

Minutes of the Full Governing Body meeting held at school on 11.12.23 at 6.00p.m.

Present

Mrs Julie Martin – Headteacher	JM	p	Mrs Caroline Parsons – Chair	CP	p
Dr Suliman Boulos	SB	p	Mrs Sarah Penrose	SP	aa
Mrs Louise Bowes	LB	aa	Rev Priscilla Slusar	PS	p
Mr Laurence Evans	LE	p	Mrs Katie Slusar-Fletcher	KSF	p
Mr Andy Higgins	AHi	p	Mrs Anne Ugur	AU	p
Mrs Catherine Martin – Vice Chair	CM	p	Mrs Alice Hedges – Staff Governor	AHe	aa
Vacancies:					
Foundation Governor x 2					

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

In attendance

Mrs Wendy Guest – Clerk	WG
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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 13.09.23, Draft Extraordinary FGB Minutes 28.09.23 (Academisaiton), Terms of Reference – Resources Committee 2023-2024, Terms of Reference – Standards Committee 2023-2024, Terms of Reference – Health & Safety Committee 2023-2024, Terms of Reference – Admissions Committee 2023-2024, Delegated Decisions List December 2023, Headteacher’s Report FGB meeting December 2023, Data December 2023, Pupil Premium Strategy Statement 2023-2024, Draft Standards Minutes 04.10.23, Draft Resources Minutes 08.11.23, Draft Resources and Salaries Minutes 18.10.23, Safeguarding Pupil Voice Governor Visit 08.11.23, Headteacher’s Performance Targets 2023-2024, Teacher Appraisal Paperwork 2023-2024, TA Appraisal Paperwork 2023-2024, NGA Governing Body self evaluation collated responses 2023-2024, NGA Individual Governor Skills Audit collated responses 2023-2024, Collective Worship Policy September 2023, Model Policy on the Use of Mobile Phones and Other Devices in Schools September 2023, Model Policy for responding to Prejudice-Related Incidents September 2023, Annual Safeguarding Monitoring Report 2022-2023.

	The meeting started at 6.09pm	Action
1	WELCOME REFLECTION – JM	
2	<p>APOLOGIES FOR ABSENCE</p> <p>2.1. Apologies for absence</p> <ul style="list-style-type: none"> • Apologies were received from SP and AHe. Consent for absence was given. • LB was unable to join the meeting via Zoom due to technical issues and was therefore absent. • AHi had informed the Chair that he would be late to the meeting. <p>2.2. Quorum. The quorum for the meeting on 11.12.23 was 6. The meeting was quorate throughout.</p> <p>2.3. Appointments</p> <p>2.3.1. Parent Governor. Governors welcomed SB to the meeting. It was agreed that SB would sit on the Resources Committee and take on the role of Link Governor for Science due to his medical background. He will be supported by the Chair.</p>	

