

Minutes of the Full Governing Body meeting held at school on 10.07.24 at 5.30p.m.

Present

Mrs Julie Martin – Headteacher	JM	p	Mrs Caroline Parsons – Chair	CP	p
Mrs Louise Bowes	LB	p	Mrs Sarah Penrose	SP	p
Mrs Alice Hedges – Staff Governor	AHe	p	Mrs Emma Pilgrim	EP	p
Mr Andy Higgins	AHi	p	Rev Priscilla Slusar	PS	p
Mrs Catherine Martin – Vice Chair	CM	p	Mrs Katie Slusar-Fletcher	KSF	p
			Mrs Anne Ugur	AU	p
Vacancies:					
<ul style="list-style-type: none"> • Foundation Governor x 2 • Parent Governor x 1 					

p – present, aa – apologies accepted, na – apologies not received/accepted.

In attendance

Mrs Wendy Guest – Clerk	WG
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Abbreviations used.

ECT: Early Career Teacher, **FGB:** Full Governing Body, **LA:** Local Authority, **OFSTED:** Office for Standards in Education, **YOP:** Yearly Operational Plan. **SFA:** School Financial Adviser, **SFVS:** Schools Financial Value Standard.

SIAMS: Statutory Inspection of Anglican and Methodist Schools. **EDRA:** Ely Diocese Regional Adviser.

Documents issued for the FGB meeting.

Agenda, Draft FGB Minutes 01.05.24, Draft FGB Minutes 27.06.24, LA Governor Application E Pilgrim, YOP 2023/24 End of Year Review July 2024, 3-Year Strategic Plan Review end 2023/24, Y6 SATs Data 09.07.24, Draft Standards Minutes 03.07.24, Draft Resources Minutes 12.06.24, Governor Visit Music Pupil Voice April 2024, Governor Visit Music June 2024, Governor Visit Safeguarding Pupil Voice May 2024, Governor Visit RE May 2024, Governor Visit PP/SEND/Vulnerable Groups July 2024, Governor Visit Reading June 2024, Governor Visit Reading Pupil Voice June 2024, Impact Review of Governor Visits 2023/24, Draft Annual Governance Statement 2024, Parent/Carer Consultation Report for Governors July 2024, Staff Consultation Report for Governors July 2024, Pupil Consultation Y6 Exit Interview, Data Protection Policy Draft July 2024, Early Career Teacher Induction Policy Draft July 2024, Home School Agreement 2023/24, Annual Safeguarding Monitoring Report for Governors 2023/24, Action Plan for Equality Objectives 2023/24, Barton SEF Summary 2024, Barton SIAMS SEF 2024

	The meeting started at 5.34pm	Action
1	WELCOME REFLECTION – PS	
2	<p>APOLOGIES FOR ABSENCE</p> <p>2.1. Apologies for absence</p> <ul style="list-style-type: none"> • Apologies were received from KSF. Consent for absence was given, but KSF was able to attend. <p>2.2. Quorum. The quorum for the meeting on 10.07.24 was 6. The meeting was quorate throughout.</p> <p>2.3. Vacancies</p> <p>2.3.1 Foundation Governors: There are 2 Foundation Governor vacancies – 1 POM (Grantchester) and 1 Foundation Governor appointed by Grantchester PCC. Governors were advised that CM and AU are stepping down from their</p>	

