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Minutes – meeting of the Full Governing Board Thursday 22-1-26 at 5.00pm online

Governors Present:	Local Authority Governor	Kevin Moyes (Chair KM)	
	Foundation Governors	Stephen Craggs (SC) (Vice Chair) Dale Gingrich (DG) Nick Westbury (NW)	
	Staff Governor	Sarah Marshall (Headteacher(HT))	
	Parent Governor	Elliot Manning (EM) Melanie Christianson (MC) (from 5.30)	
	Staff Governor	Louise Thomas (LT)	
	Co-opted Governor	Gillian Barnes (GB) Fran Peirson (FP)	
	In attendance:	Clerk	Ruth Morrison (RM)
		Early Careers Teachers Mentor	Grace Hilson
		Early Careers Teachers	Ziona Aina, Bryony Gunning, Charlotte Rooney
	Apologies:	Parent Governor	Ashley Pile (AP)
Quorum:	The Clerk confirmed that the meeting was quorate.		

Item No	Topic	Minutes	Document Reference	Action
1	Welcome	The Chair welcomed to the meeting.		
2	Opening Prayer	The Chair opened the meeting in prayer.		
3	Apologies for absence	Apologies had been received and were accepted from AP.		
4	Urgent Additional Items	No additional urgent items had been received.		
5	Declarations of Interests	There were no new declarations of interest.		
6	Early Careers Teachers (ETC) Q&A	<p>The Headteacher introduced Grace Hilson, (ECT mentor) and the three ECTs. They bring a different perspective to the school with their new learning. Governors had submitted questions in advance of the meeting to the ECTs to seek their views on how they are supported, their work life balance and working at Bloxham Primary. Questions were asked in turn by the Headteacher and answers collated below.</p> <p>Q: Are you paired with a mentor at the school? How frequently do you meet? A: All are paired with a mentor and meet weekly apart from a part-time ECT who meets fortnightly. Meetings look at things that have been tricky, things to work on and celebrate successes.</p> <p>Q: How is the school supporting your professional development? A: Taking part in weekly development meetings. Clicker training on an Inset day, help with writing and being introduced to their classes. Links with the English Lead. Other staff help for example with behaviour. Being given release time for the ECT conference. Weekly safeguarding emails from the Inclusion Manager.</p>		

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		<p>Q: What one thing have you found most challenging since joining us, and similarly most helpful?</p> <p>A: Behaviour management and supporting the pupils is a challenge. The Nurture team give advice and support, plus other staff. Staff check I'm ok. Having a partner class helps.</p> <p>Adapting teaching to meet the needs of all pupils is a challenge. The Inclusion and Nurture team give help and support.</p> <p>Q: How do you rate our recruitment and induction processes? Do you have any suggestions that might help with the recruitment, retention and support of ECTs at Bloxham?</p> <p>A: Having ECT Induction only on the Inset Day might be better. Training on policies could be earlier.</p> <p>Q: Why did you choose to work in a church school, and how do you feel working in one impacts on you as a staff member?</p> <p>A: Church schools have Christian values at the heart of the school with a sense of community. I didn't join because it is a church school, but the values align with mine such as the community spirit. I checked the website and it aligned with my beliefs; it looked like a welcoming inclusive place.</p> <p>Q: How does the school support you in managing your time and balancing the expectations of your role with your personal well-being?</p> <p>A: School is very supportive. There is additional planning time as an ECT. School is conscious of the workload and knows we have families outside school. They check in with us. There's no pressure to do things at the weekend. Directed time and the marking policy is good. There's no expectation to stay late.</p> <p>Q: What's been the biggest classroom challenge so far, and how did the school help? What has been your biggest classroom success so far, and how was that celebrated?</p>		

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		<p>A: Moving to mixed year groups was a challenge working out the content of the curriculum, what works well and the transitions. We're now seeing the children flourish and build relationships with other children. A challenge was a new child starting in September with EAL. They do phonics and are progressing well with writing and reading.</p> <p>The transition from EYFS to Y1 is a big step for the children which we understand, the KS1 team is fabulous and support them. One child could only make scribbles but can now write sentences, this was celebrated with the parents.</p> <p>Behaviour management has been a challenge. The school has given us training and lesson observations to see how others do it. Working with external agencies and other colleagues is a strength.</p> <p>Q: From your perspective, do you feel you have the right support to manage workload and maintain your wellbeing, and are there any ways the governing body could strengthen this further?</p> <p>A: We are given enough support. No suggestions for further support from the governing body. Streamlining, planning and PPA time with the partner class is good. Happy with the support and workload. The 2-Form entry helps. The school ensures we have out ECT time.</p> <p>Q: What can we do , or do more of, to help your learning?</p> <p>A: Learning walks are helpful. It would be good to watch the subject leads teach their subjects. Face-to-face training would be better than emails, if possible, but we recognise the time constraints.</p> <p>Q: Does the ECT Induction policy reflect your experience as an ECT at Bloxham? Would you recommend any changes to the policy?</p> <p>A: The policy reflects my experience exactly. I have a mentor and termly observations from my tutor with instant feedback. I know my targets and what is going well, it's very clear.</p>		

