

Minutes of the Full Governing Body meeting held at school on 26.03.25 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	aa	Priscilla Slusar	PS	p
Charlie Lankester	CL	p	Katie Slusar-Fletcher	KSF	p
Katie Norman	KN	p			
<b>Vacancies:</b>					
<ul style="list-style-type: none"> <li>• Foundation Governor x 3</li> </ul>					

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

**In attendance**

Wendy Bartlett – Clerk	WB
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**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 12.02.25, Headteacher’s Report 26.03.25, Draft Standards Minutes 19.03.25, Year Group Data March 2025, Draft Resources Minutes 29.01.25, Draft Resources Minutes 12.03.25, First Draft Budget 2025/26, Governor Visit – Creative Arts Trips Dec 24, Governor Visit – EYFS Spring 2025, Governor Visit – DSL Safeguarding March 2025, YOP 2024/25, 3-year Strategic Plan Mar 2025, Premises Plan (5 year) updated Mar 2025, Crib notes for policy review 26.03.25, Behaviour Policy Mar 2025, Bereavement and Loss Policy Mar 2025, Data Protection Policy Mar 2025, Privacy Notice – Governors/Trustees/Volunteers Mar 2025, Privacy Notice – Job Applicants Mar 2025, Privacy Notice – Parents/Carers Mar 2025, Privacy Notice – Pupils Mar 2025, Privacy Notice – School Workforce Mar 2025, Privacy Notice – Visitors Mar 2025, Privacy Notice – Suppliers of Goods and Services Mar 2025, EYFS Supervision Policy Mar 2025, Freedom of Information Policy Mar 2025, Freedom of Information Appendix Mar 2025, Freedom of Information Model Publication Scheme ICO Mar 2025, Relationships, Sex and Health Education Policy Mar 2025, Remote Learning Policy Mar 2025, Training Report for FGB Being an Effective Safeguarding Governor**

	The meeting started at 6.03pm	Action
1	<b>WELCOME REFLECTION – JM</b>	
2	<p><b>APOLOGIES FOR ABSENCE</b></p> <p><b>2.1. Apologies for absence</b> Apologies were received from AHi. Consent for absence was given.</p> <p><b>2.2. Quorum.</b> The quorum for the meeting on 26.03.25 was 6. The meeting was quorate throughout.</p> <p><b>2.3. Vacancies</b></p> <p><b>2.3.1 Foundation Governors:</b> There continue to be 3 Foundation Governor vacancies – 1 POM (Grantchester), 1 Foundation Governor appointed by Grantchester PCC, and 1 Foundation Governor appointed by Ely Diocese.</p>	

