

Barton Church of England Voluntary Aided Primary School

Minutes of the Full Governing Body meeting held at school on 29.03.23 at 7.00p.m.

Present

Mrs Julie Martin – Headteacher	JM	p	Mrs Caroline Parsons – Chair	CP	p
Mrs Louise Bowes – <i>via Zoom link</i>	LB	p	Mrs Sarah Penrose	SP	p
Mr Laurence Evans	LE	p	Dr Ross Stewart	RS	aa
Mr Andy Higgins	AHi	p	Mrs Anne Ugur	AU	p
Mrs Catherine Martin – Vice Chair	CM	p	Mrs Alice Hedges – Staff Governor	AHe	p
Vacancies:					
Foundation Governor x 4					

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

In attendance

Mrs Wendy Guest – Clerk	WG
-------------------------	----

Abbreviations used.

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:**

Documents issued for the FGB meeting.

Agenda, Draft FGB Minutes 25.01.23, Headteacher’s Report to FGB 29.03.23, YOP Review March 2023, Resources Minutes (SFVS/Contracts) 09.02.23, Draft Resources Minutes 15.03.23, Victorian Seaside Day governor visit report December 2022, **Music Visit to O2** governor visit report January 2023, **Music Visit Young Voices** governor visit report January 2023, **Mini Medics** governor visit report February 2023, **Early Years Meeting** governor visit report February 2023, **Shepreth Wildlife Park** governor visit report February 2023, **Collective Worship** governor visit report March 2023, **Author visit Pippa Goodhart** governor visit report Spring 2023, **Author visit Catherine Barr** governor visit report Spring 2023, **Healthy Friendships Training** governor visit report March 2023, **Three-Year Strategic Plan 2023** (draft for governor consideration), **Behaviour Principles Written Statement** March 2023, **Behaviour Policy** March 2023, **Physical Intervention Policy** March 2023, **Behaviour and Physical Intervention Procedures** March 2023, **Barton SIAMS SEF Evaluation 14.03.23** (updated), **Attendance 360** March 2023.

	The meeting started at 7.05pm	Action
1	WELCOME REFLECTION – JM	
2	<p>APOLOGIES FOR ABSENCE</p> <p>2.1. Apologies for absence</p> <ul style="list-style-type: none"> • Apologies were received from RS. Consent for absence was given. • LB was not able to attend in the meeting in person, but joined via Zoom. <p>2.2. Quorum. The quorum for the meeting on 29.03.23 was 5. The meeting was quorate throughout.</p> <p>2.3. Vacancies.</p> <p>2.3.1 Foundation Governors: The Chair confirmed that SP’s application to become a Foundation Governor had been ratified by the Diocese. There are now 4 Foundation Governor vacancies – 2 POMs, 1 Foundation Governor</p>	

Barton Church of England Voluntary Aided Primary School

	<p>appointed by the Diocese and 1 Foundation Governor appointed by Grantchester PCC.</p> <p>2.3.2. Staff Governor: The position of Staff Governor has been advertised internally. One application was received from AHe who has been elected unopposed.</p> <p>2.3.3. Resignation: RS has advised the Chair that he will step down as a Parent Governor from September. Elections will need to be arranged early in the Autumn Term for a new Parent Governor.</p>	
3	<p>DECLARATION OF INTEREST</p> <p>The Vice-Chair advised governors that she had been asked by the LA to act as temporary Chair of the Governing Body at Over Primary School. This will be with effect from April 2023.</p> <p>There were no declarations of interest for the meeting.</p>	
4	<p>MINUTES OF THE PREVIOUS MEETING – 25th January 2023</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
5	<p>NOTE OF ACTIONS COMPLETED AND MATTERS ARISING</p> <p>5.1. Actions completed following the meeting on 25.01.23 The Committees Action List 2022-23 (version 6) was available on Governor Zone and documents the actions that have been completed. The Chair and Clerk will meet to update the list following this meeting.</p> <p>5.2. Matters outstanding from the meeting on 25.01.23 All other matters are covered in the agenda for this meeting.</p>	CP/WG
6	<p>WELLBEING</p> <p>6.1. Headteacher and Staff The Headteacher referred governors to her report, which was available on Governor Zone, and made the following points:</p> <ul style="list-style-type: none"> • Wellbeing sessions have been booked with the Professional Development and Improvement Adviser for the Summer Term, as teachers found these very useful and are keen to have follow-up sessions. • Illness has impacted the whole staff team, with teachers and TAs needing time off work, creating additional pressure as staff members cover absences. There is not sufficient budget to buy in supply cover for staff when they are absent. In addition, supply cover is not felt to represent best value for money as supply staff are not familiar with Barton and the needs of pupils. • Strike days have impacted on the Headteacher in terms of planning provision for pupils who are in school, and on TAs who are required to continue to work as normal. Governors were informed that further strikes are expected early in the Summer Term. • Challenging behaviour from pupils with special needs is also impacting staff wellbeing. The Headteacher is in contact with the Head of SEND Services for further advice and support. <p>6.2. Pupils Governors were advised that there has been a higher level of absence among pupils recently due to seasonal bugs and Covid. Pupils have worked extremely hard this term</p>	

