



New Hinksey CE Primary School

Vicarage Road Oxford OX1 4RQ

Tel: 01865 242169 Fax: 01865 242169

Email: office.3213@new-hinksey.oxon.sch.uk

Website: www.new-hinksey.oxon.sch.uk

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 7th July 2021, 6pm held in a virtual capacity

The meeting began at 6.04pm

Item	Discussion	Action
	<p>Present: Samrah Ahmed (SA) Parent Governor Richard Bailey (RB) Parent Governor Bob Price (BP) Co-opted 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: Father Ruben Angelici (RA) Foundation Governor, Ex Officio</p> <p>Absent: Miriam Jackson (MJ) Foundation Governor</p>	
1.	<p>Welcome and apologies HJF welcomed all to the meeting. The meeting was quorate. The clerk noted MJ's absence at full governing body meetings across the school year. CH would speak to MJ and follow this up.</p> <p>Action 1: CH to speak to MJ about non-attendance at full governing body meetings.</p> <p>CH noted that RA was on a sabbatical and therefore would not be attending tonight's meeting. Governors were happy to accept notice of his sabbatical as</p>	CH

Signed (chair) Date 5th October 2021
 LB, Clerk. New Hinksey FGB 07-07-2021

	RA's apologies.	
2.	Notification of any urgent business HJF had two items: school leavers and governor leavers.	
3.	Declaration of pecuniary/business interests None were declared for the meeting.	
4.	Approval of the minutes of the meeting on 29th April 2021 (circulated in advance) 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.	
5.	<p>Matters arising not covered elsewhere on the agenda</p> <p>A1: All governors who have not yet done so to share a short paragraph about themselves with HJF: HJF had received these from six governors. He reminded governors of the reason for sharing these: to give a fuller background of the skills and make-up of the governing body. Any outstanding information should be sent to HJF.</p> <p>Action 2: Governors to check to see if information paragraph is outstanding and send to HJF if needed.</p> <p>A2: HJF to organise working party for further work on the school allotment: HJF noted that CHi, BP and Catherine Unia (CU) in particular had done work on the plot and CU was willing to continue to work on it. HJF noted she had done a very good job and governors noted their thanks to CU for her hard work on the school allotment.</p> <p>A3: HJF to circulate to governors delegated policies ratified by committees: done.</p> <p>A4: CH to start the process for the election of a new parent governor: on the agenda for item 11.</p> <p>A5: CH to update information about the running of the After School Club on the school website: CH noted that this had been done. The club was currently running successfully.</p> <p>A6: KC to follow up the logistics of the local trial of the School Streets initiative: KC noted he had met with South Oxford's School Streets groups. St Ebbe's School had moved forward with their trial of the scheme and would be updating the group on the progress of this soon. The local councillor had been leading on conversations with Oxfordshire County Council (OCC) about different ways of implementing the scheme without the need for physical barriers and teams of people. This was an ongoing conversation. KC would give further updates as he received them in relation to Grandpont Nursery and St Ebbe's. BP noted that the</p>	All governors