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	<p>Foundation Governor roles at the end of August. There will therefore be 4 vacancies from September.</p> <p>2.3.2. Parent Governor: Elections will be held in September. The Chair and Clerk will draw up a timetable early in the new term.</p> <p>2.3.3. LA Governor: The application for the post of LA Governor will be discussed under item 4 below.</p>	CP/WG
3	<p>DECLARATION OF INTEREST</p> <p>There were no declarations of interest for the meeting.</p> <p><i>SP arrived at 5.37pm</i></p>	
4	<p>APPOINTMENT OF LA GOVERNOR</p> <p>The Chair confirmed that an application had been received by Emma Pilgrim for the post of LA Governor. The application was available on Governor Zone for governors to view.</p> <p>The Local Authority have approved the application, and the Governing Body was asked to decide whether to ratify the appointment.</p> <p><i>EP left the room while governors discussed her application.</i></p> <div style="border: 1px solid black; padding: 5px;"> <p>The Governing Body unanimously agreed to confirm Emma Pilgrim's appointment as LA Governor.</p> <p>The Clerk will send EP an appointment letter and liaise with the Chair concerning her induction.</p> </div> <p><i>EP re-joined the meeting.</i></p> <p>The Chair welcomed EP to the Governing Body and introductions were provided.</p>	WG/CP
5	<p>MINUTES OF THE PREVIOUS MEETINGS – 1st May 2024 and 27th June 2024</p> <p>Governors approved these minutes as true and accurate. The minutes will be uploaded to the school website as a public record.</p>	WG
6	<p>NOTE OF ACTIONS COMPLETED AND MATTERS ARISING</p> <p>6.1. Actions completed following the meetings on 01.05.24 and 27.06.24 The Committees Action List 2023-24 (version 7) was available on Governor Zone and documents the actions that have been completed.</p> <p>6.1.1. YR PAN: The Chair confirmed that an application has been made to the Schools Adjudicator to reduce the PAN to 15 for 2024/25 and 2025/26, and that an acknowledgement has been received. The Chair is awaiting the outcome of the application.</p> <p>6.2. Matters outstanding from the meetings on 01.05.24 and 27.06.24 There were no other matters which are not on the agenda.</p>	
7	<p>WELLBEING</p> <p>The first objective on the YOP 2023/24 is “to ensure the safety and wellbeing of all within our community”. The End of Year Review of the YOP includes actions that have been taken to ensure that this priority is met.</p> <p>The Headteacher made the following additional points:</p>	

- It has been a very **busy half term** with assessments, visits and school events. Staff are ready for the summer break although there will be planning to do for the year ahead.
- There is a very **positive atmosphere** in the staff team due to the recent appointment of the Y5 Teacher and the Y6 SATs results which were published yesterday (and will be discussed under item 8.2).
- Staff are looking forward to the **Moving Up Morning** and welcoming the three new Class Teachers to Barton.
- The EYFS Team have visited **new YR pupils** at home, and had a very successful transition morning and information evening for parents. New children will be visiting school again this week.

8 RAISING STANDARDS

8.1. Headteacher's Report: YOP 2023-24 and Three-Year Strategic Plan

Governors were referred to the YOP and Strategic Plan which were available on Governor Zone.

The Headteacher has carried out an end of year review against each objective. Whilst good progress has been made against the majority of objectives, it was noted that the library project is no longer affordable due to the decision to move to a 5-class structure in 2024/25 and a disappointing outcome to the insurance claim regarding the cracking to the wall under the hall window.

Q: Are there any additional modifications that need to be made to Skylark Room to prepare it as a classroom for next year? The room has been set up for Moving Up Morning and the new teacher is happy with the facilities. The metal blinds will be replaced over the school holidays to allow more light into the room.

Q: There have been some difficulties with pupils' friendships over the year. How is objective 3 (personal development, behaviour, welfare) being addressed in this respect? Staff created sociograms for Y2-Y6 pupils using a template provided by the PSHE Service earlier in the year. This was a very useful exercise as it identified the connections between pupils, which pupils act as a bridge between friendship groups, and which pupils are on the fringes. The information has been used to provide support to those children who are struggling with friendships as well as to identify those who are comfortable in leadership roles. Certain cohorts have been impacted by the lockdowns during the pandemic which occurred when they would have been in EYFS/Y1 and would have developed skills in conflict resolution, problem-solving and independence.

Governors welcomed the progress that had been made against the Strategic Plan in 2023/24, acknowledging the unforeseen issues which had resulted in having to change priorities such as the creation of a dedicated library space.

8.2. KS2 SATs results

Data from the SATs was available on Governor Zone and circulated to governors at the meeting. The Headteacher expressed her pride at the SATs results and the progress that the Y6 pupils have made over the last academic year. The Headteacher felt that their results were a testament to dedicated staff, the right curriculum and individualised approaches which have successfully supported pupils' learning.

The percentage of pupils meeting ARE and above are as follows:

Reading	100%
SPAG	87%
Maths	87%
Writing	60%

- Only two pupils did not achieve ARE in SPAG and Maths. It was noted that their scaled scores were in the 90s for these subjects. (The pass mark is 100).
- Four pupils achieved GDS in SPAG/Reading/Maths.

