



# St Kenelm's School



Wenisc Drive  
Minster Lovell  
Witney  
Oxon OX29 0SP

T/F: 01993 775394

E: office.3125@st-kenelms.oxon.sch.uk

Headteacher: Mrs C Souch

## MINUTES OF THE FULL GOVERNING BODY MEETING HELD AT SCHOOL ON TUESDAY 28 MARCH 2023 at 6.00pm

ITEM		ACTION
1.	<p><b>WELCOME, APOLOGIES FOR ABSENCE AND DECLARATION OF PECUNIARY INTEREST.</b></p> <p><b>PRESENT:</b> Daniel Pullin (DP) -Chair Catherine Souch (CS) Headteacher Jane Clapham (JC) - Co-opted Governor <i>via Teams</i> Rev Hugh White (HW) – Foundation Governor <i>Via Teams</i> Claire McConville (CM) – Staff Governor</p> <p><b>IN ATTENDANCE:</b> Tess Kirkby (TK) – LA Clerk <i>via Teams</i></p> <p><b>APOLOGIES FOR ABSENCE:</b> Anthony (Tony) Bates (TB) – Parent Governor Kurt Baldwin (KB) – Parent Governor Kelly Way (KW) – Co-opted Governor</p> <p>DP welcomed all to the meeting. Apologies were received and accepted from Anthony Bates and Kurt Baldwin. The meeting was confirmed quorate and commenced at 6.02pm.</p> <p><b>PECUNIARY INTEREST:</b> None declared for this meeting.</p>	
2.	<p><b>MATTERS OF URGENCY:</b> None raised.</p>	
3.	<p><b>MINUTES OF FGB MEETING HELD 9 FEBRUARY 2023</b></p> <p><b>(a)</b> The minutes were approved as an accurate record of the meeting and will be signed accordingly.</p> <p><b>(b)</b> <i>Matters arising</i> <i>Item 3:</i> Preparation of OFSTED folder for Governors (CS/JC) <b>Closed</b> CS explained that the documentation has been prepared and will be regularly updated. The documentation will be printed and circulated when the inspection is announced.</p> <p><i>Item 3:</i> Table discussion of OFSTED preparatory questions at next meeting (TK) <b><i>please see item 5.</i></b></p>	

ITEM		ACTION
	<p><i>Item 4b:</i> Scanned copies of declarations of interest to be shared with TK for GovernorHub (JC) <b>completed</b></p> <p><i>Item 4b:</i> NSPCC Online Safeguarding training (TB) <b>Completed</b></p> <p><i>Item 4b:</i> share SIP visit report from 9 November (JC) <b>Completed</b></p> <p><i>Item 5:</i> complete 'Every Mind Matters' training (ALL) <b>Carry forward</b> - the nature of the training and how it is accessed will be clarified with KW.</p>	KW
4.	<p><b>HEADTEACHER'S REPORT</b></p> <p>CS introduced the report which had been shared in advance via GovernorHub. The following key points were noted:</p> <ul style="list-style-type: none"> <li>137 children on roll – 4 children have transferred to another school. Records have been transferred to support a smooth transition.</li> <li>Attendance is improving; whole school year to date attendance is 93.2% and in the Spring term was 94.2% Further improvements are anticipated in the summer term. This remains a priority for the school; CS is liaising with external agencies as appropriate and where challenges remain, referrals will be made to the Oxfordshire Attendance Team. Attendance among the Pupil Premium (PP) and services children cohort is strong.</li> <li>Extra-curricular provision was discussed at the Curriculum Committee earlier this week and PP uptake is good. A wide variety of clubs are available including ballet, martial arts and Forest School; 38% of places are taken up by children identified as vulnerable. <b>A Governor reflected it would be helpful to know what proportion of vulnerable children are engaging in these clubs in order to understand reach.</b> CS will provide this information in the next report. Uptake is generally stronger among the younger age groups.</li> <li>33 children are on the SEN register: 18 communication and interaction, 12 cognition and learning, 2 sensory/physical and 1 social emotional mental health. Two children have Education Health and Care Plans (EHCPs) and a further application is being prepared. The SEN information report prepared by the SEN Co-ordinator (SENCO) will be circulated to Governors via GovernorHub. <b>A Governor asked if this level of SEN unusual and what strategies are in place to provide support.</b> CS explained that the proportion of children with SEN has increased from 16% (March 2019) to 27% (February 2023) in the last few years but this accords with the experience of primary schools nationally, particularly Years 2 and 3. The PP grant funds additional support and interventions which are delivered in small groups. A number of the Teaching Assistants (TAs) are qualified teachers and have the skills to deliver this effectively. CS recognised that St Kenelm's is in a unique position in this respect.</li> <li>World Book Week and Science Week both went well. Science week included forensic processes with the police and there was a session with a scientist parent.</li> <li>CS reflected that the investment in scheduled weekly subject leader time is working well and recommended this continue in 2023/24 if the budget allows. This regular time offers subject leaders the opportunity to develop their materials and strategies and carry out lesson observations.</li> </ul>	<p>CS</p> <p>CS</p>

