

Minutes of the Full Governing Body meeting held at school on 13.09.23 at 6.00p.m.

Present

Mrs Julie Martin – Headteacher	JM	p	Mrs Caroline Parsons – Chair	CP	p
Mrs Louise Bowes	LB	p	Mrs Sarah Penrose	SP	p
Mr Laurence Evans	LE	p	Mrs Anne Ugur	AU	p
Mr Andy Higgins	AHi	p	Mrs Alice Hedges – Staff Governor	AHe	p
Mrs Catherine Martin – Vice Chair	CM	p			
Vacancies:					
Foundation Governor x 4					

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

In attendance

Mrs Wendy Guest – Clerk	WG
Mrs Katie Slusar-Fletcher – Observer	KSF
Rev Priscilla Slusar – Observer	PS

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. **EDRA:** Ely Diocese Regional Adviser.

Documents issued for the FGB meeting.

Agenda, Draft FGB Minutes 13.07.23, Instrument of Government, Model Code of Conduct for Governing Bodies 2023-2024, Standing Orders for the Governing Body 2023-2024, Headteacher’s Report FGB meeting September 2023, YOP 2023/2024, Agile Engineering Report R03 P0906 Barton Primary School 01.09.23, Evidencing the impact of the primary PE and Sports Premium 2022-2023, Admissions Policy 2025-2026, Complaints Policy July 2023, Critical Incidents Plan 2023, First Aid Policy September 2023, Health & Safety Policy September 2023, Safeguarding and Child Protection Policy Cambridgeshire September 2023, KSCIE 2023 part one, Whole School Food Policy September 2023, Governors Statement of General Principles with regard to Behaviour of Pupils July 2023.

	The meeting started at 6.02pm	Action
1	WELCOME REFLECTION – JM	
2	<p>APOLOGIES FOR ABSENCE</p> <p>2.1. Apologies for absence Apologies were received from LE. Consent for absence was given. LB had informed the Chair that she would be late to the meeting.</p> <p>2.2. Quorum. The quorum for the meeting on 13.09.23 was 5. The meeting was quorate throughout.</p> <p>2.3. Vacancies. 2.3.1 Foundation Governors: There continue to be 4 Foundation Governor vacancies – 2 POMs, 1 Foundation Governor appointed by the Diocese and 1 Foundation Governor appointed by Grantchester PCC. Governors were informed that KSF and PS have applied to be Foundation Governors with PS eligible to take on the role of POM (Barton). It is anticipated that ratification will take place in November. This will leave a vacancy for a POM (Grantchester) and a Foundation Governor appointed by Grantchester PCC.</p>	

Barton Church of England Voluntary Aided Primary School

	<p>2.3.2. Parent Governor: There is a vacancy for a Parent Governor. Elections will be discussed under item 4.4</p>	
3	<p>DECLARATION OF INTEREST</p> <p>3.1 Declarations of interest. There were no declarations of interest for the meeting.</p> <p>3.2. Annual declaration. Governors signed individual copies of the annual declaration of pecuniary interest. Governors unable to attend the meeting will be reminded to complete the declaration and return it to the Clerk.</p>	LE
4	<p>ELECTIONS</p> <p>4.1. Governors to agree the term of office for the Chair and Vice Chair Traditionally the term of office for the Chair and Vice Chair has been one year. Governors agreed this should continue.</p> <p>4.2. Election of the Chair of Governors The Clerk confirmed that two nominations had been received for the position of Chair, both putting forward CP. CP confirmed that she was happy to stand for election.</p> <p><i>CP left the room.</i></p> <div style="border: 1px solid black; padding: 5px;"> <p>The governors present unanimously agreed that CP should be re-elected to the position of Chair, thanking her for her hard work and dedication over the past year.</p> </div> <p>4.3. Election of the Vice-Chair of Governors The Clerk advised governors that two nominations had also been received for the position of Vice-Chair, both putting forward CM. CM confirmed that she was happy to stand for re-election.</p> <p><i>CM left the room.</i></p> <div style="border: 1px solid black; padding: 5px;"> <p>Governors present unanimously agreed that CM should be re-elected to the position of Vice-Chair, also wishing to note their thanks for her commitment and support to the Chair over the past year.</p> </div> <p>4.4. Parent Governor Elections The resignation of RS at the end of the Summer Term has created a vacancy for a Parent Governor. The Chair and Clerk have discussed a provisional timetable which will notify parents of the vacancy at the end of September and will ensure that elections take place and the result is announced before half-term.</p> <p>It was noted that any parent/grandparent was eligible to apply, and that skills in property management, architecture, engineering or health and safety would be particularly welcome.</p>	WG/CP
5	<p>APPOINTMENT OF THE CLERK TO THE GOVERNING BODY</p> <p>WG was appointed as Clerk to the Governing Body for 2023/24.</p>	
6	<p>INSTRUMENT OF GOVERNMENT</p> <p>Governors were advised that in 2015, all governing bodies were required to review their constitution and the Instrument of Government was drawn up as a result. As a voluntary aided school, Barton is required to have two more Foundation Governors than all other categories of governor. There are 6 non-Foundation Governors (2 Parent Governors, one LA Governor, one Co-opted Governor, one Staff Governor and the Headteacher) which means that there must be 8 Foundation Governors.</p> <p>It continues to be difficult to fill all 8 Foundation Governor positions, and whilst it could</p>	

