

Minutes of the Full Governing Body meeting held at school on 07.05.25 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			
Vacancies:					
<ul style="list-style-type: none"> • Foundation Governor x 3 					

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 07.05.25, Headteacher’s Report 15.07. 25, National Test and Assessment Results July 2025, National Test and Assessment Results 2024, Draft Standards Minutes 02.07.25, Draft Resources Minutes 18.06.25, 3-year Strategic Plan updated 15.07.25, YOP 2024/25 updated 15.07.25, PE and Sports Premium spending tracker, Governor Visits Record July 2025, Governor Visit – Maths June 2025, Governor Visit – DSL/Safeguarding June 2025, Governor Visit – Safeguarding/Safer Recruitment June 2025, Summary of visits for Impact Review 2024/25, Office and Support Staff Consultation Report for FGB, Teacher Consultation Report for FGB, TA Consultation Report for FGB, Parent Consultation Report for FGB, Pupil Consultation Part 2, ECT Policy July 2025, Annual Safeguarding Monitoring Report to Governors 2024/25, LA Safeguarding Review June 2025, Allegations or Concerns Flowchart CCC August 2024, SCR spreadsheet Sep 2024, Governor Hub Training Brochure 2025/26

	The meeting started at 5.10pm	Action
1	WELCOME REFLECTION – JM	
2	<p>APOLOGIES FOR ABSENCE</p> <p>2.1. Apologies for absence Apologies were received from AHi. Consent for absence was given.</p> <p>SP informed the Chair that she would be late for the meeting.</p> <p>2.2. Quorum. The quorum for the meeting on 15.07.25 was 6. The meeting was quorate throughout.</p> <p>2.3. Vacancies</p> <p>2.3.1 Foundation Governors: 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>DECLARATION OF INTEREST</p> <p>There were no declarations of interest for the meeting.</p>	
4	<p>MINUTES OF THE PREVIOUS MEETING – 7th May 2025</p> <p>Governors approved the minutes as true and accurate. The minutes will be uploaded to the school website as a public record.</p>	WB
5	<p>NOTE OF ACTIONS COMPLETED AND MATTERS ARISING</p> <p>5.1. Actions completed following the meeting on 07.05.25 The Committees Action List 2024-25 (version 6) was available on Governor Zone and documents the actions that have been completed.</p> <p>5.2. Matters outstanding from the meeting on 07.05.25</p> <p>5.2.1. School website: due to workload, the new website will be finalised and launched over the summer. The Clerk will email governors their pen portraits to check before the site goes live.</p> <p>5.2.2. Library reorganisation: Governors noted that Ofsted did not comment on the organisation of the library area during their inspection. AHe advised governors that it would be useful to change the layout to match the new assessments, but it was agreed that there was no urgent need to move to class libraries. It is envisaged that the library will be relocated to Skylark for the 2026/27 academic year when school reverts back to a 4-class structure.</p> <p>Governors were reminded that a previous governor is storing bookshelves to be used for the library when it is relocated.</p> <p>5.2.3 Timing of future meetings: Governors discussed the structure and timing of meetings for 2026/27. The following points were agreed:</p> <ul style="list-style-type: none"> • That there was no longer a need for a separate Standards Committee. Standards previously examined pupil data and governor visits (which now both come to FGB) and curriculum policies (which have been replaced by progression documents and statements). • Amalgamating the duties of the Standards Committee into FGB will maximise efficiency for both governors and the Headteacher, and will ensure that all governors have the opportunity to scrutinise information in a face-to-face setting. • Resources Committee meetings will continue to be held before school via Zoom but will not take place on the same date as Welcome Wednesdays. • From September, there will be a change in membership of the Resources Committee to take into account governors' availability. The terms of reference require the committee to consist of four governors and the Headteacher. It was agreed that LB, PS, AHi and KN will sit on the Resources Committee for 2025/26. • A separate Pay Committee will sit in October each year. Membership of the committee will be agreed at the next FGB in September. <p><i>SP arrived at 5.20pm.</i></p>	<p>WB</p> <p>JM</p> <p>Next FGB</p>
6	<p>WELLBEING</p> <p>The Headteacher noted that the Summer Term is always a period of transition with Y6 pupils preparing for secondary school, and many other pupils moving up to different classes and different teachers. Whilst steps have been put in place to ease the transition process as much as possible, it still causes uncertainty and anxiety for some pupils who struggle to deal with change. Staff are providing support and helping pupils to process their emotions.</p> <p>The end of the Summer Term is also a very busy time of year for staff, with pupil reports, the Y6 production, leavers' events, YR home visits, end of year office</p>	

