

Barton Church of England Voluntary Aided Primary School

Minutes of the Full Governing Body meeting held at school on 20.07.22 at 7.30p.m.

**Present**

Mrs Julie Martin – Headteacher	JM	p	Mrs Catherine Martin – Vice Chair	CM	p
Mr Laurence Evans	LE	aa	Mrs Caroline Parsons – Chair	CP	p
Mrs Vanessa Farrow	VF	p	Dr Ross Stewart – <i>arrived 7.41pm</i>	RS	p
Dr Peter Foreman	PF	p	Mrs Anne Ugur	AU	p
Prof Tim Lewens	TL	p	Vacancy – Staff Governor		
			Vacancy – Foundation Governor x 4		

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

**In attendance**

Mrs Wendy Guest – Clerk	WG
Mrs Louise Bowes – Observer	

**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.

**Documents issued for the FGB meeting.**

**Agenda, Draft FGB Minutes 04.05.22, Headteacher’s Report to FGB July.22, Barton YOP Review 04.07.22, End of Year Attainment and Y6 SATS Assessment July 2022, Barton SIAMS SEF Evaluation 21.06.22, Draft Standards Minutes 06.07.22, Draft Resources Minutes 13.07.22, Governor Visit – Geography Focus 23.06.22, Governor Visit – RE Focus 17.05.22, Governor Visit – Science Focus 20.06.22, Governor Visit – Art focus 29.06.22, Governor Visit – EYFS/Art/DT/Music Focus 05.07.22, Governor Visit – Safeguarding 19.07.22, Report on Staff Consultation 2022, Parent Questionnaire Results 2022..**

	The meeting started at 7.38pm.	Action
1	<b>WELCOME REFLECTION – VF</b>	
2	<p><b>APOLOGIES FOR ABSENCE</b></p> <p><b>2.1. Apologies for absence</b></p> <ul style="list-style-type: none"> <li>• Apologies were received from LE. Consent for absence was given.</li> <li>• JM had notified the Chair that she might arrive slightly late depending on when The Lion King trip returned to school.</li> </ul> <p><b>2.2. Quorum.</b> The quorum for the meeting on 20.07.22 was 5. The meeting was quorate throughout.</p> <p><b>2.3. Vacancies.</b></p> <p><b>2.3.1 Foundation Governors:</b> Governors welcomed Louise Bowes, parent of a child due to start in YR in September. LB has expressed an interest in the Foundation Governor role. The Chair confirmed that there continue to be 4 Foundation Governor vacancies , 2 of which are vacancies for Principal Officiating Ministers.</p> <p><b>2.3.2. Staff Governor:</b> The position of Staff Governor is not permanently filled and teachers have been taking it in turns to attend meetings. No staff governor was able to attend this evening’s meeting.</p>	