	<p>2.3.2. Foundation Governors. Governors welcomed the decision by the Diocese of Ely to ratify the appointment of PS and KSF as Foundation Governors.</p> <p>2.4. Vacancies.</p> <p>2.4.1 Foundation Governors: There are now 2 Foundation Governor vacancies – 1 POM (Grantchester) and 1 Foundation Governor appointed by Grantchester PCC.</p> <p>2.4.2. LA Governor: LE is stepping down at the end of this term. Governors were informed that it is up to the Governing Body to nominate a suitable candidate to fill the vacancy. There are no candidates at this time.</p>	
3	<p>DECLARATION OF INTEREST</p> <p>There were no declarations of interest for the meeting.</p>	
4	<p>MINUTES OF THE PREVIOUS MEETINGS – 13th September 2023 and 28th September 2023</p> <p>Governors approved these minutes as true and accurate, but the Clerk was advised that abbreviation for “CAM Academy Trust” should be “CAM” not “CAT”. This will be amended accordingly, and the minutes will be uploaded to the school website as a public record.</p>	WG
5	<p>NOTE OF ACTIONS COMPLETED AND MATTERS ARISING</p> <p>5.1. Actions completed following the meetings on 13.09.23 and 28.09.23 The Committees Action List 2023-24 (version 2) was available on Governor Zone and document the actions that have been completed.</p> <p>5.2. Matters outstanding from the meetings on 13.09.23 and 28.09.23</p> <ul style="list-style-type: none"> • Item 10.14 from the minutes dated 13.09.23: PS will complete HTPM training following her ratification as Foundation Governor. • Page 3 from the minutes dated 28.09.23: Governors were advised that the due diligence paperwork recommended by Andrew Read had not been received. <p>All other matters are covered in the agenda for this meeting.</p> <p><i>AHi arrived 6.20pm.</i></p>	
6	<p>TERMS OF REFERENCE</p> <p>6.1. Resources The Terms of Reference and Delegated Decisions for the Resources Committee were agreed at the Resources meeting on 08.11.23.</p> <div data-bbox="233 1603 1275 1666" style="border: 1px solid black; padding: 5px;"> <p>Governors approved these documents.</p> </div> <p>6.2. Standards The Terms of Reference and Delegated Decisions for the Standards Committee were agreed at the Standards meeting on 04.10.23.</p> <div data-bbox="233 1821 1275 1883" style="border: 1px solid black; padding: 5px;"> <p>Governors approved these documents.</p> </div> <p>6.3. Health and Safety The Terms of Reference for the Health and Safety Committee were agreed at the Health and Safety meeting on 20.09.23, and were discussed by the Resources Committee on 08.11.23.</p>	

	<p>Governors approved the Terms of Reference for the Health and Safety Committee.</p> <p>6.4. Admissions There are no changes to the Terms of Reference for the Admissions Committee.</p> <p>Governors approved the Terms of Reference for the Admissions Committee.</p> <p>6.5. Delegated Decision List The Delegated Decision List reflects the Terms of Reference for all sub-committees.</p> <p>Governors approved the Delegated Decisions List.</p>	
<p>7</p>	<p>WELLBEING</p> <p>7.1. Headteacher and Staff The Headteacher informed governors that several members of staff have been under the weather with seasonal bugs including Covid. This has created additional pressure on remaining staff who have to cover for absent colleagues.</p> <p>The Headteacher acknowledged that the Autumn Term is always a challenging term due to its length and the number of additional events in the run-up to Christmas. Many staff are feeling “spent” and the Headteacher is mindful to ensure staff’s wellbeing as far as possible by cancelling after-school meetings when there are additional events, and by allowing teachers additional time out of the classroom to focus on their role as subject leads.</p> <p>The Headteacher advised governors that there had been very positive feedback from members of the community about the performance of Barton pupils at the various Christmas concerts, and staff had been very pleased to have their efforts recognised publicly.</p> <p>Q: It is widely recognised that this is a time of year when teachers feel particularly exhausted. Has consideration been given to having an Inset Day part way through the second half of the Autumn Term (as is the case for CAM schools)? Barton has an Inset Day on the last day of term, but consideration could be given to moving this in future. Teachers are having to dig deep, pace themselves and look after their own wellbeing, which can be challenging with a heavy workload.</p> <p>Q: Is the workload worse than this time last year? There were more TAs last year, and whilst there are not the demands of as many EHCP pupils, there are still a high number of pupils who need a lot of teacher input both academically and emotionally. Class sizes have also increased in UKS2 and EYFS/Y1 which generates additional work for teachers.</p> <p>7.2. Pupils The Headteacher reported that overall, pupil wellbeing is positive, although there are groups of children who are continuing to struggle with friendships. Staff are working with these pupils to give them the understanding and the tools they need to manage relationships. (See also item 15.3 below).</p>	
<p>8</p>	<p>RAISING STANDARDS</p> <p>8.1. Headteacher’s Report and YOP 2023/24 Governors were referred to the Headteacher’s Report and the latest Data Summary which were available on Governor Zone.</p> <p>The Chair asked governors for questions on the above documents.</p> <p>Q: How has the “Welcome Wednesday” initiative been received by parents? This</p>	

has been very successful with many appreciative comments from families. Children are very proud of their achievements and enjoy showing their work to parents, and parents enjoy spending time in their children's classrooms and have a greater awareness of the topics that are being covered. The Welcome Wednesday takes place on the first Wednesday of each month, and the work on display is different each time – so far, parents have been able to view English books, word mats, Maths books, Topic work and craftwork/paintings. Teachers also find that the Welcome Wednesdays provide a useful opportunity to speak to parents and answer any questions they may have, and the Headteacher has noticed that it has helped to bring the school community closer together.

