

Barton Church of England Voluntary Aided Primary School

Minutes of the Full Governing Body meeting held on 28th March 2019 at 7.30 p.m.

Governing Body

Mrs C Coulson – Co-Head	CC	p	Mrs C Parsons	CP	p
Mr L Evans	LE	p	Dr M Penston	MP	p
Mr N Farrow	NF	p	Rev M Roberts	MR	p
Dr P Foreman	PF	aa	Rev K. Tarring	KT	p
Prof. T Lewens – Vice Chair	TL	p	Mrs A Ugur	AU	p
Mrs C Martin - Chair	CM	p	Mrs B Weaver – Co-Head	BW	p
Miss L-L McDowell	LLMD	p	Vacancy – Foundation Governor x 2		

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

In attendance: Mrs W Guest – Clerk.	WG
Keith Bennett – observer with view to becoming a Foundation Governor	KB

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 17.01.19, Draft Standards minutes 14.03.19, Draft Resources minutes 21.03.19, Writing your SEF guidelines and prompts, SEF Barton Template draft copy March 2019, Governors' Statement of General Principles with Regard to Behaviour of Pupils, Behaviour Policy, Behaviour Policy (Staff), Bereavement and Loss Policy, British Values Policy, Freedom of Information Policy, Freedom of Information Appendix, Looked After Children Policy, Persistent Complaints and Harassment Policy, Pupil Records Policy, SRE Policy, Supporting Pupils at School with Medical Conditions Policy, YOP 2018-19 (updated March 2019), Summary of Governor Visits Spring 2019, Individual Governor Visit Reports

Item	<p>The meeting began at 7.44pm following the Windband Concert which some governors attended.</p> <p>Governors welcomed Nathan Farrow, newly appointed Foundation Governor, Caroline Parsons, newly appointed Parent Governor and Keith Bennett who was attending as an observer.</p>	
1	WELCOME REFLECTION – Rev Marguerite Roberts	
2	<p>APOLOGIES FOR ABSENCE</p> <p>2.1. Apologies for absence PF – apologies for absence were received. Consent for absence was agreed. JH – the Governing Body were informed that JH's term of office has expired and she has decided not to seek re-appointment as a Foundation Governor.</p> <p>2.2. Quorum. The quorum for the meeting on 28.03.19 was 6. The meeting was quorate throughout.</p> <p>2.3. Vacancies. The Chair confirmed that there is a vacancy for a Co-opted Governor, and the Governing Body is able to appoint to this position if there a candidate with a suitable skill-set.</p> <p><i>Tim Lewens was asked to leave the room.</i></p>	

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	<p>As noted at the previous FGB, Tim Lewens indicated that he would be prepared to be co-opted as governor once his term of office as Parent Governor had expired. Governors discussed and agreed to this appointment based on his skill-set and previous experience.</p> <p>Governors agreed that Tim Lewens should be appointed as Co-opted Governor. The term of office will be 4 years. He will retain his positions as Vice Chair and Chair of Standards Committee.</p> <p><i>Tim Lewens returned and was notified of the Governors' decision.</i></p> <p>The Chair confirmed that the Governing Body still has 2 Foundation Governor vacancies.</p>	
<p>3</p>	<p>DECLARATION OF INTEREST</p> <p>There were no declarations of interest for the meeting.</p>	
<p>4</p>	<p>MINUTES OF THE PREVIOUS MEETING – 17th January 2019</p> <p>Governors approved these minutes as true and accurate.</p> <p>Governors asked whether the link to the new Governor Zone website could be hidden on the school website from public view. The Headteacher confirmed that this could be arranged with PrimarySite</p>	<p>CC</p>
<p>5</p>	<p>NOTE OF ACTIONS COMPLETED AND MATTERS ARISING</p> <p>5.1. Actions completed following the meeting on 17.01.19. The Committees Action List (version 5) was available on the Governor Zone. Governors were advised that all FGB actions have either been completed or are covered in this meeting.</p> <p>The following points were highlighted:</p> <p>5.1.1. Link Governors (item 5.2.4.) Staff have been consulted for their views on how best to communicate with governors. Overall, their preference was to communicate with governors in general rather than having a link contact, and it was felt that the governor visits would facilitate regular and natural discussions between staff and governors..</p> <p>5.1.2. Opening ceremony for new reception/entrance (item 6.1.) Reverend Sue Martin from the Diocese will lead the service to officially open the new reception on 7th May 2019. Invitations will be sent to donors, parents, Grantchester PCC and Barton PCC. The service will commence at 2.45pm and will be followed by a tea party for the whole school.</p> <p>5.1.3. YOP data (item 6.1.) SEN data including PP and EAL has been added to the March version of the YOP (page 13). EYFS data has also been further updated.</p> <p>5.1.4 Publicity leaflet (item 6.1). The flyer has been sent to the University Accommodation Syndicate and Postdoctoral Office of Affairs. Flyers have also been handed to Comberton Library as well as parents who work at local companies.</p> <p>5.1.5 Pupil consultations (item 8.1.). The Pupil Consultation questionnaire has been finalised. The timing of the pupil consultation was agreed at Standards and will take place during the week commencing 20th May, with governors</p>	

