

Minutes of the Full Governing Body meeting held at school on 04.12.24 at 6.00p.m.

Present

Julie Martin – Headteacher	JM	p	Caroline Parsons – Chair	CP	p
Louise Bowes	LB	p	Sarah Penrose	SP	p
Alice Hedges – Staff Governor	AHe	p	Emma Pilgrim	EP	p
Andy Higgins	AHi	p	Priscilla Slusar	PS	p
Katie Norman	KN	p	Katie Slusar-Fletcher	KSF	p
Vacancies:					
<ul style="list-style-type: none"> • Foundation Governor x 4 					

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

In attendance

Wendy Bartlett – Clerk	WB
Charlie Lankester – Observer	CL

Abbreviations used.

ARE: Age Related Expectations, **ECT:** Early Career Teacher, **EDRA:** Ely Diocese Regional Adviser, **FGB:** Full Governing Body, **FOBS:** Friends of Barton School, **LA:** Local Authority, **MHST:** Mental Health Support Team, **OFSTED:** Office for Standards in Education, **RESA:** Religious Education and SIAMS Adviser, **RWE:** Religious and Worldviews Education, **SBM:** School Business Manager, **SFA:** School Financial Adviser, **SFVS:** Schools Financial Value Standard, **SIAMS:** Statutory Inspection of Anglican and Methodist Schools, **YOP:** Yearly Operational Plan.

Documents issued for the FGB meeting.

Agenda, Draft FGB Minutes 18.09.24, Terms of Reference (including Salaries) Resources Committee 2024/25, Terms of Reference Standards Committee 2024/25, Terms of Reference Health & Safety Committee 2024/25, Terms of Reference Admissions Committee 2024/25, Delegated Decision List Dec 2024, Heateacher’s Report Dec 2024, 3-Year Strategic Plan Autumn Term 2024, Gov Target Data Y1-Y6 Dec 2024, Y1 Primary Age Related Overview Dec 2024, Y2 Primary Age Related Overview Dec 2024, Y3 Primary Age Related Overview Dec 2024, Y4 Primary Age Related Overview Dec 2024, Y5 Primary Age Related Overview Dec 2024, Y6 Primary Age Related Overview Dec 2024, Draft Standards Minutes 02.10.24, Draft Resources Minutes 06.11.24, Draft Extraordinary Resources Minutes 27.11.24, Governor Visit – Courageous Advocacy June 2024, Governor Visit – RWE Sep 2024, Governor Visit – Pupil Consultation Nov 2024, Governor Visit – Collective Worship Sep 2024, Governor Visit – EYFS Nov 2024, Governor Visit – ICT Oct 2024, Governor Visit – Maths Oct 2024, Headteacher Appraisal Targets 2024/25, Teacher Appraisal Paperwork 2024/25, TA Appraisal Paperwork 2024/25, Collated Responses NGA Individual Skills Evaluation 2024/25, Collated Responses NGA Whole Board Self Evaluation 2024/25, SIAMS Summary Document 2024/25, SIAMS SEF 2024/25, Pre-SIAMS Report Oct 2024, Crib notes for policies to be reviewed 04.12.24, Anti-Bullying Policy Nov 2024, Collective Worship Policy Dec 2024, Communication and Concerns Policy Nov 2024, Critical Incidents Plan 2024, Critical and Major Incidents Guidance revised Sep 2024, Emergency Evacuation, Invacuation and Lockdown Policy Dec 2024, Intimate Care Policy Dec 2024, Intimate Care Guidance for Staff, SEMH Policy Dec 2024, RWE Policy 2024, SEND Policy Dec 2024, SEND Information Report Dec 2024, SMSC Policy Dec 2024, Spirituality Policy Dec 2024, Whole School Food Policy Sep 2024, Asthma Policy, First Aid Policy, Health and Safety Policy, Complaints Policy, Governors’ Allowances Policy, Governor Visit Policy, Annual Safeguarding Report 2024.