Governors felt that the Welcome Wednesdays also addressed comments from the parent questionnaire about parents not always having an awareness of the work that their children were doing in school. This in turn helps the triangulation between school, parents and pupils.

Q: Do the Welcome Wednesdays provide an opportunity to speak to hard-to-reach parents? The Welcome Wednesdays are open to everyone, but not all parents are able to attend due to work commitments for example, and some parents will choose not to come. There is also an opportunity for parents to attend Collective Worship every Friday morning, and class teachers are happy to make themselves available to parents at other times if requested.

Q: The Headteacher's Report makes reference to some issues with individual students in Owl Class? There have been some comments from parents and pupils about difficulties they have experienced, particularly in the playground. The Owl Class teacher is spending time with pupils to help them to work through any issues they are experiencing by encouraging them to think about the values in school, why they are there and how they can be applied in the playground and other contexts. PSHE and Collective Worship continue to focus on important themes such as Trust and Trustworthiness. The Headteacher is supporting the Class Teacher and has also met with families to discuss their concerns.

Q: There have been some trainee placements this term. What is the impact on teachers in terms of time commitment needed to support the placements? The SCITT placement in Swallow Class has been extremely successful this term. The trainee is full of enthusiasm, energy and drive, engages well with the pupils and has provided valuable support to the Class Teacher. There is also a PGCE student on a placement in Owl Class this week, and there will be a new SCITT trainee and a student on an EYFS placement joining Barton after Christmas. When placements are successful, this can facilitate additional release time for the class teacher to focus on subject lead work, but the teacher also has to spend time mentoring the student and completing reports about their placement.

Q: What progress has been made with developing the teachers' subject action plans this term? All teachers (with the exception of the ECT who is not a subject lead) have had time with the School Improvement Adviser to discuss their plans, although the sessions with the Primary Adviser have had to be postponed to the Spring Term. The School Improvement Adviser has encouraged teachers to focus on the plans for subjects which are in the "fast lane" and has given advice on a number of areas. PE and Music have seen particular improvements, and Barton has just been invited to apply for the Music Mark.

Post-meeting note: Barton has just been awarded the Music Mark for 2023-24 for its outstanding commitment to music within school.

Q: Is Writing an area that is still an area of focus? Yes, writing continues to be a priority throughout school in addition to Phonics in EYFS/Y1. The Little Wandle Scheme is working very well and school has been able to access a grant to purchase additional resources.

Q: Are there any other areas that are being prioritised this term? The RE Lead is continuing to look at schemes of work. Previously, Barton has followed the Emmanuel Project. The Diocese recommend "Understanding Christianity" which is a complex

programme and will also require additional teaching on other religions.

Q: Has there been any further progress on the library project? The School Business Manager is continuing to chase Insurance for advice so that a decision can be made regarding finances. The School Business Manager and Headteacher recently met Cate Martin from Peter Smith Associates to discuss the library project as well as plans for spending the energy grant. Progress on all of these matters continues to be frustratingly slow.

8.2. Pupil Premium Strategy Statement

The Statement was available on Governor Zone prior to the meeting. Clarification on the use of terminology (“distance marking”, “ARE”) was provided by the Headteacher.

Governors asked the following questions:

Q: Are the tutoring sessions having an impact for PP children? Yes, the tutoring sessions have been used to pre-teach material or to follow up what pupils have learnt in the classroom. The sessions have an immediate relevance and are therefore helping to reinforce learning, which is having an impact on pupils’ performance in class.

Q: When do the tutoring sessions take place? The sessions are held before school by an experienced HLTA with different pupils attending sessions on Mondays, Tuesdays and Thursdays.