3	<p><b>DECLARATION OF INTEREST</b></p> <p>There were no declarations of interest for the meeting.</p>	
4	<p><b>MINUTES OF THE PREVIOUS MEETING – 4<sup>th</sup> May 2022</b></p> <p><b>Governors approved</b> these minutes as true and accurate. The minutes will be uploaded to the school website as a public record.</p>	WG
5	<p><b>NOTE OF ACTIONS COMPLETED AND MATTERS ARISING</b></p> <p><b>5.1. Actions completed following the meeting on 04.05.22</b> The Committees Action List 2021-22 (version 8) was available on Governor Zone and documents the actions that have been completed.</p> <p><b>5.2. Matters outstanding from the meeting on 04.05.22</b> There were no matters outstanding that are not covered by the agenda of this meeting.</p>	
6	<p><b>WELLBEING</b></p> <p><i>This item was taken when the Headteacher arrived (after items 9, 10, 11 and 17).</i></p> <p><b>6.1. Headteacher and staff</b> The Headteacher confirmed that it had been another challenging year for staff. Last September, it felt as though school life might be returning to normal after two years disrupted by Covid, but with the resignation of three class teachers, it has been an uncertain and stressful time.</p> <p>As noted in the previous minutes, the Headteacher felt that it was right for the teachers to take new opportunities to further their teaching careers, but acknowledged that losing all three at the same time was difficult, and the process of advertising, shortlisting and interviewing has added extra pressure to an already challenging workload. It has taken time to find the right candidates, but school is now fully staffed for September. The Headteacher is very excited about the team in place and is confident in their ability to continue to drive Barton forward. The pupils have also been very positive about the new teachers who have spent time in school for “moving up morning” and other transition events.</p> <p>The Headteacher’s wellbeing has also been impacted by challenging pupil behaviour, and the need to spend time on a 1:1 basis to deal with issues. These needs have had to take priority over other requirements and represent a significant demand on the Headteacher’s time.</p> <p>Governors congratulated the Headteacher on managing to recruit a full complement of staff, and are looking forward to working with the new teachers in the Autumn Term.</p> <p><b>6.2. Pupils</b> The Headteacher informed governors that KS2 pupils had a fantastic time on their trip to see The Lion King today, and were a credit to school.</p> <p>The recent uncertainties concerning staffing for September have impacted less on pupils’ wellbeing than that of staff. However, it has been important for pupils to have an opportunity to meet their new teachers and to start to build up relationships with them.</p> <p>The Y6 pupils have had a real boost from their SATS results, which have given them additional confidence for their move to secondary.</p> <p>There have been some cases of chickenpox in school recently, and the exceptionally hot weather at the end of a busy term means that pupils are feeling tired and are ready for a break.</p>	

	<p><b>Q: Is there a worry about industrial action next year due to concerns about cost of living and low inflationary pay increases?</b> There has not been any talk about this, but it feels unlikely given the commitment that the new teachers have already shown by coming into school in their own time and staying on for meetings after the end of the school day. They have also been very appreciative of all of the support and encouragement that they have received from existing staff. In terms of current colleagues, again it feels unlikely as they were concerned about the impact on families of closing the school in the recent hot weather, so hopefully they would also be concerned about the impact of any industrial action.</p> <p><b>Q: Is it the LA that set teachers' pay rates?</b> They are set nationally. It is predicted that ECTs will receive a large increase next year, and although money has been set aside in the budget, if teachers and TAs also receive larger increases, this will have a significant impact on school's ability to spend money on other priorities.</p> <p>The Headteacher also advised governors that at the end of the next academic year, there will be 4 ECHP pupils moving to secondary school. This will mean that less TA support is required for 2023/24.</p>	
<p>7</p>	<p><b>RAISING STANDARDS</b></p> <p><b>7.1. Headteacher's Report</b> Governors welcomed the detail provided by the Headteacher's Report which was available on Governor Zone.</p> <p>Governors were asked for questions on the report.</p> <p><b>Q: Would it be possible for the Headteacher to work one day from home?</b> This was a recommendation from one of the school improvement advisers, but it is not possible at the moment due to the challenging needs within school. It might be a possibility next year as the Senior Teacher will no longer be teaching in class. The suggestion is under constant review as part of HTPM, and being off site would not only facilitate uninterrupted time to focus on work, but would also provide the opportunity to network with other Heads or attend conferences, safe in the knowledge that any issues arising at school would be able to be dealt with in the Headteacher's absence.</p> <p><b>Q: It seems clear that the role of Headteacher and SENCO requires more hours than can be managed by one person. How do you foresee this moving forward?</b> The role of SENCO will reduce significantly after next year when a number of EHCP pupils move to secondary school. There is not enough budget to employ both a SENCO and a Headteacher, and at the moment it is important for someone who is a qualified SENCO to be in school each day.</p> <p><b>Q: The Y6 SATS results are spectacular! Did this exceed expectations?</b> Yes, achieving 100% ARE in reading, SPAG and Maths was a wonderful result, and 3 pupils were moved up a level when the writing was moderated by County. The pupils all worked really hard, and were well supported by staff throughout their school journey. Next year, it is unlikely that the results will be as high, but this should not take away from the effort that the pupils will have put in or the progress that they will have made.</p> <p><b>Q: In September, there are only 7 new YR pupils, although presumably there is a chance that some families will apply over the summer. Are the numbers forecast to remain low for the next few years?</b> Future numbers have not yet been forecast, but the predicted numbers for Barton for 2022/23 were very inaccurate, so it is not always possible to rely on these figures. The numbers may increase over the summer, and contact has been made by a family with a YR child who are hoping to move to Grantchester, but the birthrate across the county is much lower for this year group. A significant number of in-year application requests for KS2 places have been received over the last few weeks. Following consultation with the Admissions Committee, a place has been offered to a pupil who will start in Y3 in September, but this has only been</p>	

