

St Andrew's C E Primary School

London Road, Headington,

Oxford, OX3 9ED

Telephone: 01865-762396

[www.st-andrews-pri.oxon.sch.uk](http://www.st-andrews-pri.oxon.sch.uk)

[governors@st-andrews-pri.oxon.sch.uk](mailto:governors@st-andrews-pri.oxon.sch.uk)



We believe that 'Everyone is different. Everyone is special'. As Jesus taught us to love unconditionally, so we strive to nurture respect for all; to provide a rich and stimulating curriculum that considers the individual; and to care for the intellectual, social and spiritual well-being of our whole school community - encouraging positive engagement with the wider world, as affirmed through our school values and parable of the Good Samaritan.

Jesus said, "Love the Lord your God ..." and, "Love your neighbour as yourself." Luke 10:27

Our inclusive values and ethos shape everything we do. Our school policies give structure to the community we are building, where diversity is celebrated and where children of all faiths, and none, benefit from the very best start in education.

**Meeting of the Full Governing Body  
held on Thursday, 6<sup>th</sup> February 2025 at 7 pm at the school.**

<b>Present:</b>	Aarti Basnyat ( <b>AB</b> )	Parent Governor
	James Carter ( <b>JC</b> )	Co-opted Governor
	Michael Dent ( <b>MD</b> )	Co-opted Governor
	Anneka Fisher ( <b>AF</b> )	Co-opted Governor (attended online via Teams)
	Sarah Haden ( <b>SH</b> )	Parent Governor, Chair
	Jo Holmes ( <b>JH</b> )	Staff Governor, Head
	Bruce Huggett ( <b>BH</b> )	Foundation Governor
	Elizabeth Hurren ( <b>EH</b> )	Parent Governor
	Georgina Montgomery ( <b>GM</b> )	Parent Governor
	Amanda Robertson ( <b>AR</b> )	Parent Governor
	Chris Smowton ( <b>CS</b> )	LA Governor

**In attendance:** Lucy Dickinson (**LD**) Clerk

The meeting was quorate (11 Governors were present out of 13 in post).

		<b>ACTION</b>
<b>1.&amp; 2.</b>	<b>Welcome and Apologies for absence</b> <b>SH</b> welcomed Governors to the meeting. Apologies were received and accepted from Emma Clanchy ( <b>EC</b> : Staff Governor) and Jennifer Strawbridge ( <b>JS</b> : Foundation Governor). The meeting started at 7.00pm.	
<b>3.</b>	<b>Notified Business:</b> none.	
<b>4.</b>	<b>Pecuniary interests and Declarations:</b> none declared for this agenda. Interests and declarations are now up to date on Governor Hub.	
<b>5.</b>	<b>Minutes of the meeting held on 5<sup>th</sup> December 2024</b> <b>SH</b> went through the minutes of the meeting dated 5 <sup>th</sup> December 2024, which were agreed as a true and accurate record of the meeting. <b>SH</b> signed and passed to <b>JH</b> for filing. <b>LD</b> to send ratified version to Maryanne Pitman for uploading to website.	<b>LD- done</b>

Signed..... Dated.....