Q: Are all of the pupils attending tutoring sessions PP children? No, the sessions are targeting a selection of students including those who are on the cusp of achieving ARE.

Q: Are all PP children accessing additional support? Yes, all PP children have access to focused TA support in the classroom, and small group interventions are continuing to take place during the school day. An HLTA works with Y1 pupils on Thursday mornings to support reading and phonics, and then leads sessions to support vulnerable and PP pupils in Years 2, 3 and 4 on Thursday afternoons. The membership of the tutoring groups changes each term, so if a PP child is not in the cohort that is currently receiving tutoring, they may be able to access this support later in the year. Some PP children are making extremely good progress.

Q: Are there any PP children for whom the additional strategies put in place last year did not have the intended impact? If so, does a new approach need to be adopted this year? The support that the older PP children in Y5/6 received last year definitely made a difference as they were able to reach ARE. Some pupils in lower KS2 are not quite at this level yet but are beginning to show more maturity. Two more PP pupils have recently joined Barton and are working at a much lower level than their peers, but have settled in well and are making progress. In the NFER assessments last week, one PP pupil outperformed all expectations. Pupils will progress at different rates with some making accelerated progress and then plateauing, while others make steady progress throughout the year. The regular PP review meetings ensure that teachers are able to carefully monitor how the pupils in their class are performing and whether there are additional barriers such as learning needs, EAL, or outside circumstances that also need to be addressed. Although strategies are in place for PP children as a group, each child is viewed as an individual and support is tailored accordingly.

The Headteacher handed out **progress and attainment data relating to PP and SEN pupils**. Governors were advised that some data is missing for new pupils as the information has not been made available from their previous schools. The assessments that were carried out last week will therefore be used as a baseline to assess future progress.

New governors were advised that all children in Y2-Y6 are expected to make 6 points progress each year (which equates to 2 points progress each term). In Y1, pupils are expected to make a total of 4 points progress. The grading system consists of a number and a letter – the number represents the year group that the child is working within and the letters show their level of performance:

- B: below
- B+: below plus
- W: working at
- W+: working at plus – this is equivalent to ARE
- S: secure
- S+: secure plus

For example, if a Y6 child is currently working at “5S+” and makes a further 4 points progress over the two remaining terms, they will reach “6W+” which is equivalent to ARE.

Governors noted that the progress data for PP and SEN pupils was very pleasing with all pupils showing expected progress or well above expected progress.

Governors also highlighted the exceptional progress in Owl Class in the main data summary which together with the PP/SEN data reflects the excellent teaching that pupils are receiving.

Q: Is there any reward system to help retain staff? Teachers are obviously putting their heart and soul into their work to enable pupils to make such excellent progress. It is true that all teachers work extremely hard in school, but there is little flexibility to reward within the state education system. Rewards are intrinsic in terms of the achievements that pupils make, and schools tend to rely on an individual teacher’s drive and passion for the job. All staff were invited to a Christmas meal, but some find it difficult to attend at the end of a long school day due to family commitments or commuting. However, if staff would like more social gatherings to be arranged, this is something that could be considered.

8.3. Standards Committee Draft Minutes – 4th October 2023

Governors noted the minutes from the latest meeting.

Q: There is a post meeting note on wraparound care. Has there been any progress? As part of the pilot scheme, the LA have confirmed that they will be contacting all schools in the New Year to ascertain the current and future capacity and demand for wraparound care, and will then advise the next steps. The Headteacher and governors do not need to take any action at the current time.

8.4. Resources Committee Draft Minutes – 18th October and 8th November 2023

Governors noted the minutes from both meetings.

The Chair advised governors that the Support Staff Pay Award was agreed with unions in November and the pay award has been backdated to 01.04.23. Governors were advised that there are two ex-employees who could be entitled to back pay to cover the uplift from 01.04.23 to the date their employment ended. One has contacted the school to request the back pay but the other has not, as yet.

Governors were informed that there is no definitive answer about whether schools are obliged to pay this back pay. It is suggested that schools have discretion on the question.