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	<p>coming in to talk to the School Council and hear pupils' views on Friday 25th May.</p> <p>5.1.6 Parent consultations (item 8.2.). The questionnaire has been revised with duplication removed, and the number of questions reduced. The questions have been designed so that the responses will identify areas where action can be taken to address issues. The questionnaires will be issued during the first half of the Summer Term so that analysis can take place over half term, and a response to parents issued shortly afterwards.</p> <p>5.2. Matters arising following the meeting on 17.01.19</p> <p>5.2.1. Parent Prayer Group (item 5.2.1.). A Foundation Governor offered to follow this up with interested parents.</p>	NF
6	<p>RAISING STANDARDS</p> <p>6.1. Headteacher Report: YOP 2018-2019 Governors were asked for questions on the YOP which had been RAGed in March.</p> <p>Governors were advised that the data within the YOP has been scrutinised by the Standards Committee, and that draft minutes of the meeting on 14.03.19 were available on the Governor Zone.</p> <p>Q: As there are new governors at our meeting, would the Headteachers pick out some highlights from the YOP?</p> <ul style="list-style-type: none"> • There is good to outstanding teaching throughout school, and we are in a much more stable place than in previous years. • Progress is excellent in all year groups, and we are particularly pleased that we have accelerated progress for more vulnerable groups. We recognise that certain cohorts have certain needs, and have ensured that there are provisions within our budget to provide extra support tailored to individual pupils. • Results in EYFS are very strong with all pupils predicted to meet or exceed EOY targets. • Initiatives for Maths and English are well established, and we are now working on Foundation Subjects to ensure pupils have the opportunity to flourish in all areas. This will be our main priority from September. • Moderation across schools is very effective with strong links across the CB23 network in all subject areas. • Middle leaders are being developed and supported to drive our school forwards. <p>Q: When do pupils who are new to school feature in the YOP? As soon as we receive data from their previous school, and moderate it with our own judgements. This can take approximately 4-5 weeks and we set targets accordingly.</p> <p>Q: The new EAL data in the YOP is very useful. Does EAL feature highly? Some pupils do not require additional support for this need, but we do put in place interventions focussing on language-related activities, where necessary.</p> <p>6.2 Ofsted SEF (Self Evaluation Form) This item was deferred to the next FGB meeting. It was agreed that governors should spend time completing this document away from the meeting, so that points could be discussed at the next FGB in May.</p> <p>6.3. Ofsted Inspection Framework This item was also deferred to the next meeting.</p>	<p>All governors Next FGB</p> <p>Next FGB</p>

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6.4 Standards Committee Draft Minutes – 14.03.19

The draft Standards Committee minutes were available on Governor Zone.

The Chair of the Standards Committee highlighted that a discussion had taken place about the future strategic vision for the school – specifically, whether Barton should be known for specialising in a particular area (for example, science, outdoor learning). Governors concluded that rather than being known for one specialism, it would be better to have a reputation for introducing pupils to a wide range of opportunities, as this fits well with our ethos as a school. Teachers will still be encouraged to research an area of interest that will impact school development, thus enhancing pupils' learning experiences.

