



CHURCH COWLEY ST. JAMES C of E PRIMARY SCHOOL

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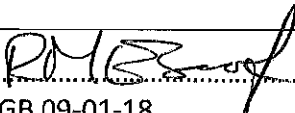
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Head Teacher: Steve Dew

**Minutes of a meeting of the full governing body of
Church Cowley St James Church of England Primary School
Tuesday 9th January, 6pm at the school**

The meeting began at 6.11pm

	<p>Present: Steve Dew (SD) Head Teacher Elizabeth English (BE) Foundation governor Robert Esnouf (RE) Co-opted governor Geoff Bayliss (GB) Foundation Governor (left at 8.03pm) Regan Henderson (RH) Staff governor Ruth Moore (RM) Parent governor Tom Stocker (TS) Co-opted governor</p> <p>Absent without apologies: Katy Jurczynszyn (KJ) Co-opted governor In attendance: Leila Brown, LA Clerk The meeting was quorate.</p>	
1.	<p>Welcome and introduction RE welcomed all to the meeting, which GB opened with a prayer.</p>	
2.	<p>Apologies None received.</p>	
3.	<p>Meeting overview a) Declarations of any other business: RE had an additional brief item around the results of a recent LA questionnaire to be taken under item 14. The clerk noted that she had omitted to include the appointment of a SEN link governor under item 13 of the agenda. Governors agreed to take this additional item of business during the meeting. b) Declarations of interest in agenda items: None declared.</p>	
4.	<p>Minutes of the meeting of 31st October 2017 and the eFGB meeting of 13th December 2017 RE noted two amendments to the minutes of 13th December 2017: page 2, item 5 to include "and that the school had improved" and "upgrading" to read "upgraded". Further down on page 2 under the same item, "archaeology" to read "geography". With these amendments made, the minutes were agreed to be a true and accurate record of the meeting, signed by RE and passed to SD for filing within the school.</p>	

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	<p>RM noted one amendment to the minutes of 31st October 2017: under action 6 she had agreed to send her notes to the school. With this amendment made, the minutes were agreed to be a true and accurate record of the meeting, signed by RE and passed to SD for filing within the school.</p>	
<p>5.</p>	<p>Matters arising from the minutes not covered elsewhere on the agenda Actions from 31st October 2017 noted as ongoing or completed except for: Action 8: RE to sign Governor Code of Conduct – RE would do so after the meeting. To check if KJ needed to sign too. Action 1: Check if KJ needs to sign the Governor Code of Conduct.</p> <p>Action 10: Governors noted the ongoing need to recruit a new LA governor. RE noted the need to take and follow up references for any new LA or co-opted governors. Action 11: Governors were unsure of the whereabouts of some of the completed skills audits and other governor paperwork, due to Angela Cooper’s (AC) resignation and departure from the governing body. EE would follow this up, contacting AC if needed. Action 2: EE to follow up whereabouts of completed governor skills audits and other governor paperwork with AC.</p> <p>Action 12: SD would approach Rachael Edean to attend February’s FGB meeting in order to give direction on data matters for governors. SD also noted that Kerry Lenton (KL), the school business manager, could do refresher safeguarding training for governors who needed it.</p> <p>Governors noted the following scheduled and completed training: GC was doing diocesan finance training on 23rd January and had completed training through the diocese on “From Good to Excellence”. RE was booked to attend head teacher appraisal training on January 18th. RE noted that there was SEN governor training also on the 18th January. Governors discussed RE’s workload. RE noted he had previously served as SEN link governor in 2014. Governors agreed RE would be the SEN link governor.</p> <p>Actions from 13th December 2017 all noted as completed.</p>	<p>KJ</p> <p>EE</p>
<p>Governor questions and challenge highlighted in italics.</p>		
<p>6.</p>	<p>Head Teacher’s report (circulated in advance to governors on O365 Sharepoint) Governors had read the circulated report in advance of the meeting and RE invited governors to ask questions about the report’s content. Governors noted the static format for the report was successful and thanked SD for the full content. EE had emailed a number of questions to SD ahead of the meeting and SD noted he had answered them in full via email, accessible for all governors to read on O365. SD invited governors to further question him in this way.</p> <p>SD highlighted the following content of his report:</p> <p>Nursery: The school had submitted a Section 77 to get permission to build on school sports grounds. OCC was supportive of the application as they needed the</p>	

additional nursery spaces in the area. SD noted that if the Section 77 application was refused, the whole planning application would be turned down. SD advised it had gone to a government panel, and the school and governors would have to await the outcome. The school may get agreement for the planned build, but not for the change of use of the land. Governors discussed briefly what the school could do if the application was refused on Section 77 grounds. SD advised he would email governors of the outcome of the application as soon as it arrived in school.