Q: How much will the back pay amount to? A total of around £1,000.

Q: How will this impact the budget? The budget remains extremely tight, but this should not be the sole criteria for determining whether the back pay should be granted.

Q: Is there any precedent for paying uplifted back pay to staff who have left? The recent tribunal ruling about holiday pay for casual employees which schools were advised to enact, would have applied to ex-employees, if they requested it. There have not been any occasions where a claim has been turned down from an ex-employee.

Q: Is there any indication about what other schools are choosing to do? Research undertaken has shown that some bodies are putting a time limit on claims (e.g. 3 months after the pay award was agreed) so that they need not retain reserves to cover

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	<p>future claims, although it should be noted that the bodies in question are local authorities rather than schools. We are not aware of how other schools approaching the issue.</p> <p>Q: If we decide to pay the ex-employee who has made a claim, will we have to alert the other ex-employee? There does not appear to be any obligation to do so.</p> <p>Q: Will either of these individuals be employed by Barton in the future? There are no vacancies at the current time.</p> <p>Q: How was only one of the ex-employees aware of the possibility of making a claim? This person has continued to work in a school whereas the other ex-employee does not.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>After careful consideration, governors agreed to pay the uplift to the ex-employee who has made a claim. Governors also agreed to approve back pay for the other ex-employee if they made a claim within 3 months of the pay award being finalised.</p> </div> <p>8.5. Governor Visits As agreed at the last FGB, CP, AU and AHi met with the PE Coordinator to discuss the swimming pool and start a Best Value exercise. Notes from this visit will be circulated to governors once action points have been followed up.</p> <p>Visits have also taken place for Geography/History, RE and Collective Worship, but reports were not yet available for governors to review.</p> <p>The following visits have had to be postponed to January due to teacher absence:</p> <ul style="list-style-type: none"> • Phonics • Music <p>The Safeguarding visit will be discussed under item 15.3.</p>	<p>SA</p> <p>CP/AU/AHi Next FGB</p> <p>LB/SP/PS Next FGB</p> <p>Next FGB</p>
<p>9</p>	<p>CATERING PROVISION</p> <p>The Chair advised governors that LB and SB had devised a questionnaire to seek views from parents and pupils about the new catering provision. Unfortunately, LB/SB have not been able to feedback the results, but it is hoped that these will be available before the end of term.</p> <p>Governors discussed the current cost of meals, the costs that had been inherited from Dolce, the level of uptake and the current suppliers.</p> <p>Q: Has there been any progress with the idea of Barton supplying meals to Coton Primary School? This was an option that was discussed with Essex Meals Service when they took over the advisory role in the summer. This will be raised again when they visit school next week.</p>	<p>Next FGB</p> <p>JM/SA</p>
<p>10</p>	<p>STAFF APPRAISAL</p> <p>10.1. Headteacher Appraisal Targets Document This document was available on Governor Zone.</p> <p>10.2. Anonymised Targets for Teachers/TAs Examples of targets for teachers and TAs were also available on Governor Zone. Governors were informed that the success criteria varied according to the needs of the role, but that all were linked to the 2023/24 strategic plan to ensure that all staff were focused on the school priorities. Governors agreed that the targets were SMART and focused on school development priorities.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Governors approved the targets that had been set for the Headteacher, Teachers and TAs, and welcomed the cohesion between the documents.</p> </div>	

