

Barton Church of England Voluntary Aided Primary School

Minutes of the Full Governing Body meeting held at school on 29.03.22 at 7.30p.m.

Present

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

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

In attendance

Mrs Wendy Guest – Clerk	WG
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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 19.01.22, **Headteacher’s Report to FGB** 29.03.22, **Barton YOP Review** March 2022, **Spring Term End of Year Target 2022, Attendance 360, Governors Juniper Report 2022, Draft Standards Minutes** 12.01.22, **Draft Resources Minutes** 16.03.22, **Link Governor Visit Report – Geography, History and Maths, Link Governor Visit Report – Science, Link Governor Visit Report – RE, Link Governor Visit Report – EYFS, Music, Art and DT, Link Governor Visit Report – English, Reading and Phonics, British Values Statement for School Website** March 2022, **Critical Incidents Policy 2022, Looked After Children Policy** March 2022, **Pupil Records Policy** March 2022, **Relationships Education Policy** November 2021 (checked March 2022), **Remote Learning Policy** March 2022, **Supporting Pupils at School with Medical Conditions Policy** March 2022, **Guidance for Safer Working Practice** February 2022, **NGA Environmental Sustainability Guide** November 2021

	The meeting was preceded by training from Belinda Harvey, Primary Adviser on “Link Governor Roles and Governor Roles in Monitoring the Curriculum”	Action
	The meeting started at 7.40pm.	
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 PF, VF and TL. Consent for absence was given. <p>2.2. Quorum. The quorum for the meeting on 29.03.22 was 5. The meeting was quorate throughout.</p> <p>2.3. Vacancies.</p> <p>2.3.1 Foundation Governors: Governors were advised that MR has stepped down from the Governing Body after many years’ service due to ill health. Her significant contribution to the school and Governing Body were recognised and a card and flowers have been organised by the Clerk. This means that there are now 2 Foundation Governor vacancies and a further 2 vacancies for Principal Officiating Ministers.</p>	

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	<p>2.3.2. Staff Governor: The position of Staff Governor is not permanently filled and teachers are taking it in turns to attend meetings. Governors welcomed DB to the meeting today.</p>	
3	<p>DECLARATION OF INTEREST</p> <p>There were no declarations of interest for the meeting.</p>	
4	<p>MINUTES OF THE PREVIOUS MEETING – 19th January 2022</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 19.01.22 The Committees Action List 2021-22 (version 5) was available on Governor Zone and documents the actions that have been completed.</p> <p>5.2. Matters outstanding from the meeting on 19.01.22 Governors noted that the Headteacher, Chair and Vice-Chair are to meet to address the following items:</p> <ul style="list-style-type: none"> • Annual pupil and parent consultations • School website design • Jubilee celebrations <p>Q: Item 13 of the minutes notes that there are families which the Headteacher is supporting from a safeguarding point of view. Are these families receiving support from outside agencies? Families are receiving support from within school to monitor and check on pupils' wellbeing, but outside agencies are also involved. Teachers are made aware on a need-to-know basis.</p> <p>Q: Are these issues resulting in long absences from school? Have daily welfare calls and food parcels been considered? These would not be appropriate for the families concerned. Any prolonged absences have been due to Covid. Regular welfare calls are made to the families, but these have not needed to be on a daily basis if it is known that the pupils are absent due to Covid.</p> <p>Q: Is it necessary to consider another category of vulnerability? No, not at the moment as there are no issues with any of the pupils in school. The family circumstances outside school are difficult and relevant agencies are involved. The baseline for some pupils is very low and progress is slow, but interventions are in place, and support from volunteers for reading is invaluable as they are able to give their undivided attention to the pupils.</p>	
6	<p>WELLBEING</p> <p>6.1. Pupils There has been a spike in Covid cases amongst pupils, with a quarter of the school absent on one day last week. Some pupils have tested positive twice within the space of a month, but all seem to recover quickly.</p> <p>Pupils report that they feel safe in school, and for some it provides the additional security of a routine and stability. There are still some issues concerning behaviour, and in particular dynamics in the playground, but these are being carefully monitored and action taken as appropriate.</p> <p>6.2. Headteacher and staff All staff are in need of a break due to the constant busyness and challenge presented by Covid, and in particular the staffing pressures. The Headteacher has had no SLT time</p>	