Parental engagement: Parents had been surveyed at the end of term school productions and feedback had been good. Governors noted the following "disagree" columns: healthy lifestyle, managing behaviour in KS1 and "the school takes into account my concerns". SD outlined the particulars around the KS1 behaviour concerns to governors, noting that it related to behaviour at the start of the school day, and was not necessarily an issue consistent across the rest of the day. KS1 staff had held a strategy meeting to resolve the issue.

How was behaviour at lunchtime since the start of the new term?

So far, behaviour had been fine. There had been one incident yesterday, but otherwise it was good.

External visits: SD noted the ethos of external visits this year had been much more positive than last year due to the school's better results in the summer. Sarah Thomas from the diocese was visiting the school tomorrow to do a visit on the quality of teaching. Heather Clark's report was positive around writing. SD noted that Year 1 writing was on a par with the current Year 2, and that the EYFS writing was being used as an example of good practice for other settings. SD noted that of forty-six highlighted red areas on the school's Position Statement, there was now only one red area. This put the school into the top three of local schools. The school was in the top six of local schools for combined reading, writing and maths scores and in the top ten for disadvantaged children's scores in reading, writing and maths.

On "Compare School Performance", CCSJ did not seem to be as strong as some other local schools.

SD talked governors through the process of sorting data through the combined filter and disadvantaged filter, in order to see the results he had just highlighted. RE noted the positive turnaround in school data. Governors were glad to see the improvement and congratulated staff for their hard work in achieving this. RE noted that if the correct strategies and initiatives were put in place, the metrics came into place.

Governors noted the Year 6 November data contained on page 12 of the report. 41% of children were currently at the expected standard for reading. Was this where they should be in order to reach the cohort's target in May?

Based on the initiatives for this cohort when they were in Year 5, they were well ahead of where the previous cohort had been at the same point last year. The school was aiming for 75% reaching expected standard in each subject, but the

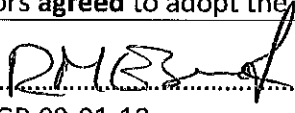
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	<p>critical figure was the combined score for all three. <i>Were the combined figures included in this table?</i> No. <i>Was there enough time to get the children there?</i> Yes. SD noted that RE was doing a link visit around the assessment of this year group towards the end of term. The school was historically accurate with their predictive data. This data got submitted to the LA. SD hoped the cohort would achieve a combined figure of 70%. This key figure was the difference between CCSJ and other local schools, some of which had a combined figure of closer to 30%.</p> <p><i>What was the target for greater depth?</i> This was for 25% to 27% and working on the current data, SD noted there was time for children to reach this target. SD explained to governors how movement of scale points related to children achieving greater depth. It was more straightforward to achieve movement on this scale in reading and SPAG than in maths. Year 6 had been working on this since Year 5.</p> <p><i>Would the Easter school run this year for Year 6?</i> No. Year 6 would get workbooks but the school would not run an Easter school. This had yielded little impact for the cost. Workbooks for children and parental meetings had been more effective in the past.</p> <p>RE took item 8 next in the meeting, ahead of item 7.</p>	
8.	<p>Safeguarding RE asked if SD had any further safeguarding-related information or concerns in addition to what was contained within the head teacher's report. SD noted that the school had received applications for two children with EHCPs from other local schools and that three looked after children had arrived at the start of the new term. SD noted these children would have implications around budget to do with staffing support.</p> <p>Governors noted that statistically CCSJ did well for these children and this made the school an attractive option for some parents. CCSJ had a good name locally for inclusive practices.</p> <p><i>Would the school get additional money for these children?</i> SD noted that a small amount might be forthcoming from the LA, but the reality was that additional costs would have to be borne from within the existing budget.</p> <p><i>Did the school need to cover additional staffing from within the budget?</i> With one child, yes. SD was confident the school could manage this.</p> <p><i>Was the school concerned that if a new child was given one-to-one levels of support from staff then parents of existing children might request the same for their child?</i> Yes, but SD noted that one-to-one support was no longer routinely seen as best practice any more.</p> <p><i>What was the best support governors could give to the school on this?</i> In being consistent with this message, for example around TAs working with small groups of children or giving one-to-one levels of support. This had led to children</p>	