	<p>processes, and preparing for the new academic year. Governors also reflected on the upcoming changes due to the School Business Manager and Chair of Governors leaving at the end of term.</p> <p>The Chair of Governors informed the governing body that a formal complaint was received at the beginning of May. As the complaint referenced the Headteacher along with other staff, in line with our Concerns and Complaints Policy, it would have been for the Chair of Governors to investigate and report upon. However the Chair felt that it was inappropriate for her to act in this matter due to prior knowledge of some of the circumstances described. The complaint was therefore investigated and reported upon by a Chair from another Cambridgeshire school. The complaint was not upheld, but the report made several recommendations about record-keeping which are being actioned.</p> <p>The complaint has had a significant impact on staff and pupils, and has been upsetting for all involved including the complainants. Staff have been providing support to pupils and to each other as everyone comes to terms with the situation.</p>	
<p>7</p>	<p>RAISING STANDARDS</p> <p>7.1. Headteacher’s Report, YOP 2024/25 and 3-year Strategic Plan Governors were referred to the above documents which were available on Governor Zone.</p> <p>The Headteacher highlighted the following points from the recent national assessments:</p> <ul style="list-style-type: none"> • EYFS: 93% of children are “securely at” the 3 prime areas of word reading, writing and number. The majority have also met all of the 17 Early Learning Goals. • Y1 Phonics: A number of Y1 children gained extremely high scores in the phonics assessment. Only one child did not meet the pass score, but achieved a much higher mark than expected and will continue to access support from SALT next year. Three Y2 pupils re-took the test, with one passing. All three children were working at YR level when they joined Barton in Y1 and have received additional support in phonics over the last two years. • Y4 Multiplication Times Tables Check: Nine pupils scored over 22 out of 25, five pupils scored 18 or below and one child did not take the test. Governors acknowledged that the check is not suited to all pupils, and tests their ability to use the software as much as their knowledge of times tables. <p>Pupils’ attainment from the recent internal assessments was also scrutinised and the following points made:</p> <ul style="list-style-type: none"> • Reading is secure across all year groups with only 10 children not meeting ARE in the whole school. • Writing continues to be the most challenging area, especially in Y3 and Y4 where 50% of children are below ARE. • Maths attainment levels are very pleasing with only 9%-18% of children in each year group not meeting ARE. The exception to this is Y4 where 30% are below ARE. • GDS: a significant number of children are reaching GDS in reading, especially in Y3 (50%) and Y4 (53%). 40% of Y3 pupils have reached GDS in Maths. <p>In order to address the weaknesses in writing, governors were informed that next year’s YOP will have a much narrower focus and will concentrate on strategies to improve children’s performance in this area. The new DfE writing framework has just been published, and 2026 has been designated a National Year of Reading. Both initiatives will feed into the YOP and the English Lead will continue to work with the New Wave English Hub and LA English Adviser. The LA English Adviser is also taking over as Barton’s Primary Improvement Adviser next year.</p> <p>Q: There is a wide variation in the attainment levels for Y3 and Y4 pupils, with the same number of pupils reaching ARE/GDS as there are below ARE. How is this being addressed? Some pupils are just below ARE and need to fine-tune their skills. Many have good ideas, but may have limited vocabulary or lack knowledge in areas</p>	

such as punctuation. There is a jump in expectations when moving into KS2, which some pupils find particularly challenging. Reading attainment levels for Y3 and Y4 are high, and initiatives need to be put in place to enable this to translate to writing.

Q: Is it usual for no pupils to reach GDS in writing in KS1? It is particularly difficult for KS1 pupils to demonstrate that they meet the criteria to achieve GDS in writing as they are still at the stage where they are learning to write and are focusing on developing basic skills. GDS requires pupils to demonstrate that they can write independently and creatively as well as master the whole of the SPAG curriculum, many elements of which are the same as for Y6 pupils.

Q: How do other local schools' results compare for writing? Moderation days have shown that standards of writing at Barton are similar and, in some cases, better than in other schools. Writing was severely impacted by Covid, and the after-effects continue to be felt nationally.