	<p>possible due to 2 pupils leaving Barton. It is encouraging that there is so much demand, but it is frustrating that it is not for places in EYFS/KS1.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Governors suggested that the website could be used to publicise that there are spaces available in EYFS/KS1 and to inform prospective families that KS2 is currently at full capacity.</b></p> </div> <p><b>Q: Will PP children continue to receive extra support with recovery and tutoring next year?</b> Yes, the PP grant will be used to fund support for these pupils, but the Casual Teacher who has been leading the interventions will not be able to commit to regular hours next year, as she has additional family commitments. The Senior Teacher has reduced her hours to 2 days per week to enable her to combine working with her study for a Masters degree, and it has been identified that she will coach and mentor the Y2/Y3 and UKS2 Teacher in the Autumn Term. It may be that a HLTA who is also a qualified teacher could take on this responsibility.</p> <p><b>Q: How many hours of tutoring will school be able to fund?</b> There has been an overspend on the grant this year, but it was felt important to make the most of the Casual Teacher's availability to provide sessions for pupils who had been identified as needing support. The Headteacher and School Business Manager will review the options over the summer, and tutoring will re-start early in the Autumn Term.</p> <p><b>7.2. Standards Committee Draft Minutes – 06.07.22</b> Governors noted the content of the draft minutes.</p> <p><b>7.3. Resources Committee Draft Minutes – 13.07.22</b> Governors were advised that the statutory forms demonstrating how the SP and Tutoring Grants have been spent, and identifying the measurable outcomes for pupils will be published over the summer holidays.</p> <p><b>7.4. YOP 2022/23</b> The Headteacher summarised the priorities for 2022/23 as follows:</p> <ul style="list-style-type: none"> <li>• <b>Writing</b> will continue to be the main focus for teachers due to the ongoing impact of the Covid pandemic.</li> <li>• <b>Mentoring and induction for new teachers</b> will be essential to ensure a smooth transition and to provide additional support for the ECT and UKS2 Teacher who is coming back to teaching after spending time as an HLTA.</li> <li>• <b>Subject leadership</b> will need to be relaunched after the new staff have had time to settle into their roles. However, governors were advised that the ECT will not be able to have subject responsibility for 2 years.</li> <li>• <b>SIAMS</b> will continue to be a focus in preparation for the next inspection, although this will not take place during 2022/23.</li> </ul>	<p>JM/WG</p>
<p>8</p>	<p><b>GOVERNOR VISITS</b></p> <p><b>8.1. Link Governors</b> All subject visits have taken place. Reports for Geography, Science, RE, Art and EYFS/ Art/DT/Music were available on Governor Zone. The ICT report had been emailed to governors prior to the meeting. The report for English is still to be completed and will be circulated as soon as possible.</p> <p><b>Q: After the interventions for PP children have finished, whose responsibility is it to identify outcomes and adapt future interventions to meet pupils' needs?</b> The Headteacher will input information to FFT, and this will be broken down into data according to gender, ethnicity, date of birth, SEN, PP support and attendance. The reports will be sent to governors. Pupils will be reassessed after the summer break as some will have had support over the holidays whilst others may have lost ground. The Class Teachers decide on the interventions that are appropriate for their pupils, and</p>	<p>AU/RS</p>