	<p>and are ready for the Easter break. There will be a special celebration assembly on Friday, to which members of the community have also been invited. The assembly will focus on the achievements and learning linked to the Courageous Advocacy project.</p>	
<p>7</p>	<p>RAISING STANDARDS</p> <p>7.1. Headteacher's Report The Headteacher's Report was available on Governor Zone. Governors were asked for comments or questions on the document.</p> <p>Q: The data showing pupils' progress is good on the whole. Are evaluations made from teacher observations and written assessments? Yes, but there are also regular assessment weeks where pupils are tested to establish how much knowledge they have retained and the progress that they are making overall.</p> <p>The following points were made in respect of each year group:</p> <ul style="list-style-type: none"> • EYFS: this is a small cohort of 8 pupils. They are working well with Y1, and are making good progress in each area of learning. • Y1: these pupils are also making excellent progress, and the introduction of Little Wandle is helping to consolidate phonics which is also now being seen in pupils' written work. • Y2: the data relating to pupils' progress is good, but the attainment data is more concerning. The Headteacher held pupil progress meetings with teachers before the latest data was submitted, and the discussions were very positive. Moderation of pupils' work has not been carried out for some time, and it may be that the data is not a true reflection of pupils' ability. However, this is a cohort that has been significantly impacted by Covid lockdowns which took place at key stages in their learning. They have also had a transition in staff, and are quite immature in their behaviours as well as their learning. • Y3: this cohort is split across two classes, and some pupils are still adapting to the challenges within the KS2 curriculum, but overall attainment has improved and pupils are making good progress. • Y4: this cohort is making excellent progress with the vast majority achieving 4 steps or more in each subject (expected progress is 2 steps per term, 6 steps per year). However, the attainment data for Maths is very disappointing. This may be due to pupils performing differently in a test situation where they are required to work independently and use a range of strategies to answer questions. In class, they are provided with pre-teaching before completing a worksheet, and it may be that when this scaffolding is removed, pupils' confidence drops. With practice, this should improve, as pupils demonstrate a clear ability and understanding in class. • Y5: the data relating to progress is extremely good, with 75% or more pupils making 4 steps progress across the three core subjects. Attainment data is lower, but the class teacher and TAs are working hard to support pupils with their learning. • Y6: there continues to be a huge range of ability within this cohort, and a large number of pupils require 1:1 support. If a pupil is unable to produce the required written work to evidence their learning, the resulting attainment data will be low no matter how able that child may be. Although the number of pupils on track to reach ARE is low, the progress that they are making is very pleasing, and some pupils are showing exceptional ability. <p>Q: The report shows that Y1 are required to make 4-5 points progress each year whereas the other year groups need to make 6 points progress – is this a national expectation? Yes, nationally Y1 pupils are expected to make fewer steps progress as the EYFS assessments are not measurable in terms of progress, and it is therefore not possible to assess the progress from EYFS to Y1 in the same way as for transitions between other year groups.</p>	

Q: If a pupil starts at a low point of attainment, is it easier for them to progress?

Not always. It can mean that they have more ground to make up or that they need additional support.

Governors were advised that the LA English Adviser will be carrying out moderations over the next half term, and will work closely with AHe as English Lead, as well as analysing the work of Y2 and Y6 pupils in preparation for SATs. Class teachers continue to emphasise the importance of “non-negotiables” in written work, but also encourage pupils to edit their work to ensure that higher levels of punctuation and language are included. The criteria for Y6 writing are available for governors to view so that they can see the expectations that are set by the government. It is also important for pupils to practice writing in test conditions so that they have experience of remembering to check and edit their work for these criteria in a test environment.