Q: Would it be worthwhile setting some writing tasks over the summer holidays – for example, writing a shopping list, sending a postcard or keeping a diary? In the past, there have been writing competitions with book tokens given as prizes. Some children do not respond well to competition, but they could be encouraged to write a postcard about something that they have enjoyed over the holidays, with the postcards being made into a display in the library corridor.

JM/AHe

7.2. KS2 SATS results

Data from the SATs was available on Governor Zone. The Headteacher expressed her pride at the SATs results and the progress that the Y6 pupils have made over the last academic year.

The percentage of pupils meeting ARE and above are as follows:

Reading	95%
SPAG	82%
Maths	82%
Writing	68%

- Only one pupil did not achieve ARE in Reading, four children did not achieve ARE in SPAG and four in Maths. It was noted that their scaled scores were in the 90s for Reading and SPAG. (The pass mark is 100).
- Three pupils achieved GDS across all 4 subjects.

Q: Does the pass mark for SATs change depending on the results nationally? No, scaled scores are produced so that results can be directly compared year on year.

Governors welcomed the SATS results, and the effort put in by the UKS2 Class Teacher, which had achieved such positive outcomes for this group.

The KS2 results will be published on the school website.

JM/WB

Governors were asked for any other questions on the Headteacher's report. It was noted that one pupil is not currently in school. The family are being supported by external professionals.

7.3. Standards Committee Draft Minutes – 02.07.25

Governors noted the minutes from the most recent Standards Committee meeting and had no further questions.

7.4. Resources Committee Draft Minutes – 18.06.25

Governors noted the minutes from the most recent Resources Committee meeting and had no further questions.

	<p>7.5. YOP 2025/26 As noted under item 7.1. above, next year's YOP will have a much narrower focus and will concentrate on initiatives to improve attainment in writing as one of school's strategic priorities. The Headteacher will work on the YOP over the summer.</p> <p>7.6. Sports Premium Governors were advised that there is a new DfE template to report SP expenditure. The PE specialist from CVC has worked closely with office staff to complete the document.</p> <p>Governors had no questions on the document which will be published on the website by 31.07.25.</p>	<p>JM</p> <p>WB/SA</p>
<p>8</p>	<p>GOVERNOR VISITS</p> <p>8.1. Reports from Governor Visits The following Governor Visits have taken place in the second half of the Summer Term:</p> <ul style="list-style-type: none"> • Maths • Safeguarding/DSL • Safer Recruitment <p>Reports for the above visits were available on Governor Zone.</p> <p>8.1.1. Maths: the visit focused on an investigative lesson for a Y3/Y4 class. The Maths Lead is trialling this type of lesson in Y3/Y4 with a view to developing it across the school. The lesson was extremely successful, and it was agreed that consideration should be given to managing the curriculum to make space for similar initiatives in all year groups to develop their reasoning skills and encourage greater depth of knowledge.</p> <p>8.1.2. Safeguarding/DSL: link governors met with the DSL to discuss trends and themes in safeguarding reports, actions taken and the impact on pupils. Governors were advised that following the complaint and the Safeguarding Review, it is recommended that school invests in MyConcern as a more efficient way of recording issues which can then easily be shared with other schools as pupils join/leave Barton.</p> <p>Q: What is the likely cost of MyConcern? The exact cost is to be obtained from the sales team, but is likely to be in the region of £600 per year.</p> <p>Q: Are there other safeguarding software packages? There is also CPOMS, but MyConcern seems to be more widely used in Cambridgeshire and training is available from the LA Education Safeguarding Team.</p> <p>Q: Will staff be required to record every behaviour incident on MyConcern? Advice will be taken as it may also be possible to use Bromcom to record lower level behaviour issues.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Governors agreed that MyConcern should be purchased to ensure that concerns are identified and recorded at an early stage so that appropriate help and support can be put in place.</p> </div> <p>8.1.3. Safer Recruitment: link governors met with the DSL and office staff to examine the Safer Recruitment checklist and action plan provided by the LA to review Safer Recruitment practices within school. Actions arising out of the checklist relate to improved implementation of the volunteer induction programme for new and existing volunteers, and to practices around training and briefing of FOBS volunteers.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Governors agreed that volunteers should attend safeguarding training at the beginning of every year to ensure that they are up-to-date with changes in KCSIE and school's Safeguarding and Child Protection</p> </div>	<p>JM/SA/WB</p>

