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CARE - THINK - INSPIRE - ACHIEVE

Headteacher: Clare Bladen BA(Hons) PGCE, NPQH

MINUTES OF THE 2nd FULL GOVERNORS' MEETING IN 2016/2017 HELD AT SCHOOL ON THURSDAY 8 DECEMBER 2016 AT 6PM

Key:

Writing in brown highlights points of challenge raised by governors

SUMMARY OF ACTIONS

For HPR2

- Pursue the need for a staff member or volunteer to be posted at the school gate whilst it is open during school drop off. (see 2.3 below)
- Discuss parent survey results (see section 5.1(xi) below).

For ESW2

- Further discuss efforts to “diminish the difference” as regards SEN and PP children. (see 4.3 below)

For all Governor Meetings

- Staff Wellbeing to be a fixed agenda item going forward (see 16 below)

For Individual Governors:

SECTION 4

(i) **JP** to organise or delegate organisation (in particular with regard to finalising who will attend) for the School Vision working group meeting on 1st February.

SECTION 5

(ii) **JP and CB** to find a good governance facilitator with a view to producing an updated governors code of conduct for FGB3. But **SP** also to chase OCC to see if they can in fact provide this assistance as promised.

(iii) **JJ** to give brief LBGT training presentation to FGB3.

(iv) **RG** to produce school uniform report for FGB3.

(v) **HK, BS and RG** to work on governor newsletter for issue before Christmas.

(vi) **JP** to finalise annual table showing governor special responsibilities for circulation to governors and uploading onto the school website.

(vii) **BS** to report his findings from the governor skills audit to FGB3.

(viii) **JP and CB** to progress plans for group governor training, likely to focus on governance issues.

SECTION 6

[paragraph removed as confidential]

SECTION 7

(x) **CB** to make the data in the SDIP easier to read and understand along the lines requested by ESW1.

SECTION 9

(xi) **JP** to contact each governor individually to update the record of training undertaken and agree further training to be undertaken to try to avoid any gaps in knowledge on the board.

SECTION 10

(xii) **CB and HK** to continue to liaise on an ongoing basis regarding safeguarding issues and to follow the agreed timetable and actions with regard to risk assessment and preparation of the 2016/17 report.

SECTION 13

(xiii) **JP and CB** to organise a special FGB meeting to focus on academisation with specialist speaker and potentially also representatives from the River Trust and any other relevant academy Trusts.

SECTION 14

(xiv) **CB, JJ, JP, and RG** to update policies as agreed and summarised in section 14.

SECTION 15

(xv) **CB** to set up peer review arrangement for WOCPS with another Primary school along the lines of those she has conducted herself for other schools.

SECTION 16

(xvi) **CB and JP** to organise a social drinks drop in for governors and all staff at 3.30 on Friday 10th February, being the start of the next half term holiday. Also to pursue the idea of holding a staff governor SDIP discussion meeting.

SECTION 17

(xvii) **BS** to conduct exit interviews with the two departing TAs.

SECTION 18

(xviii) **CB** to ensure that the board is well briefed on all issues that would be relevant to an OFSTED inspection and to prepare a note of key matters that may be raised by inspectors.

SECTION 19

(xix) **JP** to check with Rev Clare Sykes whether or not she wishes her role as Associate Member of the FGB to be renewed.

1. Present: Clare Bladen (headteacher) **CB**, Joey Potgieter - co-opted governor (chair) **JP**, Rebecca Huxley – LA governor (vice chair) **RH**, Ben Selby – parent governor **BS**, Rachel Goode – co-opted governor **RG**, Helen Kaufmann – parent governor **HK**, Kelly Faye – parent governor **KF**, Colin Cook – LA governor **CC**, Claudi Thomas – associate member without voting rights on FGB **CT**, Susanna Pressel – LA governor **SP**,

In attendance: Ursula Irvine (minute taker) **UI**

Apologies for absence accepted: Jonathan James – staff governor (JJ) who was on a school trip.

At the outset of the meeting CB noted that she understood from recent training she had attended on inspections that OFSTED are keen to see the language of challenge recorded in governor meeting minutes and for challenges to be highlighted for ease of reference (in line with our normal practice). She undertook to welcome all challenges raised in the meeting and to address them.