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		<p>The Headteacher thanked the ECT's for their response and commented that it is good that the school is getting so much right, the feedback is welcomed. GH thanked them for their time and for engaging with the course so well.</p> <p>The ECTs withdrew from the meeting. Comment: We are lucky to have the ECTs who each bring something different to the school community.</p>		
7	Approval of FGB Minutes	The minutes of the FGB meeting held on 24-11-25 were approved as an accurate record of the meeting for the Chair to mark as signed on GovernorHub.	7.1	Chair: mark as signed
8	Matters arising not covered on the agenda	<p>The action log was noted. All actions had been completed or were on the agenda for this meeting.</p> <p>MC joined the meeting.</p>	8.1	
9	Headteacher Report	<p>The following documents were available on GovernorHub to support this item:</p> <ul style="list-style-type: none"> • 9.1 Headteacher Report January 26 • 9.2 OCC Inclusion Monitoring Report 3-12-25 • 9.3 OCC SIP Monitoring Visit Report 12-1-26 • 9.4 OCC Inclusion Monitoring Report 13-1-26 <p>Governors challenged the Headteacher on some of the information in the report. Q: The suspension grid shows that a pupil in Y1 and another in Y6 were suspended a few times in the same month. What support is put in place after a suspension to mitigate the chance of it happening again. A: One of the pupils is on a part-time timetable supported by two members of staff who change daily. The pupil is brought to school by taxi. An Educational Health and Care Plan (EHCP) is being worked on. The cost is high but worth it to see the pupil's successes. The other pupil has an EHCP and an Individual Behaviour Plan (IBP).</p>	<p>9.1</p> <p>9.2</p> <p>9.3</p> <p>9.4</p>	

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		<p>Behaviour is monitored by the team and strategies in place if the pupil does not comply such as bringing out of the classroom. Re-integration meetings take place after a suspension with the parents for support. The local authority has confirmed that all suspensions are proportional and reasonable.</p> <p>Comment: Congratulations on the OCC monitoring visits which are positive and recognise that the school is making good progress.</p> <p>Q: Could we have more information on the 4 MASH / Police levels incidents in January?</p> <p>A: These were not the school calling the police, but the police informing us of incidents taken place outside the school. Operation Encompass informs the school if there are domestic violence incidences to prepare us.</p> <p>Q: How has the improvement in Y1 readiness been achieved?</p> <p>A: Ofsted felt that 75% of pupils achieving Early Years Goals (EYG) in EYFS was not enough. It's a big change from EY to Y1. To help pupils there is continuous provision and play has been built into learning. . Extra support from pre-school has been put into F1.</p> <p>Q: Will the 8 pupil premium pupils in Year 6 access SATs?</p> <p>A: Some won't as it is not in their interest to do so. We do what is best for the child whilst noting that this will impact our data.</p> <p>Q: How is the safeguarding of staff balanced against the needs of a child when there are assaults?</p> <p>A: Assaults are recorded on a yellow card and sent to county. Staff would prefer that assaults don't happen but recognise that they do because the child cannot cope. Staff are changed as appropriate.</p> <p>Q: Assessment data for KS2 has really improved from term 1 to term 2, especially with writing which has gone up from 54% to 70%. What has been put in place to achieve this?</p> <p>A: Strong teaching, awareness of pupils' needs, a targeted approach, staff deployment, scaffolding, Bloxham Basics pedagogy and team work.</p>		

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10	Update from the Chair	There were no updates.		
11	School Improvement Self Evaluation and School Development Plan	<p>Documents were available on GovernorHub:</p> <p>11.1 Self Evaluation Form summary – The Headteacher advised that the school is green in all areas apart from the Quality of Teaching. Evidence is being gathered for this element which will then be green.</p> <p>11.2 School Development Plan 2025/26 – January 2026 - An update had been given in the Headteacher Report. There is lots of positive progress hitting milestones. The Headteacher drew governors’ attention to the training completed which has been added under each item.</p> <p>11.3 Pupil Premium Funding Report – midyear review January 2026 – LT advised that an update on pupil premium has now been incorporated into the Headteacher Report.</p> <p>11.4 SEND Funding – midyear review January 2026 – LT reported that there are now more EHCPS and that the school is looking further down the school for more.</p> <p>11.5 Service Pupil Premium Strategy 2025-26 – midyear review - Noted that there are very few service premium pupils. Q: The above mid-year reports clearly show the impact of the funding. Are we doing enough to capture the journey of pupils to show the impact we have? A and comments: This is logged on Insite, case studies could be shared. GB has been working with LT on pupil premium as a focus this year including strategies to encourage these pupils to attend clubs. Achievements are celebrated in assemblies; there could be more of this.</p>	<p>11.1</p> <p>11.2</p> <p>11.3</p> <p>11.4</p> <p>11.5</p>	

