



St Ebbe's
C of E (Aided) Primary School

Headteacher: Tina Farr

**Minutes of the Full Governing Body Meeting
held on November 28th, 2018 at the School**

Present

Janet Rayment: Foundation Governor (JR) – Chair

Hugh Starkey: LA Governor (HS)

Tina Farr: Headteacher (TF)

Malcolm Cubitt: Parent Governor (MC)

Pete Wilkinson: Foundation Governor (PW)

Katie Doorley: Parent Governor (KD)

Steve Whitla: Foundation Governor (SW)

Tony Lee: Foundation Governor (TL)

Clare Whyles: Staff Governor

In Attendance

Jonathan Smith: OCC Governor Services (JS)

MINUTES	ACTION
<p>1. Welcome, Apologies and Prayer</p> <p>The meeting started at 5pm and was opened with prayer led by Pete Wilkinson.</p> <p>Apologies were received and accepted from; Steph Gilroy Lowe, Joyce Francoise, Jo Horn and Martin Thompson.</p> <p>The meeting was quorate.</p>	
<p>2. Declarations of any Business Interests</p> <p>There were no declarations of interest relating to this agenda.</p>	<p>JS</p>

Signed.....Date.....

3. Notice of Any Other Urgent Business Four items of AOB were declared.		
4. Minutes and matters arising from the FGB meeting held on October 9th 2018 4.1: The minutes were accepted as an accurate reflection of the meeting. A copy was signed by JR. 4.2: Matters Arising from the FGB meeting held on October 9 th , 2018:		
Item 2	Declarations of pecuniary interest details updated on GovernorHub. <i>Complete</i>	JS
Item 8	Website – documents refer to ex-Headteacher; have policies been revised according to the schedule, Governor details page needs updating. All Governors to check their personal details. <i>See action below.</i>	SGL
Item 12	Preparation for conversation with OFSTED <i>Complete</i>	All Govs
Item 13	Governors send summary of any training undertaken to JS <i>Ongoing – see item 12</i>	All Govs
Item 14.1	Restructure of Administration to include post of Business Manager <i>Complete - see item 8</i>	TF
Item 14.2	Governors invited to attend Parent Meeting on November 8 th <i>Complete</i>	All Govs
Action (Item 2) Governors to return their website entries to Di Forbes in the school office by 14 th December 2018 (dfor8994@st-ebbes.oxon.sch.uk)		

<p>5. OFSTED draft report and feedback on process</p> <p>The formal report has now been published and is available for public scrutiny.</p> <p>The Chair invited Governors to reflect on their OFSTED experience.</p> <p>One Governor explained that he had found the process interesting and useful. He had expected the OFSTED inspector to probe for uncertainty and weakness. However, he found the inspector supportive, genuinely interested in the school and easy to talk to. He felt that the experience had given him the motivation to develop his knowledge and understanding of the school in order contribute to a subsequent OFSTED discussion with greater expertise and confidence.</p> <p>Governors agreed that the OFSTED questions ‘rehearsed’ in October, were particularly helpful.</p> <p>Staff Governors agreed that the inspector was generally positive and supportive. They felt that, had the school not demonstrated continual statistical improvement over the last few years, this might not have been the case.</p> <p>The Chair felt that the final OFSTED report gave appropriate credit to both Susie Bagnall and Tina Farr in equal measure and she thanked KD, PW and SW for attending the interview with the inspector and also joining the feedback session.</p> <p>A Governor asked how the judgement affected the future objectives of the school. Would the leadership team be pressing forward to gain an outstanding judgement at the next inspection? TF explained that St Ebbe’s has a diverse school community and, consequently, it is always going to be difficult to gain the statistical ‘value added’ necessary for an outstanding judgement.</p> <p>The OFSTED framework is due to change and it is possible that the broad and rich curriculum at the school may earn much-deserved credit, under a different regime. However, with current inspection arrangements, the pursuit of ‘outstanding’ could have an unacceptable opportunity cost in terms of stress and pressure on children and staff. A strategy of sustained constant improvement, related to the aims and vision of the school, might, in such circumstance, be preferable.</p>	
<p>6. Headteacher’s Report</p> <p>The Chair invited Governors to pass comment on the format of the report. This was universally welcomed. Governors felt that the report was easy to follow, the information was presented in a user-friendly format and that, over-time, it would be easy to identify trends from the data provided. The format of the report would enable governors to carry out their core functions of making informed decisions and monitoring and evaluating the work of the school.</p>	