2. Notification of Any Other Urgent Business

- 2.1 Beyond the health and safety matters covered in the Head Teacher's report, CB said that there were no racial, health and safety, LGBT or other incidents to report and there had been no exclusions.
- 2.2 RH noted that she is currently dealing with one complaint relating to a human resources issue and as a next step she will be putting questions arising from this to CB.
- 2.3 CT challenged whether a recent incident in which a child had run back out of school getting as far as the school gate, in the morning just after their class had gone inside, should be regarded as a H&S incident. Details of the incident were discussed. The child had spotted their mother still in the playground and had been running back out to her, was closely pursued by his class TA and had also been stopped by other parents who were still present in the playground. The child's parents had not raised concerns about the incident, but CT was concerned that the scenario represented an ongoing risk, given that the gates lead on to a busy road. There had been a detailed discussion at HPR following a similar incident in the previous academic year. Whilst CB reported that the new school gate should soon be in place, it was recognised that this would not prevent a child getting out of the playground during school drop off time when the gate will be open. HPR had previously resolved that therefore a member of staff would be posted on the gate until it is closed and it had been envisaged that this person would be Matt Bird. However, CB said that in practice on days when he is working in the school kitchen he needs to leave the gate at 9am. It was agreed that someone needed to be posted at the gate – perhaps parents could be asked to volunteer – and it was agreed that the discussion would be picked up at **HPR2**.

3. Procedural items

- 3.1 The meeting was quorate.
- 3.2 There were no declarations of Interests relevant to agenda.

4. Head teacher Report

- 4.1 CB talked through her report. Since preparation in early December there had been some further changes in pupil numbers. Nursery is still not at full capacity.
- 4.2 Attendance: The high attendance level – 97% - was praised by the governors.
- 4.3 PP and SEN: CB noted that half of pupil premium (PP) children also have SEN designation but the school is aiming to diminish the difference. The SENCO and CB have been working on case studies of the children's backstories as a working tool which can also be presented to OFSTED. BS queried whether there are people eligible for PP who are not claiming it. It was appreciated that this can be a problem, but CB said the school tries hard in a low key way to encourage those who are likely to be eligible to apply, whilst recognising that there is no stereotype for eligibility. CB confirmed, **when asked**, that staff with a PP specialism are liaising with the SENCO. With regard to equine therapy, **when asked**, she acknowledged that this is expensive and said that it had been used within the last year for a child who gets 1:1 TA support but not more widely for SEN or PP children. **CB was challenged as to whether the difference is in fact being diminished**. She said that individual children do not make up the difference at the same rate – rapid graspers make faster progress. The success in diminishing the difference is currently greater with regard to the non-SEN PP children. This would be discussed in more detail in

ESW2. When asked, CB said that poor attendance was an issue in respect of 3 of the PP children.