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	<p>trials at these two settings were well-staffed with teams of volunteers. It would be interesting to see how things panned out beyond the initial six weeks. KC noted the possibility of cameras and Low Traffic Networks that had been proposed across the city. These could possibly be utilised by School Streets once they were in place. KC would update the governing body as further developments took place.</p> <p>Action 3: KC to give further updates on the School Streets initiative as they develop.</p> <p>There were no further matters arising.</p>	KC
Governors' questions and challenge highlighted in italics.		
6.	<p>Teacher Assessment Data 2021 (circulated in advance on GovernorHub)</p> <p>CH noted that this data had been assembled in the absence of the usual round of formal assessments such as SATs. Teacher assessments had taken place, some of them using past SATs papers. The circulated data showed the percentage of each year group who had achieved age-related attainment or better, and had achieved this in the core subjects of reading, writing and maths. Science results were included at the bottom of the report, and then there was a separate combined figure for children achieving expected or higher in all three core subjects. CH noted the school was pleased with the assessment figures as they were not significantly different to a normal pre-Covid year. The Year 2 writing score was lower than in a normal year. CH noted that some cohorts were quite small and some had a higher percentage of children with additional needs. This disproportionately skewed the figures for these cohorts.</p> <p><i>In general there was more variability in the writing figures than other subject figures. Was Year 5 writing of concern?</i></p> <p>CH noted it was not of concern. Due to partial school closure and home learning, children had not got the extended practice at writing across the school year that they would normally have had. HN noted that when assessing her Year 5 group, she had been careful to be fair and honest and had been fairly stringent in how she applied the assessment criteria. Children simply hadn't had the usual range of ongoing teaching and support in the classroom. HN was confident that once the children had been back in school properly they would have the opportunity to demonstrate their skills and improve their attainment.</p> <p><i>Could CH clarify what recovery support was available to the school?</i></p> <p>CH noted that a recovery premium was available to the school but it was not a significant amount per child.</p> <p><i>Could CH explain how the combined percentage for the three core subjects was put together?</i></p> <p>CH noted that each child only counted for this statistic if they reached the expected standard of attainment for all three subjects. If they met it in two</p>	



subjects but not the third they were not included.

How far off were the percentages from a normal year and what were the areas or year groups of concern?

CH noted that no individual year group was off target in all areas and in general the Year 2 and Year 5 combined scores were lower than would be expected in a normal year. But the school was confident that the children could make up lost ground. The loss of in-school teaching during the spring term had had an effect on attainment but CH was not unduly concerned that this loss of learning was irreparable. Year 6 had lost out on exam practice, but CH noted that the data was still good for this year group.

Could CH explain the criteria for being categorised as Free School Meal (FSM) and Pupil Premium (PP) children? Had these pupils been disproportionately affected by the pandemic?

CH explained the criteria for pupils being counted in these groups. CH noted that the numbers of these children in individual cohorts were so small that the statistics might only relate to one, two or three children. Ideally she would have liked to see two out of three children in one particular year group achieve the expected level of attainment, but they hadn't. Like other schools had reported, some of these children had been disproportionately affected by school closure during lockdown.

What additional focus would these children be given to catch up?

CH noted that the PP strategy covered these children and that usual interventions such as small group work had not been able to take place in the usual way due to Covid restrictions. The PP strategy would be a particular focus during the next school year and CH noted this strategy should help to raise the achievement of these children. Governors noted that they had a national mandate to ensure this cohort did not fall behind the progress and attainment of other cohorts in the school.

Would this assessment data be shared with parents?

Individual assessment results were shared with parents in children's school reports. These highlighted assessment results and included some next steps for parents and children to focus on. CH noted that Special Education Needs (SEN) children also had additional reporting with additional individual targets.

Had maths been impacted by the pandemic? Maths data for New Hinksey was slightly lower than the reading data. Was that a concern? Was this a national trend?

Neither CH nor HN thought that maths had been raised as a concern by colleagues. School data for maths was slightly lower than the reading but the school was not unduly concerned.



	<p>Foundation Stage data: CH noted judgements were made against a number of different areas. CH highlighted what these areas were. The percentage of children in the cohort who had reached the expected level of development or exceeded it in each category was reported in the data. To get the Good Level of Development (GLD) children had to get expected or better in 12 different elements. CH had noted this year’s GLD figure against that of the last two years. Even without the lockdowns this would have been lower than previous years. It was a small cohort with 18 children and within this a cluster of children with some additional needs and challenges which would have impacted the combined GLD figure regardless of lockdowns. CH noted that there was no national data available to understand the school’s context against local and national trends. CH did not know how representative these percentages were for this particular year group, but thought it might be similar in other settings due to the age of the cohort in question and the impact nationally of lockdown.</p> <p>Data from previous years was normally included for comparison for older year groups but CH had not included it in this report.</p> <p>HJF thanked CH and the school staff for the compilation of the assessment data. Governors noted that lockdown school closure had had an impact, but not to the extent that progress could not be made going forward.</p>	
7.	<p>Head Teacher’s Report (verbal update) CH gave the following verbal update:</p> <p>Staffing for September 2021: Some Teaching Assistants (TAs) would be doing additional hours. There were no changes to teaching staff for classroom teachers. Two classes were getting different teachers from this year: HN was currently teaching Year 4/5 and next year would teach Year 5/6. The current Year 5/6 teachers would teach the Year 4/5 class instead. Parents would be notified of this shortly. New classes for September would be organised in the same way that they had for the last few years and age alone was the basis on which mixed classes were put together.</p> <p>The majority of incoming Reception and Nursery children had visited the school, coming in after the end of the school day one family at a time. This arrangement had gone well.</p> <p>School day from September 2021: CH had planned ahead for keeping the current Covid logistics in place, but the latest announcements from the government this week had raised questions around this. CH noted that she was now planning ahead for the removal of the staggered arrival and pick-up times. CH noted that there were implications for the removal of the arrangements that had been in place for the school year – it put the onus on parents to keep children at home</p>	



