

Barton Church of England Voluntary Aided Primary School

Minutes of the Full Governing Body meeting held remotely on 24.11.21 at 7.00p.m.

**Present**

Mrs Julie Martin – Headteacher	JM	p	Mrs Caroline Parsons – Chair	CP	p
Mr Laurence Evans	LE	p	Dr Ross Stewart	RS	p
Mrs Vanessa Farrow	VF	p	Rev Marguerite Roberts	MR	aa
Dr Peter Foreman	PF	p	Mrs Anne Ugur	AU	p
Prof Tim Lewens	TL	p	Megan Blee – Staff Governor	MB	aa
Mrs Catherine Martin – Vice Chair	CM	p	Vacancy – Foundation Governor x 3		

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 15.09.21, Draft EFGB Minutes 13.10.21, Terms of Reference for Admissions Committee 2021-22, Terms of Reference for Health & Safety Committee 2021-22, Terms of Reference for Resources Committee 2021-22, Terms of Reference for Standards Committee 2021-22, Delegated Decisions List 2021-22, Standing Orders 2021, Headteacher’s Report 24.11.21, YOP 2021-22 17.11.21, Draft Standards Minutes 29.09.21, Draft Resources Minutes 10.11.21, Note for governors re: Elite proposal November 2021, Curriculum Vision and Intentions 2021, Curriculum Statement for the Teaching and Learning of Geography. Geography Progression November 2021, Curriculum Statement for the Teaching and Learning of History, History Progression November 2021, Draft Governing Body Role Descriptions, Governor Skills Audit collated scores, Admissions Policy 2023-2024, Admissions Policy 2022-2023, In-Year Admissions 2021-22, Supplementary Information Form (Admissions), Relationships Education Policy 2021, Behaviour Policy 2021, Communication and Concerns Policy 2021, Complaints Policy and Procedure 2021, Intimate Care Policy 2021, Attendance and Lateness Policy 2021.**

	The meeting started at 7.04pm.	Action
1	<b>WELCOME REFLECTION – VF</b>	
2	<p><b>APOLOGIES FOR ABSENCE</b></p> <p><b>2.1. Apologies for absence</b> Apologies were received from MR and MB. Consent for absence was given.</p> <p><b>2.2. Quorum.</b> The quorum for the meeting on 24.11.21 was 6. The meeting was quorate throughout. All governors confirmed that they were in a private room.</p> <p><b>2.3. Vacancies.</b></p> <ul style="list-style-type: none"> <li>There continue to be 2 Foundation Governor vacancies and a vacancy for a Principal Officiating Minister. Grantchester Parish have advised that they are unable to suggest anyone to fill the POM vacancy, but the vicar at Barton is following up a possible lead. The Chair confirmed that further discussions will need to take place with the Diocese as it is increasingly difficult to fill Foundation Governor positions.</li> </ul>	

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 MEETINGS – 15<sup>th</sup> September 2021 &amp; 13<sup>th</sup> October 2021</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 meetings on 15.09.21 and 13.10.21</b> The Committees Action List 2020-21 (version 3) was available on Governor Zone and documents the actions that have been completed.</p> <p><b>5.2. Matters outstanding from the Committees Action List</b> There were no other matters that are not covered by the agenda.</p>	
6	<p><b>TERMS OF REFERENCE, DELEGATED DECISIONS and STANDING ORDERS</b></p> <p><b>6.1. Terms of Reference</b></p> <p><b>6.1.1. Resources</b> The Terms of Reference and Delegated Decisions for the Resources Committee were agreed at the Resources meeting on 10.11.21.</p> <div data-bbox="288 907 1209 969" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Governors approved</b> these documents with no further changes.</p> </div> <p><b>6.1.2. Standards</b> The Terms of Reference and Delegated Decisions for the Standards Committee were agreed at the Standards meeting on 29.09.21.</p> <div data-bbox="288 1137 1209 1200" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Governors approved</b> these documents with no further changes.</p> </div> <p><b>6.1.3. Health and Safety</b> The Terms of Reference for the Health and Safety Committee were agreed at the Health and Safety meeting on 02.11.21, and were discussed and subsequently amended at the Resources Committee on 10.11.21.</p> <div data-bbox="279 1408 1219 1485" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Governors approved</b> this document with no further changes.</p> </div> <p><b>6.1.4. Admissions</b> There are no changes to the Terms of Reference for the Admissions Committee.</p> <div data-bbox="288 1637 1219 1736" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Governors approved</b> the Terms of Reference for the Admissions Committee.</p> </div> <p><b>6.2. Delegated Decision List</b> The Delegated Decision List reflects the Terms of Reference for all sub-committees.</p> <div data-bbox="264 1895 1254 1971" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Governors approved</b> the Delegated Decisions List.</p> </div>	