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	<p>The outcome of this activity is shared at staff meetings. <b>A Governor asked about the potential impact of the 4.3% unfunded teacher's pay award on the 2023/24 budget.</b> JC explained that this has been discussed and will need to be explored in more detail. The impact is compounded by the Brazel Vs Harper judgement regarding support staff holiday pay.</p> <ul style="list-style-type: none"> <li>• The Health and Safety inspection was completed on 17 March; the school achieved 100%. <b>Governors thanked JC &amp; RA for their hard work in preparing for this inspection.</b> JC explained that the SmartLog has now been implemented which is an online platform for all Health and Safety training which also visibility to Oxfordshire County Council (OCC). Prior to the inspection all staff had completed the requisite training and have also been briefed on the new lockdown plan. There will be a lockdown practice after the Easter break.</li> <li>• Work has been scheduled early in the summer break to replace the floor tiles in the junior cloakroom. These tiles contain asbestos – a specialist firm will remove and safely dispose of the tiles and another firm has been engaged to lay new flooring. Low level toilets have been installed in the girls cloakroom and two cubicles will be installed for the boys over the Easter break. The old cisterns (also containing asbestos) will be removed and disposed of safely with the floor tiles. Once complete, almost all asbestos on the school site will have been removed.</li> <li>• A wide range of professional development activity has been completed this term including the small schools network, writing moderation training, Health and Safety Manager training, Early Years and Foundation Stage briefing and Level 3 Dedicated Safeguarding Lead training.</li> <li>• There have been no bullying or racial incidents this term. There has been one instance of inappropriate use of social media which was discussed at the Curriculum Committee. <b>A Governor observed that the children know what they should do and can articulate that well, however they are not yet able to make good choices at the opportune moment.</b> CS explained that children do seem comfortable to raise concerns with staff and ask for advice.</li> <li>• There are some concerns about the behaviour in Year 3, particularly among the boys. There have been a number of new admissions into this cohort which has been unsettling. There are high levels of SEN and safeguarding concerns.</li> <li>• Strengths and Needs sessions have been conducted with parents and Team Around the Family (TAF) referrals have been made as necessary. The SENCO and Emotional Literacy Support Assistant (ELSA) are providing support. <b>A Governor asked whether this impacts on the rest of the class.</b> CS confirmed that the type of behaviour displayed is disruptive and can be unsettling. These children would benefit from external agency support but the waiting lists are lengthy. Pressures on external agencies also appear to limit what they are able to offer and the school is being increasingly relied upon to find solutions internally. <b>A Governor asked about Strengths and Needs sessions.</b> CS explained that these are early interventions which aim to provide targeted support to families before they reach a crisis point. They are conducted in conjunction with</li> </ul>	