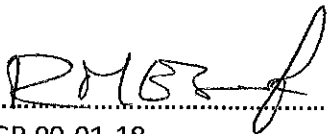
	<p>not having coping strategies when back in bigger groups or working on their own. It was appropriate if a child had significant other needs or a particular disability. <i>When would a child go to a special school?</i> This was ultimately down to parental choice. SD noted there was limited capacity within local special schools to accommodate children.</p> <p><i>Referring back to page 13 of the head teacher's report, did the continuum data for Years 1 to 6 show data for expected progress or attainment?</i> It showed up-to-date current attainment at assessment point 1. It was based on there not being a big jump for the children and teacher by the time they got to Year 6. Governors noted that the school had made recent changes to the continuum that had made an adverse difference for Year 5 and Year 6 continuum data. Some "tick boxes" had been removed from the standard way of assessing children in these year groups.</p> <p><i>Was the maths curriculum changing?</i> Rhiannon, the maths lead, was changing the maths curriculum. There would be a staff meeting tomorrow around the changes. SD noted that the maths curriculum was wider than what was assessed. Governors noted that SD had presented maths continuum data to them in some detail the previous academic year.</p>	
7.	<p>School Development Plan (SDP)/Governor Development Plan (GDP) (circulated in advance to governors on O365 Sharepoint) SDP: An informal working group had met to work on the SDP. RM noted that changes had been made to the document as a result of this. SD had taken extensive notes at the meeting. EE noted that the last page had significantly altered as a result.</p> <p><i>Was it possible to track changes in the SDP for governors?</i> SD noted it was a working document and that tracking lots of small changes would be difficult. As a working document, it was looked at and changed.</p> <p><i>Did the ticks line up with the appraisal process?</i> Yes. Governors noted there was more to be done on the "where are we now" percentages. There was ongoing assessment within the monitoring assessment cycles for those year groups with data missing. They would be updated in the document in time for the next FGB. Governors noted they could sign off the SDP without all the data in place. Was the SDP on the school website? Not yet, it would go on there. <i>What was the deadline for meeting the targets within the SDP?</i> At the end of the academic year. Targets were set and the school was looking at where it was now. Targets that had already passed could be filled in. <i>Governors noted the SDP would be used for the next round of budget setting. Did anyone disagree with any of the key things and focuses?</i> Governors noted the key thing was to get things down as focuses to aim for.</p> <p>Governors agreed to adopt the SDP as circulated and for SD to fill in any missing</p>	

Signed  (Chair) Dated 20/2/18

	<p>data and put on the school website.</p> <p>Action 3: SD to complete data where possible within the SDP and publish on the school website.</p> <p>GDP: Governors noted priority 4 around the need to do governor link visits. Governors noted that although OCC training had suggested six visits a year as best practice for link governors, this was an unrealistic workload and that each link governor would look to visit at least once in a full academic year, dependent on individual availability of time. It was noted, in addition, that full governing body meetings were the focus endpoint for any smaller meetings of governors and working parties that took place.</p>	SD
9.	<p>Staff survey (circulated in advance to governors on O365 Sharepoint) RM had shared the draft staff survey ahead of the meeting and invited any questions from governors before they signed it off.</p> <p><i>“What would you like to see change” was potentially too open-ended. Would it be better to ask staff to suggest one or two changes? What would governors do with these suggestions?</i></p> <p>Governors noted that at least they would be aware of any issues, and that SLT could pick up on them.</p> <p>Governors discussed the difference between awareness of issues and interfering with management. It was a difficult balance that needed to be managed on both sides. The proposed staff survey was information-gathering only for governors as opposed to effecting change via SLT. Governors discussed whether to put a disclaimer to this effect on the survey. SD noted this had been previously discussed with governors. There were 85 staff in the school and the purpose of the survey was to assist governors in gathering further information about the school. This survey would be a useful addition to the staff exit interviews that were offered to staff leavers. Governors needed a clear channel for getting information, and this was a democratic route for all staff to express things.</p> <p>Action 4: RM to create a caveat for the survey and circulate for comments from all governors to be returned within a week.</p> <p><i>When was the OCC wellbeing survey being circulated?</i></p> <p>SD noted this was a statutory survey and would be done week 4/5 of the school term. Governors agreed to get their survey to staff before the OCC wellbeing survey and would aim to do this the following week.</p> <p>Action 5: RM to finalise the staff survey, collate the results and feedback to a future FGB meeting.</p> <p>EE noted that the responses to four staff exit surveys done at the end of the summer term had been collated and were in the questionnaire/surveys folder in the O365 Sharepoint. Two staff leavers at the end of the Christmas term had been sent exit surveys but had not responded.</p>	<p>RM</p> <p>RM</p>

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	governors to be returned within a week.	
Action 5	RM to finalise the staff survey, collate the results and feedback to a future FGB meeting.	RM
Action 6	RE to get amended cover sheet for the policy and sign off on Friday when next in school.	RE
Action 7	SD to ensure most current data on the school website for league tables.	SD
Action 8	GB to share H&S report in next FGB meeting folder.	GB
Action 9	Clerk to email OCC training link to RH.	Clerk
Action 10	Any governor interested in being a future chair to express their interest to RE before the next FGB meeting.	All governors
Action 11	Clerk to email details of NGA governance review provider to SD and RE.	Clerk
Action 12	Review of current instrument of government to be on the next FGB agenda.	Clerk

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