<p>The meeting started at 6.06pm</p> <p>Governors welcomed Katie Norman and Charlie Lankester. KN was attending her first meeting following her appointment as Parent Governor, and CL was attending in the capacity of observer while her application to become Foundation Governor was considered by the Diocese.</p>	Action
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1	<p>WELCOME REFLECTION – JM</p>																			
2	<p>APOLOGIES FOR ABSENCE</p> <p>2.1. Apologies for absence There were no apologies.</p> <p>2.2. Quorum. The quorum for the meeting on 04.12.24 was 5. The meeting was quorate throughout.</p> <p>2.3. Vacancies</p> <p>2.3.1 Foundation Governors: There are 4 Foundation Governor vacancies – 1 POM (Grantchester), 1 Foundation Governor appointed by Grantchester PCC, and 2 Foundation Governors appointed by Ely Diocese.</p> <p>Governors were notified that the Chair is awaiting the outcome of the recent Diocese ratification meeting with regards to CL’s application to become a Foundation Governor.</p> <p>The Clerk and Chair will liaise with CL to arrange for her induction once her appointment is confirmed.</p>	<p>WB/CP</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 – 18th September 2024</p> <p>Governors approved these minutes as true and accurate. The minutes will be uploaded to the school website as a public record.</p>	<p>WB</p>																		
5	<p>NOTE OF ACTIONS COMPLETED AND MATTERS ARISING</p> <p>5.1. Actions completed following the meetings on 18.09.24 The Committees Action List 2024-25 (version 2) was available on Governor Zone and documents the actions that have been completed.</p> <p>5.1.1. Staff Subject Leads (point 11.12 from previous minutes): Governors were informed that subject leads for Music, History, Geography, Art, DT and MFL have now been appointed and are as follows:</p> <table border="1" data-bbox="231 1339 1278 1536"> <thead> <tr> <th>Subject</th> <th>Staff Member</th> <th>Governor(s)</th> </tr> </thead> <tbody> <tr> <td>Music</td> <td>Andrea Thompson</td> <td>LB and AHi</td> </tr> <tr> <td>History</td> <td>Abel Pastor</td> <td>CP and PS</td> </tr> <tr> <td>Geography</td> <td>Abel Pastor</td> <td>CP and PS</td> </tr> <tr> <td>Art/DT</td> <td>Tilly Baucher-Webb</td> <td>SP</td> </tr> <tr> <td>MFL</td> <td>Abel Pastor</td> <td>CP</td> </tr> </tbody> </table> <p>Governors welcomed the higher profile given to MFL with Mr Pastor teaching Spanish to Y6 pupils. Governors noted that the experience of Y6 pupils was overwhelmingly positive, and were keen that steps were taken to ensure that pupils in Y3/4/5 had similar learning. The Head and Chair are liaising with the Head of MFL at CVC to ensure that strategies are in place to improve pupil outcomes.</p> <p><i>CL arrived at 6.13pm.</i></p> <p>5.2. Matters outstanding from the meetings on 18.09.24 There were no other matters which are not on the agenda.</p>	Subject	Staff Member	Governor(s)	Music	Andrea Thompson	LB and AHi	History	Abel Pastor	CP and PS	Geography	Abel Pastor	CP and PS	Art/DT	Tilly Baucher-Webb	SP	MFL	Abel Pastor	CP	
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6	<p>TERMS OF REFERENCE</p> <p>6.1. Resources The Terms of Reference and Delegated Decisions for the Resources Committee were agreed at the Resources meeting on 06.11.24.</p>																			

Governors approved these documents.

6.2. Standards

The Terms of Reference and Delegated Decisions for the Standards Committee were agreed at the Standards meeting on 02.10.24.

Governors approved these documents.

6.3. Health and Safety

The Terms of Reference for the Health and Safety Committee were agreed at the Health and Safety meeting on 25.09.24, and were discussed by the Resources Committee on 06.11.24.

Governors approved the Terms of Reference for the Health and Safety Committee.

6.4. Admissions

There are no changes to the Terms of Reference for the Admissions Committee.

Governors approved the Terms of Reference for the Admissions Committee.

6.5. Delegated Decision List

The Delegated Decision List reflects the Terms of Reference for all sub-committees. Governors noted that additional points had been added to confirm the level of delegation in respect of **catering** responsibilities.

Governors approved the Delegated Decisions List.

7 WELLBEING

7.1. Headteacher and Staff

The Headteacher informed governors that this term has been particularly stressful, both for herself and for office staff, due to the following issues:

- **Changes imposed by the LA:**
 - **Budgeting software:** the LA has implemented a new version of the budgeting software (SBS) which has caused significant difficulties as not only is the functionality much reduced from the previous version, but the SBM has also discovered errors within the reports, making it difficult to provide accurate forecasts.
 - **Change to broadband contract:** the LA has withdrawn from the contract with EastNet to provide broadband for all maintained schools, which has resulted in individual schools having to research and come up with alternative solutions. The contract is complex, requiring compliance with DfE guidelines and KCSIE 2024. This has created a large amount of additional work to ensure continuity and security of provision after the current contract ceases in March 2025.
 - **Termination of central hosting:** the removal of central hosting has resulted in changing to a different finance system (Bromcom) which has inevitably caused disruption and delays to paying invoices. The management information system will also be moving to Bromcom early in the New Year.
- **Staff illness:** the Cook has been absent for over 3 weeks and her duties have been covered by the Office Administrator who has the Level 2 qualification in Food Handling and Food Hygiene. This has inevitably impacted on office work, and the ability to provide support to the SBM.
- **SEND:** there has been very little support from the LA concerning a pupil with high-level needs. The Headteacher is continuing to try to establish the best

