



New Hinksey CE Primary School

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Headteacher: Mrs Charlotte Haynes

Chair of governing body: Harm-Jan Fricke

Minutes of a meeting of the Full Governing Body of New Hinksey CE Primary School Wednesday 3rd March 2021, 6pm held in a virtual capacity

The meeting began at 6.03pm

Item	Discussion	Action
	<p>Present: Samrah Ahmed (SA) Parent Governor Father Ruben Angelici (RA) Foundation Governor, Ex Officio Richard Bailey (RB) Parent Governor Crispin Chatterton (CC) Parent Governor Kieran Cox (KC) Parent Governor Harm-Jan Fricke (HJF) LA Governor, Chair of Governors Fiona Hawkins (FH) Co-opted Governor Charlotte Haynes (CH) Headteacher Christine Hill (CHi) Co-opted Governor Helen Nash (HN) Staff Governor Denise Tucker (DT) Foundation Governor</p> <p>In attendance: Leila Brown, Local Authority Clerk</p> <p>Apologies: Bob Price (BP) Co-opted Governor Olivia Selinger (OS) Parent Governor</p> <p>Absent: Miriam Jackson (MJ) Foundation Governor</p>	
1.	<p>Welcome and apologies HJF welcomed all to the meeting. The meeting was quorate. Apologies had been received and were accepted from BP and OS.</p>	
2.	<p>Notification of any urgent business None raised.</p>	
3.	<p>Declaration of pecuniary/business interests None were declared for the meeting.</p>	

Signed (chair) Date 29th April 2021
 LB, Clerk. New Hinksey FGB 03-03-2021

4.	<p>Approval of the minutes of the meeting on 8th December 2020 (circulated in advance)</p> <p>The minutes of the meeting were agreed to be a true and accurate record of the meeting, and would be electronically signed by HJF after the meeting and emailed to the clerk for storing on GovernorHub, and to CH for filing within the school.</p>	
<p>Governors' questions and challenge highlighted in italics.</p>		
5.	<p>Matters arising not covered elsewhere on the agenda</p> <p>A1: BP to ask City Council for advice and support on ongoing dog-fouling issue: HJF noted that BP had contacted the council who had said they would send a patrol round at certain times of the day, but there was no guarantee this would help catch the perpetrator. CH noted that the problem had continued since the last meeting in December and she had kept putting notices outside the school drawing attention to the issue. However, there had been no issue with dog fouling since half-term. CH was not sure why it had abated but hoped this would continue to be the case. CH was uncertain if anyone had visited from the council as promised.</p> <p>A2: HJF to provide overview and analysis of governor audit returns once these have been completed by all: HJF had circulated the completed skills matrix and this was on the agenda below for further discussion.</p> <p>A3: Clerk to email governors to remind them to check whether they need to update safeguarding training, and governors to update as appropriate: Individual governors had actioned this as needed. CHi had shared evidence of her training and DT noted she had completed it. The clerk noted the onus was on governors to take action if they knew they needed to refresh this area of training. CH noted it was best practice to renew generalist safeguarding training every two years for school staff, but every three years was the minimum requirement. The clerk would keep the link to the safeguarding training pinned to the top of the GovernorHub noticeboard and noted that if governors could update the training section of their GovernorHub profile this would enable easy generation of a record of their collective training.</p>	
6.	<p>Head Teacher's Report (verbal update) CH gave the following verbal update:</p> <p>School closure and remote learning: CH noted that systems in place since the start of January 2021 continued with children learning remotely at home and those in school doing the same work on a school device. Teachers were based on their laptops for a lot of the time when in school, to enable them to provide remote learning to those at home as well as those in school, and children in school were being well supported by teaching assistants.</p> <p>School staff continued to actively make contact with families of children who were not engaging with remote home learning, doing this via phone calls, emails</p>	



and doorstep visits. Four school devices had been loaned to families. One had made a big difference to the remote learning, two a slight difference and one had still not made any engagement with Google Classroom despite additional support from staff. Loaned school devices would be returned to school once all children returned next week.

Things were running smoothly but it was tiring and stressful for staff in school and for families at home. There was additional administration and paperwork in school. CH noted that the school had sought to look for the positives in the current situation. Some children attending school who had previously been shy had become more confident in the smaller groups, and the smaller groups of parents doing the school run had given them a chance to get know other people better.

Staff were now trained and well-versed in the use of Google Classroom and this proficiency could be utilised in the future for homework and information sharing. Parents had a better understanding of current learning styles and what their children were learning. CH hoped this would lead in the longer term to more parental confidence in supporting children at home. Some families had appreciated having more time together. Parents had also voiced their appreciation of the knowledge, social skills and full range of social and community interactions that school attendance provided for the children.