	<p>recently as the Senior Teacher has been absent with Covid, and this has also impacted on covering the class, with the other LKS2 Teacher working additional days and TAs stepping up as necessary.</p> <p>An advert has been placed for a third time for a 1:1 TA for a pupil with an EHCP. Supply cover has been booked for the first four days after the Easter holidays to provide interim support until an appointment can be made. Two applicants have contacted school, and interviews will be held in the first week of the summer term.</p> <p>Governors agreed that every pupil deserves the appropriate level of support to be in school but that it was not sustainable for the Headteacher to continue to provide it.</p> <p>Q: What are the qualifications of the supply TA who will be providing cover after Easter? The TA has not been with the agency for very long, but is reported to be very successful. It will be important to build trust and understanding with the pupil, which will take time.</p>	
7	<p>RAISING STANDARDS</p> <p>7.1. Headteacher's Report</p> <p>Governors welcomed the detail provided by the Headteacher's Report which was available on Governor Zone.</p> <p>Governors' attention was drawn to the summary at the beginning of the report which lists the current areas of focus.</p> <p>Q: There is an emergency 3-day learning pack on the website, but if a pupil is off for a long period of time and needs more resources, can these be provided?</p> <p>Swallow Class has 6 days learning on their class pages, and Robin, Kingfisher and Owl have 3-day packs. Some parents have called in to ask for additional learning, and this has been provided by teachers on a case-by-case basis, but other families are choosing to work with the CGP books or to use the time to research their half-termly projects.</p> <p>Target Tracker data showing the steps of progress report for all years except Y1 was available under the section on "Achievement". There is a new baseline for EYFS data this year, which means that the Y1 data does not accurately reflect their progress.</p> <p>The following points were made:</p> <p>Y1:</p> <ul style="list-style-type: none"> • The ARE figures are very strong, and it is anticipated that 81% will reach ARE in reading, 75% in writing and 81% in Maths. • There is 1 ECHP pupil and 1 new pupil who started in January with a low baseline. <p>Y2:</p> <ul style="list-style-type: none"> • Writing has taken a dip with only 62% expected to reach ARE, but overall progress is excellent with 75%-90% making well above expected progress in reading, writing and Maths. <p>Y3:</p> <ul style="list-style-type: none"> • The transition from Y2 to Y3 has been challenging for a number of pupils, and interventions are in place to support their learning. • Progress in reading is very pleasing and follows the decision to step away from guided reading, and instead introduce a new, more focused approach to develop higher level reasoning skills. • Progress in Maths is low, but Class Teachers have developed a new approach which is more focused and structured, and it is hoped that this will have a similar impact to reading. 	

Y4:

- Progress is good across the board (70%-90%), but with the additional focus on Maths, it is hoped that this figure will improve further.

Governors were informed that the Y3/Y4 Class Teachers are slightly more conservative with their assessments and that some of the figures may be on the low side. The Primary Adviser was delighted with the sample of writing books that she viewed today.

Y5:

- This cohort remains a challenge with a difficult combination of significant emotional and educational needs. Difficulties have been apparent for this group since Y1.
- Targeted approaches have been in place throughout this cohort's school journey, but EHCPs have only recently been approved for 2 pupils, and there is a further Needs Assessment being submitted.
- Some pupils benefitted hugely from being in school during lockdown, as the class was much smaller, and staff were able to provide more focused support. Pupils' level of engagement was also much better.
- Overall, progress is good, but the expected percentages of those on track to reach ARE are very low (35%-47%).

Q: Do we have a record of what we have done as a school to support this particular year group? Yes, we are able to evidence all the support that has been put in place. Unfortunately, this year, there is no general TA in the class which would be of benefit to a large number of pupils who do not qualify for 1:1 support but still have a range of learning needs. Next year will continue to be challenging, as there will be 4 EHCP pupils in the class, and the overall class size will be 32.