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	<p>external agencies but there are challenges with the level of support they are able to provide.</p> <p><b>Governors approved this report</b></p>	
5.	<p><b>OFSTED PREPARATION</b></p> <p>Annex A captures the discussion relating to the OFSTED questions. The following actions were agreed:</p> <ul style="list-style-type: none"> <li>a) Governors to complete the skills audit form and return to TK so the dashboard can be compiled before the next FGB meeting.</li> <li>b) Governors to update their training records on GovernorHub covering the previous 2 years by the next FGB meeting</li> <li>c) Link Governors to contact HT/office to arrange visit/early conversation</li> <li>d) Deep dive on wellbeing at next FGB; overview of support package(s) to be prepared and circulated</li> <li>e) Overview of the School Led Tutoring activity in 2021/22 and 2022/23 to be prepared for OFSTED files</li> </ul> <p>DP and CS will discuss the remainder of the document and circulate with Governors.</p>	<p><b>ALL</b></p> <p><b>ALL</b></p> <p><b>ALL</b></p> <p><b>TK (agenda)</b></p> <p><b>CS/JC</b></p> <p><b>CS</b></p> <p><b>DP/CS</b></p>
6.	<p><b>BRIEF REPORTS FROM COMMITTEES AND LEAD GOVERNORS</b></p> <ul style="list-style-type: none"> <li>a) Finance and Premises – the minutes from the last meeting will be uploaded to GovernorHub.</li> <li>b) Safeguarding – has not met since the last FGB</li> <li>c) Performance and Learning – met 27 March. The minutes will be circulated when complete.</li> <li>d) SEN Governor – deferred to the next meeting.</li> </ul>	
7.	<p><b>VISITS AND TRAINING</b></p> <p>The following visits have been conducted:</p> <ul style="list-style-type: none"> <li>• Phonics and English visit 08.03.23 - DP</li> </ul> <p>The following training has been completed:</p> <ul style="list-style-type: none"> <li>• Association of School and College Leaders conference – DP</li> <li>• Level 3 Safeguarding training – CM</li> </ul> <p>DP encouraged Governors to contact CS to schedule visits. There was a discussion about the scheduling of RE weeks; CS will ensure that HW is routinely made aware of these dates.</p>	<p><b>CS</b></p>
8.	<p><b>POLICIES/DOCUMENTS FOR RATIFICATION</b></p> <p>The following policies had been tabled for review. DP confirmed that all are based on Oxfordshire County Council (OCC) model policies and only minor amendments have been made:</p> <ul style="list-style-type: none"> <li>• Appraisal</li> <li>• Capability</li> <li>• Code of Conduct</li> <li>• Data Protection</li> <li>• Privacy Notice.</li> </ul> <p><b>Governors approved the above policies.</b></p>	
9.	<p><b>ANY OTHER BUSINESS</b></p> <p>None raised.</p>	

ITEM		ACTION
8.	<b>DATE OF NEXT MEETING</b> Tuesday 6 June 2023 at 6pm in school – a remote link will be available for those who are not able to attend in person.	

The meeting closed at 7.37pm

*T Kirkby*

*LA Clerk*

*10 February 2023*

## Questions Ofsted might ask governors

### Your understanding of your role and school

QUESTIONS	EVIDENCE YOU CAN USE	YOUR NOTES
What is the governing board's vision for the school and how is this shared?	<ul style="list-style-type: none"> <li>• Vision statement, values and aims</li> <li>• School development/improvement plan</li> <li>• School policies and evidence of how these are linked to the school's vision</li> <li>• Feedback from staff, parents and pupils</li> <li>• Evidence of consultation around development/redevelopment of the school's vision</li> </ul>	<ul style="list-style-type: none"> <li>• The vision and values are set out in every policy and displayed around the school.</li> <li>• The SDP is widely shared</li> <li>• The Performance and Learning Committee is starting to capture pupil/parent/staff voice – evidence in minutes</li> </ul>
What are your school's priorities?  How do you, as a governing board, ensure the priorities are moved forward?	<ul style="list-style-type: none"> <li>• School development/improvement plan</li> <li>• Self-evaluation forms (SEFs)</li> <li>• Monitoring schedules</li> <li>• Records of school visits</li> <li>• Minutes from governing board meetings</li> </ul>	<ul style="list-style-type: none"> <li>• SDP objectives are RAG rated and reviewed at Performance and Learning Committee</li> <li>• Records of school visits</li> <li>• Minutes from Governing Body meetings and Committees</li> </ul> <p>Committee chairs are asked to share minutes with DP at their earliest opportunity</p>
How do you hold the headteacher to account?	<ul style="list-style-type: none"> <li>• Minutes from governing board meetings</li> </ul>	<ul style="list-style-type: none"> <li>• FGB meetings and HT reports</li> <li>• Committee meetings</li> <li>• Chair/HT regular bilats</li> <li>• Governor learning walks</li> <li>• Pupil Voice survey by Vice Chair</li> <li>• Parent questionnaire results</li> </ul> <p>A Governor asked if this is effective/helpful. CS confirmed that the feedback is helpful alongside external validation from other sources including audit reports and feedback from School Improvement Partner visits.</p>