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	<p>have spent time with the new teachers to discuss how to structure future plans. The TAs will support EHCP pupils, and there is also a HLTA who is skilled in Y3 interventions who will straddle both Y3 classes.</p> <p>The Headteacher will arrange a separate meeting with the PP/SEND Governor to discuss the data in more detail.</p> <p><b>Q: How is it envisaged that the Reading Ladder will be used?</b> The Reading Ladder will be uploaded to the school website, and is a suggestion for parents to assist them in identifying suitable books to complement the reading that pupils do at school. New books have been ordered to ensure that the library is stocked with titles from the Reading Ladder list.</p> <p>Governors were informed that the library review has been completed. Resources have been updated, old books replaced and all books colour-coded to match reading levels. The new Little Wandle phonics set will arrive before the start of next term.</p> <p>The Chair felt that the Governor Visit Reports gave clear recommendations about actions that could be taken next year to improve pupils' learning experience in each subject area. It was agreed that governors should continue with their current subject areas to build on the knowledge they have developed about the curriculum, and that it would be a useful opportunity to establish relationships with new teaching staff.</p> <p><b>Q: Have the subject leads for next year been decided?</b> There are some ideas about which teachers will be best suited to each subject, but it may also be that the current LKS2 Teacher, Senior Teacher and Headteacher will need to pick up another subject as an interim measure to allow new staff to settle into their roles.</p> <p>The Headteacher commented that the new system of having Link Governors for each subject has been very effective this year. Teachers have been able to build up a relationship with their Link Governor, and feel more secure about them joining in with lessons and talking to pupils. Governors agreed that they have also benefitted by getting to know different aspects of the curriculum, and have enjoyed experiencing lessons from a pupil's point of view. Governors felt that it was a more collaborative approach and were keen to continue the model in September.</p> <p><b>8.2. Safeguarding</b> The Chair and Vice-Chair have recently carried out a safeguarding visit in school, looking at the wider safeguarding culture. They found this to be evident throughout the whole school and did not identify any issues of concern. Staff are aware of their safeguarding responsibilities.</p> <p><b>8.3. Collective Worship</b> The Collective Worship Governor has not been able to carry out a review, but regularly attends assemblies, and has an understanding of the topics that are covered each half term. The review will be completed in the Autumn Term.</p>	<p><b>JM/AU</b></p> <p><b>VF</b></p>
<p><b>9</b></p>	<p><b>GOVERNOR PERSONAL AND GOVERNING BODY SELF-EVALUATIONS</b></p> <p><i>The next 3 items were taken before item 6.</i></p> <p>The Chair reminded governors that the evaluations were carried out in the Autumn Term, and suggested that the same timescales are followed again this year.</p> <p>The Chair advised governors that there is an NGA recommendation that the Governing Body audits itself on areas such as culture, leadership, skills, induction, values and ethics. It was agreed that each governor should complete the NGA form and return to the Chair so that the results can be analysed at the next FGB meeting.</p>	<p><b>All governors</b></p> <p><b>Next FGB</b></p>

<p>10</p>	<p><b>ANNUAL GOVERNANCE IMPACT STATEMENT</b></p> <p>The Annual Governance Impact Statement was a new initiative launched last year, but has not been requested this year.</p>	
<p>11</p>	<p><b>GOVERNING BODY STRATEGIC PLAN</b></p> <p><b>11.1. Governor Succession Planning</b> The Chair advised governors that she would be happy to stand for the position of Chair again next year, but that other nominations would also be welcome.</p> <p>The Vice-Chair confirmed that she was also happy to continue in her current role, if nominated by governors.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>If the Chair is re-appointed in September, it was agreed that she should become a Co-opted Governor to protect her position and fill the vacancy created by TL's departure. Parent Governor elections will then need to be held after the FGB in September.</b></p> </div>	<p>Next FGB</p>
<p>12</p>	<p><b>QUESTIONNAIRE/CONSULTATIONS FEEDBACK</b></p> <p><b>12.1. Staff</b> Governors were advised that the same consultation questionnaire was sent to teachers, TAs and office staff, and the results were analysed separately to see whether there were differing trends.</p> <p>The following points were made:</p> <ul style="list-style-type: none"> <li>• <b>Return rate:</b> There was a good return rate from office staff and TAs, but the response rate from teachers was very low. This could be because issues are raised at staff meetings, and are discussed and resolved together as a group. Working in a small school means that teachers are also able to talk informally every day.</li> <li>• <b>Face-to-face meetings:</b> The questionnaires were followed up by face-to-face meetings with the Chair and Vice-Chair; one for teachers and one for TAs/office staff. These meetings were very constructive, and staff felt able to raise concerns but also suggested ways to address issues.</li> <li>• <b>Communication:</b> <ul style="list-style-type: none"> <li>➢ The main concern for TAs centered around communication, particularly in terms of playground procedures. Although the playground procedures are clearly laid out, there are often last-minute changes (for example, removal of privileges such as playing football, or agreements concerning EHCP pupils) which TAs are not aware of. This can make break/lunchtimes difficult to manage.</li> <li>➢ All staff receive the weekly grapevine and bulletin, and additional information is written on the white board in the office, but it was agreed that as this is a public space, it can be difficult to give sufficient details without breaching confidentiality.</li> <li>➢ TAs discussed the possibility of short briefings before school, but acknowledged that many staff found it difficult to get into school by 8.30am.</li> <li>➢ It was suggested that a clipboard could be used to pass on any relevant information which TAs needed to be aware of. This clipboard would then be taken out onto the playground with the other equipment.</li> <li>➢ It was also decided that the Senior Teacher would be available for surgery time on Monday morning when the Headteacher takes the whole school for assembly.</li> <li>➢ TA meetings will be restored on a fortnightly basis, and will be led alternately by the Headteacher and an HLTA on different days, so that all TAs are able to attend meetings.</li> </ul> </li> </ul>	