	<p><b>6.3. Standing Orders</b>  Governors were advised that the following additional wording had been incorporated into the document to clarify the procedures for remote participation:</p> <p style="padding-left: 40px;">“Where agreement is given for individual governors to remotely join a meeting which is otherwise being held in person, they shall be entitled to join the discussion and give advice and opinions, but shall not be entitled to vote at that particular meeting.” (page 7, bullet point 5).</p> <p>This acknowledges that whilst LA advice is for meetings to be held either remotely or in person, there may be exceptional circumstances which require a meeting to be called urgently with some governors attending in person and some virtually. In this instance, only governors who are present in person will be able to vote.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><b>Governors approved</b> the amended Standing Orders.</p> </div>	
<p><b>7</b></p>	<p><b>WELLBEING</b></p> <p>The Headteacher advised governors that it was currently assessment week, which always puts extra pressure on both pupils and staff.</p> <p>The Emotional Health and Wellbeing Service have provided staff wellbeing packages for Teachers, TAs and SLT, but none has accessed this service yet. (It is unclear whether this is due to time pressures or whether staff feel they do not need the extra support.)</p> <p>There are ongoing challenges with pupils, particularly in UKS2, but in general, issues are settling. Certain pupils have calming, go-to activities to help them when they are feeling upset or anxious, and are able to spend time with the Headteacher in her SENCO role away from the busyness of the classroom environment. The additional 1:1 hours provided by the new EHCP are also helping, although these are currently being covered by existing members of staff whilst the position is re-advertised. The Headteacher is also continuing to look for a supply TA for Fridays to help provide additional cover.</p> <p>There continue to be a number of uncertainties surrounding the latest set of Covid restrictions and whether these will be lifted in time for the usual Christmas activities to take place, but staff are planning for both possible scenarios and are preparing to film nativities if parents are still not able to come on site to watch the performances.</p> <p>There is currently one member of staff who is absent after testing positive for Covid. There have been no further positive cases amongst pupils since half-term, although the Headteacher is aware of family members who have tested positive. Handwashing and ventilation continue to be a priority although this is more challenging as the weather gets colder.</p> <p><b>Q: How are the other UKS2 pupils feeling? Are things generally in a good place?</b>  Some days are better than others, but when certain pupils are withdrawn to work outside of the classroom, this helps the others to engage better with their learning. We have changed the physical layout in the classroom, and the class teacher is also making more use of Skylark room and the Learning Hub. The additional adults helping with the new EHCP support are also making a difference.</p> <p><b>Q: How is the Headteacher managing leadership responsibilities if there are pupils in her office most days?</b> The Headteacher is working very long days at the moment, but is prepared to do so, as she knows that there is a process that needs to be followed to get these pupils the support that they need. Some pupils have counselling in place, for others there are referrals to follow up, and a further EHCP to apply for. In addition, the Specialist Teaching Team is involved, Tutoring and Recovery Support groups are in place and TAs have received training in de-escalation strategies. This work all falls</p>	