Q: What is the “Blue Smile” training ? The training focussed on a whole school approach to Mental Health, with a designated mental health champion and a mental health strategy within school. Governors have a responsibility to consider if staff are being well supported, and ensure that their wellbeing is looked after and discussed regularly. The suggestion is that teacher wellbeing should be a standing item on every agenda as this is an area that Ofsted is focussing more on as part of their inspections.

6.5 Resources Committee Draft Minutes – 21.03.19

The draft Resources Committee minutes were available on Governor Zone. There were no particular issues to highlight to FGB.

6.6. Governor Visits

The “Summary of Governor Visits” document was available on the Governor Zone prior to the meeting. This outlined the observations that had been made, the actions that will be taken by staff to address any issues, and the date for their completion. Governors agreed that this was an extremely useful document, clearly summarising the impact of their visits.

Q: Will the observations from the PP/SEN visit be added as the visit took place at a later date? Yes, we will be able to add this to the summary document before the detail is examined by the next Standards Committee.

6.6.1. Writing

Individual governor reports examining different aspects of writing (grammar, spelling) were also available on the Governor Zone.

Q: Have there been any comments from staff about the visits? Staff found them really helpful, commenting that the observations were very precise and clearly evidenced,

Q: Did we reach helpful conclusions? Yes, the observations were very useful and the conclusions followed on logically. It has been helpful not only for staff to receive feedback, but also for governors to improve their knowledge of school.

Q: Recent writing initiatives have included a Y1 project in writing. Could you tell us how the course attended by the Literacy Lead has impacted this? The Literacy Lead is an advocate for “Talk4Writing” and attended the course before she came to Barton. Now all teachers have attended this course and are very positive about the approach. Teaching staff will be discussing the strengths from the training and how to implement this process throughout the school at the next Inset Day in April. The initiative focusses on a variety of methods including talking about ideas, learning set pieces of text, and using pictures or actions before actually starting a writing task.

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	<p>Q: Will Talk4Writing replace the other strategies we have in school? No, it will work alongside other initiatives, but one of the strengths is that it works really well for different styles of learning.</p> <p>Q: Could this approach be implemented in other areas of the curriculum? Yes, as long as pupils feel confident about the process, it should be easy to implement across all areas.</p> <p>6.6.2 ICT Governors were advised that the Governor Visit report examining ICT will be included in the Summary of Governor Visits and will be discussed at the next Standards Committee meeting.</p>	Standards Committee
7	<p>WORKLOAD AND WELLBEING</p> <p>Governors asked what actions have been taken to address workload management and wellbeing, particularly in the three main areas identified in the Workload Challenge of 2014</p> <p>Data management:</p> <ul style="list-style-type: none"> • Data is collected in one central place, the YOP, to avoid duplication of effort. • Only data that is useful and can result in meaningful action/improvement is collected. • The frequency with which Target Tracker data is uploaded is 6 times per year, which is the most effective interval to track pupil progress, leading to interventions where necessary • Governor meetings and parent consultations are timed so that information is inputted, retrieved and analysed once but for different purposes to fit in with the latest available information, so that additional data does not need to be uploaded solely for this purpose. <p>Governors were advised that Target Tracker is kept up to date by the teachers. It is an extremely useful system for obtaining data for pupil progress meetings and for the teachers and Headteachers to have an in-depth knowledge of all pupils in the school at a glance.</p> <p>Marking and feedback: This was a key area for development following the last Ofsted inspection.</p> <ul style="list-style-type: none"> • The Marking and Response Policy was reviewed most recently in 2018 and provides clear expectations for teachers, pupils and parents about how feedback is given. • Teachers are able to use professional judgement when marking work to decide what will benefit a pupil most. • Feedback is given in a timely and concise manner, and teachers are not required to spend an inordinate amount of time marking work unnecessarily and for the sake of book scrutiny alone. <p>Planning: Historically, planning had to be carried out in depth and was very prescriptive. Now, that all teaching is good to outstanding, there is more flexibility about how teachers choose to plan their lessons.</p> <ul style="list-style-type: none"> • Teachers are able to plan by making notes on smart notebooks rather than planning every aspect of the lesson in depth. • Teachers can adapt their lesson plans according to the learning from day to day, meeting needs of all pupils along their learning journey. • Whole school curriculum planning is being carried out in advance to provide a clear framework with cross-curricular links to enhance learning in other subjects. 	