<p>11</p>	<p>GOVERNOR AUDITS</p> <p>11.1. Governing Body Evaluation The results from the NGA Governing Body Evaluation, which was carried out for governors in post in September, was available on Governor Zone.</p> <p>As recommended by the NGA, the Chair has RAG-rated the results with the number of responses shown for each colour.</p> <p>Governors noted that the highest number of responses received for each question were either green or amber-rated. Some of the amber-rated categories (questions 4 and 7) reflected the fact that the governing body was carrying a large number of vacancies at the time the questionnaire was completed, and that it is not always possible to ensure that new governors have the additional areas of expertise that have been identified by previous skills audits.</p> <p>The Chair continues to seek ways to diversify the board and to make vacancies more attractive to under-represented groups. The governing body also consists of a significant number of parents in the LA, Co-opted and Foundation Governor roles as well as the Parent Governors themselves. Other small schools are reporting similar difficulties in recruiting members from a wider variety of backgrounds or from the wider community.</p> <p>It was noted that Grantchester and Comberton will have new vicars starting in January. It may be possible to encourage them to take on the vacant role of POM.</p> <p>The following additional points were made:</p> <ul style="list-style-type: none"> • <u>Question 13: Accountability – quality of education.</u> There was a range of responses which indicates that governors may not all have a good enough understanding about the principles which underpin the curriculum. It was suggested that the Primary Adviser should carry out some training on Governors’ Role in Monitoring the Curriculum to address this point and help provide support to governors who are new in post. • <u>Question 18: Evaluation of individual contributions.</u> It has been agreed previously not to carry out 360-degree appraisals as this process involves a fee charged by the NGA, and the Chair is confident that there are no under-performing governors in post. • <u>Question 19: Evaluation of board practice.</u> This is rated amber as there has not yet been an external review of governance. • <u>Question 20: Evaluation of impact.</u> Governors are confident that decisions made by the governing body have had an effective impact on pupils’ outcomes, but have acknowledged that there are always improvements to be made, and that the school budget is ever tighter with minimal contingency. <p>Governors felt that this had been a useful exercise which had identified training and areas for improvement. The Chair thanked governors for completing the questionnaire.</p> <p>11.2. Individual Governor Skills Audits The collated results from the NGA Individual Governor Skills Audits were also available on Governor Zone.</p> <p>The Chair confirmed that each question required governors to score themselves from 1-4. Most scores were 4 or 3, with a few 2s and 1s. Taking an average of the scores, this resulted in all areas achieving a score of 3.0-3.75, with the exception of “having experience as a Chair of a board or committee” which scored a 2.5.</p> <p>A number of governors responded positively to question 26, stating that they would appreciate training or support to increase their contribution to promoting equality and diversity in school. It was agreed that the Training Governor would look into some training or resources to address this.</p>	<p>JM/BH</p> <p>AU Next FGB</p>

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	<p>Some governors also pointed to professional experience which they could bring to their position. The Chair encouraged governors to suggest how their skills could best be utilised to improve the work of the Governing Body.</p> <p>Governors agreed that the Individual Skills Audit fairly represented the range of experience within the Governing Body as a whole. Governors also felt that although all areas were adequately covered, it would be useful to receive further training and to better utilise governors' professional expertise in the future.</p>	
<p>12</p>	<p>ACADEMISATION</p> <p>As noted under item 5.2 above, the due diligence paperwork has not been received from the Diocese of Ely. Once this paperwork has been received and reviewed, the Chair will contact the CEOs of selected MATs to meet with governors.</p>	<p>CP</p>
<p>13</p>	<p>CLIMATE CHAMPION</p> <p>As noted under item 8.1, discussions are still ongoing on how to spend the Energy Grant. Replacing the ceiling in Robin Class and insulating the ceiling over the PPA area in the staff room would make a significant difference to the energy costs as would changing the outdated, inefficient storage heaters.</p> <p>The School Business Manager is continuing to chase the Property Manager for advice and quotes. The deadline to spend the Grant is not until 2025, but schools are being encouraged to use the money as soon as possible to ensure the maximum benefit is achieved in terms of energy savings.</p> <p>The Headteacher also advised governors that the Senior Teacher and a number of parents have erected new vegetable beds in the playground, Owl Class have been involved in a Fairtrade baking project, and the saplings planted at the end of the Summer Term are now well established.</p>	
<p>14</p>	<p>POLICIES</p> <p>14.1. For Review</p> <p>14.1.1. Collective Worship: Minor changes (highlighted in red) have been made to this policy to reflect updated practice within school.</p> <p>Governors approved the Collective Worship Policy.</p> <p>14.1.2. Governor Visits: The content of the Governor Visits Policy remains unchanged, but a new Governor Visit form has been devised to link to the 3-year strategic plan, make it easier to record pupil voice, and ensure that visits are focused on the school's development priorities.</p> <p>Governors approved the Governor Visits Policy.</p> <p>14.1.3. SEND Policy: The policy was last reviewed in January and there have been no further changes.</p> <p>Governors approved the SEND Policy.</p> <p>14.1.4. Mobile Phones and other Smart Devices Policy: This is a model policy provided by the LA. There have been changes to section 1 to specify that pupils may also have access to the internet via AirDrop and Nearby Share (with a supplementary annex providing additional information).</p> <p>Governors approved the Mobile Phones and other Smart Devices Policy.</p>	