Barton Church of England Voluntary Aided Primary School

	<p>be possible to reduce the number by consulting with the Diocese and LA, this would also mean reducing the number of non-Foundation Governor positions which are easier to recruit to. The Diocese is aware of the ongoing difficulties in recruiting Foundation Governors and POMs, and there may be some movement concerning the numbers that voluntary aided schools are required to have in the future.</p> <p>The School Governance Adviser has confirmed that it is good practice to review the Instrument of Government at the start of each academic year to make the governing body aware of the provisions contained within the document.</p> <p>Q: If there wasn't a higher proportion of Foundation Governors, would this impact the governing body's effectiveness? The idea of having a large proportion of Foundation Governors is to maintain the distinctive Christian character of the school, but in practice, the governing body has continued to function well whilst carrying several Foundation Governor vacancies.</p> <p>Governors were advised that the vacancies have been promoted to parents at the Class Essentials Evenings in case new families are interested in joining the governing body. Previously adverts have been placed in the parish magazines, Barton Bulletin, on school gates and local noticeboards.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>It was noted that governors had discussed and reviewed the Instrument of Government, acknowledging the difficulties in filling the large number of Foundation Governor positions, and welcoming the possibility that the constitution may be reviewed by the Diocese to address this issue in the future.</p> </div>	
<p>7</p>	<p>CODE OF CONDUCT</p> <p>The updated model Code of Conduct provided by the LA was available on Governor Zone together with the current Code of Practice.</p> <p>Governors discussed whether the title of the document should remain Code of Practice, noting that the code sets out how the governing body operates rather than how individual governors conduct themselves, but it was agreed to adopt the LA model in its entirety without changing the terminology.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Governors approved the Code of Conduct, and those present signed to confirm that they would abide by its contents. Governors unable to attend the meeting will be reminded to sign the declaration as soon as possible.</p> </div>	<p>LE</p>
<p>8</p>	<p>STANDING ORDERS</p> <p>The Standing Orders document was available on Governor Zone. Governors were advised that the Standing Orders is also a model document provided by the LA. The Chair highlighted the following changes:</p> <ul style="list-style-type: none"> • On page 6, there is no requirement to specify the number of days that documents will be made available in advance of governor meetings. However, governors felt that it was useful to keep the current wording "that all reasonable endeavours will be made to table papers 3 days in advance of the meeting date". • On page 13, there is the option to collect and publish governor diversity data. Governors discussed the importance of inclusion and ensuring that the governing body was representative of the school community. However, it was felt that the minutes of FGB meetings, which are available as a public record, already demonstrate the governing body's commitment to diversity. The Standing Orders will therefore record "N" by this point. • On page 14, there is an option for the governing body to carry out risk assessments to decide whether to allow governors to attend meetings pending DBS clearance. It was noted that if sensitive information was to be discussed, governors without DBS clearance could be asked to leave the meeting. However, after discussion, it was felt that carrying out risk assessments 	

	<p>would be good practice and would demonstrate school's commitment to safeguarding. The Standing Orders will therefore record "Y" by this point.</p> <p>Governors approved the Standing Orders subject to the amendments above.</p>	<p>WG</p>
<p>9</p>	<p>COMMITTEE MEMBERSHIP 2023/24</p> <p>9.1. Appointment of Chairs to Committees Governors confirmed that they were happy to stay on their existing Committees. It was suggested that subject to ratification from the Diocese, KSF should serve on the Standards Committee and PS should join the Resources Committee. The Admissions Committee will remain as it is.</p> <p>It was suggested that CM should take on the role of Chair of the Resources Committee following RS's departure. It was also agreed that AHi should shadow CM this year with a view to taking on the role in 2024/25 (when CM's term of office expires).</p> <p>The Chair will speak to LB following this meeting to ascertain whether she would be prepared to Chair the Standards Committee. In the event that she is unable to do so, this role will be taken by the Chair of Governors herself.</p> <p>9.2. Appointment of Clerks to Committees The Clerk to the Committees will continue to be WG.</p>	<p>CP/LB</p>
<p>10</p>	<p>APPOINTMENT OF GOVERNORS WITH RESPONSIBILITY FOR THE FOLLOWING AREAS</p> <p>In view of LE's expected departure at Christmas, and subject to the Diocese ratifying the appointment of KSF and PS, it was suggested that the governors' responsibilities for 2023/24 would be as follows:</p> <p>10.1. Training: AU</p> <p>10.2. Safeguarding/Child Protection: CP and CM</p> <p>10.3. Prejudice-Related Incidents: CP and CM</p> <p>10.4. SEN: AU with PS</p> <p>10.5. Health and Safety: SP</p> <p>10.6. Vulnerable Groups/LAC/Pupil Premium/Gifted and Talented: AU and PS</p> <p>10.7. EYFS: CP</p> <p>10.8 SFVS: CP</p> <p>10.9 PSHE: SP</p> <p>10.10 Collective Worship: PS and LB</p> <p>10.11. RE: CM and SP</p> <p>10.12 Climate Champion: KSF</p> <p>10.13 Agree subject areas for Link Governors The Chair advised governors that the monitoring visits this year would be more closely linked to the objectives in the Strategic Plan rather than being subject-based as in previous years. However, it was noted that staff had appreciated the close link that they had built up with their Link Governors and that this role should therefore continue.</p>	

