups e.g. Year 5 that were so far below on account of the high level of vulnerability in the cohort. In which case targets were set 10% above end of year position.</p> <p><b>Action Two:</b> To enable PP, SEND, and 2C/B learners to make better progress in core subjects. (see item 5.2)</p> <p>Students who have not reached the required levels of progress have been identified and assessment evidence suggests that subsequent learning interventions have resulted in accelerating progress.</p>	

**Action Three:** Ensure that more EAL and PP learners achieve GDS in core subjects (see item 5.1)

Book moderation, learning walks and accelerated learning strategies are all being utilised and the impact of these activities is starting to be evident. The culture of the school and the capacity of teachers to support underachieving students has increased significantly.

**Action Four:** To improve standards of behaviour

- There have been no exclusions in term 2 and behaviour in terms 3 & 4 has seen improvement
- No parent bullying complaints have been received by the Parent Council in Term 2
- There are approximately four children, three of whom have arrived recently from other schools, whose behaviour is impacting on the rest of the class.

SB explained that PGCE students were used strategically to raise the quality of provision in class, including to enable teaching staff to address poor behaviour more effectively. However, resources were scarce and many of the back-up services previously provided by OCC have been cut.

The school has gained a reputation for developing a more positive attitude from students who have moved from other primary schools, attracting more new arrivals. If new students arrive after the September census, the school does not receive funding for them. Likewise, it does not receive PP or SEND funding until September the following year.

*Governors asked if it was possible for the school to refuse any new admissions that were demonstrating challenging behaviour at their existing schools.* SB explained that the school had spare capacity and as such, could not refuse families wishing to join the school. She said that she was proud that none of the new arrivals had subsequently moved from St Ebbe's to other schools.

*Governors praised the use of 'restorative conversations' with children re. poor behaviour and the school's good record re. exclusion of pupils. Governors requested that this was included in the SIAMS report*

**Action:** This information to be included in SIAMS report. A record of the restorative work carried out with these children will also be included in the SIAMS report.

**SB**

**Action Five:** To improve attendance

- Attendance is 95% - the national average is 96%

- Children with the lowest attendance levels are often PP and SEND
- Attendance at KS1 is significantly lower than at KS2

SB explained that the school had two groups of absentees. There were those who took time off to go on holiday but otherwise had excellent attendance and were able to recover quickly.

There were others who were frequently absent whose parents who did not appear to prioritise education. These children suffered greatly from any absence.

*Colleagues asked if there was any external support that the school could utilise.* SB explained that the OCC Attendance Team was overwhelmed and rarely responded to requests for help.

*Governors asked if the children could be encouraged to put pressure on parents, not to take term time holidays.* SB explained that her staff are helping develop this culture by 'making a fuss' of returning absentees to help them feel welcome, missed and secure.

SB identifies a range of other strategies engaged by the school in her report.

**Action 6: Staff Welfare**

To reduce teacher workload SB had written an overarching Teaching & Learning Policy, now in draft on website

**Action 7: Leadership & Management**

Important that governors are proactive in making subject link visits. NQTs have made a very strong start to their teaching careers.

**Action 8: Maintaining distinctiveness as a church school**

SB reported that Christian values at the heart of everything done at school.

**Action 9: Managing the process of change involved in joining ODST**

SB and SBJ had had a very useful meeting with the Head and Chair of North Hinksey School, which has recently joined ODST.

SB also reported that 15 children had joined the school since the census and for whom there would be no funding until 2019/20.

**7. Committee Meeting Minutes (for information and questions) and Terms of Reference for Approval**

<p><b>7.1 Curriculum and Standards</b>  The Terms of Reference for this committee had not been circulated so could not be approved  <b>Action:</b> to send out the ToR to all colleagues with these minutes for approval or comment.</p> <p><b>7.2 Finance</b>  Terms of Reference were approved.  There is unlikely to be much spare capacity in the 2018-9 budget. Current spending is within budget and there is a reluctance from senior staff to make any risky expenditure decisions.  SB had been much encouraged by donations from local groups and individual parents.</p> <p><b>7.3 Personal Welfare</b>  Terms of Reference were approved.  The October minutes have been circulated.</p> <p><b>7.4 Foundation</b>  Terms of Reference were approved.</p>	<b>JR</b>
<p><b>8. Foundation Committee and preparation for SIAMS Inspection</b></p> <p>The school was last inspected in February 2013 so an inspection is anticipated at any time. Preparations are underway and the SIAMS Toolkit has been updated. The Foundation Committee has completed the SIAMS audit tool and has self-assessed the position of the school as ‘Good with Outstanding Features’. Although the school was ‘Outstanding’ in 2013, the framework for inspection has changed and the committee feels that a ‘Good’ classification is accurate and fair. RE is self-assessed as ‘Outstanding’</p> <p>Governors agreed with these decisions.</p>	
<p><b>9. Academy Working Party: Update on progress since 10<sup>th</sup> October 2017</b></p> <p>The Terms of Reference for this committee have been circulated. JR explained that colleagues must be certain that they agree to the ToR. The Academy process will necessarily involve decisions about complex issues and the FGB will therefore need to delegate responsibility to the working party, to make these decisions on their behalf.</p> <p><b>Action:</b> Governors to read Terms of Reference and respond to SBJ with any comments.</p>	<b>All Govs</b>