<p>Governors asked several questions about the report. One Governor asked how the leadership team knew that behaviour on Mondays and Tuesdays was less positive than at other times of the week. TF explained that staff write paper reports recording any poor behaviour and trends can be extrapolated from these records. Evidence suggests that children who have spent the weekend in an unstructured family environment can find it hard to readjust when they return to school on Monday.</p> <p>Monday Morning Circle Time will start next week. This will be an opportunity for the children to start the week in an atmosphere of calm reflection, to re-set behaviour and consider relationships.</p> <p>The Chair confirmed that the 'Central Record' had been checked before OFSTED visited</p> <p>Governors were interested in the responses to the parent questionnaire about homework. There was some discussion about whether the 'neither agree or disagree' option should be available on the questionnaire as it invited a non-committal response. TF had taken advice from a marketing expert who had suggested that 'forcing' respondents to make a positive or negative choice caused resentment. However, personally, she felt that an agree/disagree response would be more helpful.</p> <p>Some of the responses suggest that parents are well-informed and have access to academic research relating to homework. This research tends to conclude that homework has little impact on student progress at primary school. The school homework strategy is currently under review and a new policy will be launched in January. Staff are determined to avoid homework that makes children dislike study and/or increases teachers' workload. Parents can best impact academic progress by encouraging reading at home, listening to reading at home and practising times tables and telling the time. These are tasks that are difficult to complete in a large class and are likely to be encouraged in the new strategy.</p> <p>Governors asked how the leadership team was going to communicate the school's response to the survey. TF explained that there are plans to share her three-page response to a broad audience through a variety of media. SW and TL asked to be sent a copy of the full survey. They feel that negative parent comments received might be small in number but could be significant in other respects.</p> <p>TF confirmed that the 'vulnerable children' referenced in the report are those children in receipt of the Pupil Premium.</p>	<p>TF</p>
<p>7. Feedback from Committees</p> <p>7a. Curriculum and Standards and Terms of Reference</p> <p>Quorum will be achieved with four Governors and this can include staff Governors. The Terms of Reference allude to a programme of Governor visits that are planned to relate to the</p>	<p>TF</p>

<p>8) Policies for Approval</p> <p>8a). Anti-Bullying</p> <p>TF explained that it was her intention to develop a policy that was more comprehensive. She feels that the diagram and supporting rationale is particularly powerful in this context.</p> <p>Governors asked how the policy related to cyber-bullying, particularly regarding the use of mobile phones. TF explained that the school had strict rules about mobile phones. These were handed in to the office on arrival at school and collected at the end of the day. Staff kept their phones out of sight during the school day. She added that safeguarding training had and would take place and staff had, in the past, managed cyber-bullying issues effectively and with confidence. TF reminded colleagues that 'Internet Safety' was a Development Plan strand.</p> <p>Governors approved the policy</p> <p>8b) Behaviour</p> <p>TF explained that the new policy reflects the new behaviour strategy in introduced to the school recently. There is now an emphasis on positive praise and relationships and this is reinforced by the new policy.</p> <p>Governors asked if it was possible to measure the impact of the policy. TF explained that behaviour records were maintained by staff and this was an easily accessible source of information. Moreover, it was possible to establish how well the policy was embedded throughout the school community through conversations with staff and parents. The policy uses concepts and a vocabulary that often appear when staff are reporting incidents, when parents attend school and children talk to adults.</p> <p>The policy was approved.</p> <p>8c) Admissions</p> <p>This policy mirrors the OCC Admissions Policy.</p> <p>A Governor reported that there were repeated sections in the main body of the OCC policy.</p> <p>Action: TF to read through policy and confirm that repeated sections are relevant</p> <p>Subject to the issues mentioned above, the policy was approved.</p> <p>Governors considered the presentation and format of all St Ebbe's policies and, after a discussion, four actions were agreed:</p>	<p>TF</p>
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<ul style="list-style-type: none"> • Each policy will in future have a front sheet summarising when the policy was approved by Governors, when reapproval is necessary and other key details. (See Appendix 1 – page 10) • There is a natural tendency, when writing policies, to integrate policy and procedure and for some audiences, particularly parents, procedure is less relevant than purpose. Governors feel that it would be helpful to distil from the main body of each policy, a short introductory overview establishing the scope, purpose and objectives of the policy. • It is clear from the survey that parents are keen to understand the current academic research and thinking relating to various educational issues. Policies should therefore contain web-links to relevant academic papers and reports. • All policies should have the same format, using numbers to help identify sections, the same font and similar layouts. <p>Action: The Chair offered to develop a template for school policies.</p>	<p>JR</p>
<p>9. Pupil Premium Report – for Approval</p> <p>The Pupil Premium report is very detailed and had been designed to give OFSTED a comprehensive overview of Pupil Premium strategy and impact. The inspector had spent an hour scrutinising the report. Staff in attendance reported that an EPPR review is scheduled in the new year and the ensuing report will inform PP strategy in 2019-20.</p> <p>Governors were interested to see how each item had been ‘costed’ and asked if it was possible to assess value for money. Staff present explained that it was difficult to establish the direct relationship between cost and impact. The school receives £98,000 PP funding but some of this is allocated, for example, to fund the salary of the HSLW and to support the Breakfast Club. It is impossible to identify how these interventions and experience have a direct impact on the progress of PP children. Moreover, the school receives other grants and bursaries which are used to fund activities that do not appear as a PP expenditure but benefit PP children.</p> <p>Staff assured Governors that colleagues monitor all PP activities and interventions and after evaluation, discontinue the use of any that they consider ineffective.</p> <p>The reported was approved and Governors thanked CW for her excellent work.</p>	
<p>10. Governor Visits Policy and Proforma</p> <p>Governors agreed that the policy was concise and helpful and that the protocol helped clarify the role, purpose and remit of each visit.</p> <p>If possible, the Governor visit timetable will be integrated into the GovernorHub diary.</p>	