**Q: Could a TA WhatsApp group be set up to send out last-minute changes?** Staff are not allowed to have their phones in the classroom so would not have access to messages during the day.

**Q: Is the purpose of the staff consultation to allow governors to take the temperature of issues amongst staff?** Yes, the annual staff consultation is led by governors, and the Chair and Vice-Chair met staff without the Headteacher. The Headteacher has an open door policy to encourage staff to raise any issues or concerns at any time, rather than having to wait for a formal opportunity to do so.

**Q: Is it worthwhile continuing with the questionnaire for teachers given there was such a low return rate?** This has been discussed previously, and various options have been explored, but the best solution seems to be to provide an opportunity of completing a questionnaire (which can be anonymous) together with an opportunity of a face-to-face meeting to discuss issues in more depth and provide context for any concerns. Consulting stakeholders is becoming the fourth responsibility of governors so it is important to find the most constructive method that will result in positive improvements.

**Q: Staff seem to feel the numerous pulls on the Headteacher's time, and although they appreciate the open door policy, it is clear that there are occasions when it is not possible to speak to the Headteacher.** Yes, it can be difficult especially with a small staff group. There is no capacity to employ any additional staff, and it can be more disruptive to source temporary staff cover.

**Governors agreed that the findings of the consultation should be reported back to staff together with actions that will be taken to address the main concerns.**

CP

### 12.2. Parent

Governors were informed that there had been a good response to the parent questionnaires with a total of 61 returned. There were no obvious trends or areas of concerns. One or two parents commented about problems with peer relationships and playground issues in KS2, both of which school are already aware, but these were individual comments rather than views expressed by a significant proportion of families.

The Headteacher has accessed training on peer relationships through the PSHE Service which will take place in November, and will reinforce messages through assemblies on the importance of being respectful and inclusive. Playground procedures will also be reviewed before the Autumn Term and communicated to staff.

Governors commented that on their recent visits to school it was clear that pupils were happy and engaged with their learning, and that they felt safe. Governors also noted that 96.8% of consultees would recommend Barton to other families.

Governors acknowledged that it was difficult for parents if their children had been upset by peers and welcomed the training that will take place to help pupils feel more confident about speaking to a grown-up, as well as build their resilience and assist them in solving their own problems.

**Governors agreed that the Chair should prepare a report to be sent out to parents highlighting the positive trends as well as acknowledging concerns, and encouraging parents to approach teachers to discuss issues.**

CP

### 12.3. Pupil

The results from the pupil consultation have been examined by the Standards Committee. Governors were referred to the minutes from the meeting on 06.07.22 which were available on Governor Zone.