Q: Would it be fair to say that some of the data is not truly reflective of pupils’ ability at the moment? Yes. Some of the data is lower due to pupils’ lack of experience of working independently under test conditions (as explained above). Some pupils’ work may have been assessed more harshly and requires moderation to ensure that it is in line with expected standards.

Q: Is it possible to identify groups of pupils who need extra support? Yes. Booster sessions have been taking place for pupils in Y3 and Y4 who are on the cusp of ARE, and next term the focus will shift to the Y2 cohort. Pupils who are currently scoring “1s+” or “2b” are just below ARE, and by providing additional support, pupils will gain confidence, which will increase their likelihood of reaching ARE by the summer. The outcome of the booster sessions for Y3/Y4 has been very positive; pupils have found the sessions very helpful and have been reassured that there are other pupils with similar learning needs to themselves. The sessions will continue to be run by an HLTA, with one of the LKS2 class teachers providing 1:1 tutoring support for two PP pupils in Y5/Y6.

Q: How are teachers helping pupils to perform well under test conditions?

Teachers are continually reinforcing what has been learnt in class, and Y6 pupils are getting lots of experience using CGP practice papers. Practice papers are important as they help pupils to get used to changing topics within a subject. Teachers analyse the results of papers with pupils, and build on their confidence so that they do not feel anxious or inadequate about the tests.

Q: How does the current data compare with previous years? In terms of Y6, last year’s cohort was an exceptional group - 100% achieved ARE in reading, 100% achieved ARE in Maths and 80% achieved ARE in writing. The current Y6 have been identified as needing additional support throughout their school journey. Some 1:1 support has been approved later than would have been ideal, but there has still been a lot of general support available for these pupils. Their data is similar to when they were in Y5, so it is not surprising.

Q: Can you extract any additional information relating to the data for the split Y3 cohort?

The Y3 cohort were split according to their birthdays, with the older pupils moving to the Y3/Y4 class and the younger pupils being taught in a mixed Y2/Y3 class. On the whole, the pupils in the Y3/Y4 class are coping better with the new challenges of the KS2 curriculum, but this may be due to their age. When the Y3 cohort come together on Tuesday and Wednesday afternoons for Science, RE and Spanish, it is evident that there is a difference in maturity. This may lessen in the Summer Term.

Q: What kind of moderation has there been to make sure that both Y3 groups are receiving the same teaching?

The class teachers are teaching to pupils’ ability and make adjustments accordingly. There have been discussions about moving some more able pupils who are in the Y2/Y3 class to the Y3/Y4 class for Maths, but the Y3/Y4 class has progressed further overall. The Primary Adviser has reviewed Y3 books for writing

and Maths, and was able to identify the younger pupils without knowing which class they were in. It is difficult to separate the impact of the different teaching in each class from the pupils' natural ability and maturity, but they are covering the same curriculum so there will not be any gaps when they come together as a Y4 cohort next year.

Q: In terms of interventions, have staff had time to think about how to plug gaps in pupils' knowledge? Do new staff need more support with planning interventions?

AHe and the LKS2 Teacher are supporting the ECT to bridge gaps in pupils' learning, and there is also a very experienced HLTA who is providing support with phonics. The RQT is being supported by multiple TAs within the classroom environment and also receives support from the LKS2 Teacher and Senior Teacher. Y5 and Y6 are being taught in separate classrooms for Maths, and TAs often work outside the classroom to provide support to small groups as directed by the RQT. The interventions are working well and allow teaching to be differentiated according to need.

Q: Is the focus of the PP grant still on academic interventions rather than extra-curricular provision? Yes. There are fewer PP children this year, and it is clear that they would benefit most from receiving additional academic support, although financial support is also being provided for trips and visits. This can be reviewed at any time if it was felt that there were other areas of need. Interventions are being led by the Y2/Y3 HLTA and one of the LKS2 class teachers.

Q: Has the class structure for next year been decided yet? Teachers will remain with their current year groups, and are aware of the proposed class structure for next year, but the TAs have not yet been informed. Once this has been discussed with all staff, governors will be notified of the arrangements for next year.

Q: Overall, attendance figures are good despite the recent sickness levels. Are the dips in attendance caused by the same children? Sometimes yes. It appears that certain pupils are more susceptible to picking up seasonal bugs, perhaps because their immune system has already been compromised. Whilst it is possible to speak to parents, there are no major concerns about absence, and it is important not to bring children into school if they are unwell as this will cause viruses to become more widespread.

Q: Will there be a SCITT trainee again next year? Yes, and the LKS2 Teacher is keen to act as mentor.