	<ul style="list-style-type: none"> • One pupil achieved GDS across all 4 subjects. <p>Q: Do the SATs measure the level of progress from KS1 SATs? No, they are a formal test that pupils sit under exam conditions. Special access arrangements were granted for several pupils to take into account their individual educational, emotional or medical needs. Out of the 15 Y6 pupils, only half started at Barton in YR. It is extremely pleasing that pupils have settled so well and have made such good progress in their time at Barton. The results are very positive for pupils' wellbeing, and the two pupils who did not quite achieve ARE have been able to see how close they were and have taken comfort in the potential that their scores have shown.</p> <p>Q: The national percentage of pupils meeting ARE in Reading/Writing/Maths (combined) is 61% this year. Do we have this figure for Barton? Barton pupils performed better than the national percentages for Reading, Maths and SPAG, but were lower than the national percentage for writing. The combined figure for Reading/Writing/Maths can be calculated from the data. Post-meeting note: The combined figure for Barton is 60%.</p> <p>Q: Have pupils been informed of their results? Parents received official notification of their results yesterday, and pupils are being congratulated in class today.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Governors welcomed the SATS results, and the effort put in by the UKS2 Class Teacher in particular, which had achieved such positive outcomes for this group.</p> <p>The KS2 results will be published on the school website.</p> </div> <p><i>KSF joined at 6.02pm</i></p> <p>8.3. Standards Committee Draft Minutes – 03.07.24 Governors noted the contents of the above minutes and had no further questions.</p> <p>8.4. Resources Committee Draft Minutes – 12.06.24 Governors noted the contents of the above minutes and had no further questions.</p> <p>8.5. YOP 2024-25 Governors were advised that next year's YOP is to be a more concise document. It will be based on the 3-year Strategic Plan and the SIAMS development plan to ensure that the objectives closely link to school's priorities. The Headteacher will work on the YOP over the summer.</p> <p>Q: Do you know who will take over as Subject Lead for the areas covered by staff who are leaving? Discussions will take place with new staff when they are in school. Two of the teachers are very experienced, but the ECT will not be able to take on subject leadership until they have completed their 2-year induction programme. There are also some avenues to follow up in terms of materials that could be accessed to help support new subject leads next year. The LA will continue to provide dedicated English and Maths support and the LA Advisers will visit school to upskill teachers in these areas. The SATs results show that reading attainment levels are good and Little Wandle is also having a positive impact in EYFS, but writing will continue to be an area that requires additional focus.</p>	<p>WG</p>
<p>9</p>	<p>GOVERNOR VISITS</p> <p>The following Governor Visits have taken place in the Summer Term:</p> <ul style="list-style-type: none"> • Music • Safeguarding • RWE • PP/SEND/Vulnerable Groups • Reading • Courageous Advocacy 	

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Reports for the above visits including visits with pupil voice were available on Governor Zone (with the exception of Courageous Advocacy which is to follow). The Chair had produced a document summarising the action points and strategic issues arising from each visit.

Governors discussed the recent visits, agreeing that pupil voice had been significantly positive throughout. New governors were reminded that the visits should focus on how the teaching meets curriculum requirements and pupils' learning experiences. We join lessons to experience them from pupils' perspectives. Comments were made that it would be useful to see a lesson through from beginning to end in this respect so that governors could identify whether the lesson learning objectives had been met. Governors also felt that time needed to be set aside on the day to discuss their observations and draft their report.

In the context of the RWE visit, Governors additionally discussed a concern raised in the Staff Consultation (discussed further at item 14 below) that with the recent focus on SIAMS, Barton may appear less inclusive. The Headteacher confirmed that the RWE curriculum had been re-worked to meet the needs of the new class structure, and that inclusivity is at the heart of Barton's values. Families of all faiths and none are welcomed into school and can choose to opt in or out of Christian aspects of school life such as church services and the nativity. Many Christian values are reflected in the charitable work that school carries out, but pupils are taught that other religions and beliefs also share these principles.

Governors focused on the summary document to examine the impact of the visits. The following points were made:

- **Safeguarding:** all action points have been addressed, but the strategic recommendations of resourcing additional TA support for UKS2 and upgrading toilet facilities have not been possible due to financial constraints. There continues to be a strong focus on PSHE to ensure that pupils are supported in managing friendships and are respectful to each other and to the adults in school.
- **Swimming pool:** the strategic issues continue to be considered to balance curriculum delivery against efficient use of resources. The Headteacher is investigating how other local schools use their facilities to determine whether any new initiatives can be introduced next year. This will be kept under review in the context of budget constraints and fundraising next year.
- **Cross-curricular writing:** writing continues to be a priority area, and support from the LA English Hub has been shown to be very valuable in helping to raise standards. The contract with the LA has therefore been renewed for 2024/25.
- **Phonics:** the issue concerning deployment of smartboards is no longer applicable as physical resources are being used effectively.
- **SEND and vulnerable groups:** strategic issues are being addressed by the equality objectives which focus on narrowing the gap with non-SEND/non-vulnerable pupils.
- **Music:** consideration continues to be given to the impact of additional music provision on other curriculum subjects and leadership and extra-curricular provision next year.
- **RWE:** governor visits have confirmed that Barton offers an inclusive RWE curriculum which allows for reflection of all faiths and none.

The Headteacher thanked governors for their visits and subsequent reports, and confirmed that staff had found it very useful to meet with their Link Governors to discuss their subject areas in detail and identify ways for improvement.

The Headteacher also confirmed that the visits were a successful way of obtaining pupil voice in a range of areas across the school, and that as a result, pupils were gaining confidence in engaging with adults and expressing their views.

Governors agreed to continue with the programme of governor visits next year, noting that the spreadsheet schedule had proved to be very effective.

Governors also welcomed the impact summary and agreed to use the same format to review meetings in 2024/25.

<p>10</p>	<p>ANNUAL GOVERNOR IMPACT STATEMENT</p> <p>The Chair had drafted an Annual Governance Statement required by the LA. The document was available on Governor Zone.</p> <p>Governors reviewed the content of the statement and agreed with the points that had been made under each area, noting that financial constraints had been the main barrier to driving further improvements.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Governors approved the Annual Governance Statement with no changes.</p> <p>The Chair will submit the Statement to the Local Authority before the end of term.</p> </div>	<p>CP</p>
<p>11</p>	<p>STRATEGIC PLAN FOR GOVERNING BODY</p> <p>11.1. Succession Planning The following points were made:</p> <ul style="list-style-type: none"> • As noted under item 2.3.2, Parent Governor elections will be held in September. • A parent has expressed an interest in becoming a Foundation Governor. This will be followed up after the meeting. • CM and AU are stepping down as Foundation Governors at the end of August. This will create a vacancy for a Vice-Chair in September. • LB will take over responsibility for sending governor reports to Barton PCC from CM. • The Chair of Governors is planning to stay for a further two years until her term of office expires. CP is prepared to stand as Chair for a further year, and would ideally like to work with the new Vice-Chair so that they can swap roles for her last year of office (with CP continuing to provide support in a Vice-Chair capacity). <p>Governors thanked AU and CM for their incredible dedication and hard work over the last 20+ years, and wished to record that their expertise will be sorely missed.</p> <p>Governors remain committed to fulfilling their roles, but commented that they did not feel able to assume sole responsibility as Chair due to the amount of time required to dedicate to the position. It was therefore agreed that CP should research possible Co-Chairing models as a potential way forward.</p>	<p>CP</p> <p>CP</p>
<p>12</p>	<p>ACADEMISATION</p> <p>Governors were advised that Bourn Primary Academy's recent application to join a non-church MAT has been denied at the approval stage by the Diocese. (Bourn is currently an associate member of CAM, but the Diocese have blocked their application to become a full member of the Trust).</p> <p>Governors noted that this decision implies that if Barton were to academise in the future, the only option available would be to join ACT as indications are that DEMAT is full.</p> <p>Governors felt that the only reason to academise would be if school's financial situation became untenable. However, whilst resources (such as SENCO, office support etc) would be shared across a MAT and would thus represent a saving, further detailed research is required to establish whether Barton would benefit financially from academisation.. The budget of academy schools is top-sliced to pay for Trust management. Concerns were also raised that any reserves that Barton might be able to build up could be shared with other academy schools.</p>	