<p><b>13</b></p>	<p><b>POLICIES</b></p> <p>Due to the Headteacher’s workload, the policies listed for review and the new ECT policy will all be deferred to the next FGB.</p> <p><b>13.1. For Review</b></p> <p>    <b>13.1.1. Behaviour</b>          <b>13.1.2. Collective Worship</b>          <b>13.1.3. Critical Incidents</b>          <b>13.1.4. Single Equality and Equality Schemes</b>          <b>13.1.5. Volunteer Helpers</b></p> <p><b>13.2. New policies</b></p> <p>    <b>13.2.1. ECT (Early Career Teacher).</b></p> <p><b>13.3. Policy Review Planner for 2022/23</b>          There will be minor changes to the Policy Review Planner for 2022/23:</p> <ul style="list-style-type: none"> <li>• Admissions Policy will be moved to the first FGB in the Autumn Term (rather than reviewing the policy in Autumn 2)</li> <li>• Subject policies will be removed as they have been replaced by subject progression plans.</li> </ul>	<p><b>Next FGB</b></p>
<p><b>14</b></p>	<p><b>HOME SCHOOL AGREEMENT</b></p> <p>A Home School Agreement based on the format of previous years will be ready for completion by parents and pupils at the start of next term.</p>	<p><b>JM</b></p>
<p><b>15</b></p>	<p><b>SAFEGUARDING</b></p> <p><b>15.1. Child Protection Audit</b>          The Headteacher has completed the annual CP Audit, which did not highlight any areas of concern. An audit of CP files will be undertaken over the holidays.</p> <p>The Headteacher and School Business Manager continue as DSLs. Unfortunately, the Headteacher was unable to attend the recent CP conference due to staff shortages at school.</p> <p>Online safety training has been delivered to pupils, but staff need to attend a refresher course. This will be addressed next year.</p> <p><b>15.2. SCR</b>          The SCR will be checked by the Chair at the beginning of next term. As highlighted under item 8.2, the Chair and Vice-Chair recently carried out a safeguarding visit.</p> <p><b>15.3. Inset Day training for governors</b>          Safeguarding training will be provided for all staff and governors at the Inset Day on Thursday 1<sup>st</sup> September. Governors were invited to attend at 9am if they are able to do so.</p> <p>Governors were also reminded to use their governor email address for any school-related business for security and safeguarding reasons. Governors confirmed that they do not use their personal accounts for governor business.</p>	<p><b>JM</b></p> <p><b>CP</b></p> <p><b>All govs</b></p>
<p><b>16</b></p>	<p><b>EQUALITY</b></p> <p><b>16.1. Report on progress of current objectives</b>          The 3-year equality objectives were rolled forward for an additional year last year due to the disruption caused by Covid.</p>	

Governors reviewed the progress made against the current objectives in order to determine a new set of objectives for 2022-2025.

**Objective 1: To narrow the gap in English and Maths between identified groups**

This objective is continually being monitored through pupil progress reviews, but governors were informed that there were no obvious gaps between different groups, such as gender for example.

**Objective 2: To ensure that girls' take-up of sport continues as they get older**

This objective is partly monitored through the parent questionnaire. Girls' participation in sports does not appear to be an issue as many girls attend sports clubs outside of school, in addition to their timetabled PE and swimming lessons, and many also play football or use play equipment such as skipping ropes at lunchtimes. There have also been a number of girls-only inter-school sports events which have been very successful.

**Q: On the pupil consultation, some girls commented that they wanted to play football but didn't know how?** The UKS2 girls often play football with the boys, but the LKS2 girls find it more difficult to join in, and have asked for a girls-only pitch. It is difficult to cordon off the field to have enough pitches for all the different combinations of players, but it is something that we are aware of and will discuss as a staff team in September. Premier Sports run a football club after school on Fridays which is well attended by girls as well as boys.

**Q: This could be an issue that is discussed as part of the governor PE visit?** Yes, this would ensure that pupils are given the opportunity to voice their feelings and provide further evidence to demonstrate the level of girls' participation in sport. When new equipment is purchased, consideration is given as to whether the equipment is attractive to both boys and girls.