- 4.4 Pupils below ‘emerging’: CB was asked whether it is possible to measure the progress of children below “emerging”, she said that they can do this quite clearly using the data from July in pupil progress meetings. Greater use is now also being made of early years’ data.
- 4.5 English as a Second Language (ESL): Issues relating to the attainment of ESL children were discussed. It was queried whether there is a need to work more closely with the relevant parents. CB explained that the main issue in this respect is not that the parents have limited English or the need for more parental support. Rather, in some subjects, such as maths, an ESL child will normally have an extra step to go through to grasp a new concept so may need extra explanation or support to facilitate this.
- 4.6 Maths: It was noted that the data showed a dip in ESL maths attainment. With regard to maths more generally, CB noted that the new curriculum raised the bar in respect of reasoning and problem solving and the higher years had less grounding in this. KF noted that this had always been part of the curriculum and the school used to do better in this respect. One issue may be an over-emphasis on rote learning of times tables which are also seen as more important under the new curriculum. There has been a consistent trend of EAL children making some progress as their peers in maths. Teachers are using a lot of language based teaching and learning and pre-teaching of maths topics through maths clubs and interventions. This was agreed. CB confirmed that currently she, rather than a member of the teaching staff, is maths co-ordinator. The school is using white rose maths hub and is working against a maths action plan. The October pupil progress reviews had identified the need for greater focus on reasoning and problem solving which was being actioned. There is a maths club for years 5 and 6 which should also help to address this. CB is also looking into “Inspire Maths” on the recommendation of another Partnership School, but there are costs implications - £1,000 per year group, whilst “Maths Mastery” which is also highly regarded costs in excess of £6,000.
- 4.7 Grammar, punctuation, spelling: The school is planning to invest in some new assessment tools. CB said that the changes in relation to assessment under the new curriculum has left schools without a benchmark for assessment save for the SATs results at the end of years 2 and 6. In consequence, it becomes necessary to spend money on assessment tools and unfortunately no deals have been available to the Schools Partnership to reduce the costs.
- 4.8 Handwriting: It was noted by KF that, as with maths, there was a dip in writing performance, which may again result from staff changes. It was good to hear that new teachers have integrated so well into the teaching team and there was no doubt that everyone was working to improve on all aspects of attainment, but could CB confirm specifically how these dips in attainment and the loss of expertise were being addressed? [CB commented when reviewing these Minutes as follows: In what respect are these comments linked to handwriting. The whole school focus is on cursive writing which has vastly improved since CB joined the school. The current Year 5 (who were in Year 1 when CB joined) have impeccable handwriting and this is consistent in all other year groups below them that have benefitted from handwriting development].

CB noted that currently the new deputy head's sole remit is to focus on teaching and learning across the school. She went on to give specific examples noted above with regard to supporting maths learning.

- 4.9 Continuing Professional Development: CB confirmed that this is discussed with individuals in the context of appraisals and target setting.
- 4.10 Middle ability children: **There was a concern that these children may be coasting and not reaching their full potential.** CB noted that the issue was being addressed in year 6 with additional support which was already showing an impact.
- 4.11 Year 3: CB confirmed that the new teacher had conducted parent/teacher meetings and was currently collating pupil data. She was reported to be doing an excellent job. Issues were discussed on a confidential basis concerning the procedure followed for her appointment, the nature of that appointment, and the communications made to parents.
- [paragraphs removed as confidential]
- 4.12 School Vision working party meeting: This will be held on 1st February. Participation was discussed. CB thought parents were likely to be represented by parent forum members. In addition, some members of FGB and some staff members need to be involved. **Action JP** to organise or delegate organisation for this.
- 4.13 H&S: A considerable amount of time had been spent dealing with concerns that a gas mask brought into school by a child to support their class topic work may have contained asbestos, but a satisfactory resolution had eventually been achieved.

5. Matters arising from the Minutes of FGB1

5.1 Review of actions

- (i) Revised Governor Code of Conduct: OCC had still not provided a good governance facilitator to the school so JP and CB had been unable to progress this. They will try to find someone independently and will aim to present a revised Code to FGB3, but SP said she would also follow this up with OCC. **Action JP CB and SP**
- (ii) **JJ** presentation re his LBGT training: postponed to FGB3 due to JJ's unavailability for FGB2. (CB mentioned that JJ had already done a training presentation to staff on this.)
- (iii) **RG** School uniform report: deferred to FGB3
- (iv) Governor newsletter: **HK** had produced a first draft and would be getting input from **BS and RG** the following week.
- (v) Governor photos: done
- (vi) Safeguarding: see section 10 below.
- (vii) Academy conference: see section 13 below.
- (viii) Annual governance statement on school website: done
- (ix) Links between the SDIP and budget: covered in HPR1.
- (x) Staff discussion of Vision objectives: done
- (xi) Parent survey extension: A greater number of responses had been received. These were currently with QDP for analysis. The results will be circulated when received, and discussed in **HPR2**.