	<p>14.1.5. Response to Prejudice-Related Incidents Policy: This is a model policy provided by the LA. Governors were informed that there were no changes to this policy.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Governors approved the Prejudice-Related Incidents Policy.</p> </div> <p>14.2. No Changes</p> <ul style="list-style-type: none"> • Anti-Bullying including Cyber (reviewed Jan 2023) • Complaints Policy (reviewed July and September 2023) • Governor Allowances • Intimate Care • Key Holder Agreement • Pupil Mental Health and Wellbeing • School Security Policy <p>14.3 To be deferred Governors noted that the following policies will be deferred to the next meeting:</p> <ul style="list-style-type: none"> • Attendance and Lateness • Communication and Concerns • Freedom of Information • Pupil Records • Volunteer Helpers <p>14.4. New policies (also to be deferred)</p> <ul style="list-style-type: none"> • Anti-Fraud and Corruption Policy • Gifts, Hospitality and Anti-Bribery Policy 	<p>Next FGB</p> <p>Next FGB</p>
<p>15</p>	<p>SAFEGUARDING</p> <p>15.1. SCR The Chair and Vice-Chair have reviewed the SCR and confirmed that it was up-to-date with a couple of minor points to be included for clarification purposes.</p> <p>15.2. Annual Safeguarding Report The Annual Safeguarding Report completed in July 2023 was available on Governor Zone.</p> <p>Governors noted that the report confirms that Barton are fulfilling their safeguarding duties, and that the only negative answer related to having a Mental Health Lead. Governors were advised that this is a role that the Headteacher will be taking on from January following the departure of the previous Mental Health Lead.</p> <p>15.3 Pupil voice governor safeguarding visit The report from the recent governor visit to obtain pupil voice on safeguarding was available on Governor Zone.</p> <p>The report documents a number of issues raised by the pupils at the visit, but also acknowledges that these were not raised earlier when the same pupils met with the Headteacher and Senior Teacher to discuss safeguarding. The governors present at the visit reported the issues after the meeting, and a number of actions have been put in place in response, for example:</p> <ul style="list-style-type: none"> • A Class Council has been established in the UKS2 class to ensure that pupils' voices are heard and to provide an alternative medium through which to voice concerns or worries. • The Headteacher, Senior Teacher and Class Teacher are regularly meeting with small groups of children to check how they are feeling and ensure that any issues are followed up promptly. • TAs have been made aware of the contents of the report, and the Headteacher has reinforced the importance of adhering to the Playground Procedures as well as providing support and guidance to individual pupils as required and in accordance with agreed scripts. 	<p>WG</p>