3	<p><b>DECLARATION OF INTEREST</b></p> <p>There were no declarations of interest for the meeting.</p>	
4	<p><b>MINUTES OF THE PREVIOUS MEETING – 12<sup>th</sup> February 2025</b></p> <p><b>Governors approved</b> the minutes as true and accurate. The minutes will be uploaded to the school website as a public record.</p>	WB
5	<p><b>NOTE OF ACTIONS COMPLETED AND MATTERS ARISING</b></p> <p><b>5.1. Actions completed following the meeting on 12.02.25</b> The Committees Action List 2024-25 (version 4) was available on Governor Zone and documents the actions that have been completed.</p> <p><b>5.2. Matters outstanding from the meeting on 12.02.25</b></p> <p><b>5.2.1. School website:</b> governors were advised that the structure for the new website is in place, but that the content and photographs need to be updated before the site goes live. It is hoped that the website will be ready by the start of next term.</p> <div data-bbox="328 757 1276 884" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>As noted in the minutes dated 12.02.25, governors will review the content and gallery to ensure that information is easily accessible and compliant with statutory requirements.</b></p> </div> <p><b>5.1.3. Staff consultations:</b> the Chair, Headteacher and Staff Governor will review the questionnaire and agree a date for the consultation to take place in the first half of next term.</p> <p><b>5.1.3. Accessibility audit:</b> the audit will be carried out at the end of the Summer Term and will be reviewed in October to ensure that measures are in place to meet new pupils' needs.</p> <p>There were no other matters which are not on the agenda.</p>	<p>CP/LB/KN/ WB</p> <p>CP/JM/AHe</p> <p>CP/JM</p>
6	<p><b>WELLBEING</b></p> <p><b>6.1. Headteacher and Staff</b> The Headteacher had included a section on wellbeing in her Report to Governors. The Headteacher confirmed that staff's workload continues to be demanding, but the teachers are very good at supporting each other, and Subject Leads have welcomed additional support provided by the LA English and Maths Advisers.</p> <p>A TA has given notice that she is resigning and will be leaving Barton at the end of April. This will have a significant impact across the school as the TA provides PPA cover for two classes as well as cover for ECT release time and Teachers' subject release time. The Headteacher and School Business Manager are reviewing how cover can be provided in the future and will advertise the position later this week so that interviews can be held before the end of term.</p> <p><b>Q: Is the TA also an HLTA?</b> Yes, she is employed as an HLTA when she covers classes and as a TA for the remainder of the time.</p> <p><b>Q: Are there any other existing TAs who could provide cover?</b> The other HLTAs do not want to increase their hours, and it is not possible to reallocate them to cover a different class if they are providing 1:1 support for a child with an EHCP or are working in EYFS. In addition, we do not have any HLTAs who are trained in PE, so we will need to look at whether we can source alternative PE cover next term or whether Class Teachers will need to lead PE sessions.</p> <p>The Headteacher confirmed that despite this uncertainty about cover next term, the atmosphere amongst staff remains positive, and everyone is excited about the imminent arrival of the UKS2 Teacher's baby.</p>	

	<p><b>6.2. Pupils</b>                  UKS2 pupils attended the School Festival Day at the University of Cambridge yesterday, which consisted of a number of lectures on topics including Astronomy, Archaeology and Dispute Resolution. Pupils were well engaged with the talks and enjoyed the experience of listening to researchers and experts from across the University.</p> <p>Pupil wellbeing is positive but there are some children with SEMH needs. Some pupils are receiving support from external services such as the Acorn Project, YOUNited and Drama Therapy. Pupils' anxiety can impact on others within the class as well as on their learning.</p> <p><b>Q: We are aware that there has been an issue with friendships in UKS2 recently, and that the Headteacher and Class Teacher have spent time talking to the pupils affected to provide advice and support. Has this had a positive impact?</b> The situation is ongoing. We are continuing to mediate and ensure that the children feel supported and listened to, but the issues extend outside of school, which makes it a difficult situation to resolve. I have been on duty in the playground to keep an eye on interactions and have invited pupils to spend lunchtimes in my office if they feel more comfortable being inside. The Class Teacher has also spent a lot of time talking to pupils to help them with managing their relationships and emotions. We will continue to monitor the situation carefully and to guide the children..</p>	
<p>7</p>	<p><b>RAISING STANDARDS</b></p> <p><b>7.1. Headteacher's Report and YOP 2024-25</b>                  Governors were referred to the above documents which were available on Governor Zone.</p> <p>Governors were asked for questions on the documents.</p> <p><b>Q: The YOP mentions that the LA English Adviser has recommended reorganising the reading books and improving classroom library spaces. What will this involve?</b> The latest Reading Framework has changed how reading is taught in school, particularly for younger children. We have recently introduced new reading assessments, and the English Adviser has recommended that the library books should be organised in age bands so that they correlate with the assessments. This will replace the current colour-banding system. Classrooms should also have a larger selection of books, and it is recommended that they are organised by genre to encourage children to read a greater variety of books and to help children to choose books that they enjoy.</p> <p><b>Q: Is the new system to be implemented across all year groups?</b> YR/Y1 pupils read books provided by Little Wandle which fit in with their phonics learning, so the reorganisation of library resources will mainly affect KS2. In addition to grouping the books by age band in the library corridor, classroom library corners will need to have books sorted into baskets (e.g. non-fiction, animal stories, adventure, sci-fi). The library corridor will also be used to display book recommendations and promote different authors.</p> <p><b>Q: Will this restrict what children can choose as they have the whole library corridor to browse at the moment?</b> Children currently choose a book according to its colour-band so although the whole library is accessible, the range of books that they are asked to choose from is more restricted. It is envisaged that by having a greater number of books in classrooms, this will encourage children to read a wider variety of material.</p> <p><b>Q: Has any more thought been given to the library project?</b> It is clear that there will not be sufficient funding to build a new library, but when the class structure reduces back to four classes in September 2026, there will be an opportunity to turn Skylark Class into a dedicated library space.</p> <p><b>Q: Can the library be reorganised over the summer in readiness for next year?</b>                  We would prefer to reorganise the library as soon as possible in preparation for any upcoming inspections.</p>	