	<p>Policy.</p> <p>Governors also agreed that FOBS volunteers should be DBS-checked and provided with the same training.</p> <p>8.2. Summary of impact of governor visits 2024/25 Governors focused on the summary document to examine the impact of the visits. The following points were made:</p> <ul style="list-style-type: none"> • RWE/CW: the visits proved very useful to prepare for SIAMS and to assess the effectiveness of the RWE curriculum. • EYFS: the visits identified the importance of consistency with EYFS TAs, support for the SENCO in relation to the pupil with high-level needs, and funding for continued improvement of physical resources and environment. • ICT: the visits identified the benefits of pupils using chrome books and the importance of CPD for staff. • Maths: the visits demonstrated the positives of teaching maths to single year groups in terms of teacher workload and the experience of pupils. The visit also highlighted the need to purchase TTRS to make learning more interactive and allow children to practice times tables at home. • Pupil premium: the visit highlighted the need for continued focus on improvement to writing within vulnerable groups, and the resource implications for interventions. • Safeguarding: the visits highlighted the need to consider alternative systems to record concerns and to improve the perimeter fencing particularly between school and Playgroup. • Creative Arts: the visit highlighted the benefits of having a curriculum which is rich in creative arts, and that local partnership opportunities should be maximised in order to provide as many learning experiences as possible. • Easter Enrichment: the visit demonstrated the value of enrichment/immersion days, and that consideration should be given to including cross-curricular writing in a future immersion day. • English: the visit confirmed the need to monitor interventions for pupils not meeting ARE and to focus on spelling and writing outcomes. • SEND/PP/vulnerable/more able: the visit highlighted the increasing challenges young people face with anxiety and wellbeing, and the need to make sure that the Headteacher and staff are supported to make provision for these pupils. • PE/Sports Premium: the visit focused on the need for ongoing support and resourcing of the PE curriculum to ensure that pupils are as active as possible, and that pupil/parent surveys should be considered to assess the impact of SP. 	<p>JM/SA/WB</p>
<p>9</p>	<p>ANNUAL GOVERNOR IMPACT STATEMENT</p> <p>The LA have not asked governing bodies to complete an impact statement this year.</p>	
<p>10</p>	<p>STRATEGIC PLAN FOR GOVERNING BODY</p> <p>10.1. Co-opted Governor There will be a vacancy for a Co-opted Governor when the Chair of the Governing Body leaves at the end of term. After taking advice from the LA School Governance Team, the parent who came second in the Parent Governor election has been approached to see if she would be interested in the position.</p> <p>Governors were informed that Michelle Michaelides would like to serve on the Governing Body, and it is therefore suggested that she is appointed as Co-opted Governor at the first FGB of next year.</p> <p>Governors agreed that Michelle Michaelides would make an excellent governor, and that she should be put forward for the role of Co-opted Governor at FGB in</p>	<p>Next FGB</p>

<p>September.</p>		
<p>Governors were additionally advised that the third-placed candidate from the Parent Governor election could be approached to be an Associate Member. Whilst Associate Members cannot vote, they can help fulfil governor business by providing expertise and advice, and, by gaining experience in governance, may potentially become governors in the future.</p>		
<p>Governors agreed that the parent should be approached to ascertain if they were interested in becoming an Associate Member.</p>		CP
<p>Governors discussed the ongoing difficulty in filling Foundation Governor vacancies. The Chair notified governors that the Diocese may be willing to approve a candidate who does not take part in regular worship but is willing to uphold Christian ethos and values.</p>		
<p>Governors also discussed the need to diversify the membership of the Governing Body as all governors are either parents or grandparents of pupils at school.</p>		
<p>Governors agreed the following:</p> <ul style="list-style-type: none"> • to approach the vicar at Grantchester to see if there might be any candidates in his parish • to advertise the vacancies within the local community via noticeboards and the Parish Magazine • to directly approach villagers who might be interested. 		CP/JM
10.2. Chair/Co-Chairs		WB
<p>The Chair had emailed all governors prior to the meeting, setting out the role of Chair/Co-Chair and asking them to consider being nominated for the position.</p>		
<p>The Chair reassured governors that a different model of governance could be followed next year, with more work delegated across the governing body to ease the load on the next Chair(s).</p>		
<p>The Chair has also produced a handover file with notes for the next incumbent.</p>		
<p>After discussion KN indicated that she would be willing to Co-Chair if another governor would join her but none of the other existing members of the governing body are able to take on the role of Chair or Co-Chair in September due to significant work and family commitments.</p>		
<p>Governors noted that it is a legal requirement to have a Chair. As no one is prepared to take on the role, it was agreed that the Clerk should contact the School Governance Team for advice.</p>	WB	
<p>Governors also agreed to advertise the vacancy to parents and the wider community to ascertain if there is anyone prepared to take on the role.</p>	WB/JM	
10.3. Vice-Chair		
<p>The previous Vice-Chair has had to stand down as they are now employed by Barton School. The Vice-Chair would normally act as Chair in their absence, but as the Governing Body will be without a Chair and Vice-Chair from September, this is not possible.</p>		
10.4. Clerk		
<p>It was noted that the new Office Assistant, Lorraine Lye will take on the role of Clerk in September.</p>		

