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**Minutes of a meeting of the full governing body, Thursday 12th October
7pm at the school**

	<p>Present: Catherine Archard (CA) Staff Governor Elaine Bardwell (EBB) Foundation Governor, Chair Chris Brewer (CB) Parent Governor, Vice Chair Catherine Coughlan (CC) Foundation Governor Hal Drakesmith (HD) Foundation Governor John Forty (JF) Local Authority Lynden Guiver (LG) Foundation Governor Louise Harriss (LH) Parent Governor Freda Hughes (FH) Foundation Governor Tina Mundy (TM) Foundation Governor Rosalind Owen (RO) Head Teacher Anne Pearsall (AP) Foundation Governor</p> <p>Absent with apologies: Karen Olliver (KO) Foundation Governor</p> <p>In attendance: Leila Brown (LB) Clerk</p> <p>12 governors present, quorum is 7. The meeting began at 7.08pm.</p>	
1.	<p>Welcome, apologies and quorum EBB welcomed all to the meeting. Apologies had been received from Karen Olliver and were accepted. The meeting was quorate.</p> <p>EBB reminded all governors of the advice given to them at their recent facilitated governance workshop, to think strategically and ask for evidence.</p>	
2.	<p>Declaration of any urgent business None</p>	
3.	<p>Declaration of business/pecuniary/other interests in agenda items None</p>	
4.	<p>Governance business EBB noted that committee terms of reference (TORs) would be looked at in the next FGB meeting along with committee structure once the report from Trevor</p>	

	<p>Kendrick (TK) had been received.</p> <p>a) Election of Chair and Vice Chair The clerk had sought nominations for the position of chair prior to the meeting. EBB was willing to stand for reelection as chair. The clerk took the chair and EBB left the room whilst governors voted on the matter. Governors duly agreed to reelect EBB as chair of the governing body for the academic year.</p> <p>The clerk had sought nominations for the position of vice chair prior to the meeting. CB was willing to stand for reelection as vice chair and invited any other interested party to join him as co-vice chair. There were no further expressions of interest. CB left the room whilst governors voted on the matter. Governors duly agreed to reelect CB as vice chair of the governing body for the academic year.</p> <p>EBB noted governors’ thanks to LH for acting as co-vice chair along with CB the previous year and for all the work she had undertaken for the benefit of the governing body and school in this role.</p> <p>b) Standing orders for the governing body These had not been circulated in advance for review. To be deferred to the next FGB meeting. EBB noted the annual schedule of work and governor code of conduct needed to be moved to GovernorHub Action 1: Clerk to upload standing orders and other core documents to GovernorHub and put on agenda for next FGB meeting.</p> <p>c) Register of pecuniary interests Forms had been circulated in advance for all governors to complete. Clerk to compile the website register of pecuniary interests. Action 2: Clerk to compile governors’ website register of pecuniary interests.</p> <p>d) Governor positions EBB confirmed the following governor link roles for the year: Whistleblowing governor – LG Safeguarding governor – LG Health and Safety governor – LG SEND – AP Pupil Premium – FH EBB noted that she had a suggestion regarding governor training to be discussed further down the agenda.</p> <p>Committee membership and chairing would continue as per last year until the review of governance was completed.</p> <p>e) Statutory policies EBB noted a policy schedule was needed and had a list of policies to be looked at over the year. EBB noted the need to reregister annually for data protection</p>	<p>Clerk</p> <p>Clerk</p>
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	<p>purposes. Policies would be reviewed by relevant committees and this would be looked at again after committee restructuring. RO would put a document relating to policy ratification and review on GovernorHub by the end of half-term. This would be used by committees when agenda setting.</p> <p>Action 3: RO to put policy schedule document on GovernorHub.</p> <p>f) Administration of governance information EBB noted certain information about governors had to be made available, for example on Edubase. RO noted Edubase is now known as Get Information About Schools (GIAS). RO had made sure all governor information was accurate on this database. The clerk noted the school website was compliant in displaying governor meeting attendance for the previous year and committee membership.</p> <p>g) DBS/Safeguarding EBB noted details of all governors’ DBS checks were held on the school’s single central record. DBS details would be updated for individual governors every 3 years.</p> <p>h) Code of conduct for governors Not circulated in advance of the meeting for review. Deferred to the next FGB meeting.</p> <p>Action 4: Clerk to upload governors’ code of conduct to GovernorHub and put on agenda for next FGB. EBB noted that the NGA also have a model governors’ code of conduct, and that foundation governors would have signed the diocesan version.</p>	<p>RO</p> <p>Clerk</p>
5.	<p>Minutes of the meeting of 21st June 2017 Circulated in advance to governors. Agreed to be a true and accurate record of the meeting, the minutes were signed by EBB and passed to RO for filing within the school.</p>	
6.	<p>Matters arising from the meeting of 21st June 2017 1617/97: JF asked if the fire drill had taken place yet. RO advised this would happen the following week. A lock had been changed on the gate by Reception to allow easy access to the playground. 1617/102: FH asked if KO was joining the head teacher appraisal panel as agreed. EBB would follow this up. RO and EBB noted the need to set a date for head teacher appraisal. 1617/104: FH asked if advice had been circulated around the decision not to externally advertise the deputy head vacancy. Governors agreed that it had.</p>	
Governor questions and challenge highlighted in italics		
7.	<p>Head Teacher’s report (circulated in advance on GovernorHub) EBB highlighted some of the content of RO’s report, including:</p> <p>a) Numbers on roll: EBB noted there was currently one vacancy in Reception. RO noted that there had been a waiting list of 2 children for Reception before the start of the year, but when places had eventually been offered to each of the 2 children on the list only one child took up the place. The remaining place</p>	