	<p>within the Headteacher's remit as SENCO but does mean that Headteacher duties have to fit around these challenges.</p> <p><b>Q: Some parents raised concerns earlier in the year about incidents where they felt their child might have been unsafe. Has this situation improved?</b> There are some challenging pupils in UKS2, and sometimes the best solution is to remove them from the classroom because there is no 1:1 support in place. Earlier in the term, there were some emails from parents about uncomfortable situations, but the Headteacher met with these parents individually to discuss their concerns, and there has not been any further communication from either parents or pupils to say that they feel unsafe. If governors are picking up on concerns, they should strongly encourage the parents to speak to the Headteacher directly, as she can only deal with issues if she is made aware of them. The Headteacher has also had several discussions with UKS2 about the need for respect and greater empathy towards pupils with additional needs which can manifest themselves in challenging behaviour. As mentioned before, things are settling and friendships are being established, but some days will be more challenging than others due to a range of factors both within and outside of school.</p> <p><b>Q: If the UKS2 Class Teacher is using Skylark more, has the room been repaired following the leak?</b> No, we are still waiting for the SCA to be given final approval and for roof repairs to be carried out. We have however, cleared out Skylark Room to remove the resources which are no longer needed, and create a better, more usable learning space. There is still the capacity to improve the room further, but the repairs need to be carried out first. Next year, we will have significant challenges class-size wise, so will need to ensure that Skylark Room is fully utilised as a teaching and learning space.</p>	
8	<p><b>RAISING STANDARDS</b></p> <p><b>8.1. Headteacher's Report and YOP 2021-22 (end of Autumn RAGed)</b> Governors welcomed the Headteacher's Report and YOP which were available on Governor Zone. Governors praised the achievements which are documented in the report, and acknowledged the amount of time spent on SEND issues this term.</p> <p><b>Q: If you could estimate the time spent on Headteacher duties vs SENCO duties, what would you say are the proportions this term?</b> It is difficult to judge as bits of both roles are done every day. The focus is on Headteacher work first thing in the day with the School Business Manager, then most of the school day revolves around ensuring that the SEN pupils are settled and working well, and at the end of the day there is time to catch up with other tasks.</p> <p><b>Q: It feels that as governors we should be keeping a close eye on the balance of the Headteacher and SENCO roles.</b> Yes, as outlined in the Headteacher report, a significant amount of time is spent on SEND work, but the issues need to be dealt with so that they do not become bigger and more difficult to resolve. The Headteacher priority has to be to helping pupils to feel confident and secure so that they can engage with their learning.</p> <p><b>Q: This is clearly not sustainable in the long-term, and Governors should be ensuring that there is support when needed for Headteacher wellbeing.</b> All staff are very supportive, and the Wednesday morning meeting with the Senior Teacher is particularly valuable to plan, discuss and share any difficulties. Staff have worked incredibly hard this term to pull together the progression documents and curriculum statements, and at today's staff meeting we focused on subject action plans. Teachers are now all able to take on responsibilities as the lead for subject areas (which they were not able to do as an NQT/RQT), and this will help to share workload. Office staff are also very supportive, and the TAs have stepped up to provide cover for the member of staff who is currently absent. There is a good team spirit which helps to provide support and encourage positivity.</p> <p><b>Q: In the long-term, do you think we should be considering splitting the Headteacher and SENCO role?</b> The problem of creating a separate SENCO role is that</p>	

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it would not be full-time, and therefore when issues arise on a day that the SENCO is not in, someone else would need to deal with them. The ideal in the long-term would be to employ another teacher in view of the fact that there will be a mixed Y3/Y4 class with 37 pupils next year. Class sizes and the extra workload caused by that would put more of a pressure on the Headteacher, than balancing the Headteacher/SENCO roles.

**Q: Are we in a position to be able to recruit another teacher to cope with the large LKS2 class next year?** Looking at the budget it will be extremely tight. We are considering a variety of options including whether to employ a part-time teacher for mornings to split the class into smaller groups for English and Maths, and how to utilise Skylark Room more effectively. This will need a longer conversation with governors at a separate meeting once we have the financial data available.