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	<p>provision for this child. There have been no applications for the 1:1 vacancy, which continues to be covered by a mixture of agency staff and one existing member of staff.</p> <ul style="list-style-type: none"> • Levels of staffing: school is running on the lowest levels of staffing in the last 5 years, and whilst this works when all staff are present, as soon as there is a school trip/event or illness, there are significant difficulties in providing playground cover at break and lunchtimes. <p>The Headteacher wished to record her thanks to all the volunteers who have helped in various capacities this term.</p> <p>Q: Are the low levels of staff due to funding or recruitment? The funding that school receives means that there is no capacity in the budget to increase staff levels. The only position that remains vacant is a part-time 1:1 TA for a pupil with SEND.</p> <p>Q: Could parent volunteers be used more frequently on a rota basis? We already have a large number of volunteers within school, and we are extremely thankful for their help. Volunteers come in regularly each week and assist in a range of roles from general help in the classroom, to reading with pupils either individually or in small groups, and some also help at lunchtime.</p> <p>Q: Is the situation being made more difficult by having the challenge of a pupil with high needs? Unfortunately, yes. This is not only impacting the school budget (in terms of having to spend a significant amount of money on agency staff), but also impacts on the welfare of the Headteacher, the staff and other pupils within the class.</p> <p>The Headteacher advised governors that staff continue to pull together and support each other, but that the unusual combination of factors this term has taken its toll.</p> <p>7.2. Pupils The Headteacher reported that overall, pupil wellbeing is positive. There are some individual needs which are being addressed, but there continue to be delays in accessing external assessments.</p>	
8	<p>RAISING STANDARDS</p> <p>8.1. Headteacher's Report and YOP 2024-25 Governors were referred to the report which was available on Governor Zone and the data from the latest assessments.</p> <p>The Headteacher made the following points:</p> <ul style="list-style-type: none"> • Target Tracker (the programme previously used to analyse data) has been replaced by Sonar Tracker. Staff are still familiarising themselves with the programme and the reports that have been produced focus on attainment for this half term. For future meetings, additional pupil progress reports will be produced. • The data is in a different format and no longer shows whether pupils are working at "2b", "3s" for example, but instead shows whether they are currently working at the expected level, below ARE or above ARE. For example, if a pupil is expected to reach ARE at the end of the year, they should show as "at", "at", "at" for each term's assessments. • It is accepted that whilst most pupils will make steady progress across the year, some pupils may be working below their expected level one term and then make accelerated progress the next. • The data for Y6 pupils is looking very healthy. Additional information (not available on GZ) shows that if they had been taking last year's SATs papers at this stage in the year, there would have been a 77%, 73% and 70% pass rate for the three subjects. <p>Q: Do you compare pupils' data to where they were at the end of last year? Yes, teachers look at their EOY results and then set targets for this year based on this information.</p>	

the sessions missed. There are also seasonal bugs which are impacting attendance and one SEN pupil has very low levels of attendance. Having said that, there are concerns that some pupils tend to be absent more than others, and this will be closely monitored. In terms of lateness, it is always the same families who arrive late to school.

Q: What is the strategy for improving lateness. Reminders have been included in Barton Bulletins, but these do not seem to be having the desired effect. We will be moving to the next step of sending out “soft” letters to families who arrive persistently late to find out if there is anything that school can do to help.

JM/WB

Q: Is absence/lateness affecting these pupils’ attainment? Studies have shown that there is a clear link and this has been publicised several times to parents.

Q: The persistent absence rate is 83.9%, could you explain how this is calculated? This is the average attendance for pupils who are persistently absent (i.e. whose attendance levels are less than 90%).

Q: How late are pupils arriving to school? The majority of pupils are 5-10 minutes late, but there are a few families who occasionally arrive later than this.

Q: When pupils arrive late, do their parents have to sign in? No, office staff sign the children in and also record the time that they arrived. Some children are dropped off at the gate and parents do not come in with them.