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	<p>Q: Could whole school curriculum planning actually increase workload? We are currently doing a termly plan in all areas of the curriculum so we can link areas where appropriate. Previously, we have had whole school topics, which have mostly worked well, but this is not always possible or necessarily effective as pupils have different areas of interest. Whole school curriculum planning ensures that there is an overview of progression in each subject as well as providing links across subject areas.</p> <p>Q: So, you would be looking at consistent, planned progression from one class to another through the whole school? Yes. The idea is to create building blocks for learning, and continuity is an important aspect.</p> <p>Q: The Workload Challenge identified 3 areas for improvement. As a school, do you feel you have been successful or that you are as good as you can be? It is always possible to make improvements and it is important to review workload regularly. The Headteachers consult with staff formally once per year, but there is an open door policy and staff are encouraged to raise issues that may be causing concern.</p> <p>Q: From the last Staff Consultation questionnaire, most of the responses about workload were positive in terms of knowing that they could ask for support? Yes, 15 out of 17 were clear that they felt supported, with one “don’t know” and one negative response.</p> <p>The Headteachers commented that everyone has a responsibility towards their own wellbeing, and part of this is being able to choose how to work. This has to be viewed within the context of teaching being a ‘seasonal’ job with known high-activity times throughout the year.</p> <p>The Chair confirmed that in governor meetings, attempts are always made to ask for information only if it has a clear purpose, and not to duplicate previous discussions from other committees.</p> <p>Wellbeing was also an item for discussion at this term’s EPM update attended by the Headteacher and Chair. Emphasis was placed on looking at the whole culture and ensuring that a number of jigsaw pieces are in place to facilitate wellbeing. It was reassuring that the majority of the jigsaw pieces identified are already in place at Barton, and it is recognised that wellbeing will not simply be tackled by a single new initiative.</p> <p>Q: Do you have strategies in place to support staff if they are experiencing difficulties ? Everyone has their own particular support group that they will turn to if they need to talk to someone. We also have staff social occasions, approximately once a term.</p> <p>Q: Is there a confidential counselling system? Yes, and it is free of charge. Details are publicised to all staff.</p> <p>Governors agreed to keep “Workload and wellbeing” as a standing item on the FGB agenda.</p>	
8	<p>POLICIES</p> <p>8.1. For review</p> <p>8.1.1 Behaviour Policy. The policy was brought to the last FGB meeting in draft form. Discussion centred around three documents:</p> <ul style="list-style-type: none"> • Governors’ Statement of General Principles • Behaviour Policy • Staff version of the Behaviour Policy <p>The Governors’ Statement of General Principles provides the direction for</p>	

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the Behaviour Policy. The principles are based on DfE guidelines, and have been revised to provide the framework for the more therapeutic approach that our school has chosen to take towards managing behaviour.

Governors welcomed the changes to the Statement of General Principles, and approved the new document.

The Behaviour Policy has also been revised since the last meeting. There are two versions of the policy: one for parents and the website, and a more detailed version for staff which includes suggested and agreed scripts to deal with antisocial behaviour, so ensuring consistency of approach from all adults in school. Although the policy takes a therapeutic rather than punitive approach to behaviour management, it should not be seen as a “soft option”. The aim of the Behaviour Policy is to teach prosocial behaviour. The consequences of antisocial behaviour are clearly explained to pupils, and consideration is given to the underlying causes that might be triggering the behaviour.

Q: Do we need a separate staff version of the policy? The staff version is not intended for general publication but is a working document which contains suggested scripts for dealing with challenging behaviour to ensure that all adults are delivering the same message.

Q: What is the plan to communicate the policy to parents? Parents have already been informed and consulted whilst the policy has been in draft. The final version will now be sent out with the next Barton Bulletin.