**Q: Will the requirement for TA support be the same next year?** In UKS2, there will be at least 4 EHCPs. In the LKS2 class there will not be any 1:1 TAs, but there will be some very young Y2 pupils transitioning to Y3 who we anticipate will need general support, particularly as they have missed a lot of their early education due to Covid. It will be difficult to balance needs and numbers so this is an ongoing conversation which we will need to have with our SFA.

**Q: Another difficult conversation is that essentially, we are using the school budget to fund the first £6k of a new EHCP which takes money away from other children.** Yes, and the impact is felt more in a smaller school, but it is obviously crucial to provide SEN pupils with the support they require.

**Q: Aside from the funding issue of employing another teacher, where would they be accommodated?** There is the potential of using Skylark as a permanent classroom, but this would mean that it could not be used for other groups, and space in the Learning Hub, library and Hall is already in significant demand. It may be possible to start a conversation with the LA to investigate whether they could provide a mobile classroom to solve our shortage in accommodation.

**Q: Would mobile classrooms be provided free of charge?** Potentially, yes. However, we would still need to be sure that we could fund another teacher.

**Q: How fixed are the numbers for next year?** It is always difficult to predict whether families might move away, but we have already informed the LA that we are unable to accept any more applications in either UKS2 or LKS2.

**Q: Could there be a possibility of splitting the classes differently?** Yes, we could potentially have all of Y1 with EYFS in Robin Class and Y2/Y3 in Kingfisher which we have managed in the past, but this does mean teaching two key stages in one class which is not ideal. We have a meeting with the SFA in January to determine our budget position and look at budget setting for 2022/23. We will be able to discuss the arrangements in more detail with governors once the financial position has been clarified.

**Q: Previously we had talked about updating the school website. Would you like a working party to look at this? Is there a timescale?** The website is the opening window into our school, and it is clear that it is crucially important for the website to paint an accurate picture of the school. The progression documents and curriculum statements that staff have developed will be uploaded onto the website so that they are readily accessible for prospective and current parents. Governor input on how to improve the website further would be appreciated and will be a project for the Spring Term.

The Vice-Chair advised governors that there were only a limited amount of changes that could be made to the website under the arrangements with the existing website provider (Primary Site). As it is not currently possible to change the layout or format, emphasis should be given to improving the content and ensuring that all material is up-to-date.

WG

Next FGB

**Q: It is very pleasing to read that Google Classroom is now being used in KS1. Is this why school needs a new whiteboard in the classroom?** The problem with the smartboard in the KS1 class is that it is no longer interactive. ICT have examined the board and have advised that it is not worth repairing so we are looking at replacing it with a prometean board which the class teacher is familiar with. Ideally, we would like to purchase two of these boards as they work differently from the smartboards, but this will need to be a long-term aim as they cost in the region of £3k. In terms of Google Classroom, it works extremely well for the pupils, but as staff we use a combination of Microsoft and Google which is not ideal. The LA are very keen on Microsoft (One Drive, 365, Teams etc.) and are promoting this as the best replacement for our server/telephony system. We are in discussions with ICT as to the best way forward.

**Q: Is Google a cheaper system to Microsoft? Are all pupils using Google Classroom?** The chromebooks are certainly very good value, are very reliable and popular with the pupils. Google Classroom is used most by UKS2, but LKS2 and KS1 are using it for their ICT lessons. Google Suite for Education was introduced during the first lockdown when the DfE offered to pay for an ICT package that could be used for remote learning, and teaching staff also moved to storing all their work on Google Drive. There will be some decisions to make about the most suitable IT needs of the school, including the server and telephony system, and we will consult with governors in due course.

### **8.2. Standards Committee Draft Minutes – 29.09.21**

The draft minutes were available on Governor Zone. Governors had no comments on the minutes.

### **8.3. Resources Committee Draft Minutes – 10.11.21**

The draft minutes were available on Governor Zone.

#### **8.3.1 Elite Swimming Academy**

The Chair highlighted the proposal received from Elite Swimming Academy which needs to be discussed and agreed by FGB. Notes on the proposal were also available on Governor Zone.