<p><b>Q: Would it be an option to write a development plan to show what will be implemented next year rather than attempting to reorganise the library now?</b> This could be a possibility, but there is never an ideal time to reorganise the library and as we have identified it as a priority, we would rather complete the work now.</p>	<p>AHe/LB/ CL/KN/CP</p>
<div style="border: 1px solid black; padding: 5px;"> <p><b>Governors agreed that the English Subject Lead should be given release time in the first half of next term to reorganise the library with support from governors/volunteers. It was also agreed to carry out a stock-take of the library at the same time.</b></p> <p><b>The Headteacher and Staff Governor will decide on a date following this meeting.</b></p> </div>	
<p><b>Q: Looking at the Headteacher’s report, is there a new logging/recording programme in place?</b> We have recently purchased Smartlog which records information such as when staff have read KCSIE, and also provides online training across a number of mandatory areas such as fire safety awareness, child protection, GDPR. Safeguarding records for pupils continue to be paper based and are kept in a locked drawer in the Headteacher’s office. A Governor Safeguarding visit took place last week to review processes in place. There have been no RAID incidents this year, so there is nothing under this section in the Headteacher’s Report.</p>	
<p><b>Q: How are safeguarding concerns logged?</b> There is a pink form for staff to record a concern/child protection issue and a yellow form to record an incident/behaviour issue. All staff are aware of how to access the forms and that they must be given immediately to the DSL or DDSL.</p>	
<p><b>Q: Is the issue in UKS2 a safeguarding concern?</b> The issue relates to friendship problems. The notes from meetings with pupils are being kept with safeguarding records. The notes outline the issues, the action that has been taken and the opportunities that pupils have had to participate in restorative justice.</p>	
<p><b>Q: What would merit an entry in a behaviour log?</b> Sometimes an incident may be observed at playtime, which will require a TA to write a report for inclusion in the behaviour log. Staff use their professional judgement, based on their safeguarding, behaviour and child protection training, when deciding what to record. Some incidents may be due to SEN needs or difficulties outside of school that are impacting on a pupil’s behaviour. The Headteacher reviews the reports and addresses the incident as necessary according to pupils’ individual circumstances and needs, if required over and above the actions already taken by staff in response. There is guidance on how to use the behaviour log in the Behaviour Policy to ensure consistency when dealing with issues. Generally, behaviour is very good and recently school received a very complimentary letter from the Spirituality Officer at CSOC praising pupils’ empathy and thoughtfulness.</p>	
<p><b>Q: The Headteacher’s Report mentions an incident concerning a Y7 pupil from CVC and sharing inappropriate images. All teachers cover e-safety as part of the curriculum but are there any other steps that can be taken to educate pupils?</b> KSF gave a very helpful briefing to parents in UKS2 to explain the potential dangers of social media and to outline how to set up parental controls to protect children from harmful content. It would be useful to repeat the talk with parents of LKS2 children as pupils are being given phones at an increasingly early age. It would also be useful to talk to UKS2 pupils in preparation for their transition to secondary school. We have followed up the incident involving the Y7 pupil by speaking to the Barton pupils who were made aware of the image, and to the parent who raised the concern. CVC will also be informed so that they can take action as appropriate.</p>	
<p><b>Q: How has the recent focus on British Values been received by pupils?</b> We had a very successful morning examining British Values and how they link to our Christian values within school. House Captains, supported by their Y6 peers, led workshops exploring the meaning and significance of the values, and KS2 pupils were challenged to identify verses from the Bible which matched the value that they had been given.</p>	

