

Ratified

St Andrew's C E Primary School

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We believe that 'Everyone is different. Everyone is special. Everyone is our neighbour'. 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 4th December 2025 at 7 pm at the school.**

Present:

Aarti Basnyat (AB)	Parent Governor
James Carter (JC)	Co-opted Governor
Emma Clanchy (EC)	Staff Governor
Michael Dent (MD)	Co-opted Governor
Sarah Haden (SH)	Parent Governor
Jo Holmes (JH)	Staff Governor, Head
Emma Hopegood Jones (EJ)	Ex-officio Foundation Governor
Amanda Robertson (AR)	Parent Governor - Chair
Jennifer Strawbridge (JS)	Foundation Governor

In attendance: Lucy Dickinson (**LD**) Clerk
Bruce Huggett (**BH**) – Foundation Governor stepping down

The meeting was quorate throughout (9 Governors were present out of 13 in post).

		ACTION
1.& 2.	Welcome and Apologies for absence AR welcomed Governors to the meeting. Apologies were received and accepted from Anneka Fisher (AF - Co-opted Governor), Elizabeth Hurrant (EH - Foundation Governor), Omar Nawaz (ON - Parent Governor) and Chris Smowton (CS - LA Governor). The meeting started at 7.00pm.	
3.	Notified Business: none.	
4.	Pecuniary interests and Declarations: none declared for this agenda.	
5.	Minutes of the meeting held on 9th October 2025 AR went through the minutes of the meeting dated 9 th October 2025, which were agreed as a true and accurate record of the meeting. AR signed and passed to JH for filing. LD to send ratified version to Jessica Simmons for uploading to website.	LD- done

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

<p>6.</p>	<p>Matters arising not covered elsewhere on the agenda: further details of the Pupil Premium Plus additional funding had been shared and discussed at TLIS.</p>	
<p>7.</p>	<p>Head teacher’s report: the report had been shared on Governor Hub. A couple of details were inaccurate (Years 4 and 5 pupil numbers reversed).</p> <p><i>Q. Where do the figures from page 2 onwards come from and why are they from different dates?</i></p> <p><i>A. The IDSR had not pulled through the 2025 results at the time the report was written. The contextual data is current with the attendance information from the end of November. There is a discrepancy between the PPG allocation in the HT report (£37,390) and that in the PP report in item 8 – funding comes through at different times, and the current number of PP children is not the same as it was when the census was carried out or when the budget was created. Further work and a link Governor visit are planned to look at a more detailed breakdown including for individual children for the PP plus grant.</i></p> <p>The H&S audit has now taken place – there were no red items flagged but a few areas for development.</p> <p>Staffing – the SENCo who was working at the school for two days a week is leaving to increase hours elsewhere. Mary Wright (Deputy Head and Year 3 teacher) is already doing training in this area so will be moving to the acting SENCo role and become a full-time DH (non-teaching). An advertisement for a part-time teacher led to short-listing but both candidates withdrew. Current staff are extending their number of days and/or moving around to cover the requirements in an effective manner and with staff who are already familiar with the children. This will lead to a financial saving and also mean that both the HT and DH are outside the classroom. The part-time teaching role has been readvertised, and the aim is still to appoint a teacher for three days a week for the summer term onwards. JH feels that a full-time SENCo will be more effective for the school.</p> <p><i>Q. When teachers share responsibility for a class, how do they co-ordinate their work – is there a ‘lead’ teacher?</i></p> <p><i>A. This is challenging, and hand-overs can be tricky, but the teachers involved in the current arrangement are experienced with this way of working and know each other and the children. Teachers will also be teaching to their specialisms in areas such as DT, Art etc, and for other subjects such as Maths the use of schemes makes it easier for staff to track progress and update each other. The class involved will have two TAs.</i></p> <p><i>Q. Why is there a discrepancy in the number of TAs allocated to different year groups?</i></p> <p><i>A. This is largely down to need, including the number of pupils with EHCPs in a particular class. For example, Year 6 has three children with EHCPs and one with high medical needs while Year 5 has none.</i></p> <p><i>Q. Three staff members are doing the NPQ in SEND – is there a particular reason for this?</i></p> <p><i>A. This is currently recommended (and may be required in the next few years) for HTs and since two free places were available it makes sense to build in some capacity and consider succession planning and upskilling based on the interest shown by staff. A SEND TA is also being trained.</i></p> <p><i>Q. The number of children who are persistently absent seems high (13)?</i></p>	<p>JH, JS</p>