6.	<b>Matters arising not covered elsewhere on the agenda</b> None.	
7.	<p><b>Sports Funding report and strategy</b></p> <p>The report had been circulated and <b>JH</b> spoke through some of the main aspects and requirements. She explained that although the report asks for details about how the school meets the National Curriculum requirement for children to learn to swim (25 metres by the end of Year 6), the sports premium funding cannot be used to meet this but can be used for additional activity – in this case for catch up lessons for those who do not achieve the 25m during the allocated teaching slot in Yr 4. <b>JH</b> has raised the issue of prioritising places at the local swimming pool which is within walking distance (the coach to another pool currently costs £150 per session). There had also been an issue with staffing due to the required ratios (one staff member for every 12 children in the water) which would mean three swimming teachers for a class of 30. This had been resolved by having the most able children supported by staff member, recognising that a lifeguard is also present. Swimming is going well this year with only four children in the current Year 4 class unable to swim 25 metres.</p> <p>The heading for key indicator area 1 was missing from the table – <b>JH</b> to check.</p> <p>The school continues to benefit from the impact of staff having learned from the sports coaches in previous years so that money can now be saved on external coaching. <b>JH</b> does feel that the school may be missing access to some lists of external competitions and local leagues and is going to ask other schools about this. However, there is also an issue with practise space for team sports at lunchtime, and a concern that if these are done as an after-school club this may exclude some children.</p> <p><i>Q. Is the new local tennis court facility being used?</i></p> <p><i>A. Not yet. Walking over would cause a time issue and limit the number of other lessons which could take place in an afternoon.</i></p> <p><i>Q. Are there any risks associated with developing long term plans based on the sports premium funding in case the Government decides to remove this?</i></p> <p><i>A. There has not been any indication that this is likely, but clearly if the funding formula is changed this would need to be considered. However, funding from other sources (including pupil premium and general resources) is also used for sports related things. The one area which we would definitely want to keep is the employment of the PE assistant who is key in maximising teaching time by supporting staff by setting up resources for both lessons and lunchtimes.</i></p> <p><i>Q. How does St Andrew's compare with other schools in how swimming is offered – for example do some schools focus time and funding on targeting children who are not able to swim?</i></p> <p><i>A. Yes, this is the case, but staff feel that while assessments are carried out to organise pupils it is important for inclusiveness and opportunity that those who can already swim are also offered a swimming program to support further development. A smaller group would obviously lower costs but would feel unfair both to those who enjoy swimming, and the non-swimmers who might feel excluded from whatever alternative activity was taking place.</i></p> <p><i>Q. Is there any mandatory guidance on how to achieve the National Curriculum required level?</i></p> <p><i>A. No, so if the budget did change we could look at this again.</i></p>	<p><b>JH</b></p> <p><b>JH</b></p>

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	<p><i>Q. In previous years we have discussed the engagement of girls in upper KS2 in sports, is this still an issue?</i></p> <p><i>A. JH felt not – there are now a lot of events and competitions for girls (perhaps even more than for boys) and participation and activity levels in Years 5 and 6 are high.</i></p> <p>The report was approved for publication on the school website.</p>	
8.	<p><b>SDP/SEF</b></p> <p>The SDP had been updated by staff and circulated to Governors. It was suggested and agreed that Governors will also come in at the end of the year for a joint meeting with staff (as already happens at the start of the year) to reflect on how things have gone, celebrate successes and look ahead to priorities for the following year. This year's meeting will take place on Wednesday 16 July at 3.40pm. Governors who need a free afterschool place for their children will be offered one. The date has been added to the Governor Hub calendar. There were no questions about the SDP at this time.</p> <p>The SEF was also updated and circulated. Results are now in-line or above national except in writing. JH reminded Governors that the school had been moderated for writing last year which might have resulted in teachers being particularly cautious in their assessments of children who were borderline. It should be noted that SPAG results are well above national average, but teachers have noted that SPAG is not always as fully secure when used in longer pieces of writing. Governors discussed the lag in writing compared to reading and the greater number of components required (including physical dexterity for handwriting and confident with tenses etc).</p> <p><i>Q. How does the moderation work and is there any way to increase staff confidence in getting the assessments right?</i></p> <p><i>A. Moderation is random, but it was expected this year with new Year 6 staff being in place. The school is informed a month prior to the moderation. Confidence with reproducibility of grading is likely to increase with experience.</i></p> <p><i>Q. How are you working with children to transfer the SPAG skills which are demonstrated in the outcomes of the short SATs questions into longer pieces of written work?</i></p> <p><i>A. This is more challenging and requires longer-term support and teaching. The new programs and staff CPD should help.</i></p> <p><i>Q. Is there less consistency between schools that in other areas?</i></p> <p><i>A. JH believes this is the case but remains confident that writing is well taught at St Andrew's.</i></p> <p><i>Q. Is there an issue in that spellings are not tested weekly in KS1 which might be impacting on spelling higher up the school?</i></p> <p><i>A. Spelling is taught to some degree through phonics, but this is also an area under discussion with staff. There is also an issue with parents (and children) feeling that they can rely on spellchecking when using computers.</i></p> <p><i>Q. Would we expect that having such strong reading results should also lead to strong writing?</i></p> <p><i>A. Yes, but as discussed above it does take longer to consolidate writing. There is a clear narrative around the fact that the school's cohort is below national, and this is a key part of the SDP with a new writing program in place. Improvement will take more than one year.</i></p> <p><i>Q. There used to be a popular writing club – what happened to this?</i></p>	Govs