Q: Would it be useful to provide more placements for student teachers as a way of providing more support to class teachers or does this create additional work? It really depends on the trainee. Some trainees who are on their final placement can be confidently left in charge of a class, but others may require a lot more help and support. It has not been possible to accommodate student placements this year due to the change in Barton's teaching staff, as it was more important for new teachers to settle into their roles, but it could be something to consider for next year. Mentoring can take up a significant amount of time and will need to be balanced carefully with other demands. It is fortunate that Barton has a large number of volunteers, some of whom are retired teachers themselves.

Other points to note from the Headteacher's report:

- **IT resources:** it will be necessary to consider replacing one teacher's laptop as well as the iPads and older laptops in the coming months
- **Parent consultations** this week have been very successful and well attended. Parents who were not able to book a slot have been offered the opportunity to meet with the class teachers at an alternative time.
- A TA is currently undertaking her Level 4 training and will be able to share responsibility as **PE Lead** next year.
- **Reading ladder books** are now in place and the Little Wandle phonics scheme is working well.

Q: Does the smaller class size have anything to do with how strong the EYFS/Y1 group is? Possibly. The Y1 pupils have had a very good base to start from, and have continued to build on this, but it is true that having a small class allows the teacher to get to know individual children well. This makes the children feel safe and secure, which in turn enables them to flourish.

Q: What is the relationship like with the pre-school? There are very good links with Barton Playgroup, and the children will be coming over weekly after Easter to help with the older children's transition to school in September.

Q: The report shows that there may be 12-15 pupils in YR in September? Yes, the list we received from the Admissions Team shows that there are 12 pupils who either live in Barton/Grantchester or are siblings of current pupils, and there are a further 3 families who have submitted a SIF (supplementary information form) which confirms that they meet the religious admissions criteria.

Q: Is there a limit on the number of pupils we can accept? The PAN (published admissions number) is 20. The applications are ranked in accordance with the criteria specified within the Admissions Policy. If there are 20 or more applications specifying Barton as the first choice, 20 pupils will be admitted. It is possible to over-admit, but if there are too many pupils in one year group, this causes problems further up the school due to the mixed year classes. If a child has an EHCP or is LAC and has named Barton as their first choice, we are obliged to admit.

New governors were informed that there is an annual discussion about the PAN in September each year when the Admissions Policy is reviewed. As each pupil attracts funding, it is important to consider budgetary pressures and avoid a falling pupil roll, but this needs to be balanced against operational issues in terms of class structures. The maximum pupil roll is 120, but this is across seven year groups. Governors were also reminded that infant classes cannot have more than 30 pupils.

Q: Are there any lessons to be learned from having a large cohort, as is the case for the current Y3? In terms of having to split a cohort, it is easier to do so on the basis of age, as other criteria are more subjective and open to different interpretations. A large cohort may not present any issues if the consecutive year groups (both older and younger) are a much smaller size. The difficulties arise if a large cohort needs to be mixed with another cohort that is an average size as this results in too many pupils in a single class. There are also problems if a family with multiple siblings applies for an in-year transfer and only one of the siblings can be accommodated. However, it is difficult not to accept a large cohort, particularly if there is the possibility of having a stand-alone YR class (as was the case for the pupils who are now in Y3) as it has such a significant impact on funding in a small school.

Q: Even though the class structure has not yet been finalised, can you give an indication of the class sizes for next year? There are currently 15 pupils in Y5 and 17 pupils in Y4, so if these year groups are combined to make a Y5/Y6 class there will be a total of 32 in Owl Class. The current YR is very small with only 8 pupils so it is likely that they will be combined with the new YR intake. The current Y3s (who will be Y4 in September) will come back together in one class.

In terms of staffing, governors were advised that some TAs will be leaving at the end of the Summer Term as they were employed on fixed term contracts to take into account the 4 pupils with EHCPs who will be moving to secondary school in September. Governors will be advised how the remaining TAs will be allocated across classes in due course.

7.2. YOP 2022/23 (RAGed March 2023)

Governors noted that the majority of objectives in the YOP are rated amber as there is still one third of the academic year left and many of the projects are ongoing. Governors were very pleased with the work that has been carried out so far, and welcomed the achievements to date. Governors noted that the work that has been put in place to achieve the amber ratings has also laid the foundations for moving to a green rating next term.