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	<p>Governors discussed whether it was better to prepare for academisation rather than be forced into a decision at short notice due to financial circumstances. The Chair advised governors that a number of initiatives were being considered to try and replenish the reserves that will be depleted by the move to a 5-class structure to avoid a potential deficit budget.</p> <p>Governors reiterated their reluctance to academise, noting that the loss of autonomy in terms of curriculum design and class structure far outweighed any possible benefits.</p> <p>Governors also felt that the due diligence exercise was a significant undertaking, particularly if there was only one MAT available, which it may not be in Barton's best interests to join.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Governors agreed:</p> <ol style="list-style-type: none"> 1. to postpone the due diligence exercise, but to keep abreast of any developments concerning academisation, particularly with the recent change of government 2. to invite the Headteacher of Bourn to attend a future FGB to find out if there was anything Barton could learn from their experience 3. to invite the Archdeacon to a future FGB as a way of improving communication links and raising awareness within the Diocese of Barton's successes as a small, flourishing school. </div>	<p>CP/JM</p>
<p>13</p>	<p>CLIMATE CHAMPION</p> <p>There were no additional issues to report.</p>	
<p>14</p>	<p>QUESTIONNAIRE/CONSULTATIONS FEEDBACK</p> <p>14.1. Staff</p> <p>The report from the Staff Consultation was available on Governor Zone. Overall, the consultation responses were very positive with all staff agreeing that they were proud to work for Barton.</p> <p>The Chair and Vice Chair met with the three groups of staff (teachers, TAs and office) to discuss their responses to the questionnaires in more detail.</p> <p>The following points arising out of the reports were discussed and noted:</p> <ul style="list-style-type: none"> • Communication: <ul style="list-style-type: none"> • Staff meetings for teachers take place weekly and are extremely effective. • TA briefings have become more difficult to fit in as the year has progressed as they need to take place during the school day. This causes problems with cover in class, and lunchtime meetings are not an option as there are not sufficient staff to release TAs from their lunchtime duties and ensure that staff have a 30-minute lunch break. The Headteacher will try to ensure that her diary is free to hold TA briefings fortnightly, alternating between Tuesdays and Thursdays during class assembly to minimise any disruption. • The staff Grapevine and Barton Bulletin are issued weekly and are an effective tool to summarise events/meetings that are taking place. • The clipboard continues to be updated daily with any additional issues that staff need to be aware of. • TAs are to be reminded that their first point of call is the Class Teacher and that planning documents are available on Google Drive to view in advance of lessons. • TA "surgery time" has not been accessed by staff but will continue to be available every Monday morning. • Training: <ul style="list-style-type: none"> • Staff have welcomed the increase in training opportunities this year and have accessed support from the SALT, STT, Mental Health Team and Family Worker as well as subject specific support for teachers. 	

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However, it can be challenging to ensure that part-time staff access relevant training courses if they fall on a non-working day. The reduction in staff numbers means that it is difficult to give time off in lieu and maintain cover in class, and it is expensive to pay overtime.

- **Behaviour:**
 - Behaviour towards Class Teachers is universally good, but the **behaviour of some of the UKS2 pupils towards TAs demonstrates a lack of respect.** Teachers are continuing to reinforce the Barton Bs with pupils, and the September Inset Day will include a refresher on CTT (Cambridgeshire Therapeutic Thinking) training and positive behaviour management.

- **Wellbeing:**
 - A suggestion was made that **PPA time could be spent at home** on a rota basis. Whilst there are no objections to this proposal, it could be a problem if teachers' PPA time falls on a Tuesday which is when the weekly staff meeting takes place. The Headteacher will discuss this further with teachers including whether to move the staff meeting.
 - Teachers would like to have more time to **build relationships with colleagues** to ensure that staff are supported. The Headteacher confirmed that the EYFS/Y1 and Y1/Y2 Teachers will have PPA time together to facilitate planning for Y1 pupils who are split across the two classes. The ECT programme will continue to be followed very tightly with mentoring support and the opportunity to attend conferences and visit other schools. It was acknowledged that more **social events** would be appreciated, but that some staff find it difficult to juggle family commitments to be able to attend.

- **Succession planning:**
 - Issues were raised concerning effective succession planning in the office including the timing of retirement and handover of work.

JM

The Chair will compile a summary of the responses to send out to staff at the end of term.

CP

14.2. Parent

The summary of responses from the Parent Consultation was available on Governor Zone. The response rate was low with only 31 completed questionnaires out of a possible 115. However, the comments were very positive overall.

The following issues were raised:

- **Challenges for more able pupils:** some parents felt that their children were not being sufficiently stretched by the work they were given. The Headteacher and Staff Governor acknowledged that there were a range of abilities within each class, but felt that parents might often not be aware of the additional challenges that are provided to more able groups. In future, teachers will be proactive in showing parents how their children are stretched, and what is expected from them in terms of providing in-depth reasoning for their answers. The Class Essentials sessions will reinforce the message that parents should speak to their children's teacher if they have any concerns about the level of work that they are being given.
- **Maths:** some parents do not appear to be aware of their children's abilities in this area. It was agreed that **Maths should be added as an option to the homework choices** so that children could demonstrate their knowledge at home.
- **Catering:** some parents commented that there had not been any feedback from the questionnaire on catering provision. This will be **re-circulated** to parents who have missed the outcome of the consultation.
- **Barton Bs:** the Barton Bs are very positively received with parents appreciating their simple, effective message which allows pupils to role-model positive behaviour.