11	<p>ACADEMISATION</p> <p>There was nothing to report.</p>	
12	<p>SUSTAINABILITY/CLIMATE ISSUES</p> <p>The audit requested by the Diocese has been completed and submitted for review.</p>	
13	<p>QUESTIONNAIRE/CONSULTATIONS FEEDBACK</p> <p>13.1. Staff The following points were made:</p> <ul style="list-style-type: none"> • Feedback from staff was very positive, with all teachers and TAs feeling proud to work at Barton, and well supported by SLT, governors and parents. • Teachers appreciated the time given for report-writing, the increased release time they have received for subject leadership, and the opportunity to take PPA at home. • Teachers felt that older pupils have been more respectful to non-teaching staff this year, which can be attributed to the recent values project as well as ongoing focus on Barton Bs. • Investment in an HLTA was seen as important to lead classes and enable teachers to realise the ambitions in their subject action plans. • Teaching Assistants raised the issue of communication, particularly with regards to changes in playground rules, which is made more difficult due to part-time working. <p>Q: TAs have suggested meeting at the end of the day once a month– is this possible? It would be very difficult to release all TAs from class at 3pm, and it would not be fair to expect TAs to stay beyond their usual finish time at the end of the school day. Surgery time is available for TAs every Monday, but this opportunity is not being used.</p> <p>Q: Are there any plans to train up a TA to be a PE specialist and cover classes as the previous HLTA/PE Lead used to do? This will depend on the funding available. Alex Minei is currently covering PE on Wednesday afternoons to provide PPA time for Y3/Y4 and Y5 teachers, and it is hoped that he will also be able to run lunchtime/after-school activities in the Autumn Term.</p> <p>13.2 Parents The summary of responses to the parent consultation was available on Governor Zone. A total of 62 responses were received with good representation across all classes.</p> <p>The following trends were observed:</p> <ul style="list-style-type: none"> • There appears to be a lack of knowledge about how school teaches e-safety to pupils. <u>Action:</u> Parent briefings will be arranged either after a Welcome Wednesday or alongside the Maths evening to ensure that parents are fully informed. The Y5/Y6 briefing session that was held after the Grafham presentation was very well received earlier this year. • There was some criticism concerning school meals, portion size and healthy eating. <u>Action:</u> the quality of lunches will continue to be monitored closely. A new PSHE/mental health project with Y5/Y6 will be introduced, focusing on how brains work, understanding different emotions and how these can impact on eating habits and the ability to look after ourselves. Parents will be reminded that breacktime snacks and packed lunches should be healthy. Cake sales will be restricted to one per class. • One comment was made about an “epidemic of anxiety” throughout school. <u>Action:</u> governors carefully analysed the data and comments from all of the consultations and found that there was no additional evidence to back up this concern. Governors also noted that excessive anxiety was not picked up by the recent Ofsted or SIAMS inspections, both of which included pupil voice. It was further noted that several parents had used the consultation to comment about the positive impact that the move to Barton had had on their child’s wellbeing. 	<p>JM/KSF</p> <p>JM/WB/UKS2 teachers</p>