- (xii) Revised office structure: Done. Sam Evans had been appointed and has now started work. This is enabling CB to delegate more tasks to Lisa Penton.
- (xiii) Policy review: see section 10 below.
- (xiv) Home School Agreement consultation: – see section 10 below
- (xv) Table of governor responsibilities for circulation to governors and posting on the school website: this is with **JP** to finalise
- (xvi) Skills audit: BS has issued this and is awaiting completed forms from JP, SP and CB. **BS** will then review the responses and report his findings – particularly with regard to any skills gaps that he identifies which will inform plans for future governor training and recruitment.
- (xvii) Group governor training topic for this academic year: This is expected to come out of the governance advice once received, perhaps based on the revised code of governance. **JP and CB** to progress
- (xviii) Annual governor training record: see section 9 below

5.2 The minutes were approved as a correct record of the meeting.

6. Brief review of key issues in Minutes from HPR1

6.1 Capital Spend

A priority list had been agreed which CB is taking forward, working to an agreed timetable with Matt Bird and Lisa Penton. The playground re-surfacing remains outstanding and it is hoped that some help with this may be forthcoming from the Friends. Quotes obtained ranged from £15,000 to £45,000. BS noted that unfortunately it had transpired that £5,000 which was understood to have been spent out of last year's budget had in fact come out of this year's money. [CB commented when reviewing these Minutes that this spend had been approved by Governors. JP will double check this]. On the positive side, when the rainy day account balance had been checked it was found to contain £16,000 – rather more than anticipated. BS reported that the discussions had been helpful and the aim is to ensure that the agreed spending definitely now happens.

6.2 Staffing

As noted above the new office staffing arrangements had been discussed and approved.

In addition, there had been a detailed discussion concerning the recent departure of a member of staff. The FGB2 discussion in this respect has been recorded on a confidential basis with circulation limited to FGB:

[paragraphs removed as confidential]

7. School Development and Improvement Plan

7.1 Update on additions/amendments since ESW1 and FGB1

There had been some further changes which were discussed. End of term data was awaited for Foundation.

Presentation of the data: CB had overlooked a recommendation from ESW1 aimed at making the SDIP easier to read, preferring to write a narrative instead. It had proved difficult for governors to match the evidence to the milestones and it was felt that it would be helpful and much more efficient for CB to present the data in such a way that these links were obvious. CB queried whether this was affecting outcomes for children. **Governors responded that it was affecting their ability to challenge and ask questions.** It was agreed that the narrative was helpful and would be retained but that **CB** will also make the data easier to read and understand along the lines requested by ESW1. This was likely to highlight many positive developments that are currently not obvious.

Pupil Survey: **SP asked about CB's action plan for addressing issues in the lowest quarter to half of responses to the pupil survey, which had been discussed previously.** CB said this was incorporated into the SDIP but when asked said that it would involve a disproportionate amount of work to highlight it. She also noted that in some cases it is easy to unpick and resolve what lies behind reported concerns so there have been some quick wins. **SP had been concerned by some of the responses in the lower quartile and hoped these would be discussed within the school council.** She welcomed the news that another survey would be run in January 2017.

Wellbeing: **CT queried the inclusion in the SDIP of a reference to incidents impacting on the SLT** and this was discussed on a confidential basis. [paragraph removed as confidential]

Punctuality and attendance: **HK referred to the strategy agreed in ESW1 that it would be most effective for the school to liaise direct with the families of children whose punctuality is poor. She was concerned that a general letter had recently been sent out to the whole school community.** CB said that a general reminder tends to be sent out periodically and felt it did no harm. In her view, this was the equivalent of covering these issues in a newsletter as other schools do. **HK challenged this – she felt the letter had a negative impact on those families that make a big effort to get their children to school on time and would only be justified if more children across the board were late.** When asked by CB whether she was raising this in her capacity as a parent rather than a governor she responded that as a governor she would wish the school to follow the strategies that have been agreed by the governing body. When asked by KF, CB confirmed that if any child misses the register without a message having been left to say they will be absent, Jo Carr phones the family in question, which is necessary for safeguarding compliance. Commonly, though, by the time she makes this call the children have just arrived. CB confirmed that any concerns about punctuality or attendance are raised in parent/teacher meetings. Face to face meetings are also convened when attendance falls below 90% and these meetings usually prove very effective in building a relationship of trust between families and the school.

7.2 Summary of how the school is performing against the end of term measureable milestones as set out in the SDIP 2016-2017.