All teachers

All teachers

CP

	<ul style="list-style-type: none"> • E-safety: a significant proportion of parents (29%) were unable to comment on the statement “Barton School promotes the e-safety of my child”. It was agreed that a letter should be sent to parents to outline the topics that are covered in the ICT/PSHE curriculum (as is the case for the RSE curriculum). It was also agreed to contact the Family Worker to arrange parental workshops on e-safety to help reinforce online safety at home. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>The Chair will compile a summary of the responses to send out to parents at the end of term.</p> </div> <p>14.3. Y6 Exit Interviews CP and LB met with a group of Y6 pupils to discuss their experience at Barton, opportunities for leadership, transition to secondary school, the Barton Bs and being an active citizen.</p> <p>The following points were noted:</p> <ul style="list-style-type: none"> • Pupils were overwhelmingly positive when talking about their Barton experience. They felt that their learning “tool belt” was “full” and that they had also developed personal skills such as resilience, perseverance and independence. • Trips including the residential in particular, were very valuable and had given pupils the opportunity to take part in a range of activities and experiences. • Teachers provided excellent role models and positive affirmation was valued as highly as more formal forms of recognition. • Pupils enjoyed leadership opportunities such as acting as buddies to younger children, but felt that the role of House Captain did not carry as much responsibility as in previous years and also commented that they would like the School Council to be relaunched. • Courageous Advocacy projects have been well received and have encouraged pupils to think about their impact within the community and how they can make a difference • Pupils raised a concern with the lack of private changing facilities for swimming lessons. Whilst staff ensure that there are separate changing areas for boys and girls, and that windows/glass panels are covered, there remains concern that the areas are not completely private. Further consideration will need to be given to this issue next year as Skylark Room will no longer be available to be used as a changing area. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Governors welcomed the feedback from the Y6 exit interviews, and felt that a number of important points had been raised. The Chair will work with the Headteacher to identify leadership opportunities and discuss arrangements for swimming next year.</p> </div>	<p>JM/SLT</p> <p>CP</p> <p>CP/JM</p>
<p>15</p>	<p>POLICIES</p> <p>15.1. For Review</p> <p>15.1.1. Data Protection: Governors were advised that the Data Protection Policy is based on a template provided by The ICT Service.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Governors approved the Data Protection Policy.</p> </div> <p>15.1.2. Early Career Teacher: Governors were advised that the ECT Induction Policy is based on a model provided by The School Bus which has been adapted to reflect practice at Barton.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Governors approved the Early Career Teacher Induction Policy.</p> </div> <p>15.2. To be deferred</p>	

	<p>The following policies will be deferred to the next meeting:</p> <ul style="list-style-type: none"> • Communication and Concerns • Critical Incidents • Freedom of Information • Governor Induction • Records Management Policy • Volunteer Helpers <p>15.3. No changes The following policies have no changes:</p> <ul style="list-style-type: none"> • Accessibility Policy and Plan • Behaviour Policy • Collective Worship • Exclusion Statement 	
16	<p>HOME SCHOOL AGREEMENT</p> <p>The current Home School Agreement was available on Governor Zone.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Governors approved the Home School Agreement with no changes.</p> <p>It was agreed that office staff should send out the HSA to new pupils who join in September.</p> </div>	WG
17	<p>SAFEGUARDING</p> <p>17.1. Child Protection Audit The Annual Safeguarding Monitoring Report for Governors was available on Governor Zone.</p> <p>The Headteacher confirmed that she had completed DSL refresher training with the School Business Manager last week.</p> <p>The Online Safety Lead will update his e-safety training next term.</p> <p>17.2. SCR The SCR will be checked by the Chair and Vice-Chair before the end of term.</p> <p>17.3. Inset Day training for Governors Governors were asked to check the date of their last Child Protection training and either book an update through the LA or attend the training at the Inset Day on 03.09.24.</p>	<p>CP/CM</p> <p>All gobs</p>
18	<p>HEALTH & SAFETY</p> <p>There were no additional matters to report.</p>	
19	<p>EQUALITY OBJECTIVES</p> <p>The Headteacher circulated a document summarising progress against the Equality Objectives at the meeting. The document was also available on Governor Zone.</p> <p>In relation to objective 1: to narrow the gap in English and Maths between identified groups, governors welcomed the progress made by the Y6 PP children who achieved ARE in SPAG, Reading and Maths in their KS2 SATs. One child also achieved ARE in Writing. The recent Governor Visit also highlighted the progress that has been made by vulnerable groups.</p> <p>In relation to objective 2: to ensure that the emotional and social needs of pupils with additional needs are met, the Headteacher confirmed that a range of initiatives are in place to support children with their needs. There continues to be a strong focus on PSHE and equipping pupils with strategies to help deal with difficult social situations, and additional external support is available from Play Therapists, Drama Therapists, SALTs, the STT and Mental Health Team.</p>	