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	<ul style="list-style-type: none"> • The Headteacher and PSHE Lead have attended training provided by the PSHE Service on “Resolving Conflict and Relationships between Children” to ensure that there continues to be an emphasis on PSHE throughout school. • UKS2 will participate in the PSHE’s Service’s Health-Related Behaviours survey. <p>The Headteacher also explained to governors that sometimes pupils may not be aware of actions taken to address issues which do not immediately involve them. It was often not appropriate for pupils to be made aware of actions taken in respect of other children. This can be difficult for pupils to understand, but we need to develop greater trust that adults will follow up concerns that have been raised. By implementing the actions noted above, it is hoped that this will help to provide a visible response in addition to the steps being taken away from public view.</p> <p>The Headteacher noted that some of the issues raised in this visit were similar to those first raised during the Safeguarding Audit carried out by Rachael Schofield last year. The Headteacher is keen to ensure that these concerns are addressed to promote a robust safeguarding culture where pupils are confident about raising issues with a trusted adult, and if appropriate, have strategies that they can use themselves to resolve a situation.</p> <p>Governors noted that there were some very mature and reflective comments from pupils in the report, challenging each other and recognising where adults in school are trying to support independence and problem-solving.</p> <p>Governors will carry out another visit to obtain pupil voice later in the year to examine whether the actions outlined above have been effective.</p>	CP/LB/CM
16	<p>HEALTH & SAFETY</p> <p>There were no additional Health & Safety matters to report.</p>	
17	<p>CHURCH SCHOOL UPDATE</p> <p>Andrew Read has left his position as Director of Education for the Diocese of Ely. Sarah Conant has become Interim Director and the Headteacher awaits confirmation of whether she will continue to provide EDRA support or whether we will be allocated another EDRA.</p>	
18	<p>NETWORK CB23</p> <p>The Headteacher recently attended the Heads Forum, which was very informative.</p> <p>A Careers Convention for Y5/Y6 pupils was held in October, and proved to be very successful. The Headteacher would like to hold a Careers Evening at Barton with parents giving an overview of their jobs and other possible roles within their field.</p>	JM
19	<p>GOVERNOR TRAINING</p> <p>The Clerk will upload the slides that the Training Governor circulated to governors relating to the Termly Governor Briefing, The Role of a Governor in a Church School and An Introduction to the Theology of Education.</p> <p>The Training Governor will examine upcoming courses to suggest suitable training following the recent appointment of three new governors.</p> <p>The Chair highlighted the following points from the recent EYFS Training session:</p> <ul style="list-style-type: none"> • That governors should familiarise themselves with the EYFS curriculum and how it feeds into Y1 and above. • That governors should ask questions about the EYFS curriculum of subject leaders when carrying out their subject monitoring visits. <p>Governors were informed that slides from this training session were already available on Governor Zone.</p>	WG AU

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20	<p>FOBS</p> <p>During this term, FOBS have organised a disco, movie night, class cake sale and the Christmas Fair. The Christmas Fair was held last Friday evening and was very well attended.</p> <p>The Headteacher expressed her thanks for the effort that FOBS members put into holding these events.</p>	
21	<p>ITEMS ADVISED BY THE LOCAL AUTHORITY</p> <p>Governors were advised that Jonathan Lewis, Director of Education, will be leaving the LA in February to take up a post with a MAT.</p>	
22	<p>COMMUNICATION</p> <p>Governors' Bulletin The Governors' Bulletin will be issued at the end of term. The Chair of the Governing Body thanked the Chairs of the sub-committees for their contributions.</p>	CP
23	<p>REVIEW OF THE MEETING</p> <p>What have governors done at the meeting to make sure standards are being raised?</p> <p>Governors have:</p> <ul style="list-style-type: none"> • Looked at the progress data for pupil premium children and strategies for improving their attainment to ensure that the pupil premium grant is being spent effectively. • Discussed the pupil voice from the recent safeguarding visit and ensured that initiatives have been put in place to address the issues that were raised and to demonstrate a continued commitment to prioritising a robust safeguarding culture throughout school. • Discussed the ongoing pressures on staff in a small school, and reiterated their support for the Headteacher in providing creative solutions to attempt to reduce teachers' workload, maintain their commitment and improve their wellbeing. • Examined the results from the recent governor audits and identified training requirements to augment the existing skill set and ensure that the governing body is able to fulfil its statutory obligations. • Evaluated the first term of the in-house catering provision to ensure that school is able to provide healthy, nutritious meals within a tight budget. • Reviewed the appraisal documentation for the Headteacher, teachers and TAs to ensure that the targets are SMART and have a coherent strategic focus to drive the school forward. 	
24	<p>OTHER BUSINESS</p> <p>None.</p>	
25	<p>DATE OF NEXT MEETING – Wednesday 14th February 2024</p> <p>The meeting ended at 8.18pm</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	-

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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.