**Q: Are the boxercise sessions attended by boys and girls?** Yes, the sessions were just run for Y6 pupils this half term to give them the opportunity to participate before moving to secondary school. There were a mixture of boys and girls taking part. The sessions will re-start in September. Two members of staff were due to be trained but unfortunately one had Covid, so the sessions are just run by one member of staff and take place one day per week before school. They are free for pupils to attend.

**Objective 3: To promote cultural development and understanding through a rich range of experience, both in and beyond the school**

This year, as the Covid restrictions have been lifted, pupils have been able to take part in a range of educational trips which promote cultural capital – for example, the Arts Theatre, Lyceum Theatre in London, West Road Concert Hall. There have also been external visitors who have come to school to raise pupils' understanding of different cultures and religions.

**Objective 4: To increase opportunities for parental interaction and communication for those who are unable to come into school on a regular basis**

Covid may have inadvertently helped achieve this objective, as different ways of communicating had to be implemented for all families and pupils during lockdown. Staff are in contact with all parents by email or phone, and those who pick up their children from Stepping Stones may often pop into school as they are passing if there is an issue they need to discuss. Communication has improved across the school, and teachers also have good relationships with childminders if it is not the parents who pick up the pupils at the end of the day.

**Governors agreed that actions had been put in place to achieve the last 3 objectives, and that the first objective should continue to form part of the Headteacher's ongoing monitoring to ensure that gaps do not arise between different groups.**

	<p><b>16.2. New objectives for 2022-2025</b> In light of the discussion under 16.1, governors agreed to roll forward the first objective.</p> <p><b>Objective 1: To narrow the gap in English and Maths between identified groups</b></p> <p><b>Objective 2: To ensure that the emotional and social needs of pupils with additional needs are met</b> It has been identified that some pupils with a disability have difficulty in terms of social inclusion with peers. The parent questionnaire also raised some concerns about peer relationships (see item 12.2), and although this did not relate exclusively to pupils with a disability, it is an area that staff are keen to address across the whole school community.</p> <p><b>Objective 3: To extend and embed cultural capital by:</b></p> <ul style="list-style-type: none"> <li>• reviewing the representation of books in the library to promote a wider reading experience,</li> <li>• providing opportunities to explore different cultures and their history in the half-termly home learning projects,</li> <li>• holding events and inviting visitors to school to celebrate diversity and provide hands-on experiences of different cultures</li> </ul> <p>Governors felt that although the objective for 2017-2021 relating to this point had been broadly achieved, there was more that could be done to extend pupils' understanding in this area.</p> <p>The objectives will continue to be reviewed annually.</p>	
<p><b>17</b></p>	<p><b>ACADEMISATION</b></p> <p><i>This item was taken after item 11.</i></p> <p>The Chair informed governors that the proposed Schools Bill 2022 includes a requirement for all maintained schools to be within or be working towards joining, a strong MAT by 2030. The Chair attended a session on academisation run by the Diocese recently, and the Diocese are planning on holding workshops for all maintained schools and will visit each school in the Autumn Term to discuss possible options.</p> <p>The Chair requested encouraged all governors to read up on the white paper and the Schools Bill, and familiarise themselves with the arguments for and against academisation over the summer, so that they are prepared as much as possible for when the Diocese visit and for ongoing consideration of this issue.</p> <p>The Chair suggested that "Academisation" should also be a standing item on all future FGB agendas.</p> <p><b>Q: There was a presentation on academisation by the Diocese a few years ago where the only options appeared to be to stay as we are or to join DEMAT. If staying as we are will no longer be an option, is DEMAT still the only other possibility?</b> We do not know at this stage, but it could be that we could consider joining the Cam Academy Trust (which runs Comberton Village College and other local schools) or become an associate with Bourn Primary School which is an independent academy. At the Network CB23 Chairs meeting, some local Chairs were going to speak to the Chair at Bourn to find out more information.</p> <p><b>Q: What will the implications be in terms of resourcing and budgets?</b> These are areas which we will need to raise with the Diocese when Andrew Read comes to visit.</p>	<p><b>All govs</b></p> <p><b>WG</b></p>
<p><b>18</b></p>	<p><b>ADMISSIONS COMMITTEE</b></p> <p>The Chair informed governors that the Admissions Committee has met twice this half term.</p>	