	<ul style="list-style-type: none"> • There were some comments about providing more personalised learning. <u>Action:</u> the Headteacher has spoken to a parent who is concerned that her child needs to be challenged more in Maths. An enrichment booklet has been provided and strategies are in place for ensuring that more able children will be appropriately challenged next year. The Headteacher continues to work with parents and staff to support children with neurodiverse traits but is constrained by the funding that is available. <p>Governors were informed that the Headteacher has responded individually to comments made in the consultations where parents have given their name.</p> <p>The Chair of Governors will produce a summary for parents to respond to the general themes raised in the consultation. This document will be circulated before the end of term.</p> <p>13.3. Pupil Governors were advised that feedback from the pupil consultation was overwhelmingly positive, both in the face-to-face consultation and the pupil surveys.</p> <p>The following themes were covered:</p> <ul style="list-style-type: none"> • Transition and inclusion: pupils feel that Barton was a small, friendly, inclusive school • Values and leadership: children are keen to take on positions of responsibility and can clearly articulate school values. • Buddy system and cross-year friendship: children appreciate the opportunity to help younger pupils and act as role models. • Safety and support: children feel that staff are approachable and responsive to problems. <p>In terms of improvement, pupils identified the following areas:</p> <ul style="list-style-type: none"> • School dinners: pupils would like greater choice and better quality of meals. • Playground equipment: pupils would like additional equipment and a larger swimming pool. • Assemblies: pupils would like more variety and a chance to input to content • Clubs and activities: pupils would like a wider choice of clubs including computing, sports and creative subjects. <p><u>Action:</u> consideration will be given to consulting pupils on the lunch menu, gathering ideas for new play equipment, reviewing pupil input to collective worship and exploring alternative club provision.</p>	<p>JM</p> <p>CP/WB</p> <p>JM/WB</p>
<p>14</p>	<p>POLICIES</p> <p>14.1. For Review</p> <p>14.1.1. Accessibility Policy and Plan: The Accessibility Policy and Plan were approved in the Spring Term. The Headteacher and Chair of Governors have reviewed the Accessibility Plan in light of the anticipated needs of a new pupil who is due to start in September. Governors were advised that no immediate changes are required, but the situation will be kept under review.</p> <p>14.1.2. Data Protection: The ICT Service have deferred reviewing their model policy until the new Data (Use and Access) Act 2025 is implemented.</p> <p>14.1.3. Early Career Teacher: Governors were advised that the ECT mentor has reviewed the policy to ensure that it is in line with latest LA model.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Governors approved the ECT Policy.</p> </div> <p>14.2. To be deferred</p> <ul style="list-style-type: none"> • Critical Incidents 	<p>JM</p> <p>FGB Autumn Term</p> <p>Next FGB</p>

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	<ul style="list-style-type: none"> • Exclusion Statement • Governor Induction • Pupil Equality, Equity and Inclusion • Responding to Prejudice-Related Incidents • Safeguarding and Child Protection • Records Management Policy <p>14.3. No changes</p> <ul style="list-style-type: none"> • Behaviour Policy • Collective Worship • Volunteer Helpers 	
15	<p>HOME SCHOOL AGREEMENT</p> <p>It was agreed not to issue the Home School Agreement this year and that it is not felt that this is a valuable document.</p>	
16	<p>SAFEGUARDING</p> <p>16.1. Annual Child Protection Audit The Headteacher has completed the annual audit which was available on Governor Zone.</p> <p>16.2. Safeguarding Review – 30.06.25 The LA Adviser’s report from the recent Safeguarding Review was also available on Governor Zone. Overall, the review was very positive with only minor points to action.</p> <ul style="list-style-type: none"> • As agreed under item 8.2 above, MyConcern will be purchased in order to facilitate recording and sharing of safeguarding concerns. • The SCR will be updated in accordance with the minor recommendations in the report. <p>16.3. SCR The Safeguarding Governors reviewed the SCR earlier this week.</p> <p>16.4. Annual training for governors Governors were encouraged to attend the Safeguarding Training at 9am on the Inset Day (01.09.25).</p>	<p>JM/WB/SA</p> <p>WB</p> <p>All governors</p>
17	<p>HEALTH & SAFETY</p> <p>The Headteacher and office staff are continuing to liaise with PSA and the Diocese of Ely with respect to the following H&S projects:</p> <ul style="list-style-type: none"> • Repairing the cracks to brickwork • Installing a new perimeter fence • Replacing the old convector heaters 	
18	<p>EQUALITY OBJECTIVES</p> <p>Governors were reminded that the Equality Objectives were set for 3 years and that progress against the objectives is reviewed at the end of the Summer Term. The Headteacher and Chair of Governors have examined progress made against the objectives and made the following points:</p> <p>In relation to objective 1: to narrow the gap in English and Maths between identified groups – the data from the pupil assessments shows that overall, pupils have performed well this year. There are no obvious areas for concern, but the Headteacher will drill into the data more closely to identify any gaps.</p> <p>In relation to objective 2: to ensure that the emotional and social needs of pupils with additional needs are met – it was noted that a range of support is in place for pupils including counselling, play therapy, opportunities for reflection and quiet areas. Staff CPD this year has included additional training for the Mental Health lead, SENCo training, dyslexia and neurodiversity training. New initiatives have been introduced</p>	<p>JM</p>