and test them if they had Covid symptoms, but the DfE had brought in the right for schools to refuse to have children in school if they had symptoms and had not been tested. CH would be working through the latest guidance in the week ahead. CH noted that 15 children had been self-isolating last week due to close contacts testing positive for Covid. CH noted this was also happening in other local settings. It was an unsettling time for schools.

Looking back over the year, it had been challenging and difficult, but CH felt things had gone as well as they could given the circumstances. There had been good attendance when the school had been open. It had been mentally and physically tiring for the school staff. CH noted that the school staff had been amazing.

Maintenance to school buildings: the school was waiting to hear about work scheduled to take place during the school holidays – CH needed to know by the end of next week if this work was definitely taking place over the summer. Remedial work needed doing to the art room wall as discussed at the previous full governing body meeting in April. A damp floor also needed to be replaced. There were other jobs that could be done at the same time: cracks in a wall that needed to be investigated at foundation level, and the hall windows and library windows had brick work that needed attention.

Who was doing the work?

CH noted the local authority (LA) had appointed an external contractor. The work was being funded by the LA and not the school. HJF would contact the new OCC councillor for the area, Brad Baines, to ask about ensuring this was discussed as a priority at the next relevant council meeting.

Was there anything governors could do to assist CH in putting the new school-day arrangements into place for September 2021?

CH noted that she was still working through the updated guidance and assimilating it. It was possible that the school would send a joint letter from CH and HJF to parents about these arrangements. The Covid risk assessment would need to be updated before September. CH noted this was now to be called an Outbreak Management Plan. It would need to come to governors for their input and approval, most likely during the school holidays. CH noted that if children had cold-like symptoms, they would only need to be off school until they had a negative PCR test. Class bubbles would no longer need to self-isolate due to positive Covid cases. But the need to self-isolate because of positive close contacts within a household could mean that children would miss out on school.

CH was concerned about the impact on staffing across the school if a number of staff were isolating at home while their classes remained in the school. This would be disruptive from the point of view of face-to-face learning. Staff would still have to plan ahead for children isolating at home who needed access to



	<p>remote learning. CH and HN noted that if children were ill with Covid at home then setting them remote learning was not always appropriate. There was the potential for things to be more complicated in September and arrangements were not as clear cut. HN noted that school staff had learned of resources this year that they could utilise for these eventualities, eg. signposting children to Oak Academy or something of similar quality online. Managing expectations of children and parents would be key for September. CH noted that at present, she was planning to stagger the very start of the new school year and keep the school classes within their “bubbles”. She would communicate this clearly to parents before the end of this term and was not planning on changing that at short notice. This would ensure a start to the new school year in a way that was logistically sensible whatever the situation.</p> <p>Governors noted the hard work and achievements of CH and the school staff across the school year and asked CH to pass on their thanks to school staff. CH noted that parents and families had been very kind in also passing on their thanks.</p> <p>There were no further questions on CH’s report.</p>	
8.	<p>Safeguarding</p> <p>CH noted there was nothing new or of concern to report at this meeting. A couple of children had social services input, and there were the usual pieces of ongoing safeguarding work. For example, CH had just received today an amber alert on a child and needed to get back to the safeguarding team by tomorrow. The school continued to work well with the different safeguarding agencies.</p> <p><i>The use of social media and peer-on-peer difficulties were both included in 2021 safeguarding updates. Had CH noted any impact from these on the children from a safeguarding point of view?</i></p> <p>CH noted that occasionally inappropriate use of social media by children came to the school’s notice, but never to a major extent or so that it couldn’t be resolved by a low intervention response. Sometimes friction from online gaming spilled over into the school day, but this could be managed appropriately. Thankfully there was nothing ongoing or of a serious nature arising from these issues. CH noted that the last school newsletter had included an item about the use of Tik Tok to parents and there was information about this on the school website.</p>	
9.	<p>Health and Safety (H&S)</p> <p>The five-yearly hardwiring check had now been completed. Most of the H&S business was still ticking over after the recent H&S audit. CH noted that risk assessments related to Covid were ongoing. School children were doing more off-site visits, eg. to the school allotments, and to the South Oxford Adventure Playground (SOAP). CH signed off individual risk assessments for these outings.</p>	
10.	<p>Policies for review (standing item)</p> <p>None for the meeting.</p>	