Q: Is the new fining system having any impact on parents taking their children out of school during term time? Parents seem quite happy to pay the fine, as it still represents an overall saving compared to taking children abroad in the school holidays.

Q: Are we aware of children with particular anxieties about coming to school? Yes, and we always encourage parents to come to talk to us so that we can help to lessen their child’s anxieties, but there may be some issues that we are unaware of. Sending soft letters to parents will reinforce the message that we want to support them.

Q: Is it possible to monitor trends in lateness/absence to see if they are related to a particular day or subject? Yes, this is possible, although in a primary school, each day is quite similar in terms of subjects and teaching personnel.

Q: Looking at numbers for next year, is it too early to be thinking about possible class structures? The creation of a fifth class has brought huge benefits both to pupils and teachers this year. It would be ideal to continue with a fifth class next year as there is a large Y2 cohort (currently Y1) and whilst all of YR/Y1 may fit into one class in 2025/26, it is not possible to fit all of Y2/Y3 in one class with one teacher as this would have more than the KS1 statutory maximum of 30 pupils. Splitting Y3 across two classes would create a Y3/Y4/Y5 class and a Y5/Y6 class. Due to the size of the Y5 and Y6 cohorts (37 pupils in total), they cannot all be accommodated together. However, funding this year is proving to be challenging, and there is currently no capacity to fund five classes in 2025/26. There continue to be a large number of enquiries from prospective families both for in-year transfers and for YR in September 2025. Playgroup have informed us that there are 9 children who are hoping to transition to Barton in September, and it is therefore possible that we will be over-subscribed for the first time.

Q: If there are more than 15 families specifying Barton as their first choice of school for Reception, will we need to cap the intake at this level in accordance with our PAN? We can choose to over-admit, but we need to be mindful of the impact that this will have on class sizes, particularly whether we will need to accommodate all of the existing YR pupils (14) in Robin Class together with the new YR intake. The LA cannot force schools to over-admit, so this is within our control.

Q: Has there been any further response to the email received by the loss adjusters concerning the insurance claim? No, we are still waiting for advice from PSA.

There were no other questions on the Headteacher’s Report.

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Additionally, EYFS TAs are entitled to regular 1:1 supervision with the class teacher. AHe advised governors that she tries to fit this in within the school day (for example during Collective Worship), but it is increasingly challenging to do so, and she would prefer to have dedicated time with TAs after school. Supervision should take place termly.

It was agreed that termly supervision sessions should take place outside of the normal school day, and that if it was not possible to pay the EYFS TAs for additional time, that consideration should be given to allowing them to come in later or go home early.

JM/AHe

Q: What should supervision cover? Supervision is mainly CPD-focused, ensuring that TAs have the relevant training in line with the EYFS framework, but are also an opportunity for TAs to raise any difficulties and discuss improvements with their class teacher.

Q: Should TAs in other classes also be entitled to supervision sessions? This is a statutory requirement for EYFS only. Other TAs have regular appraisal meetings with the Headteacher, but do not have formal meetings with their class teacher.

Governors felt that whilst the Headteacher provides CPD for TAs on specific issues such as SALT, and ensures that a folder of updated policies is available for them to access, that it would be beneficial to staff wellbeing for **all** TAs to have regular supervision with their class teacher. Supervision sessions would also improve retention if staff feel valued and investments are made for their personal development.

The Headteacher advised governors that in addition to the TA briefing sessions, there is “surgery time” on Monday mornings, where TAs can discuss any work-related issues (for example, training). However, this time is currently not used by the TAs and there have been no requests for alternative time to be made available.

Governors agreed to implement supervision sessions for EYFS initially, and then identify whether there was capacity to extend them to all TAs within school.

AHe

8.5.4. Maths: The new link governor met with the Y6 teacher to discuss the curriculum and examine Y6 work. The key strategic issue for FGB to consider was:

- the huge difference that **teaching a single year group** has made in terms of teacher workload and the learning experience for pupils. This is particularly critical in preparing Y6 pupils for SATs and the transition to secondary school.

Governors agreed that it has been very positive to have a distinct Y6 and Y5 class which has allowed the teachers time to help the pupils with their work rather than leaving them with a worksheet whilst they teach the other year group in their class. As noted under item 8.1 above, there may not be any flexibility within the budget to maintain a distinct Y6 class in 2025/26.

8.5.5. ICT: The new link governor met with the ICT lead to discuss the ICT curriculum, including examining Kapow which is the main resource used for ICT lessons teaching pupils about e-safety. The following issues were identified:

- How to ensure that **chromebooks are maintained.**
- How to **organise and monitor CPD** so that staff can develop in areas that the school needs whilst also having the opportunity to develop in areas that interest them professionally.