The proposal was considered by the Resources Committee, and their view was that it represented too significant a risk and that the upfront expenses were not affordable. The governors not on the Resources Committee agreed with this assessment, and whilst they did not doubt the quality of the facilities that would be provided, they felt that this did not outweigh the risks involved, and questioned the benefit to the school as a whole.

**Governors agreed that the Chair of the Governing Body would write to Elite Swimming Academy to inform them of their decision.**

CP

#### **8.3.2. Best Value Review**

Governors were reminded that each year, a BVR needed to be carried out as part of the requirements of the SFVS. The Resources Committee have suggested that the review should look at library facilities and resources, as this is one of school's strategic priorities.

It was suggested that the review should be carried out by the Link Governors for English (AU and RS) in conjunction with the English Lead (LL). The review should focus on the resources and facilities that are available, including the resources that are out-of-date and should be disposed of, and the topic areas and reading levels which need to be re-stocked. The review should also determine how to spend the funds raised by Mrs Papworth's Half Marathon run, and where to locate the library to provide the best possible facility for pupils and staff.

In view of the Covid restrictions which prevent governors from meeting face-to-face with link teachers, it was suggested that the review should commence in January with recommendations to be made by March 2022.

**Q: Are we given any guidance on what the parameters for the BVR should be? Are we simply considering which resources to spend money on or should we be considering if we are spending money as efficiently as possible?** In previous years, we have examined how cost-effective the Chromebooks and ICT packages (Twinkl, Times Tables Rockstars etc) have proved to be not only in terms of how much they cost and how they are being used, but also their impact on pupils' learning and how they link to school's strategic priorities. The library review could be tackled in a similar way. There are other parts to the SFVS which examine the tendering and compliance process, so it is not necessary to include this in the BVR.

**Governors agreed to carry out a Best Value Review into the library which will be led by AU and RS in liaison with the English Lead. The review is to be completed by March 2022.**

AU/RS

#### **8.4. Curriculum Progression Documents and Curriculum Statements**

The Headteacher advised governors that progression documents and curriculum statements have been produced by the Class Teachers for all subjects. Two examples had been uploaded to Governor Zone so that governors could view the format and content.

The Headteacher has also reviewed the Curriculum Offer for 2021-22 which sets out the vision and intentions, as well as how the impact of the curriculum will be monitored and evaluated.

Governors were informed that the format of the progression documents will be tweaked slightly to include EYFS provision at the start of each plan. This will be in addition to having a separate document detailing EYFS objectives. By including EYFS in the progression plans for each subject, parents will be able to view the progress that their children will make throughout their school journey.

Link Governors will be able to use the progression documents to structure discussions on their subject areas when they meet with their teacher in the Spring Term.

Governors welcomed the introduction of curriculum progression plans and curriculum statements, and were very appreciative of the work that had gone into producing these documents. The Headteacher felt that the documents would not only be useful for parents, but have also brought to teachers' attention what is expected of pupils in a primary setting and where pupils have missed out due to successive lockdowns. Action plans are being developed for each subject to address these gaps and meet LA standards.

**Governors approved the curriculum progression documents and curriculum statements.**

**The Clerk will upload the documents to the school website once they have been finalised.**

WG

**Q: Is the Curriculum Offer also on the school website?** Yes, it will be available for all parents.

**Q: The phrase "cultural capital" appears quite often. Will parents be familiar with this terminology in the context used by Ofsted?** A definition can be included in a