Barton Church of England Voluntary Aided Primary School

	<p>The Link Governors were agreed as follows, but the subject areas will be reviewed after Christmas once a new Parent Governor and new LA Governor have been appointed. It was also noted that if there were more candidates than vacancies, that it would be possible to appoint associate members to the governing body.</p> <table border="1" data-bbox="231 264 1276 745"> <thead> <tr> <th>Subject</th> <th>Staff Member</th> <th>Governor(s)</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>Alice Hedges</td> <td>AU and SP</td> </tr> <tr> <td>Maths</td> <td>Megan Blee</td> <td>CM and KSF</td> </tr> <tr> <td>Science</td> <td>Helen Papworth</td> <td>LE</td> </tr> <tr> <td>Geography</td> <td>Megan Blee</td> <td>CM and PS</td> </tr> <tr> <td>History</td> <td>Megan Blee</td> <td>CM and PS</td> </tr> <tr> <td>RE</td> <td>Helen Papworth</td> <td>SP and LB</td> </tr> <tr> <td>Art</td> <td>Abel Pastor</td> <td>CP and AHi</td> </tr> <tr> <td>DT</td> <td>Abel Pastor</td> <td>CP and AHi</td> </tr> <tr> <td>Music</td> <td>Sarah Kerley (with Catherine Dennison)</td> <td>CP and AHi</td> </tr> <tr> <td>PE</td> <td>Abel Pastor (with Helen Durrant)</td> <td>LE and LB</td> </tr> <tr> <td>ICT</td> <td>Abel Pastor</td> <td>LE and LB</td> </tr> <tr> <td>PSHCE</td> <td>Alice Hedges</td> <td>SP and AU</td> </tr> <tr> <td>EYFS</td> <td>Alice Hedges</td> <td>CP</td> </tr> </tbody> </table> <p>10.13 Note governors trained in Safer Recruitment: CP, CM, AU and LB.</p> <p>10.14 Note governors for HT Performance Management: CP, CM, AU and LB. The Chair reminded governors that the panel must consist of three governors, at least one of whom has been trained within the last twelve months, and that participation should be rotated on a regular basis. It was agreed that AU would step down from the HTPM panel this year, and that PS would undertake training with a view to replacing CM on the panel in 2024/25.</p> <p>10.15 Note governors for HTPM Review: It was agreed that AU would take on this responsibility following RS's departure.</p>	Subject	Staff Member	Governor(s)	English	Alice Hedges	AU and SP	Maths	Megan Blee	CM and KSF	Science	Helen Papworth	LE	Geography	Megan Blee	CM and PS	History	Megan Blee	CM and PS	RE	Helen Papworth	SP and LB	Art	Abel Pastor	CP and AHi	DT	Abel Pastor	CP and AHi	Music	Sarah Kerley (with Catherine Dennison)	CP and AHi	PE	Abel Pastor (with Helen Durrant)	LE and LB	ICT	Abel Pastor	LE and LB	PSHCE	Alice Hedges	SP and AU	EYFS	Alice Hedges	CP	<p>Spring FGB</p> <p>PS</p>
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<p>11</p>	<p>MINUTES OF THE PREVIOUS MEETING – 13th July 2023</p> <p>Governors approved these minutes as true and accurate. The minutes will be uploaded to the school website as a public record.</p>	<p>WG</p>																																										
<p>12</p>	<p>NOTE OF ACTIONS COMPLETED AND MATTERS ARISING</p> <p>12.1. Actions completed following the meeting on 13.07.23 The Committees Action List 2022-23 (version 9) and 2023-24 (version 1) were available on Governor Zone. The lists have been updated by the Chair and Clerk following the last meeting, and document the actions that have been completed.</p> <ul style="list-style-type: none"> • Use of Governor Hub to replace Governor Zone: Governors were advised that to use Governor Hub's full functionality would entail an extra cost as the current subscription with The Key does not cover this element. It was therefore agreed to continue using Governor Zone which is included in the contract with Primary Site and has many similar features. • Strategic Plan: Governors were informed that the Strategic Plan has been uploaded to the school website. The YOP and Headteacher's report will follow the priorities set within the plan. <p>12.2. Matters outstanding from the meeting on 13.07.23 All other matters are covered in the agenda for this meeting.</p>																																											
<p>13</p>	<p>STRATEGIC PRIORITIES</p> <p>As noted under 10.13 and 12.1. above, the priorities within the Strategic Plan will provide the focus for the YOP, Headteacher's report and Governor Monitoring visits.</p> <p>Governors welcomed the consultation that had taken place with all stakeholders to</p>																																											