11.	<p>Governance business:</p> <p>a) Governing body vacancies: update on parent governor vacancy: CH noted that she had advertised the vacancy in the school newsletter on several occasions but had not got a response. She would do so again in September at the start of the new school year. HJF noted it was an action for all governors to encourage parents to consider whether they would be willing to put themselves forward to act in this capacity. HJF would share an email template with governors that they could send to interested parties.</p> <p>Action 4: All governors to give thought to encouraging potential new parent governors to put themselves forward. HJF to share email template with information for governors to share.</p> <p>HJF noted that H&S experience and financial skills would be useful assets to the governing body.</p> <p>Co-opted vacancy: election of co-opted governor: governors had agreed to wait until after the local elections to see if the newly-elected councillor might be interested in joining the governing body. HJF had spoken to Brad Baines, the new councillor in question and he was interested and willing to act in this capacity. He was not available to join the governing body until the start of the next school year. Governors agreed to elect Brad Baines as a co-opted governor with his term of office due to start on 1st September 2021.</p> <p>HJF noted with grateful thanks and with regret that BP was stepping down from his role as co-opted governor at the end of this term on 22nd July. He had a long-standing association with the school dating back to the 1990s. Governors were hugely grateful to BP for his outstanding dedication to the school. His resignation meant there would be a further co-opted vacancy at the start of the new school year and governors needed to give further consideration as to who could fill this.</p> <p>b) Governor training (any attended or completed online) or link reports: Nothing to report since the last meeting.</p>	All governors/ HJF
12.	<p>Any other urgent business</p> <p>a) School Leavers: HJF noted that Year 6 children were usually given a pen and pencil with the school logo and a copy of the Good News Bible. The Bible was normally donated by the School House Trust, but the Trust had changed its policy and a different version of the Bible had been supplied this year. HJF had discussed this with CH and felt further discussion between the governing body and the Trust was needed in regards to the different version. The school had been able to source enough copies of the Good News Bible to supply this year's Year 6 children.</p> <p>b) Governor Leavers: HJF noted that the clerk was stepping down after four years of clerking for the governing body. Governors thanked her for her work during</p>	



	this time. The clerk thanked the governing body for being so welcoming and professional and wished them and the school all the very best for the future.	
13.	<p>Dates of future meetings Resources Committee Tuesday 13th July Performance and Standards Committee Wednesday 14th July</p> <p>Next full governing body meeting Tuesday 5th October at 6pm</p> <p>HJF thanked everyone for their work across the year and wished them a restful break across the summer.</p>	

The meeting finished at 7.36pm

Actions from meeting

Action 1	CH to speak to MJ about non-attendance at full governing body meetings.	CH
Action 2	Governors to check to see if information paragraph is outstanding and send to HJF if needed.	All gobs
Action 3	KC to give further updates on the School Streets initiative as they develop.	KC
Action 4	All governors to give thought to encouraging potential new parent governors to put themselves forward. HJF to share email template with information for governors to share.	All gobs/ HJF



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