Q: Are you confident that the majority of objectives will be rated green by the end of the year? All teachers are working tremendously hard and putting in huge amounts of energy, determination and effort to achieve the objectives within the YOP. The team is very supportive and all teachers are working to the best of their ability.

7.3. Standards Committee Draft Minutes – 19.01.23

The minutes from the last meeting on 19.01.23 were noted at FGB on 25.01.23.

7.4. Resources Committee Draft Minutes – 09.02.23 and 15.03.23

Governors noted the contents of the above minutes and had no further questions.

7.5. Governor Visits

Governors have taken part in a variety of visits and observations this term. Reports from the visits were available to view on Governor Zone. The reports highlight a number of ideas which will be followed up in the Summer Term.

It was suggested that the governor visits for the Summer Term should follow a similar format to previous visits. Link Governors will meet with their subject leads to look at subject action plans, follow up suggestions from the Spring visits and discuss the next steps for the next academic year. Governors will also experience a lesson (from a pupil's perspective), and speak to pupils about their books and progress and learning in a particular subject. The visits will be staggered and timings agreed with individual teachers.

Q: Have staff found the governor visits helpful or an extra pressure on their time?

Staff have been very appreciative of governors' involvement, interest and engagement with the curriculum, and have enjoyed sharing and celebrating their achievements. Staff have also welcomed the support they have received from governors and their concern for their wellbeing.

It was agreed that LE would take part in the upcoming Science visit in his capacity as Climate Champion, and that he will continue to cover Science visits for the rest of the year.

Governors discussed how to split the roles and responsibilities for the governors who had recently joined the Governing Body. The following was agreed:

Governor	Subject responsibility
Louise Bowes	RE (with CM) ICT and PE (with LE)
Sarah Penrose	Maths, Geography and History (all with CM)
Andy Higgins	Art, Music, DT (all with CP)

In addition, LB will book Safer Recruitment and HTPM training to assist with these areas of responsibility.

All gobs

LE

LB

	<p>It was noted that AU will arrange a PP governor visit with the Headteacher. CM and CP will carry out a Safeguarding governor visit in the first part of the Summer Term.</p>	<p>AU/JM CM/CP</p>
<p>8</p>	<p>STRATEGIC PLAN</p> <p>Following the discussions at the last FGB, the Strategic Plan has been shared with staff who have contributed their ideas and approved the document. The Chair circulated the latest version on 09.02.23 for governors to consider and provide their comments.</p> <p>8.1. Governors’ review Governors made the following suggestions:</p> <ul style="list-style-type: none"> • On page 4, the wording of the first bullet point could be slightly changed from “ensuring we deliver a curriculum which has a positive impact on pupils’ safety, wellbeing and behaviour and contributes to their achievement ...” to “ensuring we deliver a curriculum which....prioritises their achievement...” • On page 5, reference should be made to “vulnerable and disadvantaged groups”, specifically “to ensure best possible outcomes for all including vulnerable and disadvantaged groups” • Under priority 3, page 6, mention to vulnerable and disadvantaged groups could be included in the headline, “Behaviour and Personal Development: to establish a learning culture that challenges and engages all our pupils including vulnerable and disadvantaged groups, enabling them to flourish and grow academically, socially, emotionally and spiritually” • All three objectives on page 6 should mention vulnerable groups, not just the second objective for 2024-25. • Page 9, objective 6 for 2024-25 needs to be re-written to reflect the new terminology as SIAMS no longer has a category of “Outstanding”. <p>Governors discussed the use of the words “vision”, “values” and “ethos” questioning whether they were interchangeable or whether they should all be replaced by the single word “vision” in line with the SIAMS context. The Headteacher felt that it was important to include all three terms, as “values” are used in collective worship and form part of the overall “vision” and “ethos” of the school. Governors agreed to maintain this approach.</p> <p>Governors also commented that it might be useful to adapt some of the educational jargon to make it easier for parents to understand.</p> <p>The Strategic Plan will be reviewed regularly to ensure that the objectives are still up-to-date and relevant. The objectives from the Plan will be written into the YOP for 2023-24 to ensure that the focus of the YOP is to achieve the strategic objectives. Governor monitoring visits are based on the information from the YOP and will therefore also support the aims within the Strategic Plan. The format of the YOP will need to change to reflect the updated SIAMS requirements.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Governors thought that the Strategic Plan was an excellent document and thanked the Headteacher for all her work in pulling it together.</p> <p>CP and AU agreed to send JM their suggested amendments which were easier to deal with in written form.</p> <p>Governors approved the Strategic Plan subject to the minor adjustments in wording highlighted in the bullet points above. Governors agreed to measure the progress against the strategic objectives on an annual basis.</p> </div> <p>8.2. Plan for parent workshop/forum</p>	<p>CP/AU JM</p>