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	<i>A. The club was previously run for free by a TA. Staff do feel that there is already greater enthusiasm for writing due to the new resources.</i>	
<b>9.</b>	<p><b>Budget monitoring (period 8) and SFVS</b></p> <p>A corrected version of the budget had recently been uploaded. There is still a predicted surplus for the year, but this has decreased by around £20k from the original budget. This is deliberate as some planned spending has been brought forward to reduce the surplus in order to meet OCC carry forward limits. Further plans for spending the surplus were discussed at FPP and are explained in item 12.</p> <p>The Schools Financial Value Standard (SFVS) was also discussed at FPP. This OCC document is used to ensure that the school and Governors have met financial requirements. All questions were answered in the affirmative this year. Governors approved the statement and <b>SH</b> will sign prior to submission.</p>	<b>SH- done</b>
<b>10.</b>	<p><b>Benchmarking</b></p> <p>The benchmarking documents had been discussed at FPP and a summary/highlighted version circulated to Governors. <b>MD</b> spoke through the main points noting that a new system was in place from the Government so that results were not directly comparable with those from last year. However, the new method does suggest similar schools for two different areas – running cost categories and building cost comparisons (i.e. schools with similar age and size buildings) and this was felt to be helpful. Notable tables included:</p> <p>Supply teaching costs – low and decreased from last year as absence is frequently covered by TAs or SLT. This was felt to be positive for continuity for children providing it does not place too much pressure on <b>JH</b> and SLT and detract from their other work. <b>JH</b> feels it is manageable and helpful to be in the classroom sometimes.</p> <p>Consultancy – low and decreased from last year. Governors were reassured that sufficient external support is being sought with the school finding free or in-house options where possible.</p> <p>Support staff costs – relatively high but per pupil cost has not risen and the TA support of SEND pupils is needed.</p> <p>Non-educational support staff costs – high as this work is not contracted out. FPP agreed that this was the correct approach.</p> <p>Other staff costs – also high as breakfast and after-school club staff are employed by the school.</p> <p>Educational learning resources – high but includes ICT costs. These have been consistent over time and are felt to be good value.</p> <p>Maintenance of premises – high even compared to schools of similar age and design. Governors agreed that it was important to keep teaching areas of a high standard and that this level of spending was comfortable in the context of having high reserves.</p> <p>Utilities and energy costs – both low, perhaps surprisingly so, but this is positive.</p> <p>Catering costs – high compared to other schools, but the uptake of school meals is high, and inflation has impacted costs. The contract is out for tender, and costs will be considered as part of this process.</p> <p>Staff development and training – low and reduced from last year. The school has been able to obtain a lot of free training (NPQ and graduate training).</p> <p>Supply teacher insurance costs – quite low and reduced from previous year. Since the decision was made to cancel the supply teacher insurance, this will be zero next year. The non-financial costs of having senior teachers cover absence</p>	

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	<p>had been discussed above and Governors were comfortable with the current approach. <b>JH</b> added that all staff are willing to be accommodating.</p> <p>School workforce (FTE- pupils per staff role) – low, meaning that there are a large number of staff per pupil. This includes TAs and non-educational roles and is felt to be a benefit as children have continuity of staff.</p> <p><i>Q. With regards to catering costs and the new tender, is it necessary for the menus to include puddings (other than fruit and yogurt) every day, and might this have a cost impact as well as being a healthy eating question? Could a survey for parents be considered?</i></p> <p><i>A. The puddings had been added to make the overall offer more viable and to encourage more children to have lunches. Governors also discussed striking the balance between having enough food for the older children and not wasting food. The companies tendering for the contract will be asked about portion sizes and healthy eating.</i></p> <p><i>Q. Are there any children receiving free school meals who remain hungry and how does the school monitor and address this?</i></p> <p><i>A. Staff do keep a careful and discreet eye on this and snacks are available. The kitchen staff and TAs are also good at noticing who is not eating enough.</i></p> <p>It was suggested that a ‘myth busting’ communication to parents should be considered to clarify the requirements around allergens, what is permitted in packed lunches etc.</p>	
11.	<p><b>Academy discussion:</b> no current discussion required – the national picture will continue to be monitored.</p>	
12.	<p><b>Reports from committees and Governors with special responsibilities:</b></p> <p><b>12.1 Teaching Learning Inclusion</b> – draft minutes had been circulated and AF talked through the main areas discussed. The autumn data analysis had been considered and is reflected in the SDP and SEF as outlined in item 8. Attendance was monitored. The Teaching and Learning policy had been significantly renewed and reviewed by Governors – this was felt to be very clear with some helpful suggestions made. The SEND policy was reviewed (no changes required). There will be a staff review of SEND next year. There were no further questions at this time.</p> <p><b>12.2 Finance Personnel Premises (including H&amp;S and Well-being)</b> – two contracts are out for tender with extensions having been requested for both. The water heater in Reception is being replaced (and paid for) by OCC. The application to be included on the Oxford Heritage Asset Register has now come up and is open for consultation until 16 February – it was explained that this had originally been sought as additional protection from the Co-op site development proposals.</p> <p>The committee had considered a number of potential spending projects to decrease the carry forward. A copy of the OCC building report from 2023 had also been received. Possible projects include:</p> <ul style="list-style-type: none"> <li>• Updating bathrooms and adding a wetroom for SEND pupils</li> <li>• Addition of further solar panels</li> <li>• Replacement of the astroturf (which will be expensive but will need doing at some point)</li> </ul> <p>Further costings and information to come to a future meeting.</p> <p><b>12.3 Safeguarding sub-committee</b> – Governors were reminded to ensure that the KCSiE and Safeguarding policy confirmations are signed on Governor Hub.</p>	