19	<p><b>LENGTH OF THE SCHOOL DAY</b></p> <p>Governors were reminded that there is now a statutory requirement for the school day to be 6.5 hours. At the last FGB, governors had agreed to add on 5 minutes to the end of the day, but operationally, it would be easier to start the day 5 minutes earlier at 8.50am.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Governors agreed that the new timings for the school day in September should be 8.50am-3.20pm for all year groups.</b></p> </div>	
20	<p><b>GOVERNOR TRAINING</b></p> <p>The Training Governor had circulated information relating to SIAMS prior to the meeting.</p> <p>As noted under item 7.4, Barton is not on the SIAMS list for inspection next academic year, but evidence will continue to be collected in preparation for the next inspection.</p> <p>There was no termly governor briefing this term.</p> <p>The Training Governor and Vice-Chair have attended the online Headteacher appraisal refresher training. Documents are available on Governor Zone. As agreed previously, HTPM will be carried out by governors on rotation – this will be discussed in more detail at the next FGB.</p>	<b>Next FGB</b>
21	<p><b>NETWORK CB23</b></p> <p>There was no new information to report. Events will continue to take place next year.</p>	
22	<p><b>FOBS</b></p> <p>The Headteacher advised governors that the recent “Barton’s Got Talent” evening raised £1,280. There is enough funding to purchase a second promethean board, which will hopefully be ordered over the summer.</p>	
23	<p><b>COMMUNICATION</b></p> <p><b>23.1. Governors’ Bulletin</b></p> <p>The Chair thanked the Chairs of Standards and Resources Committees for their entries. The Bulletin will be issued to parents tomorrow.</p>	<b>CP</b>
24	<p><b>ITEMS ADVISED BY THE LOCAL AUTHORITY</b></p> <p>None.</p>	
25	<p><b>REVIEW OF THE MEETING</b></p> <p>What have governors done at the meeting to make sure standards are being raised?</p> <p>Governors have:</p> <ul style="list-style-type: none"> <li>• Reviewed the equality objectives and identified areas for further improvement, as well as extending and embedding action that has already been taken.</li> <li>• Completed monitoring visits to experience learning in their designated subject area from a pupil’s perspective.</li> <li>• Analysed the success of the new Link Governor system and looked forward to a new cycle of visits with new colleagues in September.</li> <li>• Reviewed the results of questionnaires with stakeholders to identify positive feedback as well as areas for improvement.</li> <li>• Reviewed safeguarding procedures and ensured that training is in place for next term.</li> <li>• Looked at succession planning for the next academic year to ensure that there will be continuity and security for the positions of Chair and Vice-Chair.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Praised the successes in the YOP especially given the challenges of the last academic year, and looked forward to setting new objectives and embedding achievements in 2022/23.</li> <li>• Affirmed the new timings of the school day to ensure they comply with the statutory 6.5-hour requirement.</li> <li>• Established a plan to prepare for the possibility of academisation, and taken on board each governor's responsibility to become aware of the issues to take into consideration.</li> </ul>	
<p><b>26</b></p>	<p><b>OTHER BUSINESS</b></p> <p>There was no other business.</p>	
<p><b>27</b></p>	<p><b>DATE OF NEXT MEETING</b></p> <p>Governors discussed the timing of the sub-committee meetings as a number of governors have had to leave early to take their children to school. Governors were reminded that they could claim for expenses such as using Stepping Stones if this would be helpful.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>It was agreed to move the start of the sub-committee meetings to <u>7.15am</u> to allow additional time before school starts.</b></p> <p><b>The dates of the meetings for 2022/23 will be discussed by the Headteacher and Chair, and confirmed to all governors in due course.</b></p> </div> <p>Governors expressed their thanks to TL for his work and commitment over the last 7 years. The Headteacher also passed on thanks from the teachers and expressed her gratitude for TL's support since taking up the role in 2020.</p> <p>The meeting ended at 9.56pm.</p>	<p style="text-align: center;"><b>JM/CP</b></p>