was offered to another child on a subsequent waiting list and this was also declined. Children came and went through the school year and RO anticipated filling the space at some point. Governors noted the waiting lists for years 1, 2 and 5 which were full. An admission appeal was due to be heard for Year 5. RO had prepared an argument against the appeal to be put forward to the appeal panel, but reassured governors that if the child were to be admitted measures would be taken so the class could accommodate them.

b) Attendance: RO noted she had a list of families to work with over poor attendance and had met with parents around this issue today. RO circulated a paper copy of comparison attendance data with other local schools. St Michael's attendance data was in-line with a lot of other city schools. Governors noted that not all parents made the link between attendance and attainment.

c) Staffing: RO had discussed today the need for extra support for a child in Reception. TM noted this was to help the child achieve independence and that if this intervention was done early enough it should be effective. RO would speak to Kaye to see if this was financially possible.

d) Enrichment and Curriculum: EBB noted the many opportunities available to all children across the school. RO noted that all classes would visit the Botanical Gardens at some point in the second half of the Autumn Term.

e) Sport and PE: Governors noted the additional sports premium money that was available to the school this year and the requirements for spending it. RO said plans for spending included on infrastructure, equipment, storage and the possible relocation of the pencil fence to increase the size of the play area in Reception.

f) Parents: LH noted the new weekly missive was very helpful and governors agreed they liked the format. AP had run the Oxford half marathon and was happy for news of this along with a photograph to be included in the missive.

g) Teacher Performance Management: EBB noted the support on offer to NQTs.

h) Safeguarding and behaviour: EBB noted that the safeguarding audit and report had been done (see further down the agenda). There was ongoing work been done between RO and families around safeguarding issues. RO noted that behaviour in Year 6 was bearing dividends of work put in. There were still some issues around challenging behaviour in Year 4. RO or CA were taking it in turns to be in the playground at lunchtime and break to help mitigate this.

Behaviour in this year group had been an issue for some time. What extra could be done to impact on this?