CB said that she is happy with progress. She has been sitting in on pupil progress meetings and has found that teachers have a good understanding of which children are not making expected progress and of the factors contributing to this in their back stories. The SENCO is involved and there is a whole school dialogue to help support children and assist attainment. She confirmed that if expected progress is not being made this will be discussed with parents at the teacher/parent meetings.

CB confirmed that the lack of progress with regard to the governor development plan relates to the input awaited from a good governance facilitator.

8. Governor areas of special responsibility

8.1 School visits

HK had undertaken and written up her safeguarding visit. RG had made one visit to years one and two, and RH, two visits to early years. Both gave extremely positive feedback about the quality of teaching and the behaviour, engagement and sense of achievement from the children. RG had been particularly impressed at how the range of abilities within classes had been handled by the teachers, and both reported really positive conversations with the teachers about the challenges they face and how they are responding to them – for example with regard to the ongoing work and modifications on life without levels and target setting.

8.2 It was confirmed that responsibility for pupil premium has transferred to JP following Andrew Roland's departure.

9. Governor Training Update

9.1 Courses attended and to be attended 2016-2017

JP will contact each governor direct in order to update the training record and discuss any future training to be undertaken.

It was noted that JCs departure had left some gaps in knowledge and relevant governors would need to sign up for courses that JC had previously undertaken. RG will attend the quality of teaching training and possibly more. HK confirmed that she had undertaken level 2 safeguarding on line and is due to attend level 3 in February. (CB mentioned that she recently swapped Safeguarding training dates with Tessa Palfreyman so had completed her own training sooner than planned.)

10. Safeguarding Audit – update

CB had that day circulated to governors her safeguarding report in respect of the preceding academic year, which HK, as safeguarding governor, will be responsible for signing off prior to submission to OCC this month.

CB, HK, JP and Lisa Penton had gone through the audit for the current academic year very carefully. It was noted that in some respects safeguarding requirements and responsibilities have become more onerous so, for example, some further work is required with regard to training, ID records and policies. It did not appear that the relevant OCC policies reflect all these developments yet. The term 1 audit is now complete and will stay with the school as a working document. The next report, which will take into account developments since the Term 1 audit up to the end of Term 3, will be prepared in July.

The following timetable to enable HK to oversee safeguarding matters going forward was agreed:

Term 1:	audit visit
Term 2:	risk assessment
Term 3:	report visit

HK and CB will continue to liaise on an ongoing basis and it will also be helpful for HK to have occasional informal conversations with staff and children relating to safeguarding.

11. Verbal Looked After Children (LAC) report

Covered in the Head Teacher's Report

12. Verbal Attainment Update

Covered in the Head Teacher's Report

13. Academies – update

CB had attended a recent conference concerning academies and had come round to the view that being part of an academy could be positive and may become necessary. The greater danger may be to do nothing and then be forced into academisation with limited options and little time to plan the transition. JP reported that North Hinksey and Appleton Schools are both seriously considering joining academies now and the feeling is that it will be better to be proactive and follow their example. There is likely to be a tipping point at which the level of service and support provided by OCC to non-academy schools becomes so poor that joining an academy becomes necessary. CB felt that this point may already have been reached. **SP suggested that before reaching this conclusion, OCC should be pressed to deliver on its service commitments and that the school is not currently benefitting from all the support it should be getting.**

Of the available options, CB felt that WOCPS is most in tune with the River Learning Trust ie Cherwell School, she also knows the people involved and believes they would be good to work with. Their proposal to set up a free school has been approved but they are still looking for a site so their target opening date of 2017 has slipped. It is understood that Matthew Arnold is going into partnership with other, non-local, secondary schools and whilst WOCPS could join them, this seemed unattractive. Given the differing needs and scale of secondary as against primary schools there is a risk of primaries getting overlooked within such arrangements. Certainly it would need to be clear to the school, what benefits relevant to us would be forthcoming from joining. North Hinksey school is understood also to be looking at the River Trust, whilst Appleton, although a CP school, is understood to be talking to the Diocese. Whilst the Diocese could bring extra support, facilities and backup, CB's feeling was that it would be a less good fit for WOCPS. It was queried whether there is likely to be value in joining with other schools that are close geographically. CB thought yes, on balance this should facilitate some financial savings for eg with regard to administration, but not in practice on all purchases.