48 children had been attending school as key worker or vulnerable children, which represented 32% of the overall children on roll. The majority of teaching assistant and teaching staff were working in school. Small groups of children made up the social bubbles in school and were staffed as appropriate. They had been set up in such a way as to enable class teachers to support remote learning at home. Two staff members had initially been out of school: one had been signed off but was now back in school, the other had taken a period of unpaid leave but had now also returned to school. There was currently a full complement of staff in school.

All the procedures that had been put in place for September 2020 were being put back in place for the return to school of all children on Monday 8th March.

Productive staff meetings had taken place. Looking ahead to next week, the emphasis would be on engaging the children in a calm way, resocialising them and gently focusing on learning again. A medium-term recovery on learning was in place with an initial emphasis on wellbeing and happiness. The hope was that the children would be as glad to be back in school next week as they had been in September 2020.



Funding: CH noted that the catch-up funding for New Hinksey Primary would be less than announced in the press for the average-sized primary school, which was around £6k, as it was a smaller school. The arrival of the catch-up funding in the school would be outweighed by a change in the way Pupil Premium (PP) funding was calculated which would mean a loss to the school of approximately £6k. BP and CH had written to MPs to complain. CH noted this change had come about as a result of the census data that informed the funding and a sudden change by the government in which data they were using. There were more children on roll at the time of the January 2021 census who were eligible for PP funding than at the time of the October 2020 census, but the government had decided to set the funding using the October data. CH noted this was very disappointing.

Winter Covid Support Fund: CH noted it had been difficult to administer this scheme. Local authorities had discretion how to administer the funding and in Oxford the council had expected schools to organise it. CH noted that the voucher scheme used the previous spring and summer had no longer been available during the 2020 Christmas holidays and the school had purchased Sainsbury's vouchers to distribute to families as an alternative. The School Business Manager had managed to set up a voucher scheme for the February half term holiday and Easter holiday.

Lateral Flow Testing: These tests were voluntary for staff and nearly all staff were undertaking them twice-weekly at home. So far all test results had been negative.

Special Educational Needs (SEND): There were currently 26 children on the SEN register which represented approximately 20% of the school cohort. There were 18 boys and 8 girls, 4 had EHCPs and 22 were classed as School Support. These numbers were spread fairly evenly across the classes in the school.

Premises and Health and Safety (H&S): There had been a break-in to school premises on the Friday before half-term. The intruders had damaged the premises, set off a fire extinguisher, jammed locks, broken a couple of doors, damaged a false ceiling by entering the building via a skylight before piling up tables and chairs to climb back out. The ceiling had been repaired in half term at a cost of around £400 and the damaged doors were due to be repaired. In all around £1500 of damage had been caused. CH noted nothing had been stolen but the mess and damage and graffiti had been very annoying and frustrating to deal with. This was the first such incident in the 17 years that CH had been in the school and was very disappointing.

The usual H&S schedule of maintenance continued with the usual round of servicing to the fire alarm, boiler etc. Risk assessments to do with Covid-19 were constantly updated including the most recent one for the administration of the lateral flow tests. The school was Covid secure. Fire drills had continued. The



school cleaning company had also updated all their paperwork. The annual H&S monitoring visit would take place on 27th April. BP as H&S link governor usually did a pre-monitoring visit to the school and CH would liaise with him over this.

School's published admission number (PAN): CH noted that several years ago the school's PAN rose from 25 in a year group to 28 in collaboration with the local authority when there was a bulge year. The understanding had been this was on a temporary basis, but it had taken some time to go through the slow process of consultation to formally return to a PAN of 25 which should be in place from September 2022. A PAN of 28 was problematic in organising mixed age classes if each year group were full with 28 children.

Year 6 destinations: The secondary school allocation of places had taken place. 15 out of 17 Year 6 children had got their first preference schools. CH noted the destination schools for the Year 6 leavers. 17 children were going to 8 different schools with no single secondary school standing out as more popular than the others.

Planning: Staff were planning ahead for the remainder of this term and the summer term and thinking ahead for September 2021 but the main focus continued to be the safe return to school of all children.

HJF thanked CH for her comprehensive report on what school staff and children were currently involved with and invited governor questions on CH's report.

Was there any sense among staff on how much work would need to be done to move children to the usual expected standard of learning?

CH noted this was difficult to assess. Staff would have a much clearer sense of this once the children were settled back into class and starting to produce work again. HN noted that she had got a sense of who in her class had been interacting with the remote learning and how this might play out once children were all back, but it would take a full return to teaching and assessing once they were back to be sure.

What number of children had been completing the work that had been set?