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	<p>further document about enrichment activities. As a school, Barton welcomes diversity and embraces all faiths and cultures. It is therefore essential that this impression is given to existing and prospective parents.</p> <p><b>8.5. Governor role descriptions</b> The Chair had drafted Governor role descriptions which were available on Governor Zone. The document includes requirements for each category of governor and is intended to be a guide as to what the roles involve.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Governors welcomed the introduction of role descriptions and agreed that they were useful in providing greater clarity in terms of their duties. Governors approved the role descriptions with no changes.</b></p> </div> <p><b>8.6. Governor Visits</b> Governors agreed that formal visits could not be planned until after the Link Governor visits had taken place with Class Teachers. It is hoped that the Link Governor visits can be scheduled for January, but this will depend on advice from the LA as to whether the ERA restrictions will continue.</p> <p>Governors were informed that the East of England Agricultural Society runs an annual competition, "The Queen Mother's Handwriting Award". Pupils are required to copy a poem (one is selected for each key stage) and submit their entries by March 2022. The Headteacher advised governors that in her previous school, governors judged the entries and awarded a Waterstones voucher to the pupil with the best handwriting as well as the pupil with the most improved handwriting in each year group. This encouraged pupils to try their best, and it was very rewarding to see them take pride in their work.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Governors agreed to hold an internal handwriting competition in the Spring Term, with the best entries also being submitted for the "Queen Mother's Handwriting Award".</b></p> </div>	<p align="center"><b>Next SC/FGB</b></p> <p align="center"><b>JM/English Lead</b></p>
<p align="center"><b>9</b></p>	<p><b>STAFF APPRAISAL</b></p> <p>Governors were advised that the Headteacher's targets were set at the appraisal meeting in October, but that the formal appraisal report has not yet been received.</p> <p>The targets will therefore be discussed at the next FGB meeting in January.</p>	<p align="center"><b>Next FGB</b></p>
<p align="center"><b>10</b></p>	<p><b>GOVERNOR SKILLS AUDIT</b></p> <p>The Chair thanked governors for completing the skills audit, and reported that every area had at least one governor rating themselves as "4" (with "4" being the top rating), and that the amalgamated scores also gave either a "3" or "4" against every category. This provides clear evidence of the breadth and depth of skills within the Governing Body.</p> <p>Various governors had also highlighted areas where they would like to receive training to improve their skills and knowledge. The Chair encouraged governors to access the NGA website which has a library of useful resources as well as short webinars that governors can choose to complete at a time that is convenient.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Governors agreed that the Chair should sign up all remaining governors for NGA membership so that they could access this material.</b></p> <p><b>Governors also agreed to look at the courses run by the LA which are available on Governor Zone.</b></p> </div>	<p align="center"><b>CP</b></p> <p align="center"><b>All gobs</b></p>

<p>11</p>	<p><b>ADMISSIONS ARRANGEMENTS</b></p> <p><b>11.1. Approval of Admissions Policies and Supplementary Information Form</b> Governors had approved the Admissions Policy at the EFGB on 13.10.21, but this subsequently had to be amended in line with advice from the Diocese. These amendments have been approved by email, but are also required to be minuted formally at FGB.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Governors approved the Admissions Policies and Supplementary Information Form with no further changes.</b></p> </div> <p><b>11.2. Consultation Process</b> Governors were advised that the Chair and Clerk had met to form a plan for the consultation process which is required under the Schools Admission Code 2021.</p> <ul style="list-style-type: none"> <li>• The consultation will take place between 13<sup>th</sup> December 2021 – 31<sup>st</sup> January 2022 which is slightly longer than the minimum 6-week requirement, but allows time for Christmas.</li> <li>• The Clerk has contacted Parish Magazines in surrounding villages to ask them to place an entry about the consultation in their December/January edition.</li> <li>• The Clerk will also contact local pre-schools, primary schools and Comberton Village College so that they can notify their parents.</li> <li>• A link will be provided to a page on the school website to view the consultation documents and invite comment.</li> </ul> <p><b>11.3. LA Consultation</b> The LA is also carrying out their annual consultation on their admissions procedures for schools which are not their own admissions authorities. This includes the procedures for YR, Y7 and in-year applications.</p> <p>The Chair has viewed the consultation and highlighted the following changes which may be of interest:</p> <ul style="list-style-type: none"> <li>• Newnham Croft is reducing their PAN for YR from 34 to 30.</li> <li>• Cambourne Village College are increasing their PAN for Y7 and opening a sixth form in 2023.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Governors noted the details of the consultation, but agreed that it was not necessary to make any comments on the proposals.</b></p> </div>	<p>WG WG/CP</p>
<p>12</p>	<p><b>POLICIES</b></p> <p><b>12.1. For review</b> Governors were advised that the Headteacher had reviewed the following six policies and that there were no significant changes.</p> <p><b>12.1.1. Relationships Education including RSE:</b> Governors were advised that Cathy Murphy, PSHE Lead Adviser, will be invited into school to talk to pupils about RSE, and that sessions will also be held for parents to inform them of the topics that are covered and to answer questions.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Governors approved the Relationships Education Policy.</b></p> </div> <p><b>12.1.2. Behaviour:</b> Governors asked whether some of the examples of low level disruptive behaviour could be modified to avoid misinterpretation.</p>	