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	In relation to objective 3: to extend and embed cultural capital through a continued rich range of experience, both in and beyond the school , the Young Leaders and Courageous Advocacy projects have encouraged children to think about their impact on the wider community and to build links with charities and local residents. The newly designed RWE curriculum provides additional focus on world views, as well as teaching about different religions.	
20	SIAMS The SIAMS Inspection is due to take place during the next academic year. Governors were reminded that if they had any comments on the SEF that these should be sent to the Headteacher.	All gobs
21	CHURCH SCHOOL UPDATE There have been no recent meetings with the Diocese.	
22	NETWORK CB23 Support from Network CB23 schools continues to be welcomed by all staff, and pupils have taken part in a range of inter-school sports events.	
23	FOBS The Chair met with members of FOBS last week to make them aware of the need for additional fundraising next year due to budgetary pressures. FOBS are very supportive of the move to a 5-class structure, and have confirmed that they will divert all available funding to help to balance the budget in 2024/25. FOBS currently have £18k in their account, which includes some significant donations from local families. The Chair has prepared a leaflet to be distributed at the Barton's Got Talent fundraiser to encourage parents to consider ways of sourcing additional funding.	
24	GOVERNOR TRAINING The Diocese Training Programme for 2024/25 has been uploaded to Governor Zone. The Training Governor highlighted " The role of governors in SIAMS inspection " which will take place on 17.10.24. The Training Governor also encouraged colleagues to book onto courses covering: <ul style="list-style-type: none"> • Cyber Security • Environmental Sustainability 	
25	COMMUNICATION 25.1. Governors' Bulletin The Governors' Bulletin will be issued at the end of the Summer Term with the sub-committees providing their contributions to the Chair by Friday 12 th July.	CP
26	REVIEW OF THE MEETING What have governors done at the meeting to make sure standards are being raised? Governors have: <ul style="list-style-type: none"> • Celebrated the success of pupils over 2023/24, in particular recognising the significant progress and attainment for Y6, which has been reflected in the excellent SATs results and is a testament to the excellent teaching that they have received over their whole time in school. • Discussed the wellbeing of staff and pupils to ensure that steps are taken to provide support wherever possible. 	

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	<ul style="list-style-type: none"> • Reviewed the composition of the governing body and looked at succession planning in order to fill current and future vacancies and ensure that there are a mix of skills, experience and diversity within the group. • Analysed progress against the objectives in the YOP and Strategic Plan, acknowledging the successes and identifying the priorities to be addressed in the next academic year. • Examined the recommendations from the governor monitoring visits and analysed their strategic impact to ensure that they are beneficial in driving the school forward. • Agreed to keep a watching brief on the issue of academisation in light of the recent change in government and the experiences of local schools to ensure that governors are aware of the latest developments in this area. • Examined the data from the staff, parent and pupil consultations, and discussed collective themes arising from the consultations to ensure that all stakeholder views are incorporated into future plans for school improvement. • Reviewed progress against the Equality Objectives to ensure that Barton is an inclusive school with measures in place to support vulnerable groups and pupils with additional social and emotional needs. • Welcomed the training opportunities for staff and governors, ensuring that they are equipped with the knowledge and skills so that they can continue to develop in their roles. 	
<p>27</p>	<p>OTHER BUSINESS</p> <p>None.</p>	
<p>28</p>	<p>DATE OF NEXT MEETING – TBA</p> <p>The meeting ended at 7.51pm</p>	