Children were very engaged and motivated by the task and produced posters to share their insights with EYFS/KS1 pupils. The work was also shared with parents in last week's Barton Bulletin.

**Q: Have there been any more developments concerning the ongoing premises issues?** The Diocese is carrying out a survey of all schools to identify their priorities for building maintenance and capital projects. The Property Adviser to the Diocese has indicated that there may be additional money available to progress replacing the heating system and perimeter fencing as well as to carry out repairs to the swimming pool and outdoor play surface by Robin Class. A meeting has been arranged with school's Property Manager for next week. We have been advised to pursue installing the helibars to repair the cracking to the brickwork, even though it is likely that they will be a temporary fix.

**Q: Have Playgroup had any success in appointing a new Manager for September?** The post has been advertised twice, but a potential candidate withdrew before interviews took place. If the provision closes, there will be implications in terms of the building which is currently leased and is on land owned by the LA. The building itself is also in need of repair.

**Q: Is there any future capacity to accommodate pre-school within our facilities?** Our pupil numbers do not provide any flexibility to create a mixed nursery/reception class as the remaining pupils cannot easily be accommodated within three classes. Schools also receive less funding for nursery pupils, and classes with nursery-aged children require a higher adult:pupil ratio.

There were no other questions on the Headteacher's Report or YOP. Governors noted that most objectives within the YOP were ranked "amber" as there is still one third of the year left, and a number of actions are ongoing.

#### **7.2. Standards Committee Draft Minutes – 19.03.25**

Governors noted the minutes from the most recent Standards Committee meeting.

#### **7.3. Resources Committee Draft Minutes – 29.01.25 and 12.03.25**

Governors noted the minutes from the most recent Resources Committee meeting.

#### **7.4. Governor Visits**

The Chair thanked governors for their latest reports.

**7.4.1. Pupil Consultation:** A sub-committee of governors met with the Headteacher this morning to discuss the content, format and timing of the pupil consultation. Governors were informed that after obtaining pupil voice from pupils who were new to Barton in the Autumn Term, there will be a second round of pupil voice to focus on KS2 pupils' experiences when new children join their class, and to examine the impact of Barton values on welcoming new pupils to school. Governors will also discuss what pupils have learnt in their school roles, meeting with House Captains, Worship Leaders, and School Council representatives. The annual pupil consultation will involve all pupils in KS2. Pupils will be asked to complete a brief questionnaire, choosing one word that best describes how they feel about school, explaining what they enjoy most about Barton, and identifying two ways to improve school in the future. The questionnaires will be completed anonymously.

**7.4.2. Music/Creative Arts Trips:** The report focuses on two music trips which took place at the end of the Autumn Term. The Link Governor will arrange a further visit to focus on music provision within school, observing class music lessons and Windband sessions, and will speak to the Y5 Class Teacher who is taking on responsibility as Music Subject Lead. Action points from the visit are included in the report and relate to monitoring the amount of time spent by the Headteacher in managing Choir, and the need to ensure that pupils continue to have access to a rich curriculum in the creative arts.