QUESTIONS	EVIDENCE YOU CAN USE	YOUR NOTES
Do you have a governor skills audit?		<b>To be launched using the most recent National Governance Association tool.</b>
What training have governors done? How do you keep up-to-date on your training? What training can governors access?	<ul style="list-style-type: none"> <li>• Training logs/records/certificates</li> <li>• Records relating to governor support programmes (either from your local authority (LA), trust, or a commercial provider)</li> </ul>	<b>GovernorHub to be used to capture all Governor training</b> (and certificates of completion etc). Training records are accessed through individual profiles (self-service function). All training booked through The Key and GovernorHub is automatically recorded on the relevant profile.
Tell me about your safeguarding training.	<ul style="list-style-type: none"> <li>• Training logs/records/certificates</li> </ul>	<ul style="list-style-type: none"> <li>• Central log maintained by JC.</li> <li>• KW, CS, DP &amp; CM – L3 DSL trained</li> <li>• CS, JC &amp; DP – safer recruitment trained</li> </ul>
Do you have any gaps on your governing board?	<ul style="list-style-type: none"> <li>• [For maintained schools] Instrument of government</li> <li>• Governor recruitment plans</li> </ul>	<p>Four vacancies:</p> <ul style="list-style-type: none"> <li>• Foundation ODBE appointed – likely to be filled summer term</li> <li>• Local Authority Governor</li> <li>• 2 Parent Governors</li> </ul>
How do you meet the Equality Act 2010?	<ul style="list-style-type: none"> <li>• Equality policy (if you have one)</li> <li>• Evidence of equality impact assessments (if you've done these)</li> </ul>	<p>Available on school website:</p> <ul style="list-style-type: none"> <li>• Equality Policy in place</li> <li>• Plan linked to equality objectives</li> </ul>
What are the strengths and weaknesses of the school? What issues does the school face? How do you know?	<ul style="list-style-type: none"> <li>• Minutes from governing board/committee meetings</li> <li>• SEFs</li> <li>• Records from work with school improvement partners or collaboration with other schools</li> <li>• Evidence related to leadership structures and responsibilities</li> <li>• National performance data (like SATs results or GCSE results)</li> <li>• Internal assessment data</li> </ul>	<ul style="list-style-type: none"> <li>• SDP</li> <li>• SEF</li> <li>• SWOT analysis devised by CS</li> </ul>

## Quality of education/curriculum

QUESTIONS	EVIDENCE YOU CAN USE	YOUR NOTES
<p>What do you want for your pupils by the time they leave the school?</p> <p>What do you want the pupils to be?</p>		<ul style="list-style-type: none"> <li>• Clear statement of intent/overview on school website</li> </ul>
How do you monitor the curriculum?	<ul style="list-style-type: none"> <li>• Curriculum reports to governors</li> <li>• Questions governors have asked subject leaders, and their answers</li> <li>• Internal and external assessment data</li> <li>• School visits and pupil feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Rolling programme of subject deep dives at Performance and Learning Committee</li> <li>• Book looks</li> <li>• Learning walks</li> <li>• Assessment data</li> </ul>
<p><b>[For link governors]</b></p> <p>What is your link subject?</p> <p>How are you linked to the subject leader?</p>		<b>To be reviewed by each link Governor</b>
How do you know the needs of disadvantaged pupils are being met?	<ul style="list-style-type: none"> <li>• Pupil premium spending and impact reports</li> <li>• Targeted interventions</li> </ul>	<ul style="list-style-type: none"> <li>• HT reports</li> <li>• PP spending report</li> <li>• SENCO reports/feedback</li> <li>• Pupil progress data</li> </ul>
How were governors involved in planning the curriculum?	<ul style="list-style-type: none"> <li>• Evidence of strategic decision-making and oversight</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Policy agreed by FGB</li> <li>• Intent statement(s) agreed by FGB. In the event of a review, CS will bring back to FGB for discussion/approval.</li> </ul>
How well do your pupils achieve?	<ul style="list-style-type: none"> <li>• Trends in pupil progress and attainment over time</li> <li>• How your school's data compares to national averages</li> </ul> <p>You don't need to be able to list data or progress figures for specific groups of pupils, or for specific subjects.</p>	<ul style="list-style-type: none"> <li>• Consistently at national average</li> <li>• Next Performance and Learning Committee will review Statutory Assessment Tests (SAT) results in detail</li> </ul>