	<p>ensure that the Strategic Plan reflects the priorities of the whole school community, and looked forward to working with the Headteacher to ensure that the objectives are met.</p>	
<p>14</p>	<p>RAISING STANDARDS</p> <p>14.1. Headteacher's Report and YOP 2023/24 Governors were referred to the Headteacher's report which was available on Governor Zone, but were advised that some data is already out-of-date as two more pupils started in Y1 yesterday. It is likely that both pupils will be eligible for PP and FSM, and one pupil has EAL.</p> <p>The total number of pupils in Robin Class is now 29: 15 boys and 14 girls; 17 in YR and 12 in Y1. The total pupil roll is 110.</p> <p>Governors were advised that another prospective family with a Y1 pupil visited school today. If this pupil applies for a place at Barton, this would take Robin Class to 30 pupils.</p> <p>Governors welcomed the increase in pupil roll and the implications that this would have for the budget, but expressed concerns about the YR PAN and the difficulty of accommodating any more YR pupils if they applied to transfer to Barton in-year. The YR PAN is 20, and there are currently 17 pupils in YR which means that school would be obliged to take up to three more YR pupils if they chose to apply to Barton. As the maximum class size in KS1 is 30, this would mean that three Y1 pupils would need to move up to Kingfisher Class, making it a mixed Y1/Y2/Y3 class.</p> <p>The Headteacher also informed governors that staffing cover in Robin was no longer adequate due to the large class size and the mix of abilities within Y1.</p> <p>SLT carefully examined the numbers and class structure for 2023/24 at the end of last term, but the Headteacher advised governors that it has been exceptional to have 3 additional pupils join Y1 (one joined over the summer). The YR intake has also been much larger than for the last few years, and this combination has led to the current squeeze on places.</p> <p>Q: What would the implication be from a staffing point of view? Do we need an additional TA in Robin Class or also in Owl to help with the larger class size? The budget will need to be examined carefully to determine what school will be able to afford, and a decision will be taken on how to meet the needs of pupils and preserve staff wellbeing.</p> <p>Q: Could we create 5 classes to accommodate the extra pupils? Unfortunately, we do not have five classrooms.</p> <p>Q: Is there the space to have 34 pupils in Owl Class? Yes, if the layout was different, it would be possible to accommodate 34 pupils, but it would be very tight. The class is split every morning for Maths, with one year group working in the Hall and the other in the classroom, and this is sometimes also the case for English, but the whole class would need to come together in the afternoons for the foundation subjects.</p> <p>Q: What are the implications for Robin Class? It can be challenging trying to timetable in phonics and Maths sessions for the Y1 pupils. Ideally there need to be two TAs with the YR pupils when the Y1 group is taken to the Learning Hub, so that one member of staff can be supervising and helping inside, and the other outside. It is also important to have two members of staff in case a child has an accident or needs changing, for example.</p> <p>Q: How are the other classes managing the mixed year groups? Kingfisher Class are using Skylark Room as an additional area for Y3 teaching. Swallow Class are able to use the tables outside the office if they require additional space, and as mentioned previously, Owl Class are using the Hall. This is why there is no additional space for a fifth classroom.</p> <p>Q: Do we have an idea of projected numbers for 2024/25? It appears that the YR</p>	

intake will not be as large, and it is therefore anticipated that YR and Y1 should be able to be together in Robin Class. It will be necessary to split the Y5 (current Y4 cohort) and have a Y4/Y5 class and a Y5/Y6 class. It was decided to have a discrete Y4 class this year as they have been particularly impacted by the effects of the pandemic.

Q: If an additional pupil applies to YR during the course of this year, would it be possible to go back to the LA and argue exceptional circumstances as a reason for not accepting them? It is unlikely that the LA or Diocese would accept any argument for changing the PAN, especially when this has to be agreed two years in advance. The Admissions Policy for 2025/26 is on the agenda for this meeting for this very reason.

Q: Should we have kept 3 places open in Robin Class to accommodate potential YR pupils? No, school would not have been allowed to do this - if there are spaces in a year group (for example, Y1) and the applicants meet the admissions criteria, there is no reason to turn them down.

Q: There are quite a few families who attend Barton but do not live in the village. Is this because their local schools are full, or have they chosen Barton because of its reputation? There are a variety of reasons why families choose Barton including those mentioned in the question. Some want a CE School or a smaller school than their most local primary.