It was accepted that the FGB could not opt to stick with the status quo and reject academisation, without further consideration. There could be benefits in joining an academy and real disadvantages to not doing so. However, if the school was to pursue this, it would need to be done thoroughly and would involve a great deal of work. A sound understanding of the options was first needed and these would need to be carefully evaluated. It was agreed that a special meeting of the FGB will be convened to focus on this issue, at which a specialist on academies will be invited to give a presentation, (probably Allyson Milward who had been a contact of JC's) as well as representatives from the River Trust and other relevant Trusts. **Action JP and CB** to arrange this in the new year. **SP felt that WOCPS should also listen to schools who had decided against becoming academies and the reasons for this, noting that only 20% have so far done so.** **JP** said she would explore with Allyson whether she is in a position to give a balanced,

objective view that covers the counter arguments. The concern remained, though, that the 20% take up will increase going forwards and it would be dangerous to wait until the tipping point, when academisation becomes inescapable, is reached.

14. Policies

The following policies were approved with no queries or comments raised:

- Charging and Remissions
- Health & Safety
- Whistleblowing
- Freedom of Information Publication Scheme
- Nursery admissions

HK confirmed that all are required by statute, save strictly for the whistleblowing policy which schools are expected to have for safeguarding reasons.

The Intimate Care and Toileting Policy will be approved by CB and brought to ESW for information.

The policies that remain outstanding for updating and review are as follows:

- Staff Discipline and Conduct - **CB** for HPR2;
- Sex and Relationships – **JJ** – for ESW2;
- Access Plan – **JP** for FGB3 (JP now has a copy of North Hinksey's plan to refer to and will consider what if any consultation would be helpful with families or staff who may be affected by the issues it covers.)
- Equal Opportunities – **RG** for ESW2
- Supporting pupils with medical conditions – **Jo Carr c/o CB** for ESW2 (This is overdue and it is hoped that the new, additional admin help in the office will free up Jo to look at it.)
- Home School Agreement – **CB** for FGB3 (no input had been received on this from the parent forum so CB will work with the current version.)
- Positive Relationships and Behaviour – **CB/staff** for FGB3 (this is due for review during 2017, and early years have done theirs' already.)
- Policies relevant to safeguarding – **CB and HK** to go through HK's list to confirm which of these requires reviewing and by when.

HK was thanked for all the work she had done in co-ordinating the policy review process.

15. Pay Policy and Pay Committee

15.1 Brief verbal update from Pay Committee

It was confirmed that the Pay Committee had met and there is just one outstanding matter arising from that meeting for resolution.

15.2 Head Teacher's appraisal

This has also taken place. The value to the governors of receiving input about the school and how it is run from an external person was noted, such as the report that the SIP used to prepare. CB noted that she reviews other schools and agreed to pursue setting up a similar peer review arrangement for WOCPS. **Action CB**

16. Brief Staffing Update including Staff Wellbeing

(beyond matters covered in Head Teacher's report and HPR update)

CB reported that the teaching staff are getting on really well together both professionally and socially. Governors were pleased to hear this and particularly keen for the development of professional relationships and peer support to be fostered. CB said that she touches base with each member of staff each week, both with their class and on their own. Well-being issues will be covered regularly each term in staff meetings or inset days going forwards and it was agreed that staff well-being should be a regular fixture on all HPR, ESW and FGB meeting agendas too. CB had had to tell staff that there is currently no money available to make improvements to the staff room, but said that staff were rallying to try to make what improvements they could.

CB confirmed that two TAs will be leaving at the end of term and one will be moving to a different class, so there will be two vacancies to fill. One has been advertised already and the other will be advertised next term as the teacher in question was keen to take plenty of time to find the right person.

