



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

Headteacher: Tina Farr

**Minutes of the Full Governing Body Meeting
25th June, 2019**

Present:

- Janet Rayment: Foundation Governor (JR) – Chair
- Tina Farr: Headteacher (TF)
- Malcolm Cubitt: Parent Governor (MC)
- Pete Wilkinson: Foundation Governor (PW)
- Katie Doorley: Parent Governor (KD)
- Steve Whitla: Foundation Governor (SW)
- Martin Thompson: Foundation Governor (MT)
- Hugh Starkey: (HS) LA Governor

In Attendance

- Jonathan Smith: (JS) OCC Governor Services

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 Tony Lee (TL); Jo Horn (JH); Clare Whyles (CW); Joyce Francoise (JF) and Steph Gilroy Lowe (SLG)</p> <p>The meeting was quorate.</p>	
<p>2. Declarations of any Business Interests</p> <p>There were no other declarations of interest relating to this agenda.</p>	
<p>3. Notice of Any Other Urgent Business</p> <p>Two items of AOB were declared.</p>	

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

4. Minutes and matters arising from the FGB meeting held on May 25th, 2019		JR: Signed copy to office
The minutes were approved by Governors		
5. Matters arising from the FGB meeting on May 25th, 2019		
Action 1	Item 5: letter to parents asking for voluntary support – verbal update <i>This work is ongoing. TF intends to clarify the nature and scope of support required before contacting parents.</i>	TF
Action 2	Item 5: letter of thanks to SESA <i>Complete - SESA were pleased to receive the letter.</i>	JR
Action 3	Item 5: Governors to attend school events – verbal update <i>Governors had recently attended the display of outcomes from the Year 2 project. Governors were impressed by the quality of the work available and the obvious enthusiasm demonstrated by the children involved.</i>	All Govs
Action 4	Item 13: response to letters from parents re. allocation of Year 7 places. <i>A Parent Governor explained that she had attended a meeting of parents chaired by the leader of the council, Ian Hudspeth on May 17th, 2019. Parents were frustrated that their sons and daughters had, in their perception, been 'forced' to attend a secondary school that was not their choice. The meeting agreed to:</i> <ul style="list-style-type: none"> • <i>Reconsider maps of the local catchment area. There are postcode areas in the city that do not have an obvious, natural secondary school. As they are not close to any one particular secondary school, they tend to mop up surplus places.</i> • <i>To revisit the religious concerns that parents have. The leadership team at the secondary school in question advocate total religious inclusivity yet parents feel that this philosophy is not necessarily reflected in their transactions with the school.</i> • <i>Meet with academies who, apparently, have created their own independent admission criteria.</i> <p>Governors asked TF to provide them with destination data relating to year 6 transitions in 2019 and earlier if possible.</p>	Destination of Year 6 children (TF) September 2019

Action 5	Flexi-schooling statement - <i>This work is ongoing. For Autumn 2019</i>	SGL/ JH	
Action 6	Safeguarding Training – <i>will be organised in September 2019. This training may require a stand-alone meeting.</i>	TF	
All items either complete or included in this agenda.			
<p>6. Headteacher’s Report: for discussion and questions</p> <p>TF presented the term 6 Headteacher’s report. She commented that although it has only been five weeks since the last report, she has been able to identify a range of notable achievements and progress in a number of areas.</p> <p>The Pupil Survey raised a number of issues. One of the key responses that concerned Governors was that 24% of children answered ‘no’ to the question; ‘Is there an adult you would go to at school if you were worried about something?’ It was agreed that the phrasing of the question may have contributed to this response. Children may have been recording the fact that there was someone at home that they would happily turn to if worried, in preference to an adult at school. Governors also felt that having ‘yes’ and ‘no’ as finite alternative answers tended to push children towards an extreme response and that ‘often’, ‘rarely’, ‘most of the time’ etc would help the children make more measured responses.</p> <p>Another issue that emerged from the survey is that children say that they prefer learning in the afternoon. Further conversations with groups by TF found that children feel they need some time in the mornings to settle in before tackling challenging learning and that after lunch they feel more ready to learn. This contrasts with the traditional view that children learn better in the mornings. Children said that they like challenge but would like more variety in the morning timetable Many felt that the morning session (3 hours) was ‘too long’ and left them hungry Further discussions with teachers will be had to consider these findings in timetabling.</p> <p>Governors asked that amended questions in future surveys could be kept consistent, to facilitate year-on-year comparisons.</p> <p>TF added that children have taken part in the Oxfordshire Mental Health Survey. The responses to their questionnaires will be collated and a detailed report will be published by OCC early in 2019-20. This report will identify patterns and trends and make comparisons with other schools.</p> <p>The current behaviour data demonstrates that incidents are more likely to occur on Thursdays. TF concluded that it is difficult to find a rational explanation for this.</p>			