Q: Would a temporary classroom be a possibility? A meeting was held with the Property Manager last week to discuss the possibility of creating a library as well as the recommendations from the Agile Engineering report (available on Governor Zone). The Property Manager was not in favour of installing a mobile cabin as the cost of installing a concrete base and cabling would be very expensive. In view of the Agile Engineering report, which has identified significant movement in the cracking by the Hall sloping window, the Property Manager suggested re-building this area. If the Hall window was bricked up, a library could be created by squaring off the section outside the Hall and Skylark room. This would not be overly costly as two of the walls are already in place. The dimensions of the room would be similar to Skylark and would not impinge on the vehicular access required for deliveries. The new room would become a library/PPA area for staff and an additional learning space or meeting room, as needed. The School Business Manager has written to the LA Insurance Team to establish whether there are grounds for a claim, and will meet with the Property Manager at the Diocese of Ely to discuss options for a School Condition Allowance. The other cracks in Kingfisher Class and outside the kitchen are not significant and can be repaired by pinning.

Q: Do we have an idea how much this building work would cost? The Property Manager quoted a very rough estimate of £170k.

The Headteacher advised governors that over the summer holidays, several trips had been made to Great Gidding Primary School which had closed at the end of last term. An inventory of the contents of Great Gidding School had been circulated to all primary schools so that Headteachers could choose any additional resources/equipment that would be of benefit to their school. As a result, Barton has obtained four folding button tables, teachers' desks, chairs for staff, PE stools, a large table and new library shelving. Governors discussed the arrangements for collecting the remaining items and where the library shelving would be stored until there is capacity to house it within school. Governors were very appreciative of the opportunity to obtain good quality equipment free of charge and to re-use resources that would otherwise have had to be scrapped.

Q: How soon could the library be built? School has been very fortunate to receive an inheritance gifted from a member of the community, but the funding will also depend on whether the insurance claim is successful and whether the Diocese supports an application for a SCA.

Q: Can the energy grant be put towards a new building project? The grant of £13k for energy efficient improvements must be spent by the end of this year. It is anticipated that the grant will be used to replace the inefficient convector heaters in Robin Class and the Hall, and to replace the Robin Class ceiling.

<p>The Chair asked for any other questions on YOP or Headteacher's report.</p> <p>Q: There is mention of a group of pupils with friendship issues. Are parents aware? Yes, and they are being kept informed of any developments. School continues to seek support from the PSHE Service to train staff so that they can educate pupils how to have healthy friendships.</p> <p>Q: Has the baseline assessment revealed any additional high-level needs? The baseline assessment will take place next week.</p> <p>Q: The report makes reference to a reading framework dated July 2023. Has this recently been updated? Yes, the framework has been updated particularly with reference to reading in KS2. The Headteacher will forward a copy to the English Link Governors.</p> <p>14.2. Governor Visits Governors were referred to page 5 of the YOP, where the following bullet points set out the key themes for governor visits this year:</p> <ul style="list-style-type: none"> • Vulnerable pupils: Ensuring the needs of all pupils are catered for – pupil progress, SEND needs, SMSC, additional intervention support, specialist outside agency intervention, attendance • Phonics: resources, training of staff and transition of resources to use of Little Wandle. Is our programme systematic and effectively taught? Does KS2 provision follow on from KS1 effectively? Are children confident within their spelling skills? Is this evident in the classroom in pupils' written work? • Pupil voice: are our pupils taught to be active citizens? How does this link to the global goals agenda and Courageous advocates collective worship theme? Are our children respectful and tolerant, and do they understand the British values and that they are implemented and evident in our day-to-day activities at Barton? • Cross curricular writing and impact of support from the English Hub <p>In addition, governors were advised that the Headteacher would like governors to focus on:</p> <ul style="list-style-type: none"> • EY and the development of the outdoor area • the new catering provision • a cost/benefit analysis of the swimming pool <p>It was agreed that the Headteacher, Chair and Vice-Chair would meet separately to draw up a plan for the governor visits which would be presented at the next FGB.</p> <p>Governors briefly discussed the financial implications of maintaining and using the swimming pool, and agreed that consideration needed to be given to alternative means of providing swimming lessons or renting out the swimming pool to ensure the best use of financial resources. It was agreed that CP/AU/AHi would meet with the PE Coordinator and Office staff to explore this issue in greater detail.</p> <p>In terms of assessing the new catering provision, it was agreed that SP/LB would draw up a questionnaire to obtain pupil and parent voice on menus, quality and variety of meals. Consideration also needs to be given to how to source food more locally at affordable prices. It was acknowledged that some menu options were proving more popular than others, and that some negative feedback had already been received about the quality of meals. However, the cook is very open to ideas and governors agreed that feedback from all stakeholders should be sought before half-term in order to improve the attractiveness of the menu choices and increase uptake.</p> <p>Q: Which company are we using to supply our ingredients? We are continuing to use Brakes, but we are investigating whether we could use more local companies, particularly for fresh meat, and possibly fruit and vegetables.</p> <p>Q: How was the current menu devised? We are using a menu provided by Essex Food Services to ensure that the meals that are being provided are nutritionally compliant. We are keen to adapt the menu to incorporate pupils' and parents' views and</p>	<p style="text-align: center;">JM</p> <p style="text-align: center;">CP/AU/AHi and HD/SA/WG</p> <p style="text-align: center;">SP/LB</p>
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Barton Church of England Voluntary Aided Primary School