	<p>9.2. Anonymised Targets for Teachers/TAs Examples of targets for teachers and TAs were also available on Governor Zone. Governors were informed that the success criteria varied according to the needs of the role, but that all were linked to the 2024/25 objectives within the strategic plan and flow from the HT's targets.</p> <p>Q: The second objective for Teachers is to establish and sustain high quality teaching. The corresponding objective for TAs is to support class teachers in establishing a safe and stimulating environment for pupils. There is no reference to quality - should the objective be reworded to "support high quality teaching" to make it clearer? There are high expectations for TAs and it is important to maintain consistency if the role is shared between two members of staff. The Headteacher will support the Class Teacher in dealing with any issues, and the Teacher will address concerns directly with the TAs. This ensures a focus on high quality provision.</p> <p>Q: Do the teachers have personal development plans? The Headteacher discusses personal and professional development with all teachers as part of their appraisal. This includes identifying how to gain relevant experience which may or may not be available within school. The discussions are documented as part of the Teacher appraisal paperwork.</p> <p>Governors agreed that the targets were SMART and focused on school development priorities.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Governors approved the targets that had been set for the Headteacher, Teachers and TAs, and welcomed the cohesion between the documents.</p> </div>	
<p>10</p>	<p>GOVERNOR AUDITS</p> <p>10.1 Individual Governor Skills Audits The collated results from the NGA Individual Governor Skills Audits were available on Governor Zone.</p> <p>The Chair confirmed that each question required governors to score themselves from 1-4 with 4 being the highest confidence. Most scores were 4 or 3, with a few 2s and 1s. Taking an average of the scores, this resulted in all areas achieving a score of 3 or 4, with the exception of "having experience as a Chair of a board or committee" which scored a 2.</p> <p>Governors agreed that this was a very positive result given that two extremely experienced governors had stepped down from the Governing Body at the end of last year.</p> <p>The Chair highlighted the following courses which will address issues raised from the audit:</p> <ul style="list-style-type: none"> • Governor Ofsted Training: the Chair will circulate notes from the recent course she attended, and recommended that governors book onto the training themselves. • Equality and Diversity: the NGA provides training at the following link Equality, diversity and inclusion (EDI) e-learning programme National Governance Association • Headteacher Performance Management: PS is to book onto the next available course on Governor Hub. • Sharing experience with other schools: CP will ensure that LB is registered with the Network CB23 group for Chairs/Vice-Chairs. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Governors agreed that the Individual Skills Audit fairly represented the range of experience within the Governing Body as a whole. Governors also felt that although all areas were adequately covered, it would be useful to receive further training and to better utilise governors' professional expertise in the future.</p> </div>	<p>CP All gobs</p> <p>PS</p> <p>CP/LB</p>

	<p>10.2. Governing Body Evaluation The results from the NGA Governing Body Evaluation were also available on Governor Zone.</p> <p>As recommended by the NGA, the Chair has RAG-rated the results with the number of responses shown for each colour.</p> <p>Governors noted that the highest number of responses received for each question were either green or amber-rated. The questions which received more amber-rated responses related to collaboration and size.</p> <ul style="list-style-type: none"> • Collaboration: The Chair noted that it would be beneficial for the governing body to attend network meetings and liaise with other local boards to learn from their experiences and share best practice. • Size: Due to the governing body continuing to carry Foundation Governor vacancies, the majority of governors felt that there were not the right number of people around the table, making it more challenging to delegate responsibilities effectively. <p>The following additional points were made:</p> <ul style="list-style-type: none"> • <u>Question 18: Evaluation of individual contributions.</u> It has been agreed previously not to carry out 360-degree appraisals. The Chair felt that this would only be appropriate if there were multiple candidates seeking to become Chair in which case it would be a useful exercise to analyse who had the most relevant skills and experience for this role. • <u>Question 19: Evaluation of board practice.</u> There has not been an external review of governance due to the cost involved. • <u>Question 20: Evaluation of impact.</u> Governors are confident that decisions made by the governing body have had an effective impact on pupils' outcomes, but have acknowledged that there are always improvements to be made, and that the school budget is ever tighter with minimal contingency. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Governors felt that this had been a useful exercise which accurately reflected the governing body's performance and had identified areas for improvement. The Chair thanked governors for completing both questionnaires.</p> </div>	<p>CP</p>
<p>11</p>	<p>SIAMS</p> <p>The Headteacher advised governors that following the SIAMS pre-inspection meeting, the vision has been worded slightly differently, and the values and scripture verses have been simplified.</p> <p>The vision is now based on Matthew 7:12 'Do to others, whatever you would like them to do to you' and references to the verse from Phillipians has been removed.</p> <p>The vision is supported by The Parable of the Sower (Matthew 13 vs 1-23) which helps pupils to make good choices so that they can grow and flourish in their learning and relationships.</p> <p>The Values Cross has been reworked with Love at the centre and 5 other key values highlighted in bold.</p> <p>Governors were informed that all documents were available on the school website under the "Our School" tab.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Governors felt that the scripture verse should be more immediately visible to families viewing the school website.</p> <p>It was agreed that the school scripture verse should be added in the scrolling banner on the home page.</p> </div>	<p>WB</p>