Y6:

- This is strong cohort with over 80% making well above the expected progress for reading, writing and Maths.
- However, the percentage of pupils on track to reach ARE in writing is not as high as would be expected.

EYFS

- This cohort has made a very positive start to their school journey. Pupils are particularly able in communication, writing and Maths.
- There are 3 pupils who need more support across all areas, with 1 pupil at a particularly low level.

Q: How easy is it to give additional support to the pupils who joined later in the school year? Staff are using every available spare minute to fit in additional phonics or Maths, or to share a book with the newer pupils. Staff are also providing opportunities for cultural enrichment.

PP/SEND/FSM:

- The percentage of pupils on track to reach ARE remains very low.
- SEND pupils' ability to access learning is impacted by their disability, but support continues to be provided by SEND Services, Specialist Teachers, Teachers of the Deaf, SLTs and Paediatricians. There is still a very long waiting list for counselling with YOUnited.
- Interventions are in place for PP pupils to support them with their learning.
- Progress for PP/SEND/FSM pupils is regularly discussed and reviewed to identify if any additional measures need to be put in place.

Q: It is encouraging that 10% of SEN pupils are on track for ARE in Maths. Do you foresee that any other groups could be on track for ARE by the end of the year? It is encouraging to see the progress that pupils are making, but their learning has been significantly disrupted by lockdowns over the past 2 years. It is widely acknowledged

that vulnerable groups have been the some of the most adversely affected by the pandemic.

The Headteacher also highlighted the following points from her report:

- **Pupil attendance:** the level of attendance has dropped significantly due to Covid, but it is hoped that this will recover after the Easter holidays. There are some pupils who have had particularly low attendance, but the Headteacher has spoken to families to provide reassurance which has resulted in a significant improvement.
- **Staff absences:** these have also been much higher than usual, but staff have pulled together to cover absences, with teachers coming in on days off and HLTAs stepping up to take classes.
- **Pupil roll:** a new pupil will join LKS2 after Easter, taking the roll to 115. In September, it is predicted the roll will fall to 106. (15 Y6 pupils will leave in July and it is forecast that 6 YR will join in September).

The proposed arrangements for classes in September are as follows:

Robin Class: 20 pupils (6 EYFS and 14 Y1)

Kingfisher Class: 26 pupils (16 Y2 and 10 Y3)

Swallow Class: 28 pupils (11 Y3 and 17 Y4)

Owl Class: 32 pupils (15 Y5 and 17 Y6)

The Y3 cohort is particularly large (21 pupils) and it will be necessary to split this group across two classes in September in order to manage pupil numbers effectively. This will result in a mixed key stage class in Kingfisher.

Q: How will the split of Y3 be managed – will it be based on ability? This will be discussed with teachers, but there are a number of criteria to take into account including maturity and friendship groups as well as ability. Once a fair set of criteria have been established and decisions taken about which pupils will be in which class, this will be communicated to parents.

The Headteacher advised governors that once the new Promethean board has been delivered for Kingfisher Class, it is hoped that the old non-interactive board could be installed in the Hall to create another learning space in the mornings. The long-term plan is for FOBS to fund another Promethean board for Owl Class, and the current non-interactive board in Owls would be moved to Skylark. In September, Owl Class will use Skylark Room as well as their classroom, Swallow Class will continue to use the staff room for small group work, and EYFS/Y1 will be able to use the Hall.

Q: In your report, it advises that the windband teacher is leaving. Will this impact on Windband provision? The windband teacher is using his contacts to try and find a replacement tutor before he leaves. Windband will continue in its current format in the Summer Term.

The following additional points were highlighted to governors:

- **Staff training:** staff have continued to access a range of training courses, although unfortunately the training on Trips/Outdoor Learning had to be postponed due to staff absences.
- **Tutoring grant:** some sessions have not taken place this term due to staff absence so will be carried over to after Easter and will be led by our casual teacher.
- **Recovery premium:** sessions will continue in the Summer Term with changes in pupils taking part.
- **Swimming pool:** the pool has been commissioned and is ready for use. The Caretaker will attend a refresher training session on pool management.
- **Child protection:** the DSL and Deputy DSL are attending refresher training after Easter.
- **Headteacher support:** The Headteacher continues to meet regularly with the Primary Adviser and EDRA.