Q: Why would we want to launch this policy to parents, when we haven't launched other policies in same way? The Behaviour Policy is central to any successful school, as it is critical for the smooth day-to-day running of the establishment. It is essential for parents to know how the new approach works and how antisocial behaviour is dealt with, drawing their attention specifically to the section in the policy entitled “Liaison with Parents” which sets out the expectations school places on parents in supporting pupils.

Q: Should we include questions on the Parent Consultation relating to the new Behaviour Policy? Yes, this would be extremely useful.

Governors approved the new Behaviour Policy.

Governors were advised that the Statement of General Principles is reviewed every 3 years and the Behaviour Policy is reviewed annually.

8.1.2 SRE Policy

Q: Do we talk about same-sex relationships in SRE lessons? Yes, this is covered in the SRE policy for Y5/6 pupils, in relation to the curriculum requirement to “show awareness of some family arrangements which are different to theirs”. In SRE lessons, we accept everyone's uniqueness and teach the importance of inclusion and showing respect for different views.

Parents are informed about what will be covered in the lessons, and can access the lesson plans from the website. Parents are given the option to remove their children from SRE lessons.

Governors approved the SRE Policy.

8.1.2. Supporting Pupils with Medical Needs

Q: Are there good channels of communication with club leaders in case

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	<p>an emergency arises? Yes there are but this policy relates to pupils with medical needs IN school time. It does not cover after-school clubs where parents make separate arrangements with the provider. We have an induction booklet for all club leaders who provide after-school clubs for our pupils. The booklet covers medical conditions, and specifies where to find the protocol for individual pupils and where their medicine is located.</p> <p>Q: Should we include a statement to clarify that it is parents' responsibility after school to inform leaders of any medical conditions? It is implicit in the policy but we will add an explicit statement for absolute clarity</p> <p>Q: Do after school clubs have their own insurance? Yes, and we ask to see it as a condition of hiring out our premises.</p> <p>Governors approved Supporting Pupils with Medical Needs Policy with minor changes.</p> <p>8.1.3. Bereavement and Loss Governors approved this policy with no further questions.</p> <p>8.1.4. British Values Governors approved this policy with no further questions.</p> <p>8.1.5. Looked After Children Governors approved this policy with no further questions.</p> <p>8.1.6. Pupil Records Governors approved the Pupil Records Policy.</p> <p>8.2. No changes The following policies were noted as unchanged:</p> <ul style="list-style-type: none"> • Freedom of Information: This is based on a government model policy. • Persistent Complaints and Harassment: This is a LA model policy <p>8.3. New Policies There were no new policies.</p>	
9	<p>SAFEGUARDING</p> <p>9.1. Single Central Record</p> <p>The Chair confirmed that the SCR had been checked prior to the meeting and is up to date.</p> <p>9.2. eSafety</p> <p>The Standards Committee raised the question of whether eSafety should be a regular standing item on either the FGB or SC agenda as a mechanism for reporting any instances of data breaches.</p> <p>Governors agreed to include eSafety as a standing item on the Standards</p>	Standards