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	<p>The full report from the SIAMS pre-inspection meeting was available on Governor Zone. Governors who were not present at the meeting will be provided with an additional set of notes made by the Chair and PS to ensure that they are fully briefed.</p> <p>Governors were informed that they will have 7 days' notice of the inspection, and that on the day, the inspectors will need to meet with the Chair, Vice-Chair, a member of clergy (PS) and Foundation Governors as well as a Parent Governor who will be part of the group to obtain parent voice.</p> <p>A further pre-visit will take place in January, and another member of the Diocese will visit school before the end of term to review the evidence that is in place.</p> <p>Governors were pleased to note the positive comments from the RESA's report, particularly relating to Collective Worship, and felt that the Headteacher and RWE Lead had worked hard to address the other points. The recent Vision and Values Day had enabled pupils to work with staff to develop a shared understanding of school's vision and values, and how they help them to support each other to grow and flourish in their learning. This will be followed by a "Living our Barton Values" initiative in Collective Worship starting next week.</p>	<p>CP/PS</p>
<p>12</p>	<p>ACADEMISATION</p> <p>The Chair confirmed that the Headteacher/Chair from Bourn Primary Academy will be invited to a future FGB.</p> <p>The Headteacher advised governors that feedback from the most recent Primary Heads meeting confirmed that the LA is neutral about schools' status as long as the outcomes are good, and there is therefore no pressure from the LA to make a decision about academisation in the short-term. However, Headteachers are also keen to receive assurances that support will continue for maintained schools following a number of recent changes at the LA.</p> <p>The Chair informed governors that at the governors' termly briefing, there was a focus on federation and sharing resources between schools.</p> <p>Q: Which schools could we potentially join with as a federation? There has not been a conversation yet with any other local schools, but we are aware of some schools who share SENCOs for example, which could help to alleviate pressure on the budget.</p>	<p>CP/JM</p>
<p>13</p>	<p>CLIMATE ISSUES</p> <p>There were no particular issues for governors to discuss.</p>	
<p>14</p>	<p>SCHOOL WEBSITE</p> <p>Governors were informed that a new template has been chosen for the school website, but that the Headteacher and Office Staff have not had chance to review the format in detail due to workload pressures.</p> <p>The Chair felt that it would be useful to have 2 or 3 governors to vet what is currently on the website to ensure that all information is up-to-date before it is transferred across.</p> <p>KSF and SP volunteered to review the website. Discussions also took place about how to ensure that the new website offers a more user-friendly experience – for example, by relocating information and re-titling section headings. An initial meeting will take place on 6 December to identify the work that needs to be carried out.</p> <p>Post-meeting note: the meeting scheduled for 06.12.24 was unable to take place due to SIMS being migrated onto school's server. An alternative date will be arranged for the New Year.</p>	<p>KSF/SP/WB</p>