RO said the school would not put supply cover in this class when the class teacher was unavailable for work. The Year 3 teacher would cover, and supply would be assigned to her class instead. 1 child in that class was receiving 1:1

<p>support from Kate Chorley. Staff had received Team Teach training where appropriate and conversations had been had around moving the situation forward. CA and RO noted things were being done.</p> <p><i>Given the need to triangulate evidence, governors had previously monitored behaviour in more of an ad hoc way. What could governors look at to assess behaviour? What records did the school keep?</i></p> <p>RO noted the school kept a behaviour file. Incidents that RO was alerted to were recorded in it.</p> <p><i>What was the school's aim for Year 4 and how would it know when it was making progress towards that?</i></p> <p>RO noted the school was looking to see far fewer incidents of challenging behaviour within the year group.</p> <p><i>How could governors monitor behaviour trends over time without receiving child-level information?</i></p> <p>RO was aware of the issues within year groups and where there were appropriate strategies in place to address these. RO knew some things had improved. There was a form to complete for individual children and this could be monitored over time. CA noted that behaviour issues were discussed at weekly staff meetings and patterns over time could be seen there.</p> <p>Governors discussed the possibility of a colour-coded system for rating behaviour that could be tracked by them, and class reward systems. TM noted that challenging behaviour was around a very small minority of children. Governors agreed to ask what progress had been made around the challenging behaviour in Year 4 at the next FGB meeting.</p> <p>Action 5: RO to update governors on Year 4 behaviour at next FGB.</p> <p><i>Was it possible to ask heads of other schools what strategies they used to address challenging behaviour?</i></p> <p>Yes.</p> <p>Governors noted it was important that any data around behaviour was used by school leaders to inform decisions, not just deliver detail to governors.</p> <p>RO noted that 2 children with potential SEND needs in Year 1 were being assessed and that support from the class teacher was having a positive impact.</p> <p>i) Inclusion: RO gave an update on a child whose paperwork had gone forward for moving to alternate provision at a special school. RO noted an EHCP was in progress for another child.</p> <p>j) Church Links: EBB noted "Jonah" would be done in school after half term and where the school's values fitted in around the story. BeSpace would be in school in January and create a great event for children of all faiths and none.</p>	<p>RO</p>
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	<p>k) PTA: Governors noted the football tournament had already been discussed by the PTA. They had made a substantial donation to the school for computer equipment.</p> <p>l) Health and Safety: The trim trail had finally been tidied. EBB noted the annual H&S audit was due in November.</p> <p>Governors discussed the concern that not all parents were adequately supervising their children in the playground after school. There had been recent incidents involving children on scooters that posed a safety risk. RO agreed to flag this up in the school newsletter and inform parents that unless children were properly supervised, the playground would have to be vacated directly after the end of the school day.</p> <p>Action 6: RO to write to parents in newsletter about inadequate parental supervision of children in playground after school.</p> <p>AP asked if all governors had been receiving the missives and newsletters via email from the school. EBB reminded governors to check email inboxes thoroughly. RO would check with Judith that governors were on the email list.</p> <p>Premises: EBB noted lots of jobs had been done. RO noted that an electrician was doing work on external security lights following complaints from nearby residents.</p> <p>Dates for Diary: EBB noted there was a Grounds Day on Sunday. The Christmas concert was now on Wednesday 13th December. This would be in church and for KS2 children. The date of the KS1 Nativity was not yet on the calendar. RO would add it.</p>	RO
8.	<p>School Improvement Plan (SIP)/Self Evaluation Form (SEF) (circulated in advance to governors)</p> <p>A version of the SIP had been uploaded to GovernorHub. CB noted the different format. RO had also put a SEF on GovernorHub. The key thing on it was the data. RO noted that the new version of the SIP was the most recent version. EBB encouraged all governors to read the SIP. RO noted the strategic priorities were driven by the outcomes from the previous Ofsted inspection and school data. Reading was strong, maths had dipped and there was further work to do in writing, which had also dipped. Some Pupil Premium (PP) children needed to make accelerated progress. EBB noted that governors needed time to absorb the information contained within the SIP. RO noted that Summer term progress and attainment data was on a separate document.</p>	
9.	<p>Pupil progress and attainment</p> <p><i>There was lower attainment made by boys than girls. Why was this? Were more PP children boys?</i></p> <p>RO noted that the gender gap was wider in writing than in reading and maths. The majority of SEND children were boys.</p>	

RO noted the colour graphs where each colour represented a different class. Governors could see from this where each year had reached expected progress. Governors could see that PP children had achieved lower than non-PP children. This had been less significant for last year's Year 6 cohort and Reception than in other classes.