	<p>preferences wherever possible.</p> <p>Governors were informed that the Food Advisers from Essex were very impressed on their visit to Barton at the beginning of term, and are proposing that our cook also prepares meals for Coton Primary School. This is a possibility that will be investigated further.</p> <p>14.3. Performance Management The Headteacher Performance Management review will take place next week. Once the objectives for the Headteacher have been set, these will inform the targets for Teachers' Performance Management reviews.</p>	
15	<p>WELLBEING</p> <p>Governors were referred to the Headteacher's Report which includes a section on wellbeing. The Headteacher confirmed that it had been a good start to term, and there was a positive team spirit.</p>	
16	<p>SPORTS PREMIUM SPENDING AND IMPACT REPORT</p> <p>The Sports Premium Spending and Impact Report was circulated to all governors prior to being published on the school website at the end of July. However, governors have not had an opportunity to discuss the content of the report at an FGB.</p> <p>Q: Is there a sports programme for younger children? In EY, PE is not part of the national curriculum, but there is a focus on physical development and gross motor skills. At Barton, YR pupils take part in PE with Y1s, and the "Complete PE" programme, which has been introduced this year, has suggested resources and plans for YR sessions. Robin Class pupils will start with YR sessions and then move onto the Y1 unit so that they have an opportunity to develop their skills.</p> <p>Q: Is there equality of access for all pupils? Do all groups receive the benefit from SP funding? A specialist PE teacher from CVC supports all year groups, including YR. Older pupils are able to take part in competitive events, whereas younger pupils have additional resources such as balance bikes, scooters and tricycles to practice their skills. Barton has recently achieved the Gold Standard in Sport due to the opportunities provided for girls to take part in football, disadvantaged/vulnerable pupils to take part in competitions, and the focus that is given to PE within school with specialist support from CVC. Part of the SP grant pays for a TA to take on the role of PE Coordinator, and this member of staff has worked extremely hard to promote sport within school and complete her level 5 training.</p> <p>Q: Are there any ideas for how to spend the SP grant this year? We would like to re-paint the netball court, and in 2024/5 the aim is to resurface the EY outdoor area fully.</p>	
17	<p>ACADEMISATION</p> <p>Andrew Read and/or Sarah Conant from the Diocese of Ely will be meeting with governors to discuss Academisation on 28.09.23 at 6pm. Governors were reminded that if they had any questions which they would like to raise, that these needed to be submitted to the Chair by this weekend so that they could be forwarded to the Diocese in advance of the meeting.</p> <p>The Staff Governor will also remind staff to submit their questions by the same timescale.</p> <p><i>LB arrived 8.05pm.</i></p>	<p>All gobs (except CM, AU)</p>
18	<p>POLICIES</p> <p>18.1. For Review</p>	

18.1.1. Complaints Policy: Under section 3.8 of the policy, there are two possible versions concerning the review process. Following the last FGB, governors agreed via email to adopt the first version as recommended by the LA, which makes provision for reviews to be conducted in writing only. Governors who had not responded to the email were asked to confirm that they agreed with this version.

Governors confirmed that they approved the Complaints Policy with the first version of section 3.8, which states that any reviews should be conducted in writing only.

WG

18.1.2. Admissions Policy 2025/26: Governors were reminded that the Admissions Policy and PAN needed to be agreed two years in advance. This is so that any changes can go through the required consultation process with the LA and Diocese.

The Chair advised governors that there were only minor amendments to the wording of the Admissions Policy for 2025/26. The main issue was therefore to decide whether or not to keep the YR PAN as 20.

Governors reflected on the varying sizes of the YR intake over the last two years. Where an intake is small, it is in school's best interests to have a large PAN to be able to admit more pupils. Where the intake is larger, this can cause problems if there are two consecutive year groups which together total more than 30 pupils. However, if the PAN is reduced, the LA would automatically place applicants elsewhere if Barton looked to be over-subscribed.

Q: If the PAN was reduced, would it need to be 15 or could it be 17/18 for example? Having a PAN of 17 would mean that there would be a maximum of 119 pupils (7 year groups x 17 pupils) which would fit the capacity of the school (120). However, there is often fluctuation within year groups with families leaving or wishing to join part way through the year, so the numbers may not work out this evenly. Two consecutive year groups of 17 pupils would also cause problems for mixed classes (as is the case currently).

Q: What is the position looking like locally? There seems to be an increase in house-building which is putting pressure on school places? The LA are currently short of places in schools and would therefore be unlikely to consider a reduction in PAN favourably. Several of our new pupils have come from the new building development in Comberton, and it is likely that this trend will continue.

Q: The impact of larger classes has been discussed already. Although it is important to encourage a healthy pupil roll, the staffing implications will need to be carefully considered. Yes, there are several possibilities such as splitting the year groups for English and Maths either with another teacher or a skilled TA. All available learning spaces will be fully utilised but securing funding to create an additional learning space will continue to be a high priority.