	<p><b>Governors approved the Behaviour Policy subject to these minor amendments.</b></p> <p><b>12.1.3. Communication and Concerns:</b></p> <p><b>Governors approved the Communication and Concerns Policy with no further changes.</b></p> <p><b>12.1.4. Complaints Procedure:</b></p> <p><b>Governors approved the Complaints Procedure with no further changes.</b></p> <p><b>12.1.5. Intimate Care:</b> Governors were advised that there have been minor changes including to the recording system. The rest of the policy is a standard document.</p> <p><b>Q: On page 4, para 4.18 it states that advice is taken from the “DCC procurement department”.</b> This reference will be checked and explained in full in the policy.</p> <p><b>Governors approved the Intimate Care Policy subject to the amendment above.</b></p> <p><b>12.1.6. Attendance and Lateness:</b> This policy has been changed to reflect the new procedures introduced as a result of Covid-19.</p> <p><b>Governors approved the Attendance and Lateness Policy with no further changes.</b></p> <p><b>12.2. No changes</b> Governors noted that the following policies remain unchanged:</p> <ul style="list-style-type: none"> <li>• <b>Anti-Bullying (including Cyber)</b></li> <li>• <b>Managing Serial and Unreasonable Complaints</b></li> <li>• <b>Governor Expenses</b></li> <li>• <b>Governor Visits</b></li> </ul> <p>Governors noted that the following policy will be deferred to the next FGB:</p> <ul style="list-style-type: none"> <li>• <b>SEND</b></li> </ul>	<p><b>JM/WG</b></p> <p><b>JM/WG</b></p> <p><b>Next FGB</b></p>
<p><b>13</b></p>	<p><b>SAFEGUARDING</b></p> <p>The Chair and Vice-Chair of Governors have examined the SCR and confirmed that the document is complete. A new copy will be printed off which the Chair will sign in the next few days.</p>	<p><b>CP</b></p>
<p><b>14</b></p>	<p><b>CHURCH SCHOOL UPDATE</b></p> <p>The Headteacher advised that she was meeting the EDRA the next morning.</p>	
<p><b>15</b></p>	<p><b>NETWORK CB23</b></p> <p>Governors were advised that the following subject meetings have taken place virtually this term:</p> <ul style="list-style-type: none"> <li>• Maths</li> <li>• SEND</li> </ul>	