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- **Appraisals:** TA and Teacher mid-year appraisals have been completed with the exception of 2 staff.
- **Book scrutiny:** The Primary Adviser has carried out a book scrutiny, looking at extended pieces of writing in History, Geography, Science and RE, and evaluating the impact of teaching in English on other topic areas. Very positive comments were received including helpful feedback which will be shared with teachers.
- **School Council:** Covid absences have made it difficult to meet regularly as a group. It is hoped that School Council will resume properly in the Summer Term.
- **Worship Leaders** and **House Captains** are in place and are working well.
- **RE:**
 - **Church Schools of Cambridge:** Victoria Goodman led a Lent/Easter Workshop based on a Ukrainian story with YR-Y4 pupils, making crafts and exploring the themes behind Easter.
 - **Gener8:** Y5/Y6 have had their own dedicated RE day with Gener8. Gener8 also continue to provide resources for the Prayer Space in the Hall.
 - **Bishop's Challenge:** pupils have completed the Bishop's Lent Challenge "Brave Believers" which will be sent to the Diocese.
 - **Courageous Advocates:** pupils have donated supplies to support the Ukrainian Refugee Crisis.
 - **SIAMS training:** staff have completed training online
 - **Assemblies:** church assemblies continue to be led by Rev Claire Robertson, Rev Keith Tarring and Rev Priscilla Slusar.
- **School bible verse:** consideration is being given to choosing an alternative verse from scripture.
- **School Action Plans:** plans have been reviewed for the Spring Term so that teachers know what to focus on in next term. The rolling 2-year curriculum plan is also being reviewed to reflect the change in class structure.
- **Premises:** a productive meeting took place with the Diocese Property Manager, the Chair of Governors, Chair of Resources, Headteacher and School Business Manager last week. Further discussions are being held with the School Property Manager to resolve outstanding issues.
- **Events for the Summer Term:**
 - **Y5/Y6 Activity Week**
 - **Jubilee Celebrations**
 - **Summer Fair**
 - **Walk to Grantchester Meadows**
 - **Proms in the Playground**
 - **Y6 Leavers Party**

Q: How have the parent consultations gone as they have had to be held via Zoom again? It is not ideal to have consultations online, as parents are unable to view their children's work, but teachers have communicated progress and targets, and pupils will be given paper copies of targets to take home.

Q: Looking at the funding table, there are now 5 EHCP pupils supported? Yes, school has to pay the first £6k for each child, so this totals £30k from school funds.

Q: Is each EHCP child awarded a different amount of money? Yes, it depends on how many hours they are allocated, and this is only divulged once school agrees to accept the EHCP proposal. If it is felt that the funding is insufficient, school would call for an early review to ensure that the EHCP fully meets the needs of the pupil.

Governors were reminded that there is a notional pot of money allocated to schools to cover high level needs, but in practice, it is not sufficient. In addition, the LA's SEN budget is significantly overspent, resulting in support being granted for only the most severe learning difficulties. The SEND Green Paper is being published today, and may result in schools having to fund more than the initial £6k.

7.2. YOP (RAGed Spring 2022)

Governors were informed that most of the targets are rated “orange”, as there is still another third of the year to go, and work is well underway to achieve the objectives. However, there are a few that are rated “red” (e.g. inviting authors into school, trip to Norfolk book centre), which school have been unable to progress due to Covid and associated pressures.

The following points were made:

- **Library:** there are ongoing discussions about how best to organise the library and ensure that books are shelved appropriately.
- **Marking policy:** the policy is being reviewed to ensure it is up-to-date and meets teachers’ needs.
- **Behaviour policy:** this is being reviewed in light of the Steps Tutor Training recently attended by the Headteacher and another member of staff.
- **Asbestos:** the discovery of asbestos in the roof has delayed the planned repairs from being carried out.
- **Growth mindset:** it has been difficult to progress the ideas in this area due to the lack of regular School Council meetings.
- **Christmas celebrations:** the Christingle Service was not able to be held at Grantchester, but it is hoped that it will resume this year.