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	<p><i>A. Yes, some of this is due to illness and the impact of several days off on percentages at this point in the year. One child is on a reduced timetable. The areas of concern are those where parental contracts are in place.</i></p> <p><i>Q. What is the level of parental engagement seen during tours of the school and how are these working now?</i></p> <p><i>A. Following the transfer of the Nursery to the main school site, tours by pupils had been stopped due to Safeguarding concerns raised by the Reception/EYFS teacher. However, this had been discussed again at SLT and new mechanisms put in place to allay concerns. The last two tours were conducting by pupils and had been very positive experiences for everyone.</i></p> <p><i>Q. How successful was the first evening with the Headteacher and will this be repeated?</i></p> <p><i>A. It seemed to be well received and will happen again. JH had contacted the Partnership schools to see what they do – only one response was received. Tours there are done as required rather than at specific advertised times and seemed to be less personalised. Governors appreciated the current approach at St Andrew’s.</i></p> <p><i>Q. Do we have any sense of how many tours lead on to applications?</i></p> <p><i>A. Figures on those attending are kept so we could look at this.</i></p>	
<p>8.</p>	<p>Pupil Premium report and strategy: the report was discussed in detail at TLIS including ways to ensure that children eligible for the enhanced PP plus funding are all identified, and families encouraged to apply.</p> <p><i>Q. How do the targets for specific children inform spending – e.g. if a certain percentage have a speech and language need do we allocate a related amount?</i></p> <p><i>A. Not really, the numbers are relatively small and there is often overlap with support for other factors (SEND etc). Staff will always focus on need irrespective of PP or SEND.</i></p> <p><i>Q. Would it be worthwhile to look at areas for support in more detail using the personal trackers?</i></p> <p><i>A. This is possible, but JH feels that teachers already identify needs and suggest spending and there is an understanding that everyone benefits from initiatives focussing on learning needs. On an individual basis clear support tends to be given to PP children to go on school trips and access breakfast and after-school clubs. In general JH feels that the use of funding is far more flexible than is apparent from the plan.</i></p> <p><i>Q. Are speech and language needs increasing and if so, how can the school prepare for this?</i></p> <p><i>A. Yes, JH agreed that the EY teacher would say this was the case. An increasing number of children have selective mutism, and the school has a high percentage of children with EAL (including some who might use two languages at home in addition to English at school). This does impact overall word counts for vocabulary and requires careful work with families. The use of Early Years play-based approaches to develop language is key.</i></p>	
<p>9.</p>	<p>Pay statement for HT and staff: completed and discussed at FPP – the recommendations from MD were approved.</p>	
<p>10.</p>	<p>Budget monitoring: this had been discussed at FPP and the report circulated for this meeting on Governor Hub. The deficit has worsened slightly to £131k, mainly due to increased staffing required for children with EHCPs and medical</p>	

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	<p>needs. This increase in staffing costs is being addressed as, although the school overall has a carry-forward of £280k we do not wish to use this up in two years. Lettings income was discussed and has increased, which is positive, and the committee had considered value for money from suppliers as well as checking the School Financial Value Statement (SFVS) and benchmarking.</p> <p><i>Q. Given reports in the press, do we need to consider how the school would cope if EHCPs were removed?</i></p> <p><i>A. Governors discussed this at length – it was recognised that the current funding doesn't cover need and the system is unsustainable. The issue of using the surplus to cover staffing costs rather than investing and carrying out one-off projects does need to be addressed. The challenges of producing a balanced budget each year will continue, and it was acknowledged that the school is in a better position than many, so that any crisis would hit elsewhere first. There would be a need to consider temporary contracts and support staff, but JH added that she is also able to look ahead at likely future movement of more experienced (and therefore expensive) staff to retirement or promotion elsewhere which would also allow savings. MD also cautioned that a certain level of spending on building maintenance is critical for such an old site.</i></p>	
<p>11.</p>	<p>Safeguarding: the subcommittee minutes had been shared in which the following items were discussed-</p> <p>Lock-down security – after considering various options for communicating during a lock-down situation the school has bought walkie-talkies and will try these out during a drill next term.</p> <p>Road-crossing concern – an issue about the unsafe short crossing duration was successfully raised with OCC and the timing has been increased somewhat.</p> <p>Site security – JC and JH did a site tour, a visit report will be uploaded to Governor Hub. As noted above, the Co-op site is a concern, but there are also another couple of spots at the far end of the site which pose a possible entry/exit risk which is unlikely but could have serious consequences.</p> <p>Safer Recruitment policy – the group looked at the model policy from OCC which recommended doing a social media search but noted that many people use social media names/handles which would not show up in this way. The question as to whether current staff should be subject to monitoring was also raised. Governors discussed which kinds of areas might be a cause of concern as well as how to balance aspects of the right to privacy against expectations of high standards of behaviour from teachers and those working with children.</p> <p><i>Q. Is there already an expectation which is made clear to staff?</i></p> <p><i>A. Yes, this is covered in the Code of Conduct.</i></p> <p><i>Q. If an applicant refused to disclose their 'handle' would that mean they were unlikely to be interviewed – shouldn't Safer Recruitment be based on information which is publicly available?</i></p> <p><i>A. JC felt that an open transparent approach is preferable in the education sector and that current practices are designed to ensure fairness and to be practical.</i></p> <p><i>Q. What are children told about the lockdown drills – how are these explained?</i></p> <p><i>A. Children are told that the reasons for the drill are that sometimes they might be safer inside the school buildings, while at other times they might need to leave for safety.</i></p>	<p>JC</p>
<p>12.</p>	<p>Academy discussion: nothing to discuss at this time.</p>	
<p>13.</p>	<p>Reports from committees and Governors with special responsibilities:</p>	