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	<p>It was noted that <b>GM</b> will be stepping down as a Governor as they are moving out of the area. Another Governor will be needed for the Safeguarding sub-committee – both <b>AB</b> and <b>EH</b> agreed to join.</p> <p>The successful guidance of the Year 6 pupil mentors by Mary Wright regarding any possible Safeguarding disclosures was commended as being appropriately and sensitively managed. A new lockdown program is being considered for installation on staff computers – this would allow any staff member to implement an alert and is both cost effective and recommended by another school.</p> <p><i>Q. A Governor asked about a recent incident which had taken place out of school.</i></p> <p><i>A. <b>JH</b> explained that although she was aware of the incident and subsequent discussions on social media, she had not been approached directly. It was apparently reported to police (who have also not contacted the school). Governors discussed the possible need to talk to children about stranger danger, recognising that recent focus has tended to be on online safety. The need to discuss duty of care in a future newsletter was also suggested.</i></p>	
13.	<b>Chair's items:</b> <b>GM</b> was thanked for her work as a Governor – exact date of resignation to be determined.	
14.	<b>Head's items:</b> <b>JH</b> noted the news around the new Ofsted report cards and the possible impact on the formatting of the SEF.	
15.	<p><b>Governor vacancies</b></p> <p>There are still two Parent Governor vacancies, with no candidates having stepped forwards when these were last advertised. This will be repeated the week before half term. It was suggested that the role of Governors be explained to pupils in an assembly and that children could be asked to carry out some interviews with Governors for inclusion in a newsletter. Any interested candidates will be encouraged to talk to one of the current Governors. A more formal 'meet a Governor' stand could also be included at the next parents' evening. If the Parent Governor positions remain vacant, <b>EH</b> and <b>SH</b> could move back into these, and some Co-opted Governors be sought instead.</p> <p><i>Q. Will the new St Andrew's Vicar become an ex-officio Governor?</i></p> <p><i>A. This is the expectation but may not happen immediately.</i></p>	
16.	<b>Governor training:</b> Governors to continue to send any updates or check their profiles on Governor Hub. <b>BH</b> has done the Introduction to Governance in Church Schools (by ODBE) – refresher.	
17.	<b>Governor visits:</b> <b>AB</b> had reported on a Health and Safety visit at FPP and <b>GR</b> had done a lockdown visit – reports to be submitted.	<b>AB, GR</b>
18.	<b>Headington Partnership:</b> nothing to report – next meeting on 28 February.	
19.	<p><b>Discussion: what decisions have been made which further the aims and vision of the school?</b></p> <p>Outstanding teaching and mentoring by a staff member had been noted and celebrated.</p> <p>The benchmarking discussion had carefully considered positive aspects of the school particularly the support given to pupils with SEND.</p> <p>The discussion about swimming provision had demonstrated inclusiveness.</p>	
20.	<b>Review of items for next meeting (13 March 2025):</b> Headteacher's report, Budget monitoring (month 11).	

The meeting finished at 8.57pm

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