There was further discussion of possible opportunities for governors and staff to meet together. It was noted that staff are now used to governor visits and much less apprehensive about them – governors in turn find them really helpful and encouraging. A meeting in which staff and governors could work together, for example to share ideas relating to the SDIP would also be helpful. In addition, the governors would like to facilitate a more social occasion with staff, partly by way of thank you for all their hard work, and it was agreed that all staff would be invited to stay for a social drink at 3.30 after school on the Friday 10th February at the start of the half term holiday. **Action CB and JP**

17. Exit interviews

It was confirmed that exit interviews continue to be conducted with all members of staff who leave. The interview notes from the last person to leave had just been signed off and would be discussed between BS, JP and CB. **BS** would be arranging to meet with the two TAs who are leaving at the end of term.

18. Botley School – OFSTED inspection: requires improvement – key points to note

It was noted that this is a very different school to WOCPS. It was also noted that Botley School felt aspects of the inspection were unfair and has appealed the decision. Nevertheless, there are things to be learned from the OFSTED report. CB said that the matter would also be discussed by the Schools Partnership head teachers.

CB said she felt confident that WOCPS is doing well against its key objectives. The importance of the governors having good knowledge of the school was noted. CB undertook to ensure that the board is well briefed on all relevant issues and will prepare a note of key matters that may be raised by inspectors. **Action CB.** This was welcomed. Governors are keen to receive any information that will help them to perform their role better and also to be told of anything else they can do to help

the school perform better. The importance of maintaining frequent governor visits was also stressed, also the benefit of receiving external guidance on governance as already planned. Reading the OFSTED report in itself was a helpful guide to what was expected of the governors.

Another issue was that Botley had changed in size and demographic very significantly over the last five years and was felt not to have adapted to meet the new challenges that arose. Thus with regard to WOCPS it was recognised that whilst it is important to refer back to the last OFSTED report, it is also important to demonstrate an awareness of how the school has changed since then – for example by looking at how the SEFs had evolved. When asked, CB said that the proportion of ESL children in the school was roughly the same but (unlike Botley School) the intake is now less culturally and ethnically diverse. Most of our ESL children are now white and European. As discussed above in the Head Teacher's report, teacher's need to be aware of the challenges to learning that ESL children may face in some areas, such as maths, and what additional support may be needed.

19. Co-opting Governors – SP and CC

SP and CC's terms as co-opted governors were due to expire in March 2017 prior to the next FGB meeting. Both wished to stand for re-election. They left the room.

JP proposed that both should be re-elected, noting the qualities, experience and contacts they bring to the board. There was a detailed discussion. It was noted that whilst it is good to refresh membership of the board over time, there had already been considerable recent change and maintaining a degree of continuity was also helpful. It was also acknowledged that given the heavy workload of the board, they may both be asked to take on more going forwards.

The co-opted governor role vacated by JC remains to be filled and it is envisaged that once the current skills audit is complete, consideration will be given to what additional skills or experience it would be useful to bring to the board and where best to advertise the vacancy to attract suitable candidates. The initial view is that the board has good coverage in most areas but that more direct experience of working in education may be helpful, so the school might try to find a retired person with a background in education. Alternatively, for more business expertise, the school might look to the businesses on the nearby Osney Meade Estate. The intention is to increase diversity on the board by not co-opting another parent. The appointment would be subject to a formal application process with review of the person's CV and an interview, which was not a requirement for the existing governors. But the difficulty of finding good candidates who genuinely have sufficient time to invest in the role was also noted.

In the meantime, both SP and CC were re-elected for a further two years, welcomed back into the room and thanked for their ongoing contribution.

It was also noted that Clare Sykes' role as Associate Member is also due to expire soon and JP undertook to discuss this with her, anticipating that she would probably wish to step down at this point. **Action JP**

20. Urgent other business

There was none.

The meeting ended at 8.45 pm

Date of next meeting: 6 April 2017 at 6pm.

APPENDIX

Tabled papers

- FGB 1 Meeting Minutes
- HPR1 Meeting Minutes
- ESW1 Meeting Minutes
- WOCPS SDIP
- list of Governor training attended and to be attended 2016/17
- Safeguarding audit/report
- Charging and Remissions Policy
- Intimate Care and Toileting Policy
- Health & Safety Policy
- Whistleblowing Policy
- Freedom of Information Publication Scheme Policy
- Headteacher Report