	<p><b>7.4.2. EYFS:</b> The report highlights the benefits of the new furniture and equipment that has recently been purchased for EYFS, and the importance of TA support in the class. The report recommends planning ahead to ensure that TA support is in place for next year so that recruitment can be carried out in good time, if required. The Staff Governor confirmed that some of the additional items noted in the report were wishlist items only and were not a necessity at this stage, as the learning environment has been much improved and has had a positive impact on the pupils' learning and how they use the space.</p> <p><b>7.4.3. Safeguarding:</b> The Safeguarding Governors met with the Headteacher as DSL to discuss trends and themes in safeguarding reports, actions that have been taken within school and the impact on pupils. It was noted that there are far fewer safeguarding reports this year than in previous years, but that this may be partly explained by specific pupils with SEND needs and associated incidents/behavioural episodes. The DSL is confident that Teachers are confident and experienced in identifying and reporting concerns, and that there is no question of complacency. There are a number of low-level issues, mainly relating to SEMH needs which are being dealt with by Teachers, the Headteacher, and external professionals. The report recommends that levels of reporting should continue to be monitored regularly to ensure that the retention of a paper reporting system is still appropriate.</p> <p>Governors were advised that a <b>PP visit</b> took place earlier this week, and that there will be an RWE/Art Enrichment Day taking place on Friday and a STEM Lego Workshop next week, which Link Governors are welcome to observe.</p> <p>The Headteacher also wished to acknowledge the detailed report that the Vice-Chair had presented to the <b>AGM of Barton PCC</b> and asked the Vice-Chair to circulate it to other governors for their information.</p>	<p><b>LB</b></p>
<p><b>8</b></p>	<p><b>STRATEGIC PRIORITIES</b></p> <p><b>8.1. Strategic Plan</b> The Headteacher had updated the Strategic Plan with the latest actions taken to meet the strategic priorities. The document was available on Governor Zone for governors to view.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>The Headteacher asked governors to consider forming a sub-committee to examine the progress against the Equality Objectives in advance of the final review in the Summer Term. <b>It was agreed that this should be added to the agenda for the next FGB.</b></p> </div> <p><b>8.2. YOP 2024/25</b> Discussed under item 7.1. above.</p> <p><b>8.3. Premises Plan</b> Also discussed under item 7.1. above.</p>	<p><b>Next FGB</b></p>
<p><b>9</b></p>	<p><b>ACADEMISATION</b></p> <p>There were no further updates to report.</p>	
<p><b>10</b></p>	<p><b>SUSTAINABILITY/CLIMATE ISSUES</b></p> <p>Governors asked if there were any updates about establishing an Eco Council, as discussed at the last FGB on 12.02.25. SLT have not had the capacity to set up a Council this half-term, but the Headteacher is attending an online briefing session on how to implement the new DfE guidance, and the Senior Teacher is working on a Climate Action Plan.</p>	<p><b>JM/HP</b></p>
<p><b>11</b></p>	<p><b>POLICIES</b></p>	

**11.1. For Review**

The Clerk had uploaded a list of notes to Governor Zone summarising the changes to policies.

**11.1.1. Behaviour Policy:** Governors were advised that the policy has been updated by SLT to incorporate the legal framework, roles and responsibilities from The School Bus model policy. It was noted that the page numbering needed to be amended.

**Governors approved the Behaviour Policy, welcoming the extensive detail it provided for staff in outlining how to deal with a range of issues and ensuring that there is a consistent approach throughout school.**

**11.1.2. Data Protection Policy and Privacy Notices:** Governors were advised that the policy and privacy notices are model templates provided by The ICT Service. Additional sections have been included in the pupil, workforce, governor/volunteer privacy notices relating to the data collected by the DfE and how government uses this data.

**Governors approved the Data Protection Policy and Privacy Notices.**

**11.1.4. EYFS Policy and EYFS Supervision Policy:** The EYFS Policy has been reviewed and updated by the EYFS Class Teacher and Headteacher, and a new Supervision Policy has been created in line with the updates to the EYFS statutory framework.