	JS/TL																											
<p>11. Governor Monitoring Visits</p> <p>These will take place as identified in the schedule</p> <p>TF and HS met on October 16th 2018 and discussed the curriculum</p>																												
<p>12. Governor Training</p> <p>Governor training scheduled for the year:</p> <table border="1" data-bbox="146 763 1370 1207"> <tr> <td>Becoming an effective governor</td> <td>TL KD and SW</td> <td>Scheduled for January</td> </tr> <tr> <td>The role of a governing body during an OFSTED inspection</td> <td>JR and HS</td> <td>JRV</td> </tr> <tr> <td>Headteacher Appraisal</td> <td></td> <td></td> </tr> <tr> <td>Good to outstanding Governance</td> <td>SW TL and MC</td> <td>Scheduled for December</td> </tr> <tr> <td>Meeting statutory requirements</td> <td>SW JR</td> <td></td> </tr> <tr> <td>Safeguarding</td> <td>JR</td> <td></td> </tr> <tr> <td>Managing and Understanding Data</td> <td>JH SGL SW</td> <td>SWV</td> </tr> <tr> <td>Being a Chair of Governors</td> <td>SW</td> <td></td> </tr> <tr> <td>Finance</td> <td>TL MC and HS</td> <td>Scheduled for January</td> </tr> </table> <p>Action: the dates of January and December training opportunities will be circulated to governors.</p>	Becoming an effective governor	TL KD and SW	Scheduled for January	The role of a governing body during an OFSTED inspection	JR and HS	JRV	Headteacher Appraisal			Good to outstanding Governance	SW TL and MC	Scheduled for December	Meeting statutory requirements	SW JR		Safeguarding	JR		Managing and Understanding Data	JH SGL SW	SWV	Being a Chair of Governors	SW		Finance	TL MC and HS	Scheduled for January	JR
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<p>13. AOUB</p> <p>13a. the process of Headteacher Appraisal is complete. Targets have been set for 2018-9. The Panel consisted of JR, JF, HS and Karen Metcalfe from the Diocese.</p> <p>13b. The Chair noted the appreciation of the Governing Body for SESA’s support of curriculum development.</p> <p>13c. There was discussion about the communication of Governor documents and papers. It was decided that:</p> <ul style="list-style-type: none"> • Meeting papers, minutes and agendas would be stored on GovernorHub and the practice of sending papers to private e-mail addresses ahead of each meeting would cease. The Governor Hub ‘notifications’ function will be used to alert Governors when papers have been uploaded and this message will, as now, be sent to the private address. 	All Gov																											

<ul style="list-style-type: none"> • TL and SW will be given administrator rights to enable them to develop the diary function and, for example, integrate planned Governor visits. • JS will respond to any problems Governors experience when using GovernorHub. 	JS
<p>13d. A decision was made to discontinue the NGA subscription.</p>	JR/TF

Dates of Future Meetings:				
FGB	5 th February 2019	25 th April 2019	25 th June 2019	
C&S Committee	11 th December 2018	19 th March 2019	9 th July 2019	
Foundation Committee	25 th March 2019			
P&W Committee	12 th March 2019			
<p>The meeting ended at 6.50pm</p>				