Governors agreed that it would be a greater risk to reduce the PAN than to keep it at its current level and manage future class sizes carefully. Additional income gained by having a healthy number of pupils on roll provides more potential to develop school in the future. It was also noted that there has not been an intake of 20 YR pupils since 2019.

18.1.3. Safeguarding and Child Protection Policy: this policy is a model document provided by the LA which reflects the latest updates to the KCSIE 2023 (highlighted for governors in red font).

Governors approved the Safeguarding and Child Protection Policy.

18.1.4. Health & Safety Policy: the H&S policy has been updated to reflect changes in staffing and associated policies. Governors were advised that there was no significant material change to the policy itself.

Governors approved the Health & Safety Policy.

18.1.5. First Aid Policy: this policy is based on a model provided by the School Bus, and like the Health & Safety policy, has been updated to ensure that all references are fully up-to-date.

Governors approved the First Aid Policy.

18.1.6. Behaviour Principles Written Statement: Governing Bodies are required to provide a written statement of behaviour principles upon which the Headteacher bases the Behaviour Policy. The statement has been updated to streamline the previous version and is reflected in the school's Behaviour Policy.

Q: Do the principles extend to pupils' behaviour when they are off site?

The Behaviour Policy has a section covering pupils' behaviour off site. The Headteacher has a certain level of responsibility, but if the pupils are with parents, then parental responsibility is paramount when they are not on school premises. As this is covered in the Behaviour Policy itself, it was not felt necessary to add a specific reference within the written statement.

Governors approved the Behaviour Principles Written Statement.

18.1.7. Critical Incidents: Governors were advised that there were no material changes to this policy.

Governors approved the Critical Incidents Plan.

18.2. To be deferred

Governors noted that the following policies will be deferred to the next meeting:

- Communication and Concerns
- Freedom of Information
- Pupil Records
- Volunteer Helpers

18.3. New policies

18.3.1. Whole School Food Policy: Governors were advised that this policy is based on a model from The School Bus which has been adapted to reflect Barton's practice. Essex Food Services have reviewed the policy and confirmed that it meets their requirements.

Governors approved the Whole School Food Policy.

19 SAFEGUARDING

19.1. SCR

The Chair and Vice-Chair will arrange to review the SCR following this meeting. It was noted that both governors who are due to complete safeguarding/child protection refresher training have booked a course via Governor Hub.

CP/CM

Barton Church of England Voluntary Aided Primary School

	<p>19.2. KCSIE 2023 Governors signed to confirm that they had read KCSIE 2023 and had noted the latest changes concerning filtering and monitoring. Governors unable to attend this meeting will be reminded to sign the declaration as soon as possible.</p>	LE
20	<p>GOVERNOR AUDITS The Chair thanked governors for their responses to the audit questionnaire and will feedback at the next meeting.</p>	Next FGB
21	<p>GOVERNOR TRAINING The Training Governor highlighted the following points:</p> <ul style="list-style-type: none"> • The School Governance training programme for 2023/24 will be circulated to all governors as soon as possible. Courses can be booked online via Governor Hub. • The next termly briefing session will be on 28.09.23. • The Diocese of Ely training programme will also be circulated to governors following this meeting. 	WG
22	<p>CHURCH SCHOOL UPDATE The Headteacher informed governors that she will be meeting with the EDRA on 28.09.23.</p>	
23	<p>NETWORK CB23 There will be a Y5/Y6 careers event organised by Network CB23 on 04.10.23 at The Great Barn in Bourn. Transport to the event will also be provided by the network. Network CB23 subject lead meetings are starting to be arranged for later in the term.</p>	
24	<p>BANK ACCOUNT The account signatories remain the same (CP, CM and AU).</p>	
25	<p>ITEMS ADVISED BY THE LOCAL AUTHORITY None.</p>	
26	<p>COMMUNICATION 26.1. Governors' Bulletin The Governors' Bulletin will be issued at the end of term. The Chair requested contributions by Monday 11th December.</p>	CP/CM
27	<p>REVIEW OF THE MEETING What have governors done at the meeting to make sure standards are being raised? Governors have:</p> <ul style="list-style-type: none"> • Discussed the Instrument of Government, focusing on governor recruitment, how best to fill vacant roles and identifying the skills needed to ensure that the governing body achieves its strategic priorities. • Examined the YOP and equality objectives, and considered how governor monitoring visits will support the aims within the Strategic Plan to ensure that all initiatives are working towards the same outcomes. • Reviewed the Admissions Policy for 2025/26 and the YR PAN to ensure financial stability for the future and to continue to promote Barton as a school of choice for families in surrounding villages. • Explored the possibility of a new building project to create a library, developing the school premises to provide the best possible educational experience for pupils. 	