**Q: Does the Supervision Policy apply to the Class Teacher or just the EYFS TAs?** The Class Teacher has appraisals and regular reviews with the Headteacher as well as time with advisers from the New Wave English Hub who specialise in early language, phonics and reading. It is therefore envisaged that the Supervision Policy will apply to the TAs working in EYFS.

**Q: The policy notes that supervision records should be available for Ofsted, governors and LA EY Advisers. This seems unusual as governors do not normally view individual appraisal paperwork?** The policy is based on a model provided by the LA. If governors or Ofsted wished to view other appraisal paperwork, this could be facilitated.

**Governors approved the EYFS Policy and EYFS Supervision Policy.**

**11.1.5. Freedom of Information Policy and Appendix:** The policy is based on a model from The School Bus. The Appendix is provided by the ICO and has been completed with details of where to find information on Barton School. Governors were also referred to the ICO's Model Publication Scheme document which was available on Governor Zone.

**Governors approved the Freedom of Information Policy and Appendix.**

**11.1.6 Relationships, Health and Sex Education Policy:** Governors were advised that SLT have reviewed this policy and updated it to include guidance from The School Bus model document.

**Governors approved the Relationships, Health and Sex Education Policy.**

**11.1.7. Remote Learning Policy:** This policy has also been updated by SLT to reflect situations where remote learning may be required.

**Governors approved the Remote Learning Policy.**

WB

	<p><b>11.2. To be deferred</b> The following policies will be deferred to the next meeting:</p> <ul style="list-style-type: none"> <li>Records Management Policy</li> </ul> <p><b>11.3. No changes</b></p> <ul style="list-style-type: none"> <li>Bereavement and Loss</li> </ul> <p><b>11.4. New policies</b> <b>11.4.1. EYFS Supervision Policy:</b> See item 11.1.4 above.</p> <p><i>SP left at 7.35pm</i></p>	
12	<p><b>SAFEGUARDING</b></p> <p>The following points were made:</p> <ul style="list-style-type: none"> <li>The Safeguarding Link Governors carried out a <b>visit with the DSL</b> earlier this term as noted under item 7.4.3.</li> <li>The Chair will check the <b>SCR</b> before the end of term.</li> <li>The ICT Link Governor provided a very informative <b>briefing session on e-Safety</b> to parents in UKS2 which was well received.</li> <li>The Headteacher and SBM continue to liaise with the school's Property Manager to obtain quotes and advice concerning the <b>perimeter fencing</b>.</li> </ul>	CP
13	<p><b>HEALTH &amp; SAFETY</b></p> <p>Governors were informed that furniture has been placed over the cracked outdoor play surface by Robin Class as a temporary measure whilst the Property Manager continues to investigate options for replacing or repairing the surface.</p> <p>Governors were also advised that there is a blind spot in the playground behind the new reading shed. Staff are aware and are carefully monitoring the area during breaktimes.</p>	
14	<p><b>SIAMS</b></p> <p>There was nothing further to report.</p>	
15	<p><b>CHURCH SCHOOL UPDATE</b></p> <p>As noted above, discussions are ongoing with the Diocese concerning a number of premises issues, and the possibility of applying for a SCA.</p>	
16	<p><b>NETWORK CB23</b></p> <p>The Headteacher advised governors that the most recent moderation visits had not been as successful as hoped due to a lack of structure and leadership. Concerns are being fed back to the Network.</p> <p>The moderation that took place with Haslingfield and Coton was much more useful, and the schools would like to repeat the exercise in future.</p>	
17	<p><b>GOVERNOR TRAINING</b></p> <p>The Chair made the following points:</p> <ul style="list-style-type: none"> <li>Governors were reminded of the importance of undertaking <b>Equality, Diversity and Inclusion Training</b> which is available as an NGA learning link module.</li> <li>Governors were encouraged to complete the training pro-forma following any courses they have attended so that learning points can be fed back to other governors.</li> <li>Slides from the recent <b>Safeguarding Training</b> attended by the Chair have been uploaded to Governor Zone. The training provided suggestions for a</li> </ul>	<p><b>All govs</b></p> <p><b>All govs</b></p>