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		<p>11.6 Bloxham – Governor Challenge Log – This document, drawn together by the Headteacher evidences challenge from governors during meetings. The Clerk will update the document after each meeting.</p> <p>11.7 RISE Targeted Information Sheet – January 2026</p> <p>11.8 Targeted RISE Enrolment Letter – Bloxham Primary - January 2026</p> <p>The Headteacher reported that the school is to be a RISE (Regional Improvement for Standards and Excellence) school. This is due to the 2022 Ofsted inspection Requires Improvement grade and one area being graded Requires Improvement in the 2025 inspection. The Headteacher has attended a RISE webinar and the school will be visited on 27-1-26. The Headteacher gave information on the possible outcomes. Documents have been collated to prove what the school does and what is in place.</p> <p>Comment and Q: Governors expressed surprise that the school has been identified as a RISE school and asked what the reaction from staff had been.</p> <p>A: They are disappointed for each other and for the leaders.</p> <p>Q: What can governors do to help?</p> <p>A: Governors are welcome to attend the meeting on 27-1-26. Recommendations from the visit will be shared.</p>	<p>11.6</p> <p>11.7</p> <p>11.8</p>	<p>Clerk: update challenge log after each meeting</p>
12	Governor Updates Since last meeting	<p>Reports were available on GovernorHub.</p> <p>Governor Reports/updates, other governor Monitoring Reports/updates, and external notes of Visit (not covered elsewhere on the agenda)</p> <p style="text-align: center;">TEACHING AND LEARNING AND INCLUSION</p> <p>There were no visit reports to consider.</p> <p style="text-align: center;">STAFFING</p> <p>The Headteacher advised that one teaching assistant is leaving. A replacement will not be recruited; LT has planned how the position will be covered.</p>		

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		<p style="text-align: center;">FINANCE</p> <p>Staff Structure Q: Are there any plans to change the staff structure? A: The current structure works well and the team is stable. Both the Deputy and a Phase Lead are interim positions; ideally, they would be permanent which would require advertising.</p> <p>12.1 Schools Financial Value Standard (SFVS) checklist 2025-2026 Comment: The governing body includes two qualified accountants; governors asked that this is included in Q1 regarding skills. The answers to question 28 and 29 are the same; these need reviewing. Approval: Governors gave their approval to the SFVS subject to the Chair checking the above points.</p> <p>12.2 Related Party Transactions Report – Governors noted the report showing that there are no related party transactions to report.</p> <p>Job Faulkner Fund - The Clerk will contact SC for an update on the Diocese closing the Job Faulkner Fund and giving the money to the school. The next actions will then be to close the Charity Commission Account and the Barclays Account.</p> <p>12.3 Governor Monitoring Report (KM 21-1-26) - Budget (including income and promotion of the school hall and SFVS preparation) - The Chair (Lead Finance Governor) gave an overview of the monitoring visit as detailed in the report. The focus is on increasing pupil numbers, income and lettings. The Headteacher reported that a fund raiser event at Christmas worked well and received positive feedback from parents. Families lower down the school are keen to be involved with FOBPS. A programable door should have been included in the hall build; the Headteacher is taking this up with OCC.</p>	<p style="text-align: center;">12.1</p> <p style="text-align: center;">12.2</p> <p style="text-align: center;">12.3</p>	<p style="text-align: center;">Chair: Update SFVS and submit to county</p> <p style="text-align: center;">Clerk: contact SC re Job Faulkner account</p>