	<ul style="list-style-type: none"> • Discussed the new lunch provision and how to seek views from pupils and parents to ensure that the menu choices and quality of food are of a high standard, meet nutritional requirements and encourage a greater uptake of meals so that the provision will be financially sustainable in the long-term. • Agreed to establish a sub-committee to discuss the viability of the swimming pool and investigate alternative use of facilities/provision to ensure that financial resources are spent as efficiently and effectively as possible. • Examined the Sports Premium impact and expenditure document from 2022/23 to ensure that all pupils are benefiting from the grant and to review how it might be spent in forthcoming years. • Reviewed progress against the equality objectives to identify if there are issues that need to be addressed in order to meet the desired outcomes. • Discussed the issue of Academisation and in particular the need to be as up-to-date as possible with any developments in advance of the meeting with the Diocese on 28.09.23 	
<p>28</p>	<p>OTHER BUSINESS</p> <p>28.1. Equality Objectives (<i>this item was taken before item 27</i>) The Chair had asked the Headteacher to summarise progress against the equality objectives as this had been deferred from the last meeting.</p> <p>The Headteacher circulated a summary of data to all governors.</p> <p>In relation to objective 1: to narrow the gap in English and Maths between identified groups, the data shows that SEN pupils have performed well, but PP children are achieving lower outcomes than their non-PP peers.</p> <p>Q: Which groups are identified as vulnerable? PP, FSM, SEN and EAL although staff also monitor any unexplained gaps in achievement between boys and girls.</p> <p>Q: It appears that girls outperform boys across the board except in Maths. However, in Y6 girls also perform better in Maths. Can you think of any reason why this may be the case? It is difficult to identify a reason as pupils receive the same teaching and can access the same level of support. One possible reason could be that boys tend lack fine motor skills which are needed for writing, and this may hinder their progress in subjects other than Maths. Studies have also shown that the toys that children play with at an early age have an impact – for example, boys tend to be given problem-solving toys which can develop skills required in Maths, whereas girls tend to prefer more creative/imaginative play. Although it is important to monitor the difference in achievement between boys and girls, it appears that this does not narrow in secondary school.</p> <p>Q: Are there any issues that can be addressed from the raw statistics? There needs to be a continued focus on writing and careful selection of reading texts in class so that pupils are exposed to a wide range of genres and can extend their vocabulary and use of grammatical structures accordingly. Younger pupils need to have more opportunity to use role-play to create ideas to bring into their writing. However, data also needs to be examined on an individual basis, to identify if there are any other issues that are presenting a barrier to learning.</p> <p>Q: It is interesting that EAL pupils are outperforming in most areas – is this unusual? The majority of our EAL families speak several languages due to their family background, and often English is spoken widely at home. This is very different from a child who has just arrived in the country without any prior knowledge of English. Many of the EAL families are very interested in their children’s learning, and want to give them a wide range of educational opportunities. Some of our non-EAL families are more passive in this respect.</p> <p>Q: Is it possible to have more information about the percentages – in a small school, each child may represent a significant percentage which could make the data slightly misleading? Yes, there are only 6 PP children for example (potentially this number will increase to 8), so each pupil equates to 16.6%. The statistics for SEN</p>	

Barton Church of England Voluntary Aided Primary School

	<p>pupils may also change once the baseline assessments have been carried out. These figures will be made clearer in future reports.</p> <p>Objective 2: To ensure that the emotional and social needs of pupils with additional needs are met. The Headteacher referred governors to a list of bullet points in the report which demonstrated the strategies in place to ensure that Barton is an inclusive school. These include:</p> <ul style="list-style-type: none"> • PSHE – healthy relationships, staff awareness • Specialist Teaching Team • 1:1 TA support • Play Therapy/Drama Therapy • Ed Psychologist • Clubs: Choir, recorders, after-school sports • Alternative provision: horse-riding, Woodventurers, Science tuition • Residentials • English texts – e.g. Bag of Worries <p>Objective 3: To extend and embed cultural capital through a continued rich range of experience, both in and beyond the school. The Headteacher referred to the opportunities for pupils to take part in a range of musical events such as Young Voices, the Christmas concert at Great St Mary’s Church and the upcoming concert with the composer Douglas Coombes. Pupils have also been on theatre and museum trips, and taken part in Courageous Advocacy events.</p> <p>The Headteacher also confirmed that the range of books in the library is continuing to be updated to ensure that pupils can access a wider reading experience covering different cultures and religions.</p>	
29	<p>DATE OF NEXT MEETING – The date of the next meeting had provisionally been set as <u>Wednesday 6th December</u>, but this may change. The Chair is liaising with governors and the Headteacher to try to establish which day of the week is best to hold governor meetings.</p> <p>The meeting ended at 8.50pm</p>	

Scheduled meetings for 2023-24 will be re-confirmed as soon as possible. Currently the dates are as follows:

2023-24		FGB	Resources	Standards
Autumn	1	13.09.23	18.10.23 (Salaries)	04.10.23
	2	06.12.23	08.11.23	-
Spring	1	14.02.24	07.02.24 (SFVS/contracts)	20.03.24
	2	27.03.24	13.03.24	-
Summer	1	01.05.24	24.04.24	03.07.24
	2	10.07.24	12.06.24	-

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.