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	Committee	Committee
10	<p>CHURCH SCHOOL UPDATE</p> <p>Pupils from KS2 have visited the Lent exhibitions with “Church Schools Together” which were very engaging and provided valuable additional RE learning experiences.</p> <p>A number of visitors have commented positively on the new lobby area, and the warm welcome they received from office staff and teachers, reflecting our Christian ethos.</p>	
11	<p>NETWORK CB23</p> <p>One of the key areas that the Headteachers are focusing on is gaining more funding for Cambridgeshire, which receives very low support in comparison with other counties.</p> <p>The network also holds regular meetings for subject leads (English, Maths, Science, EYFS) as well as meetings for Heads, Chairs and a newly formed group of SENCOs.</p> <p>There are plans for other governor group collaboration in the future.</p>	
12	<p>GOVERNOR TRAINING (including Clerks’ Briefing)</p> <p>12.1. Training Update The Training Governor made the following points: Governors’ Termly Briefing. The briefing covered:</p> <ul style="list-style-type: none"> • School budget. Governors were advised to lead budget preparations with the strategic vision for the school • Governing Body reviews. Governors felt reassured that the agendas for all Barton’s meetings always focus on school development and providing strategic leadership • Low uptake of governor training. Ofsted want to see evidence that governors are being trained appropriately. Governors expressed concern about the difficulty attending training sessions that were not local. Online training is more accessible, but does not always cover subjects in as much detail. Governors were asked to commit to attend relevant training on a more regular basis and encouraged to attend the Termly Briefings. • Ofsted update: Our Primary Adviser is available to carry out an in-house training session on the INSET Day, Monday 3rd June, from 1.30pm-3pm. Possible child care would be available to enable governors to attend. • Complaints and allegations: The new county policy will be issued in the Summer Term and will be reviewed by the Resources Committee • Summer Term briefing sessions: <ul style="list-style-type: none"> ▪ 21st May: CPDC (evening), ▪ 8th May: University Primary School (daytime) • Training Governor will organise a session on academisation and federation. later in the year. <p>12.2 Update from Clerks’ Briefing In addition to the matters above the following points were highlighted:</p> <ul style="list-style-type: none"> • The briefing recommended publishing minutes of FGB meetings on school website. Governors agreed it would be good practice to be transparent and that as well as the termly Governor Newsletter, FGB minutes should be published on the website. • The briefing advised that Governing Bodies should retain all minutes since the last Ofsted and archive older minutes in accordance with GDPR. • Governing Bodies should receive an annual report from the DPO and be informed whenever there is a data breach or other important development. • A Leadership Toolkit is being issued to all maintained schools which 	<p style="text-align: center;">All governors</p> <p style="text-align: center;">AU</p> <p style="text-align: center;">WG/CM</p>

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	<p>comprises resources for key areas of leadership including governance.</p> <ul style="list-style-type: none"> • Disadvantaged pupils, mental health and teacher workload continue to be priorities. 	
13	<p>FOBS</p> <ul style="list-style-type: none"> • Christmas Fayre: sponsorship from Wallis & Sons, raffle donations from Burwash and local companies raised a total of £1,500. • Popcorn & Pyjama Night: February 2019. A very successful event attended by three-quarters of the school, raising just over £100. • Scavenger Hunt: March 2019. Turnout was disappointing, but there was very positive feedback from families who attended. A total of £115 was raised. • Cake Sales: Two class cake sales have been held this term (KS1 and EYFS). • FOBS have also organised a Comic Relief Cake Sale and refreshments at the Windband Concert to raise money for both respective causes. • Building project donations have been paid to school. • FOBS remain committed to funding the changing rooms, and to assist with improvements to the outdoor area. 	
14	<p>ITEMS ADVISED BY THE LOCAL AUTHORITY</p> <p>None.</p>	
15	<p>COMMUNICATION TO PARENTS</p> <p>The termly bulletin will be issued on Friday 5th April.</p>	CM
16	<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"> • discussed and acknowledged the uniqueness of children and families, the importance of inclusion (particularly with reference to the SRE Policy), and the need for targeted interventions to ensure pupils are able to fulfil their potential. • approved the new Behaviour Policy and Statement of General Principles, which are pivotal in ensuring the smooth running of school and the wellbeing of pupils. • agreed to focus on having a broad range of opportunities and experiences available for pupils rather than specialising in a single area. • encouraged staff to research areas of interest to provide this breadth of learning opportunities for our pupils. • discussed the effectiveness and impact of governor visits in improving pupils' learning. • examined staff workload and wellbeing, ensuring a range of support is available. 	
17	<p>OTHER BUSINESS</p> <p>There was no other business.</p>	
18	<p>DATE OF THE NEXT MEETING – THURSDAY 2nd MAY 2019 at 7.30 pm</p> <p>The meeting ended at 10.05pm.</p>	

Meetings for 2018-19.

All meetings start at 7.30pm at school.

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Date

Signed

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2018-19		FGB	Resources	Standards
Autumn	1	13.09.18	04.10.18 (Salaries)	08.11.18
	2	29.11.18	15.11.18	
Spring	1	17.01.19	21.03.19	14.03.19
	2	28.03.19		
Summer	1	02.05.19	25.04.19	13.06.19
	2	04.07.19	20.06.19	