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		<p style="text-align: center;">COMMUNITY</p> <p>School calendar of events Bloxham Church of England Primary School - Calendar (bloxhamprimary.com) Governors noted the dates.</p> <p>Family Hubs – The Headteacher attended a briefing focussing on inclusions. Some of the family Hubs will be in the old Children’s Centre which is currently used for Nurture. There is a question regarding who owns the building.</p> <p style="text-align: center;">STAKEHOLDER VOICE</p> <p>There were no updates to be given.</p> <p style="text-align: center;">ENVIRONMENTAL SUSTAINABILITY</p> <p>12.5 Climate Action Plan – Update Jan 2026 – MC (Sustainability Lead Governor) gave an update. Two members of staff, 3 parents plus Eco-reps from each class are now involved. They met last week and are checking things on the list daily and planning a Green Week in June. The Headteacher can set up a channel on Parent Hub for the group.</p> <p>Governors agreed that Environmental Sustainability be an agenda item again in three months’ time.</p>	12.5	Clerk: Agenda item April/May
13	Safeguarding	<p>Safeguarding incidents had been reported in the Headteacher Report.</p> <p>13.1 Action Plan following the Section 175/157 Annual Safeguarding Report:</p> <p>LT advised that most of the very few actions have been completed.</p> <p>LT has booked to attend Domestic Abuse Champion training.</p> <p>LT and GB are working on a genogram which is a tool to help understand and identify a family’s network and to recognise support or challenges in relationships.</p>	13.1	
14	Health and Safety	<p>14.1 Governor Monitoring Report (KM 21-1-26) Review systems and procedures for monitoring Health & Safety including risk assessments, insurance arrangements,</p>		

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17	Governor Training Update	17.1 Governor training – The updated training tracker was available on GovernorHub. The Clerk advised that the required training had been completed by all governors or been booked.	17.1	
18	Policies Review/for approval (as per policy)	<p>18.1 Policy and key documents Schedule – Governors noted the updated document. A summary of the changes to the policies below had been included in the Headteacher Report.</p> <p>Governors approved the following policies which were available on GovernorHub:</p> <ul style="list-style-type: none"> • 18.2 Capability Policy • 18.3 Charging and remissions Policy • 18.4 Complaints Policy • 18.5 Data protection Policy • 18.6 Disciplinary Policy • 18.7 Drugs Education Policy • 18.8 Early Career Teachers (ECT) Policy • 18.9 Early years foundation stage (EYFS) • 18.10 Grievance Policy • 18.11 Pay Policy – Teachers • 18.12 Complaints - Serial and Unreasonable Complaints • 18.13 Travel to and from School Policy (Aka Travel Plan) <p>Note: The Handwriting, Supporting Pupils with Medical needs and Behaviour - Parents policies will be ready for approval at the next meeting.</p>	18.1 18.2 to 18.13	
19	Community Communication	<p>19.1 Governor communication 15-12-15 – Governors noted the communication which had been circulated to parents.</p> <p>Governors considered what the communication from this meeting should include. Points raised included:</p>	19.1	

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		<ul style="list-style-type: none"> • ECT question and answer session and how well they have integrated into the school community • A bio introducing FP • Promotion of the new hall • A way forward for the environmental group being progressed • The positive feedback from the OCC visits • Being delighted that we have been contacted by the Department for Education giving us the opportunity to show them what we are doing 		<p>SC/KM - Write message</p>
20	<p>Non-Standing items for the next FGB meeting</p>	<p>Headteacher:</p> <ul style="list-style-type: none"> • Subject Lead Presentation – This will be the Pupil Parliament. The Headteacher will put a thread on GovernorHub for governors to submit question for pupils to prepare answers. • Internal Financial Procedures • Handwriting Policy • Headteacher report including quality first teaching insights (outcomes of HT lesson observations etc), curriculum developments, especially in relation to teaching the national curriculum (Staff input) • Mid-year review - PE and Sport Funding Strategy - HT <p>Gill:</p> <ul style="list-style-type: none"> • Inclusion & Safeguarding Termly Report on meeting with SENCO -SEND/PP and other vulnerable groups <p>Kevin</p> <ul style="list-style-type: none"> • Start work on drafting budget for the coming year <p>Steve</p> <p>Website audit including reviewing prospectus type information</p>		<p>HT: Thread for pupil parliament questions</p>

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21	Meeting Impact	<p>Governors commented:</p> <p>Thank you to the Headteacher for the informative report which helped us prepare for this meeting.</p> <p>It was great to hear the positive comments about the ECTs' experience at the school and lovely that they felt they could be open and honest; this reflects the culture in the school.</p>		
22	Meeting dates for the rest of the academic year	<p>Governors noted the meeting dates. Meetings will start at 5.00pm unless noted below.</p> <ol style="list-style-type: none"> 1. Monday 16 March - in school 2. Tuesday 28 April - online, budget only 3. Thursday 21 May – online 4. Wednesday 8 July – in school – meet with teachers 3.30pm. FGB at 4.30pm 		

The chair thanked all for their contribution to the meeting, and the Headteacher for her work which puts pupils first and drives things forward. The meeting closed at 6.35pm.