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	<p>range of areas to be covered during safeguarding visits and reinforced the importance of including safeguarding questions in all governor visits.</p> <ul style="list-style-type: none"> <li>The Vice-Chair has recently attended <b>Safer Recruitment Refresher</b> training and will provide details to the Clerk so that they can be added to the training log.</li> </ul>	<b>LB/WB</b>
<b>19</b>	<p><b>FOBS</b></p> <p>The Chair of FOBS reported that it has been a very successful term for fundraising with class cake sales, pancake flipping and a “Come dine with me” evening organised by a group of parents. The Quiz Night on Saturday is also fully booked and is expected to raise a significant amount of money.</p> <p>The fundraising, donations and gift aid that have recently been received mean that FOBS currently has £70k (of which £42k is the donation and gift aid).</p> <p>Governors were hugely appreciative of the fundraising efforts this term and thanked the Chair of FOBS for the time and effort she has spent organising the activities.</p>	
<b>20</b>	<p><b>ITEMS ADVISED BY THE LOCAL AUTHORITY</b></p> <p>It was noted that the Maths Subject Lead is receiving training from the LA and several TAs are attending courses provided by the LA Emotional Health and Wellbeing Team to develop skills in dealing with SEN/SEMH issues.</p> <p>The Staff Governor has been successful in obtaining funding to train as SENCO.</p>	
<b>21</b>	<p><b>COMMUNICATION</b></p> <p><b>21.1. Governors’ Bulletin</b></p> <p>The Governors’ Bulletin will be issued at the end of term. The Chair requested contributions from the committee chairs by Friday 28<sup>th</sup> March.</p>	<b>CP/LB/AHi</b>
<b>21</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>Examined the Headteacher’s Report and discussed the recommendations from the LA English Adviser to improve the organisation of the library and ensure that pupils are able to identify age-appropriate materials from a range of genres, thus broadening their reading skills and experience.</li> <li>Discussed e-safety and in particular, how to keep children safe on social media, welcoming the recent briefing to UKS2 parents which was delivered by the ICT Link Governor.</li> <li>Discussed the importance of British Values and examined how they are promoted to pupils, ensuring that they understand how they link with Barton’s values cross and underpin teaching and learning within school.</li> <li>Reviewed the 5-year Premises Plan to ensure that that the Diocese and School Property Manager are aware of school’s priorities and are able to support an application for SCA funding to pursue replacing the perimeter fencing, heating system and outdoor play surface to Robin Class.</li> <li>Examined the Behaviour Policy, noting the changes to reflect the latest updates in training and welcoming how difficult issues are addressed within school to ensure pupils’ wellbeing as far as possible.</li> <li>Welcomed the range of external support which is facilitated by school to assist pupils with SEMH and SEN needs to enable them to fulfil their potential.</li> <li>Discussed governor visits ensuring that they are efficient and effective, and that strategies are being identified to address any action points to improve pupils’ learning experiences.</li> <li>Agreed the format and timing of the staff and pupil consultation, ensuring that there is sufficient time to follow up on any suggestions before the end of the academic year.</li> </ul>	

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	<ul style="list-style-type: none"> <li>Discussed the importance of governor training, ensuring that governors are aware of the courses provided by different organisations and are able to access training that meets their needs.</li> <li>Welcomed the continued fundraising carried out by FOBS to support school initiatives and help to provide resources to benefit pupils' learning.</li> </ul>	
<b>22</b>	<b>OTHER BUSINESS</b>  There was no other business.	
<b>23</b>	<b>DATE OF NEXT MEETING – 7<sup>th</sup> May 2025 at 6pm</b>  The meeting ended at 7.56pm	

**Scheduled meetings for 2024-25 are as follows:**

<b>2024-25</b>		<b>FGB</b>	<b>Resources</b>	<b>Standards</b>
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.**