Barton Church of England Voluntary Aided Primary School

	<p>Governors discussed the possible formats and timings of a parent workshop to ensure that parents are also able to view and contribute towards the development of the Strategic Plan. The following points were made:</p> <ul style="list-style-type: none"> • Timing of workshops: Workshops should be held at different times during the day to allow working and non-working parents with young children to attend and purposefully engage with the process. • Format: The workshops should be led by the Headteacher, supported by two or more governors. Hard copies of the Strategic Plan should be available in the room with an electronic version displayed on the interactive smartboard. The Headteacher will make a brief presentation before opening up the session to parents for their questions and comments. • Ownership: Parents should be aware that as stakeholders, they have an opportunity to contribute towards and take ownership of the vision and strategic direction for Barton School. • Clear objective: The workshops should have a clear objective which is communicated to parents in advance. This could be asking parents to think about the Strategic Plan in the context of their child and whether it reflects their vision for what they would like their child to experience, as well as encouraging parents to consider whether they have anything to add that will benefit pupils, families or the local community. <div data-bbox="280 763 1283 1162" style="border: 1px solid black; padding: 5px;"> <p>Governors agreed that once the Strategic Plan has been amended to include governors' suggestions, it should be sent out to parents with an invitation to attend a workshop either one evening or one morning after school drop-off.</p> <p>Parents will be advised what the purpose of the workshops are, the format that they will take and the opportunity that they have as stakeholders to contribute towards the vision and strategic direction for the school.</p> <p>The final version of the Strategic Plan will be uploaded to the school website so that it is easily accessible and available to the whole school community.</p> </div> <p>Governors were advised that it had been decided to hold the usual annual parent consultation which will be in addition to the workshops above (Note: this is a change to the decision taken at the FGB meeting on 25.01.23). The parent questionnaire is based on Ofsted's requirements but also includes questions that are tailored to school's needs.</p> <div data-bbox="280 1348 1283 1447" style="border: 1px solid black; padding: 5px;"> <p>Governors agreed that:</p> <ul style="list-style-type: none"> • The Strategic Plan workshops will take place in Summer 1. • The Parent Consultation Questionnaire will be issued in Summer 2. </div>	<p>JM/CP</p> <p>JM/CP</p>
<p>9</p>	<p>ACADEMISATION</p> <p>The Chair has been in touch with the Diocese to enquire whether a representative could attend FGB to answer questions on academisation and specifically how DEMAT operates.</p> <p>Sarah Conant has advised that the Diocese will be holding seminars for governors over the next half term. The Chair will circulate details when they are available. Andrew Read has subsequently indicated that he is happy to attend a future FGB, but it was suggested that governors should attend the seminars first.</p> <p>Governors agreed that they would like further information on:</p> <ul style="list-style-type: none"> • How governance works under DEMAT 	<p>CP</p>