Q: Under priority 2, it states that the EYFS Adviser will meet with Robin Class. Has this happened yet? Yes, she has visited school. It was a very helpful visit as the Adviser has also taught a mixed YR/Y1 class, so she had a good understanding of Robin Class’s needs. Her report will include ideas for improving the play zones outside as well as recommendations for organising the classroom. Overall, feedback was extremely positive.

Q: Also under priority 2, it says that there is an option to purchase CGP books to support pupils with home learning – is this for all pupils or a particular cohort? The books have been offered to pupils in KS2, and a number of parents have taken up the opportunity to purchase them at a discounted rate from school. The books have also been useful for pupils who have disengaged in class, as they are able to use the books as a learning resource, complete a page on a certain topic and immediately see their results.

7.3. Standards Committee Draft Minutes – 12.01.22

The minutes were reviewed at the last FGB on 19.01.22.

Q: In the minutes, we discussed about governors doing a “deep dive” into reading, but at a recent training course, it was advised that SLT should do “deep dives”, not governors. Yes, the Leadership Team would normally carry out any in-depth monitoring, but governors could still do a visit to focus on reading.

The Clerk will correct this point in the Standards minutes.

WG

7.4. Resources Committee Draft Minutes – 16.03.22

The draft minutes were available on Governor Zone. Governors were informed that the documentation required for the SFVS had been approved by the Resources Committee.

7.5. Feedback from Link Governor Meetings - Plan for Governor Visits

Records of the Governor Visits which introduced Link Governors to teaching staff were available on Governor Zone. It was noted that due to Covid and governor work commitments, the meeting with the PE/ICT Lead had not yet taken place. However, a slot has been booked after Easter.

The Chair welcomed the ideas arising from the sessions, and asked for governors’ views about the next visit. Governors agreed the following:

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	<ul style="list-style-type: none"> • Pupil voice: pupils should be given an opportunity to share their books and talk to governors about what they have learnt. • Subject action plans/progression documents: these documents should inform governors about the areas that have been covered in class so that questions can be tailored accordingly • Timing: visits should be staggered and ideally coincide with teachers' PPA time although for subjects such as Science, it would also be useful for governors to see a lesson in action. Teacher PPA times are as follows: <ul style="list-style-type: none"> • Tuesday: LL • Wednesday: NF, HP, MB • Thursday: DB • Subject area: one subject should be chosen per teacher in line with the strategic priorities for this year. For large subject areas such as English, a specific aspect should be chosen such as phonics or reading, for example. • Frequency: there should be 3 visits per governor per school year. <div data-bbox="236 618 1283 712" style="border: 1px solid black; padding: 5px;"> <p>Governors agreed that the Headteacher, Chair and Vice-Chair should design a timetable for visits for the Summer Term to include the points made above.</p> </div> <p>Q: Has a decision been made on the phonics scheme? No decision has been taken as yet.</p> <p>7.6. Ofsted Parent View Governors were reminded of the importance of having a "live" set of information on Ofsted Parent View, as Ofsted will look at the results up to 3 months before a visit.</p> <div data-bbox="236 987 1283 1115" style="border: 1px solid black; padding: 5px;"> <p>Parent governors agreed to complete the Ofsted Parent View questionnaire. The Chair will circulate the link (which is also available on the Ofsted page of the school website).</p> </div>	<p>JM/CP/CM</p> <p>CP</p>
<p>8</p>	<p>POLICIES</p> <p>8.1. For Review</p> <p>8.1.1. British Values: Governors were informed that schools are required to publish a statement on British Values on their website. This forms part of the Government's Prevent Strategy, and highlights the core values that should underpin all teaching and learning. The appendix "40 acts of kindness" links SMSC to British Values, and an area of focus is included in the Barton Bulletin each week to raise awareness and keep the values in the forefront of families' minds.</p> <div data-bbox="328 1491 1283 1585" style="border: 1px solid black; padding: 5px;"> <p>Governors approved the British Values Statement which will be uploaded to the school website.</p> </div> <p>8.1.2. Critical Incidents: As advised at the previous meeting on 19.01.22, the Critical Incident Plan has been updated in accordance with the LA "Critical and Major Incidents Guidance".</p> <div data-bbox="328 1738 1283 1805" style="border: 1px solid black; padding: 5px;"> <p>Governors approved the Critical Incidents Policy.</p> </div> <p>8.1.3. Looked After Children: Governors were advised that the policy has changed slightly with a new section clarifying the different circumstances which may require children to be looked after. Governors were informed that all statutory references were still up-to-date.</p>	<p>WG</p>