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	<p>including the reading shed and additional resources have been purchased for outdoor playtimes to provide alternative facilities for pupils at break and lunchtimes.</p> <p>In relation to objective 3: to extend and embed cultural capital through a continued rich range of experience, both in and beyond the school – it was noted that the enrichment experiences have been very valuable this year.</p> <p>The Headteacher and Chair will set three new equality objectives for 2025-2028 and will bring them to the next FGB.</p>	<p>JM/CP Next FGB</p>
19	<p>CHURCH SCHOOL UPDATE</p> <p>Governors were informed that the EDRA has not yet been allocated for next year.</p>	
20	<p>NETWORK CB23</p> <p>The following points were made:</p> <ul style="list-style-type: none"> • Several new heads have been appointed to local CB23 schools. • The Y5 careers convention will take place in October. 	
21	<p>FOBS</p> <p>Governors welcomed the events that FOBS have arranged this term, including Barton's Got Talent and the Summer Fayre.</p> <p>Governors wished to record their gratitude for the effort that has gone into fundraising in 2024/25, and the dedication of the Chair of FOBS in particular. Governors were very appreciative of the money that has been raised throughout the year.</p>	
22	<p>GOVERNOR TRAINING</p> <p>The Chair had uploaded the LA's Governance Training brochure for 2025/26 to Governor Zone. This includes information on how to access courses via the National College (previously "The School Bus").</p> <p>It was noted that:</p> <ul style="list-style-type: none"> • PS has completed HTPM training. • SP has completed Safer Recruitment training. <p>The Chair will email governors a list of useful training for next year after this meeting.</p>	<p>CP</p>
23	<p>ITEMS ADVISED BY THE LOCAL AUTHORITY</p> <p>There were no further items to report.</p>	
24	<p>COMMUNICATION</p> <p>24.1. Governors' Bulletin</p> <p>The Governors' Bulletin will be issued at the end of term. The Chair requested contributions from the committee chairs by Friday 18th July.</p>	<p>CP/AHi</p>
25	<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"> • Celebrated the success of pupils over 2024/25, in particular recognising the excellent levels of attainment in EYFS, the impressive Y1 phonics results and the Y6 SATs results, which are a testament to the excellent teaching that pupils receive in school. • Discussed the wellbeing of staff and pupils to ensure that steps are taken to provide support wherever possible. 	

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	<ul style="list-style-type: none"> • Reviewed the composition of the governing body and identified strategies to attempt to fill vacancies and ensure that there are a mix of skills, experience and diversity within the group. • Agreed to streamline the structure for governing body meetings in 2025/26 to ensure that they are as efficient and effective as possible. • Analysed progress against the objectives in the YOP and Strategic Plan, acknowledging the successes and identifying the priorities to be addressed in the next academic year. • Examined the recommendations from the governor monitoring visits and analysed their strategic impact to ensure that they are beneficial in driving the school forward. • Examined the data from the staff, parent and pupil consultations, and discussed collective themes arising from the consultations to ensure that all stakeholder views are incorporated into future plans for school improvement. • Reviewed progress against the Equality Objectives to ensure that Barton is an inclusive school with measures in place to support vulnerable groups and pupils with additional social and emotional needs. • Reviewed the findings from the recent Safeguarding Audit, approved the move to keeping records electronically and agreed to introduce briefing sessions for parents to ensure that they are able to help to keep their children safe online. 	
<p>26</p>	<p>OTHER BUSINESS</p> <p>There was no other business.</p>	
<p>27</p>	<p>DATE OF NEXT MEETING – to be arranged</p> <p>The Headteacher will circulate dates for the 2025/26 academic year.</p> <p>The meeting ended at 7.40pm.</p>	<p>JM</p>