<p>The preliminary conversion paperwork has been completed and sent off and parents will be formally consulted, for the second time, at a meeting on January 24th. Colleagues reported a sense of frustration that they were inactive, waiting for a response from ODST, when they could be actively engaged in the process. They are disappointed that an action plan has yet to be issued.</p> <p>The school is awaiting the Academy Order from the DfE.</p>	
<p><b>10.1: Governor Link Visits and Reports.</b></p> <p><b>Visits in term 3 and 4 to be confirmed SB and JR.</b> SH and HS have both made visits. HS concluded that MFL teachers and other subject specialists, were heavily reliant on internally developed resources. He suggested that there are huge opportunities for non-specialist teaching colleagues to be supported by specialists in other schools.</p> <p>JR will attend the Art Day scheduled later in the term.</p> <p>PW met with the head of RE and will attend a lesson later in the term. SBJ had completed a visit for Computing and will submit a report to C&amp;S committee</p> <p>JR reinforced the importance of link Governor meetings with ‘their’ curriculum lead. This critical aspect of the OFSTED process and it will be hard for Governors to have a meaningful discussion about curriculum with an inspector, if these conversations have not taken place.</p> <p><b>10.2: Safeguarding</b></p> <p><b>10.2.1</b> JR reminded colleagues that the Single Central Record must be kept up to date. Failure to do so could lead to an instant, negative, OFSTED decision. All new colleagues must be checked and records of Prevent Training etc. need to be constantly updated. It is important that Governors cooperate to keep all records, including Governor Compliance information, current and accurate. (see item 11.1).</p> <p>JR proposed that new members of the GB are double checked by the Chair of the GB and new staff by the Chair of P&amp;W.</p> <p><b>10.2.2</b> The integrity of the site has been tested by a recent incident. Now that the Marlborough Road gate is locked, it is not possible for a child to leave the site.</p>	<p><b>Governor reports to C&amp;S</b></p> <p><b>JR &amp; SH to meet with Suzanne Addis before next FGB</b></p>

<p><b>10.2.3</b> Following an unfortunate serious incident in the area, the police visited the school, spoke to children and organised workshops. This involvement by Thames Valley Police has been most welcome.</p> <p>PC Gett from the TVP School Liaison Team will lead an e-safety assembly for children on 4<sup>th</sup> February and host an e-safety evening for parents on 5<sup>th</sup> February.</p>	
<p><b>11. Governor training and website compliance</b></p> <p><b>11.1</b> JR will circulate a record of each Governor’s details, terms of office and attendance record with these minutes.</p> <p><b>Action</b> Colleagues to check information carefully, and return to JR.</p> <p><b>11.2</b> Diocese EIG training is underway and the school has subscribed to the package. Details of courses are available on the Diocesan website. A maximum of three Governors from each school can attend a session.</p> <p><b>Action:</b> Governors to identify at least one session that they will attend this year and share this with colleagues at the March 8<sup>th</sup> FGB meeting.</p> <p><b>11.3</b> The school has also recently subscribed to the DfE ‘Governor Space’. JR will give more details at future meetings.</p>	<p><b>All Govs</b></p> <p><b>All Govs</b></p> <p><b>JR</b></p>
<p><b>12. Health and Safety</b></p> <p>Carillion had supplied school meals but the service had been maintained by OCC and all catering staff would have their contracts taken over by OCC.</p>	
<p><b>13. AOUB</b></p> <p>The Draft Admissions Policy 2019-2020 was on the website and agreement was required by Monday 29<sup>th</sup> January. Any amendments to SB before that date.</p>	<p><b>All Govs</b></p>
<p><b>14. Meeting Dates</b></p> <p>Remaining FGB meeting dates are:</p> <p><b>Thursday 8<sup>th</sup> March 2018 at 5pm</b></p> <p><b>Thursday 26<sup>th</sup> April 2018 at 5pm</b></p> <p><b>Tuesday 26<sup>th</sup> June 2018 at 5pm</b></p> <p><b>Committee Meetings</b></p> <p>Parent Council: <b>Wednesday January 24<sup>th</sup> at 6.00pm</b></p> <p>Personnel and Welfare Committee: <b>Thursday February 23rd</b></p>	

<p>There was no further business. The meeting ended with prayer at 6.55pm.</p>	
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