QUESTIONS	EVIDENCE YOU CAN USE	YOUR NOTES
<p>How has the COVID-19 pandemic impacted learning?</p> <p>How is your school supporting pupils to recover from this impact?</p> <p>How are you supporting staff, and reducing the risk of additional workload?</p>	<ul style="list-style-type: none"> <li>• Internal and external assessment data</li> <li>• Feedback from pupils, parents and teachers</li> <li>• Evidence of interventions and catch-up – for example, the National Tutoring Programme</li> <li>• Minutes of meetings between the chair and the headteacher</li> <li>• Staff wellbeing policy and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Discussed at length by Committees and captured in minutes</li> <li>• Honest conversations about level of challenge and strategies to support are discussed, including the use of funding</li> <li>• Use of scheduling tool on Office 365 discussed as an opportunity</li> <li>• FGB deep dive on wellbeing in June.</li> </ul>

## Use of funding

QUESTIONS	EVIDENCE YOU CAN USE	YOUR NOTES
<p>How are you kept up-to-date with school spending?</p> <p>Are you aware of how the school's finances are being managed, or how staff are recruited?</p>	<ul style="list-style-type: none"> <li>• Reports from the headteacher/school business manager to the board or the relevant committee</li> <li>• Minutes from the finance/personnel/other relevant committee</li> <li>• Minutes from full governing board meetings</li> <li>• Safer recruitment policy and procedures</li> <li>• Evidence related to budget benchmarking</li> <li>• Financial reports</li> </ul>	<ul style="list-style-type: none"> <li>• Finance and Premises Committee reports to FGB</li> <li>• Reports prepared for the Committee (and FGB)</li> <li>• Scheme of Delegation setting out spending limits</li> </ul>

QUESTIONS	EVIDENCE YOU CAN USE	YOUR NOTES
<p>How is the pupil premium funding being spent?</p> <p>What impact is this spending having?</p> <p>How do you know?</p>	<ul style="list-style-type: none"> <li>• Pupil premium spending and impact reports</li> <li>• Minutes from governors' meetings</li> <li>• Reports from link governors</li> <li>• National attainment data</li> <li>• Internal assessment data</li> </ul>	<ul style="list-style-type: none"> <li>• PP report</li> <li>• HT report</li> <li>• Pupil progress data</li> <li>• Investment in high staff : pupil ratio</li> </ul> <p>A Governor asked how impact is measured. CS explained that there are three data points across the year and at each one, the data for the PP cohort is analysed. Progress is tracked over the year and also takes account of other outcomes such as evidence of improved engagement and other areas of progress. JC reminded Governors that PP funding is also used to support access to extra-curricular activities, residential trips, swimming and educational visits etc.</p>
<p>[For primary schools only]</p> <p>How is the PE and sports premium being spent? How effective is this?</p> <p>What impact is this funding having on pupils' fitness and health? How do you know?</p>	<ul style="list-style-type: none"> <li>• PE and sport premium spending and impact reports</li> <li>• Minutes from governors' meetings</li> <li>• Reports from link governors</li> <li>• Internal assessment/tracking information</li> <li>• Feedback from parents, pupils and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Annual report on school website</li> <li>• Participating in Burford Sports Partnership in 2022/23. Opportunity to attend competitive events and celebrate success.</li> <li>• Sports and Health Week scheduled which encourages children to try a wider range of sporting activities such as archery, skipping and dance</li> </ul>

QUESTIONS	EVIDENCE YOU CAN USE	YOUR NOTES
<p>Do you deliver school-led tutoring as part of the National Tutoring Programme?</p> <p>How does your school spend the school-led tutoring grant?</p> <p>What impact does it have on pupil progress and catch-up? How do you know?</p>	<ul style="list-style-type: none"> <li>• Reporting on data about tutoring hours, the number of pupils receiving tutoring, and expenditure</li> <li>• Internal assessment data</li> <li>• Feedback from pupils, parents and staff</li> <li>• Staff training logs and records</li> </ul>	<p>Difficulties securing the staff to operate this scheme effectively.</p> <p>A Governor asked if a summary/overview document is available which could be included in the OFSTED pack.</p>