A third of PP children had secured expected progress in writing, reading and maths. Was this reasonable.

No.

How had it got this way?

Changes to the writing assessment were being addressed with exam classes. The curriculum had changed 3 years ago and the bar for achievement had been raised significantly. This was an external factor. In certain classes, for example Year 4, more than half of children had not reached expected standard. Some children had left KS1 with poor SATs results and progress had not accelerated enough. The class teacher was addressing the work that needed to be done in writing and maths. RO noted that progress was not poor, but did need to accelerate for these children to reach expected standards.

RO noted that the different priorities for each year group had been fed into the SIP, eg. closing the gap, accelerating progress. She was confident the school could achieve the priorities set. The school had a strong set of teachers.

What did RO see as the biggest problem to achieving priorities?

Year 4 was a challenge.

If behaviour in this year group was fixed, did the school think everything else would follow?

To a degree. Some lower achievers and middle achievers were off target at the moment.

Did the school have all the resources it needed?

The school had good teachers and strong TAs. It was a question of directing the right people to support the right children.

Did the school need to put a permanent second TA in the most challenging class?

Possibly, but this would have a budget implication.

Governors knew that writing was an issue and noted and welcomed the improvement that had been made. Looking at the data, maths results had slipped. Why was this?

CA noted that there had been some changes to the curriculum but already training had been done with TAs on targeted one-to-one interventions. Data had been shared with TAs around which children to target. Most classes had started this more focused support in maths.

RO noted that reading was going well. In some classes, quiet reading time was now being given over to mental maths. The Beat That scheme was being used once a week. This was a structured mental maths scheme. RO and CA had been

	<p>discussing how to reward achievement in mental maths. There was lots of peripheral support around English. The school was looking to replicate that in maths, eg. having a parent come into school to play mental maths games with children, or run an after-school club with maths games.</p> <p>RO noted that the pupil progress meetings on 30th and 31st October would be around target children for class teachers. The school needed to ensure children were not off-target in KS2.</p> <p><i>What was reasonable to aim for in progress?</i> RO referred governors to the Statutory Assessment Results document (on GovernorHub). This would go onto the school website. The government and local authority published national and local data against which the school's progress was reported. Reading was in the top 20% nationally, writing was in the middle, but this was an improvement as it had previously been towards the bottom. Some children could still be better targeted. Maths had dipped and the school was addressing this.</p> <p><i>Could some of this be accounted for in the natural variations between cohorts?</i> Not necessarily. Some children had achieved expected standard in KS1 SATs but not KS2 SATs. The school had strategies in place to address this. They were not bad results, but not as strong as they had been historically.</p> <p><i>Was it unreasonable to aspire to the top 20% in reading, writing and maths?</i> Not at all. The school wanted children to be as well-prepared as possible for secondary school.</p> <p><i>The SATs results for Year 6 in achieving greater depth were very good.</i> RO noted the very strong reading results in KS2. Reading at greater depth was strong in KS1, but more children should be achieving greater depth in writing and maths.</p> <p>EBB noted governors would come back to some of this when looking at the SIP at the next FGB meeting. EBB noted the good phonics results and congratulated TM on this.</p>	
10	<p>Policy and Guideline Documents</p> <p>a) SEND and Pupil Premium Report to Governors (circulated in advance to governors): These were annual reports on how the school had spent allocated money in the areas of SEND and PP. Governors accepted the reports. RO would put them on the school website.</p> <p>b) Complaints Policy: RO needed to look further at this. Defer to next FGB. Action 7: Complaints Policy to be reviewed at next FGB meeting.</p> <p>c) Admissions: FH had looked at this policy and made suggestions and changes. It was on GovernorHub. Governors agreed to the policy.</p>	RO/Clerk