Barton Church of England Voluntary Aided Primary School

	<ul style="list-style-type: none"> • How the curriculum is planned and what degree of freedom there is for individual schools to make adaptations to suit their individual needs • Whether there would be a choice of which MAT to join, or whether as a Church School, Barton would automatically be expected to join DEMAT. 	
10	<p>CLIMATE CHAMPION</p> <p>Governors were advised that this week is the culmination of a series of activities linked to the Courageous Advocacy Project, which focuses on reducing paper usage and how pupils can influence their local environment. Workshops have been provided by Amey Cespa and Cambridge Science Centre, and there will be a tree planting ceremony on Friday, followed by a celebration assembly to which local residents have been invited.</p> <p>Activities will continue in the Summer Term and the School Council will be involved in taking decisions about the projects that pupils could adopt.</p> <p>Governors asked whether the principles behind the Courageous Advocacy Project could filter into pupils' home learning projects so that there was an option to undertake an activity that would benefit the community instead of delivering a written presentation.</p> <p>The Headteacher advised governors that the recent author visit by Catherine Barr has inspired pupils to become more involved with issues such as climate change, and parents are also being encouraged to share their knowledge. One parent suggested taking part in an exhibition at the David Attenborough Building, and pupils' artwork will be on display this weekend. Another parent has run a workshop for Y5 pupils focusing on the idea of sustainability.</p> <p>Q: Have any of the activities connected with the Courageous Advocacy project had an impact on the way pupils are behaving within school? This is something that will be measured in the Summer Term by looking at paper usage, whether it has increased or decreased, as well as how much is being recycled. Pupils will focus on steps that they can take as individuals to make an impact. The emphasis this term has been on gathering information relating to climate change, for example studying rainforests, analysing the issues in Catherine Barr's book "Fourteen Wolves" and, for the younger pupils, going on a walk around Burwash and having a workshop from CRT.</p>	
11	<p>POLICIES</p> <p>11.1. For Review</p> <p>11.1.1. Complaints Procedure 11.1.2. Communication and Concerns 11.1.3. Managing Serial and Unreasonable Complaints</p> <p>Governors were advised that the above 3 policies would be deferred to the next meeting as updates have not yet been received from the LA.</p> <p>11.1.4. Freedom of Information: Governors were advised that Data Protection Officer will be reviewing this policy over Easter. The policy will therefore be deferred to the next meeting.</p> <p>11.1.5. Pupil Records: This policy links to the Freedom of Information Policy and it was therefore agreed to review both at the same time.</p> <p>11.1.6. Behaviour Policy, Written Statement of Behaviour Principles, Behaviour and Physical Intervention Procedures, and Physical Intervention Policy: Governors were advised that the Behaviour Policy and Physical Intervention Policy are based on model documents from The School Bus, and contain the required legal references, definitions, roles and responsibilities, but the policies have been tailored to include strategies that are</p>	<p>Next FGB</p> <p>Next FGB</p> <p>Next FGB</p>

Barton Church of England Voluntary Aided Primary School

	<p>Governors noted that the swimming pool is being commissioned. A local school had enquired about using the pool in the Summer Term, but this is not possible as there are no public toilets or changing facilities. Governors questioned whether the Village Hall could be made available, but this would incur an additional charge for use of their facilities.</p>	
<p>14</p>	<p>SIAMS</p> <p>The latest self-evaluation document had been uploaded to Governor Zone prior to the meeting, but the Headteacher advised governors that the document will need to be in a different format as the SIAMS Inspection Schedule is being replaced by a new SIAMS Inspection Framework from September.</p> <p>Governors welcomed the document, and felt that it was extremely thorough. However, in addition to changing the format of the document, the Headteacher will include more evidence about the impact of actions taken. This is in line with advice received from the EDRA. A condensed version of no more than two pages will also need to be produced to publish on the school website.</p> <p>The Headteacher, Chair and Vice-Chair recently attended SIAMS training on the new SIAMS schedule. The following points were highlighted to governors:</p> <ul style="list-style-type: none"> • There is less of a focus on Courageous Advocacy in the new framework, but instead more emphasis placed on spirituality. • There is a greater requirement to evidence the impact of a school's distinctive Christian vision, as well as the relationship with local churches, and how this enables pupils to flourish. • Each school needs to have a theologically rooted Christian vision. The self-evaluation form should reflect this, with verses from scripture to explain what Barton does as a school and why. • The previous grading system has been replaced by two judgements. Schools that receive a J2 judgement will be provided with support identifying key improvements that need to be made. • There is a delay with SIAMS inspections, and some schools that were due to be inspected in the Summer Term will now not be inspected until the Autumn. <p>Q: Can you justify actions theologically without making reference to scripture? It was clear from the training that the inspection expects references to be made to scripture. It is possible to use alternative quotes which fit with the Christian ethos (Mother Theresa was given as an example), but the emphasis was on verses from scripture.</p> <p>Q: Do we need to review our vision and values in the context of the SIAMS inspection? A sub-committee of governors needs to be created to look at Barton's values in detail, as well as the content of the self-evaluation form. Governors will need to be prepared to be called upon as part of the inspection visit. In terms of the values themselves, that of "justice" could be considered as this has become increasingly apparent during the Courageous Advocacy project which encouraged pupils to "do unto others as you would have them do to you". SIAMS provides an opportunity to review Barton's values to ensure that they are still reflective of the overall vision of the school.</p> <p>Q: When SIAMS inspectors come, will they want to talk exclusively to Foundation Governors or could they choose anyone on the Governing Body? The inspectors are most likely to want to speak to the Chair, Foundation Governors and the governors with responsibility for RE and Collective Worship. Inspectors will also talk to parents and pupils, and if possible, it would be useful for them to speak to volunteers, the vicar or other representatives of the Church and local community. Staff will also be required to talk about their lead subjects and how the Christian vision and values permeate throughout the curriculum. However, it is also important to note that the values need to be inclusive so that they can be upheld by families of other faiths or no faith.</p>	