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	<ul style="list-style-type: none"> <li>• EYFS</li> <li>• English</li> <li>• MFL</li> </ul> <p>Staff are being encouraged to reconnect with the network and triad. Teachers have found these meetings to be very useful, but would prefer them to be held face-to-face so that they can network more effectively with colleagues from other schools.</p> <p>The Chairs of Governors have also had their network meeting which was very useful and supportive.</p>	
<b>16</b>	<p><b>GOVERNOR TRAINING</b></p> <p>The Training Governor will be attending the following courses over the next few months:</p> <ul style="list-style-type: none"> <li>• Safer Recruitment</li> <li>• Early Reading and Phonics</li> <li>• Annual Governor Conference</li> <li>• Termly Briefing</li> </ul> <p>Documents from the courses will be made available on Governor Zone for everyone to view.</p> <p>Governors were reminded to notify the Clerk of any courses which they attend so that they can be added to the training log (on the Committees Action List).</p> <p>The Chair will brief VF about how to access governor training courses which will be appropriate for her Foundation Governor role.</p> <p>RS is to attend the New Governor training course in the Spring Term, as the dates conflicted with work commitments this term.</p>	<p><b>CP</b></p> <p><b>RS</b></p>
<b>17</b>	<p><b>FOBS</b></p> <p>Governors were advised that FOBS are organising an outdoor Christmas Fayre which will take place on Saturday 4<sup>th</sup> December. A Risk Assessment is being drawn up to take account of the additional measures required for Covid-19 as well as for the event to take place outside. Father Christmas will be giving out presents in the willow gazebo which has recently been beautifully repaired by Foxcotte Fencing.</p>	
<b>18</b>	<p><b>ITEMS ADVISED BY THE LOCAL AUTHORITY</b></p> <p>None.</p>	
<b>19</b>	<p><b>COMMUNICATION TO PARENTS</b></p> <p>Contributions to the governors' termly bulletin should be sent to CP by Monday 13<sup>th</sup> December. The bulletin will be issued to parents on Friday 17<sup>th</sup> December.</p>	<b>CM/PF</b>
<b>20</b>	<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>• Clarified the expectation and requirements of the various governor roles.</li> <li>• Discussed the wellbeing of the Headteacher, staff and pupils, particularly in UKS2.</li> <li>• Started to consider how to accommodate a large LKS2 class from September 2022 to relieve pressure on the Class Teachers and Headteacher.</li> <li>• Approved progression documents and curriculum statements which will better inform discussions between Link Governors and Subject Leads, and provide greater clarity for parents.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Taken the prudent decision not to expose the school to unnecessary financial risk which would come from proceeding with the proposals for an enclosed swimming pool.</li> <li>• Formed a plan to carry out a Best Value Review, carefully looking at library resources and the use of recent fundraising to ensure that the library benefits pupils in the most effective way possible.</li> <li>• Looked at admission policies and the consultation process to ensure they reflect the requirements under the SAC 2021.</li> <li>• Reviewed other school policies to ensure they reflect current practice, government guidance and regulations.</li> <li>• Carried out a governor skills audit and analysed the results which demonstrate that the governing body has strength and depth across the board.</li> <li>• Identified possible training pathways for courses to meet individual governor needs.</li> <li>• Welcomed the support that the CB23 Network can provide to teachers across different subject responsibility areas.</li> <li>• Considered safeguarding and the regular checking of the SCR.</li> <li>• Decided to proceed with a handwriting competition which feeds into school's strategic priority to raise standards in writing.</li> <li>• Agreed for a working party to look at the school website in the new year to improve the window to school and ensure that information is readily accessible to prospective and existing parents.</li> </ul>	
<p><b>21</b></p>	<p><b>OTHER BUSINESS</b></p> <p><b>21.1. Queen's Jubilee Celebrations</b>                  The Chair advised governors that the Lord-Lieutenant of Cambridgeshire has written to all schools to propose that they hold an event to celebrate the Queen's Platinum Jubilee.</p> <p>Initial suggestions include a traditional Street Party or "Proms in the Playground" to bring the generations together at this unique point in history.</p> <p>The Parish Council are planning to mark the occasion by planting a tree. A parent who is on the Parish Council will liaise between the council and school to coordinate events.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Governors agreed to nominate a representative to be on the working party to discuss possible celebrations with members of staff, FOBS and the Parish Council. The working party will be formed in the new year.</b></p> <p><b>The Headteacher will circulate the letter from the Clerk to the Lieutenancy to all governors for information.</b></p> </div>	<p align="center">Next FGB</p> <p align="center">JM</p>
<p><b>21</b></p>	<p><b>DATE OF NEXT MEETING – WEDNESDAY 19<sup>th</sup> JANUARY 2022 at 7.00pm <u>via Zoom</u></b></p> <p>The meeting ended at 8.52pm.</p>	

**Scheduled meetings for 2021-22.**

<b>2021-22</b>		<b>FGB</b>	<b>Resources</b>	<b>Standards</b>
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.**