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	<p>13.1 Teaching Learning Inclusion – AR highlighted key areas from the minutes including the positive feedback from the Head teacher evening, the change from a traffic light to a blue highlighting system for the SEF, the discussion on Oracy and its embedding in different subjects. The committee also looked at targets and the impact of the relatively high number of children with EHCPs in Year 6 – the KS2 predictions take into account the fact that two children will be leaving before the end of Year 6. JH highlighted the greater consistency across the key subject areas in this year’s cohort which should mean that the overall percentages for Reading, Writing and Maths should be higher for reaching the standards and for greater depth. The Curriculum Review from the Government was also discussed with AF highlighting some areas.</p> <p>13.2 Finance Personnel Premises (including H&S and Well-being) – along with the budget monitoring the committee had also discussed the Co-op site which is now felt to be likely to remain empty for some time. There are also site security concerns which will be discussed with the developers. The Air Source Heat Pump is expected to be switched on over half-term (ideally at a weekend as it requires the electricity to be switched off, which would impact the holiday club). They also discussed the risk of cyber-attacks, and SH told Governors about the recent ‘Internet free’ day at Cheney School.</p> <p>13.3 Safeguarding subcommittee: see item 12 above.</p> <p>13.4 Ethos group: not yet met this year due to illness.</p>	
14.	<p>Chair’s items: AR and MD led the Governors in thanking BH for his many years of work on the Governing Body, in particular his Chairing of the FPP committee and commitment to the installation of the air source heat pump.</p>	
15.	<p>Head’s items: JH reminded Governors that some link Governor visits would be needed after Christmas, including for EYFS and another SEND visit (report pending from SH). A visit report folder for 2025-26 has been added to Governor Hub.</p> <p>JH also updated Governors on ongoing issues with Parent Pay who are not responding to emails about their complaints policy. Money has already been paid to transfer data to Bromcom and JH is keen to make the switch as soon as possible. JH to send the contract with Parent Pay to MD and consider which functions could be switched over soon and how to resolve any issues about incorrect information in Parent Pay. MD to talk to Maryanne Coyne about the potential for exporting data to ensure that the school has all the information which it needs.</p>	<p>Governors</p> <p>JH, MD, MC</p>
16.	<p>Governor vacancies: parent election to take place in January 2026.</p>	
17.	<p>Governor training: AR had done the Effective Chairing course and recommended it, adding that it would be relevant for all Governors and helpful in succession planning. The Safeguarding training from JH has taken place prior to this meeting – AR and SH attended. Following the meeting, it was confirmed that Governors will be able to continue to access the Key through the school’s subscription after the OCC transfer from Governor Hub – LD to circulate details.</p>	<p>LD</p>
18.	<p>Governor visits: some have taken place – reports to be submitted. See item 15.</p>	
19.	<p>Governor self-evaluation: AR to check previous minutes for information on Governor Self-Evaluation.</p>	
20.	<p>Headington Partnership: not met since last FGB meeting.</p>	
21.	<p>Discussion: what decisions have been made which further the aims and vision of the school?</p>	

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	Detailed discussions took place on keeping children safe, both in the context of Safer Recruitment processes and considering the site security. The needs and support of vulnerable children were considered in the discussions on Pupil Premium grant usage and the decision regarding the changes to the SENCo role.	
22.	Review of items for next meeting (5 February 2026): Sports premium report and strategy, SFVS and benchmarking (but already done at FPP and confirmed here), SDP and SEF.	

The meeting finished at 9.05pm

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