HN noted that it was possible to see via Google Classroom who was turning completed work in. This would have varied between different classes. CH noted that those pupils who had been flagged up by teachers had been followed up by phone calls etc., as discussed earlier in her report. A few families had not engaged with Google Classroom early on and had asked for paper packs of work instead and the school had provided these with parents dropping off completed work for marking.

Had all vulnerable children who were eligible to attend school been attending?



	<p>CH noted that those children who were deemed vulnerable with social services involvement had all attended during the current period of school closure. Of the four eligible children with EHCPs two of them had attended but two had remained at home as a matter of parental choice. Risk assessments had been taken for each of these children. CH had further discretion over who else the school viewed as vulnerable and had accommodated as many of those as wanted to attend. Parental anxieties had meant that some children had remained at home.</p> <p><i>Was there a formal strategy to identify who had fallen behind in their learning? Had the government identified means of doing this? Was it at the school's discretion?</i></p> <p>CH noted it was a mix of teachers' professional judgements set against age-expectations for that child. It was left to class teachers who knew the children in their classes to make these judgements. Formal external assessments such as SATs would not be happening this year.</p> <p><i>Was the percentage of children who had been in attendance at New Hinksey Primary similar to those in schools across the county?</i></p> <p>CH noted that across the county this was around 20%, but small village schools might have a different make-up of cohort to larger inner-city primaries, and therefore you would expect to see a variable percentage of children in attendance in different settings.</p> <p><i>Was 20% of the school's cohort on the SEN register average for the county?</i></p> <p>CH believed this was around the national average. The school had previously been above the national average but this had been when the percentage had been in the region of 28% to 30% of children on roll.</p> <p>HJF thanked CH again for her report. There were no further questions on the HT report.</p>	
7.	<p>Health and Safety Covered above in CH's report.</p>	
8.	<p>Policy reviews (if any) None for the meeting.</p> <p>CH noted that a few minor adjustments to specific details in the H&S policy had been made and BP would sign those off as H&S link governor when next available.</p>	
9.	<p>Governance business: a) Governing body skills audits: HJF noted that two versions of the NGA skills audit had been in circulation but of the completed questions answers tended to be in a spread of three to four scored in each category. Across the spread of skills HJF felt that the full governing body had the collective skills to undertake the professional work it was required to do.</p>	



	<p>CH noted that finance and HR were areas that consistently came up in such audits as those in which governors felt less secure. This was not unusual. In general CH agreed there seemed to be a reasonable spread of skills.</p> <p>b) Update on co-opted governor vacancy: Governors discussed whether to actively seek to recruit to this vacancy at the present time and where they would prefer to look for a potential new co-opted governor. Governors agreed to give this further thought after the local government elections in May.</p> <p>c) Governor training or link reports including reminder to governors to complete safeguarding training if necessary: Safeguarding training had been covered above in item 5. HJF had taken part in an online Human Resources training session last week. Although the school was not currently subscribed to a particular training provider, some occasional free training sessions were provided via Governor Services at OCC.</p> <p><i>Would it be possible for governors to share a snapshot of their professional experience and skills with each other or more widely?</i></p> <p>CH noted brief pen portraits of school governors had previously been on the school website but this was fairly intensive to manage and update. Governors discussed this further and agreed it would be particularly useful for newer members of the governing body to have a little more information about their governor colleagues. HJF would email all governors and ask them to share a short paragraph about themselves as suggested.</p> <p>Action 1: HJF to email all governors and ask them to share a short paragraph about themselves.</p>	HJF
10.	<p>Committee Reports</p> <p>a) Minutes of the Resources Committee 12th January 2021 (circulated in advance) HJF noted that the quarterly finance report had not been available to view at this meeting. With TH and CH's help the committee had formulated an overview of the school's current finances. Governors were still waiting for the quarterly reports and HJF noted they needed to have the overview of this by April in order to fix the budget for the next three years.</p> <p>b) Minutes of the Performance & Standards Committee of 26th January 2021 (circulated in advance) The E-Safety and Acceptable Use Policy had been circulated by CH to all governors on 27th January as an action arising from this committee meeting. HJF noted that the committee had discussed the School Improvement Plan (SIP) and would look at teaching, learning and assessment at the next committee meeting.</p> <p>Both of the committees would next meet in April.</p>	



11.	<p>Any Other Business None.</p> <p>HJF thanked governors for their contributions to the meeting and thanked CH, HN and all the school staff for their ongoing work.</p>	
12.	<p>Dates of future meetings Wednesday 29th April 6pm (to agree the budget) Wednesday 7th July 6pm</p> <p>The meeting finished at 7pm</p>	

Actions from meeting

Action 1	HJF to email all governors and ask them to share a short paragraph about themselves.	HJF
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