	<p style="text-align: center;">Governors approved the Looked After Children Policy.</p> <p>8.1.4. Relationship and Sex Education: There have been no major changes to this policy. Governors were informed that the Life Bus would be visiting Barton to provide sessions for all year groups on 5th/6th July. There will also be slots for governors and parents to ask questions about the areas that will be covered.</p> <p style="text-align: center;">Governors approved the Relationship and Sex Education Policy.</p> <p>8.1.5. Remote Education: Governors were informed that the red box summarising action to be taken during the Covid pandemic has been removed, and has been replaced with a new introduction. A new appendix explains the actions that will be taken to manage coronavirus at Barton and includes public health advice endorsed by the UKHSA.</p> <p style="text-align: center;">Governors approved the Remote Education Policy.</p> <p>8.1.6. Supporting Pupils with Medical Needs: This policy has been reviewed in line with the latest advice from “School Bus” and “The Key”.</p> <p style="text-align: center;">Governors approved the Supporting Pupils with Medical Needs Policy.</p> <p>8.2. No changes 8.2.1. Pupil Records. Governors noted that there were no changes to this policy.</p>	
<p>9</p>	<p>SAFEGUARDING</p> <p>9.1. SCR The Chair confirmed that the SCR had been signed off yesterday.</p> <p>9.2. Guidance for Safer Working Practice 2022 The new guidance was available on Governor Zone, and governors’ attention was drawn to the updated sections highlighted in blue. The guidance has been circulated to all staff.</p> <p>The main areas of concerns with relation to safeguarding are pupils’ safety online, particularly accessing games which may not be appropriate for their age group and which may influence their behaviour.</p> <p>Q: Section 17 covers physical intervention – would this negate the need for us to have our own Physical Intervention Policy? Our policy will be reviewed in light of the guidance within this document. Particular focus will be given to pupils with autism who may exhibit aggressive behaviour as a result of their responses to certain situations. The recommendations from the Steps Tutor Training will also be incorporated into our approach.</p>	
<p>10</p>	<p>CHURCH SCHOOL UPDATE</p> <p>The Headteacher made the following points:</p> <ul style="list-style-type: none"> • Regular meetings continue to take place with the EDRA. • Linda Allison is now also the Acting School Performance Officer as Christine Page has left. • Pupils have completed the Bishop’s Lent Challenge, and assemblies have focused on “Brave Believers” and the theme of advocacy. Pupils have given support to the Ukraine Crisis by donating food and other essential supplies. 	