	<p>Governors agreed to form a sub-committee to include: CP, CM, SP, LB, AU as well as Rev Claire Robertson, Rev Priscilla Slusar and members of staff as necessary/by invitation.</p> <p>A date will be set for the sub-committee to meet next half term.</p> <p>Governors on the committee were advised that there is to be a repeat of the day-long SIAMS training on Wednesday 3rd May. The Chair will forward information to governors. The Training Governor will look at the Diocesan website and circulate other relevant training links.</p>	<p>CP/JM</p> <p>CP</p> <p>AU</p>
<p>15</p>	<p>GOVERNOR BANK ACCOUNTS</p> <p>There are two governor bank accounts which together hold £3,300. This was a historical pot of money which came from the sale of School House as well as school lettings. The Diocese pays nominal interest into one of the accounts.</p> <p>There was a suggestion that the accounts could be closed and money transferred to school given the current pressures on the budget, but having reviewed the situation, it has been decided that it would be better to keep the accounts separate. Previously, the accounts have been used to pay for the annual coach trip to Ely Cathedral, as well as emergency works, governor training and hire of the Village Hall for Headteacher interviews.</p> <p>The Headteacher has asked governors to contribute £60 to pay for book tokens for the winners of the Art and Writing Competitions this term. In future, it may be possible to use some money towards the new Library Project.</p> <p>Governors approved funding the book tokens this term, and agreed to keep the governor bank accounts so that they could be used for exceptional circumstances in the future.</p>	
<p>16</p>	<p>CHURCH SCHOOL UPDATE</p> <p>The Headteacher made the following points:</p> <ul style="list-style-type: none"> • Meetings with the EDRA are currently taking place on Zoom. • A significant amount of work is taking place to prepare for the SIAMS inspection (see item 14 above). 	
<p>17</p>	<p>NETWORK CB23</p> <p>The Headteacher has attended the SENCO network meeting, which was very helpful and focused on Early Help Assessments. The recent Headteacher network meeting provided an opportunity to hear from a school that had recently been inspected by Ofsted.</p> <p>The Staff Governor reported that the English network meetings are also very useful, and although she had not had the opportunity to attend an EYFS network meeting, the LA EY Adviser has provided contact details of another EY Lead in a local school.</p>	
<p>18</p>	<p>GOVERNOR TRAINING</p> <p>The Chair thanked the Training Governor for circulating information prior to the meeting.</p>	

Barton Church of England Voluntary Aided Primary School

	<p>all stakeholders are provided with an opportunity to contribute towards the future direction of the school.</p> <ul style="list-style-type: none"> • Reviewed possible class structures for the next academic year, bearing in mind the size of each cohort, the YR PAN and the impact on future class sizes to ensure that all pupils have access to excellent curriculum provision and resources. • Discussed the recent governor visits which have provided an insight into a wide range of experiences in order to analyse the impact of enrichment activities and their benefit for pupils' learning. • Continued to build on their new relationships with class teachers demonstrating their engagement with the curriculum and their commitment to ensure staff's wellbeing. • Distributed subject responsibilities among new governors to ensure continuity in monitoring planning, delivery and impact of teaching across the curriculum. • Discussed school's vision and values in the context of the introduction of the new SIAMS schedule and the courageous advocacy project to ensure that they remain relevant and reflective of school's ethos. • Reviewed policies including Behaviour and Physical Intervention to ensure that high expectations are set across school, and that where there are instances of poor behaviour that this is addressed fairly, consistently and in line with the recent STEPS training and principles of restorative justice. 	
24	<p>OTHER BUSINESS</p> <p>None.</p>	
25	<p>DATE OF NEXT MEETING – WEDNESDAY 3rd MAY 2023 at 7.00pm</p> <p>The meeting ended at 9.42pm</p>	

Scheduled meetings for 2022-23.

2022-23		FGB	Resources	Standards
Autumn	1	14.09.22	19.10.22 (Salaries)	12.10.22
	2	23.11.22	09.11.22	
Spring	1	25.01.23	15.03.23	11.01.23
	2	29.03.23		
Summer	1	03.05.23	26.04.23	05.07.23
	2	13.07.23 (new date)	21.06.23	

FGB will start at 7pm and will be held in person at school.

Committee meetings will start at 7.15am unless notified otherwise and will be held via Zoom.