	<p>d) Pupil Premium Report: See 10a above.</p> <p>e) Safer Recruitment: It was noted the date needed to be changed at the end of the document. RO would modify this.</p> <p>JF noted two further policies had been uploaded to GovernorHub for governors to look at: Charging and Remissions, and Disposal Write Off.</p> <p>Charging and Remissions was a model policy which would need to be changed when Universal Credit came in. CC was aware of this.</p> <p>JF needed to bring to governors' attention two outstanding debts which were above the write-off limit in the policy. Both debts related to school trips. RO outlined the details of the two debts. In the first case of a debt amounting to £500, an agreement had been reached for the outstanding debt to be paid back on a monthly basis of £50 per month. Governors discussed the second debt. They were advised by RO that payment would not be forthcoming and agreed to write off the outstanding £600, but were clear that procedures had been changed and that a deposit and payment in full was now needed to secure a place on a school trip.</p>	
11.	<p>Safeguarding EBB noted an updated Safeguarding policy had been circulated to governors on GovernorHub. The safeguarding audit had been done and the annual report completed. Governors noted some discrepancies in information between the audit and report. RO noted that the report related to historical data for the 2016/17 year, whereas the audit related to current 2017/18 data.</p> <p>EBB thanked LG and RO for the work they had done on this and noted the action points to be followed up.</p>	
12.	<p>Health and Safety Discussed above in Head Teacher's report.</p>	
13.	<p>Governor learning and development EBB reminded all governors to complete the online Prevent training. Action 8: All governors to complete online Prevent training.</p> <p>Governance Review: Governors were waiting for TK's report on governance. Work around that would begin at the next FGB. RO noted the training available for governors from OCC and the diocese.</p> <p>GovernorHub: Governors were getting used to the new electronic paperwork hub, GovernorHub.</p> <p>Governor training: EBB suggested each governor start a training record in which they logged all visits to the school and training undertaken during the school year. These could then be discussed with EBB at the end of the school year. Governors agreed to this. Action 9: All governors to start an individual training record.</p>	<p>All governors</p> <p>All governors</p>

14.	Governor Visit Reports None to report. RO noted LA advice that the safeguarding link governor visit the school 6 times a year. EBB noted that fixing a schedule for governor visits had been discussed during the governance review.	
15.	Nominated Governor Reports None to report. EBB encouraged governors to plan visits.	
16.	Committee Reports Unconfirmed minutes of the Finance Committee and Personnel Committee had been circulated on GovernorHub. TORs for committees would be done after TK's report had been seen.	
17.	Any other urgent business None	
18.	Correspondence EBB had received a letter from the National Union of Teachers to say that it was amalgamating with the Association of Teachers and Lecturers from the 1 st January 2018 to be known as the National Education Union. RO had received a letter from the bishop outlining his vision for the diocese around the Beatitudes. EBB noted that perhaps the school could cover this in collective worship.	
19.	Dates of future meetings Wednesday 22 nd November, 7pm Wednesday 31 st January 2018, 7pm Thursday 1 st March, 7pm Thursday 26 th April, 7pm – extra meeting to agree the budget Tuesday 8 th May, 7pm Wednesday 4 th July, 7pm The first meeting of the academic year 2018/19 would be Thursday 11 th October 2018, 7pm. All meetings to take place at the school. Action 10: Clerk to request clerking cover for the meeting of Wednesday 22nd November, 7pm.	Clerk

The meeting closed at 9.27pm.

Actions from meeting

Action 1	Clerk to upload standing orders to GovernorHub and put on agenda for next FGB meeting.	Clerk
Action 2	Clerk to compile governors' website register of pecuniary interests.	Clerk
Action 3	RO to put policy schedule document on GovernorHub.	RO
Action 4	Clerk to upload governors' code of conduct to GovernorHub and put on agenda for next FGB.	Clerk
Action 5	RO to update governors on Year 4 behaviour at next FGB.	RO
Action 6	RO to write to parents in newsletter about inadequate parental supervision	RO

	of children in playground after school.	
Action 7	Complaints Policy to be reviewed at next FGB meeting.	RO/Clerk
Action 8	All governors to complete online Prevent training.	All governors
Action 9	All governors to start an individual training record.	All governors
Action 10	Clerk to request clerking cover for the meeting of Wednesday 22 nd November.	Clerk