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	<ul style="list-style-type: none"> The RE Lead attended training on the Emmanuel Project last week. Staff training on Worship in the classroom will take place after Easter. <p>The Primary Adviser has noted that Barton comes across as a caring school from its displays and discussions, and has an obvious Christian character.</p> <p>Q: Have the Diocese been able to recommend any foundation governors? There may be a new YR parent who might be interested in the role. Ruth Bond, a Lay Reader at St Peter's Church, has also been approached.</p> <p>Governors were informed that Rev Keith Tarring is on sabbatical and will return at the end of the Summer Term. Rev Priscilla Slusar and Rev Claire Robertson will continue with Wednesday morning church assemblies in his absence.</p>	
11	<p>NETWORK CB23</p> <p>Governors were advised that:</p> <ul style="list-style-type: none"> Subject support continues to be provided (EYFS, RE in small schools, English, Maths etc) although it was not possible for the Headteacher to attend the recent SEND session due to workload. The Chair and Vice-Chair attended the recent Chairs session which focused on the skills of asking valuable questions at governing body meetings. Training for all governors can be provided, if there is sufficient interest. <p>The Chair will circulate information from the Network meeting to all governors.</p> <p>Q: Would it be useful to submit questions in advance of governor meetings? This approach has been tried before. If a governor asks for clarification on a document, this does not need to be submitted in advance. However, if there is a question that is strategically important, the Headteacher may need more time to formulate a response. Certain areas such as PP, may be sensitive and in some circumstances, it would not be appropriate to discuss details with all governors. It would therefore be better for the PP Governor to have a 1:1 meeting with the Headteacher to discuss support that is in place and the impact it is having on pupils' progress.</p>	CP
12	<p>GOVERNOR TRAINING</p> <p>The Training Governor sent two emails today to highlight areas from recent training courses as well as the annual governance conference.</p> <p>The Headteacher confirmed that it would be beneficial for each class to have an outreach project to help forge links with the local community, but that in view of the current pressures, it may not be possible to establish these connections before the new academic year. Priority continues to be given to interventions, preparation for SATs and PSHE.</p> <p>Governors also noted:</p> <ul style="list-style-type: none"> The next termly briefing will take place on 25.04.22 Information on courses next term will be circulated to governors and made available on Governor Zone. A database of essential governor training will be established to enable easier identification of review dates. Training on safeguarding, Pride and Prevent is to be covered for all staff and governors at the Inset Day in September. 	<p>AU/WG</p> <p>WG/CP</p> <p>JM</p>
13	<p>COMMITTEE MEMBERSHIPS</p> <p>Following MR's retirement, governors were asked to consider taking on her responsibilities.</p> <p>It was agreed that:</p> <ul style="list-style-type: none"> CM will become a member of the Admissions Committee 	

	<ul style="list-style-type: none"> • RS will take on responsibility for HTPM Review <p>The Clerk will amend the Governing Body Membership and Appointments List 2021-22.</p>	<p>WG</p>
<p>14</p>	<p>COST OF SCHOOL UNIFORMS</p> <p>Governors were informed that statutory guidance published by the DfE in November 2021 obliges all governing bodies to look at their uniform policies and suppliers to ensure that the cost is reasonable and secures best value for money.</p> <p>The Chair has discussed the issue with the School Business Manager, and was able to make the following points:</p> <ul style="list-style-type: none"> • Second hand uniform is available to buy from the school office, and is advertised in the Barton Bulletin and on the school website. • Parents can choose to buy non-branded polo shirts, jumpers and cardigans from supermarkets. • There are two uniform suppliers: Brigade and School Trends. • There is no contract with either of the uniform suppliers, but there is no upfront charge for using their services. Parents order directly from the companies. • Official Barton PE kit is available on loan for team events/competitions. <p>Q: Have we looked at best value and quality of the items? The items are of good quality and represent value for money. Items are handed down within families or are passed to the school office to sell as second hand. There have been some issues with the stitching on the reverse of the logo causing irritation for some pupils, but this has been resolved.</p> <p>Q: Consulting with parents/pupils their views? This could be included in the annual consultation and/or discussed by School Council.</p> <p>Governors noted some concerns following the easing of uniform requirements during lockdown, particularly with reference to school PE kit. It is likely that this will be tightened up in the coming months.</p> <p>Governors agreed that the uniform was compliant with the requirements contained in the DfE statutory guidance.</p>	
<p>15</p>	<p>NGA GREENER GOVERNANCE PLEDGE</p> <p>The Chair advised governors that every governing body is being asked to make a greener governance pledge:</p> <ul style="list-style-type: none"> • to reduce carbon at their school • to put their school's contribution to environmental sustainability on the agenda • to ensure that a plan is developed accordingly <p>Governors were asked to volunteer to be a champion for "greener governance". This would involve examining the NGA guidance, identifying what school is doing already, as well as what else could be done, and anticipating the implications when considering new initiatives.</p> <p>It was agreed that LE would be the Climate Champion.</p> <p>The Clerk will add this role to the Governing Body Membership and Appointments List 2021-22.</p>	<p>WG</p>