<p>15</p>	<p>BEST VALUE REVIEW</p> <p>Governors were reminded that each year as part of SFVS, a review needs to be commissioned into one element of expenditure to ensure best value is obtained.</p> <p>Governors discussed possible topics for the Best Value Review and decided that it would be useful to examine expenditure on CPD.</p> <div style="border: 1px solid black; padding: 5px;"> <p>The Best Value Review into CPD will be carried out by CP in her role as SFVS Governor with support from AHi.</p> </div> <p>The review will need to be presented to the next Resources Committee meeting in January which will also examine the rest of the documentation required for SFVS.</p>	<p>CP/AHi</p> <p>Next Res Cttee</p>
<p>16</p>	<p>POLICIES</p> <p>16.1. For Review The Clerk had uploaded a list of notes to Governor Zone summarising the changes to policies.</p> <p>16.1.1. Anti-Bullying: This policy is based on a model from The School Bus, but is personalised with Barton values/expectations. There is additional wording in section 10 on cyberbullying.</p> <p>Q: Do pupils bring mobile phones into school? There are a few older pupils who sometimes bring phones into school. These should be handed into the school office in line with school's Mobile Phones Policy.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Governors approved the Anti-Bullying Policy, but also felt it would be useful to include a reminder about handing mobile phones into the school office in the first Barton Bulletin of the New Year in case pupils had received a mobile phone for Christmas.</p> </div> <p>16.1.2. Collective Worship: This is a Barton policy which has been updated in line with the recommendations from the pre-inspection SIAMS visit. Foundation Governors have been involved in the development of this policy.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Governors approved the Collective Worship Policy.</p> </div> <p>16.1.3. Communication and Concerns: This is a Barton policy which sets out expectations concerning communication, and encourages concerns to be raised informally so that they can be resolved at an early stage.</p> <p>Governors discussed the process of dealing with a concern surrounding the Headteacher. It was agreed that if it was not a serious complaint, that the concern should be raised directly with the Headteacher to see if it could be resolved.</p> <p>Governors (who are also parents) were reminded that if a parent raises an issue with them in the playground that they should not comment on the matter, but should instead encourage them to speak to their child's class teacher or the Headteacher.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Governors approved the Communication and Concerns Policy.</p> </div> <p>16.1.4. Critical Incidents: There have been minor changes to this policy to update contact details and remove reference to the external catering company. Governors were advised that the plan should be read in conjunction with the revised LA Critical and Major Incidents Guidance which was issued in September 2024.</p>	<p>WB</p>

Governors approved the Critical Incidents Plan.

16.1.5. Evacuation Invacuation and Lockdown: This policy is based on a model from The School Bus with additional appendices showing Barton's procedures and location of fire extinguishers etc.

Governors approved the Invacuation, Lockdown and Evacuation Policy.

16.1.6 Intimate Care: Governors were advised that school's current policy is based on a model from The School Bus, but that it was proposed to adopt the LA's model policy as it is more suited to Barton's needs. This should be read in conjunction with the Intimate Care Guidance for Staff.

Governors approved the Intimate Care Policy.

16.1.7. Pupil Mental Health and Wellbeing: This policy was based on a model from The School Bus which no longer exists. It was recommended that the policy should be replaced by The School Bus Social, Emotional and Mental Health Policy.

Governors approved the Social, Emotional and Mental Health (SEMH) Policy.

16.1.8. RWE: This policy has been updated in line with the recommendations from the SIAMS pre-inspection visit. Wording has been amended to reflect that RWE is given high priority in the curriculum rather than the same status as core subjects of maths and English.

Governors approved the RWE Policy subject to the amendment above.

16.1.8. SEND Policy and SEND Information Report: The Headteacher has updated the policy and information report.

Governors approved the SEND Policy and SEND Information Report which will be published on the school website.

16.1.9. SMSC: This policy has been reviewed by the Headteacher and RWE Lead.

Governors approved the SMSC Policy.

16.1.10: Spirituality: This policy has been devised by the Headteacher and RWE Lead.

Governors approved the Spirituality Policy.

16.1.11. Whole School Food Policy: This policy is based on a model from The School Bus. There is no change to the overall purpose of the policy but there are some changes to food standards highlighted in yellow.

Governors approved the Whole School Food Policy.

16.2. Reviewed by the Health & Safety Committee

The following policies were considered by the H&S Committee at their meeting:

	<ul style="list-style-type: none"> • Health & Safety • First Aid • Asthma <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Governors approved the above three policies.</p> </div> <p>16.3. No changes</p> <ul style="list-style-type: none"> • Complaints Procedure • Governors' Allowances • Governor Visits <p>16.4. To be deferred The following policies will be deferred to the next meeting:</p> <ul style="list-style-type: none"> • Freedom of Information • Records Management Policy • Volunteer Helpers <p>16.5. Policy Review Sub-Committee The Headteacher and Chair recently met with the Chair of the Governing Body at Meridian Primary School, who mentioned a recent governor-led review of policies to aid the Clerk/office staff in managing policies.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Governors agreed to create a Policy Review Sub-Committee formed of CP, LB and KN to work through the policies with the Clerk, identify which are needed and when they should be reviewed etc.</p> <p>The Committee will also standardise the format of policies, ensuring that it is clear when they were last reviewed and who they were approved by.</p> </div>	<p>CP/LB/KN/ WB</p>
<p>17</p>	<p>SAFEGUARDING</p> <p>17.1. SCR The SCR has been checked by the Chair. Office staff are in the process of obtaining information for governors and volunteers who have recently joined school.</p> <p>17.2. Annual Safeguarding Report The Annual Safeguarding Report completed in July 2024 was available on Governor Zone. Governors noted that the report confirms that Barton are fulfilling their safeguarding duties.</p>	<p>WB/SA</p>
<p>18</p>	<p>HEALTH & SAFETY</p> <p>There were no additional Health & Safety items to report.</p>	
<p>19</p>	<p>CHURCH SCHOOL UPDATE</p> <p>The Headteacher met with the EDRA last week, and is in the process of providing information requested by the Diocese.</p>	
<p>20</p>	<p>NETWORK CB23</p> <p>The Headteacher regularly attends CB23 Heads Meetings, and confirmed that the support provided by the Network is appreciated by staff.</p> <p>The Headteacher is meeting with the Heads of Haslingfield and Coton Primary Schools to carry out a moderation for writing.</p>	
<p>21</p>	<p>GOVERNOR TRAINING</p> <p>The Chair advised governors that she would email suggestions for training and relevant guidance notes following this meeting.</p>	<p>CP</p>

<p>22</p>	<p>FOBS AND FUNDRAISING</p> <p>KN informed governors that FOBS currently has £25k in their bank account.</p> <p>In addition to the usual school events, it has been suggested that Rev Claire and her twin sister perform a piano concert at a local venue to raise funds, and that a joint event is held with the Parish Council.</p> <p>The Chair asked for governors to volunteer to be part of a fundraising committee which will meet regularly with FOBS and the Headteacher to monitor progress.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>It was agreed that SP, EP and CL would be on the Fundraising Committee together with KN in her capacity as Chair of FOBS.</p> </div>	<p>KN/SP/EP/ CL/JM</p>
<p>23</p>	<p>ITEMS ADVISED BY THE LOCAL AUTHORITY</p> <p>There were no additional items.</p>	
<p>24</p>	<p>COMMUNICATION</p> <p>28.1. Governors' Bulletin The Governors' Bulletin will be issued at the end of term. The Chair requested contributions from the committee chairs by Friday 13th December.</p>	<p>CP/LB/AHi</p>
<p>25</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"> • Looked at the attainment data for pupils across the school, welcoming the strong foundations in Reading and Maths, and ensuring that focus is given to continuing to improve outcomes in Writing in line with the objectives in the 3-year Strategic Plan. • Reviewed the appraisal documentation for the Headteacher, Teachers and TAs to ensure that the targets are SMART and have a coherent strategic focus to drive the school forward. • Examined the results from the recent governor audits and identified training requirements to augment the existing skill set and ensure that the governing body is able to fulfil its statutory obligations. • Discussed the importance of CPD and supervision for EYFS TAs to ensure that school is investing in staff, recognising their potential and improving their sense of value and wellbeing. • Examined the report from the recent pre-inspection visit to ensure that school has all the elements in place to meet the requirements of the upcoming SIAMS inspection and that staff, pupils and governors are able to evidence the strong Christian ethos that guides school's vision and values. • Discussed strategic issues arising from this term's Governor Visit reports to ensure that the views of staff and pupils are taken into account, and that pupils receive the best possible educational experience. • Examined the latest attendance data and identified measures to address persistent absence and lateness by providing support for families to ensure that their children's progress and attainment is not adversely impacted. • Reviewed a number of policies to ensure that they are up-to-date and reflect best practice. • Formed a committee to assist with the school website review, to ensure that information is accurate and easy to find, and that the new website provides a welcoming window for existing and prospective families. • Acknowledged the difficulties of reverting back to a 4-class structure for 2025/26 and discussed the importance of fundraising to identify whether it may be possible to continue with 5 classes for another academic year. 	

Barton Church of England Voluntary Aided Primary School

26	OTHER BUSINESS There was no other business.	
27	DATE OF NEXT MEETING – 12th February 2025 at 6pm The meeting ended at 8.50pm	

Scheduled meetings for 2024-25 are as follows:

2024-25		FGB	Resources	Standards
Autumn	1	18.09.24	23.10.24 (Salaries)	02.10.24
	2	04.12.24	06.11.24	-
Spring	1	12.02.25	29.01.25 (SFVS/contracts)	19.03.25
	2	26.03.25	12.03.25	-
Summer	1	07.05.25	30.04.25	02.07.25
	2	July 25 (TBC)	11.06.25	-

FGB will start at 6pm and will be held in person at school.

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