<p>However, circle time on Monday does appear to have reduced incidents on the first day of the week (27% to 24% of all incidents).</p> <p>Attendance stands at 95.6% in term 5 with persistent attendance at 11.1%. (less than 90%). Attendance in EYFS is 93.6% and this is the lowest attendance figure for year groups, containing 30% of the persistent absentees.</p> <p>TF explained that attendance will remain a focus for the 2019-20 school improvement plan and will be a key feature of her presentation to parents during the transition process. She added that it would be good practice for every member of staff will know, and be able to recognise, all the persistent poor attendees in the school. Thus, when these children return from an absence, staff can welcome them and make them feel special, loved and welcomed.</p> <p>TF explained that Oxfordshire LA had advised schools to present the number and destination of midyear leavers, to ensure governors would be aware of potential ‘off-rolling’ data in her report. In answer to a question, TF explained that this was the process undertaken by, some, but relatively few, schools to remove students from the roll prior to examinations. TF’s data shows that all leavers are ‘accounted for’ and their destinations identified and recorded.</p> <p>TF confirmed that the school will receive 60 new children in September 2019A number of these children have special needs. TF will assess the situation in September, once the children are at school, when she will be able to assess their individual and collective needs more accurately.</p> <p>TF and CW are leading part of a curriculum conference on 10th July. 50 tickets have been sold and the expected income from the event will be £1,500. Governors praised this initiative.</p> <p>JR invited all Governors to attend Ebbesfest on 20th July.</p>	<p>Governors to attend Ebbesfest 20th July</p>
<p>8. Update on Academisation – response to JR draft statement</p> <p>JR thanked Governors for their feedback following the presentation by Kim James. She summarised the content of these responses.</p> <ul style="list-style-type: none"> • Governors wish to preserve the school’s autonomy. They will consider the option that is most likely to allow this to happen. • Similarly, colleagues felt it very important to consider the option that is most likely to preserve the school’s strong church-school identity. • There were concerns about the irreversibility of any decision to join an academy. 	

<ul style="list-style-type: none"> • There were also concerns about the long-term sustainability of the expanded service offered by OCC and described by Kim James. • There is a feeling that in the present climate of political uncertainty it is important to keep all options open. An unexpected change in Government policy may suddenly make one of the options more attractive than the other. <p>It was agreed that JR will write to Anne Davey CEO of ODST and establish that, although the school does not feel ready to join the Trust at this time, it will reconsider all options, and begin to review the situation, in June 2020. JR will communicate this decision to parents.</p>	<p>JR to write to Anne Davey and item for school newsletter July 2019</p>
<p>9. School Development Plan for discussion</p> <p>TF explained that the 2019-20 school development plan would be distilled from the range of ideas, gathered during the last few weeks. The final development plan will be published and presented in September. TF shared with Governors the anticipated key development areas and gave colleagues the opportunity to comment.</p> <p>Behaviour will remain a central focus in 2019-20. Quantitative and qualitative data suggest that behaviour is improving. However, continued development will be required next year.</p> <ul style="list-style-type: none"> • The Mulberry Bush is supporting the school with the provision in place for some children with high level needs • The philosophy of the school is to pre-empt extreme behaviour by managing the emotional environment surrounding these students rather than dealing with the poor behaviour when it happens. • Governors agreed that all school visits in 2019-20 will feature the opportunity to comment on the behaviour observed • Governors also agreed to visit school at break and lunch-time and have conversations with a variety of children in addition to those who sit on the school council. • Governors will develop standard questions and a consistent set of criteria to facilitate an objective, shared, benchmark of behaviour • The views of staff and parents will be collected at the start and again at the end of the behaviour development process. <p>The curriculum will also be a key development area in 2019-20</p> <ul style="list-style-type: none"> • Evidence suggests that the immersive curriculum has been successful and there is now a requirement to capture student outcomes and share these with the school community. • The current curriculum has an ‘Earth’ focus and Governors were informed that it would move on to other themes in due course. A Governor felt that there was a danger that outsiders may form a perception that the curriculum 	

<p>was being driven by staff with an environmental agenda however was reassured that there will balance as new projects develop. Climate change and pollution was a key feature of several of our first projects.</p> <ul style="list-style-type: none"> • The key development in teaching and learning will relate to assessment and marking. Staff will, wherever possible mark, assess and provide pupil guidance in class at the point that learning takes place. • The development of leadership and governance will require the integration of the monitoring system undertaken by Governors and that used by the leadership team at school. Staff have stated that they would welcome more Governor visits to the school. These will be planned at the start of 2019-20 to affect a relevant and comprehensive oversight of the development process. Middle and subject leaders will drive much of the development plan and it will be important to monitor their work as the curriculum develops. This will involve visits supported by assessment and progress data. 	
<p>10. Committee Minutes</p> <p>a) Curriculum and Standards This committee will meet on 9th July</p> <p>b) Foundation The committee met on July 17th, 2019. It discussed:</p> <ul style="list-style-type: none"> • The St Ebbe's Collective Worship Policy • The St Ebbe's RSE Policy. The committee plans to follow Government guidelines and develop a number of basic principles that can be shared with the governing body at a later date. 	
<p>12. Governor Monitoring</p> <p>JR visited the school hall during lunch time and the notes of this meeting can be found on GovernorHub. Governors discussed how the hall might be developed and repositioned in the long-term. They also discussed possible short-term noise absorbance strategies.</p>	
<p>13. Governor Training</p> <p>The 2019-20 Governor training plan will be developed in September.</p>	<p>Governor training plans 2019-20 (Chair) Sept. 19</p>
<p>14. Correspondence</p>	