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<p>16</p>	<p>FOBS</p> <p>FOBS recently held a “Cheese and Wine Evening” at the Rupert Brooke in Grantchester, which raised £480. The Headteacher was very grateful to FOBS for their efforts and felt that it was a lovely evening, and good to engage with parents in a relaxed atmosphere.</p> <p>As mentioned under item 7.1, fundraising is being earmarked for a second Promethean board to replace the board in Owl Class which is no longer interactive.</p>	
<p>17</p>	<p>COMMUNICATION TO PARENTS</p> <p>17.1. Parent consultations The Headteacher, Chair and Vice-Chair were due to discuss parent consultations at their recent meeting, but this had to be postponed due to Covid. The format and content of the parent questionnaire will be agreed after Easter.</p> <p>17.2. Governors’ Bulletin The Chair thanked PF and CM for their contributions to the governors’ termly bulletin which will be issued to parents on Thursday 31st March.</p>	<p>JM/CP/CM</p> <p>CP</p>
<p>18</p>	<p>REVIEW OF THE MEETING</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"> • Received training on Link Governor roles and monitoring the curriculum from the school’s Primary Adviser. • Discussed the YOP, examining attainment, progress and how to make improvements including ideas from the Primary Adviser’s training. • Considered how to progress Link Governor meetings and subject leadership to the next level, ensuring that pupil voice is heard. • Committed to ensuring that a regular programme of visits is in place and that this is incorporated in governor/teacher annual planning. • Agreed to broaden the scope of safeguarding visits to make them more holistic. • Looked at policies in order to ensure that school is meeting its statutory responsibilities. • Discussed the importance of the statement on British Values, noting that they reflect more wider values within society as a whole. • Reviewed the LAC Policy. • Discussed uniform costs and suppliers to ensure that they are reasonable, affordable, provide best value and are compliant with government guidance. • Examined progress and attainment data for vulnerable groups (PP/SEND/FSM) and discussed support that is in place for these pupils. • Highlighted the importance of safer recruitment especially in relation to the current vacancies. • Discussed the NGA “Greener governance pledge” and appointed a governor to champion environmental sustainability. 	
<p>19</p>	<p>OTHER BUSINESS</p> <p>19.1. Juniper Education Report The report, which looks at the impact of the Covid-19 pandemic on primary school children’s learning, was available on Governor Zone. The Headteacher felt it was important to highlight the key findings of the report:</p> <ul style="list-style-type: none"> • Younger pupils have been more adversely affected than older pupils, with the progress of the current Y2 showing the most significant drop. • There was a more pronounced fall in progress and attainment for vulnerable groups than for their non-disadvantaged peers in the same age groups. • Y6 have been the most resilient year group, showing a smaller drop in attainment and quicker rates of recovery after the return to school. 	

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	<p>19.2. Staffing Governors were informed that the EYFS/Y1 Teacher and UKS2 Teacher have both handed in their resignations and will be leaving at the end of the Summer Term. Both members of staff are moving to further their careers. Both teachers have been with Barton for 3 years.</p> <p>The Headteacher wished both teachers every success for the future, and was very appreciative of the early notice that they had given to enable time to find replacements.</p> <p>An advert has been agreed with the Primary Adviser and will go on EPM's website tomorrow. Parents will be notified in the Bulletin on Thursday</p>	
20	<p>DATE OF NEXT MEETING – WEDNESDAY 4TH MAY 2022 at 7.00pm</p> <p>The meeting ended at 9.51pm.</p>	

Scheduled meetings for 2021-22.

2021-22		FGB	Resources	Standards
Autumn	1	15.09.21	20.10.21 (Salaries)	29.09.21
	2	24.11.21	10.11.21	
Spring	1	19.01.22	16.03.22	12.01.22
	2	29.03.22 (Tuesday)		
Summer	1	04.05.22	27.04.22	06.07.22 (Pupils)
	2	20.07.22	13.07.22	

FGB will start at 7pm.

Committee meetings will start at 7.30am unless notified otherwise.